

Procedures

Series 600

Code 600

Title: Guiding Principles

Educational procedures are embodied in two handbooks for school personnel:

1. Manual of Policies and Procedures for Elementary Schools
2. Manual of Policies and Procedures for Secondary Schools

These manuals identify procedures to follow in a variety of school situations. These manuals are revised periodically. Changes are made when necessary to reflect new policies and procedures of the Board of Directors.

The district furnishes textbooks to students. New textbooks will reflect the content and support the curriculum of the particular course for which the textbook is adopted.

Revised January 19, 1993

Series 600

Code 601

Title: Educational Equity

Any student, parent or volunteer of the Des Moines Independent Community School District shall have the right to file a formal complaint alleging discrimination based on age, race, creed, color, sex, marital status, national origin, religion, sexual orientation, gender identity, or disability. The district shall not discriminate against a student for filing a complaint. All meetings and hearings under this procedure shall be conducted in private and shall include only witnesses and the parties of interest. "Parent" is meant to include guardian. Complaints of discrimination may be filed with Patricia Lantz, the District's Compliance Officer, Title IX Coordinator, or Shelly Bosovich, 504 Coordinator, at 901 Walnut Street, Des Moines, Iowa 50309, (515) 242-7837.

Complaint Procedure

This complaint procedure has been developed to handle complaints of discrimination, harassment, or sexual harassment. Employees, applicants for employment, parents, students, and volunteers can file a complaint. Briefly, the complaint procedure includes the following steps:

1. Complainants may talk to their building principal or immediate supervisor to try to resolve the problem informally. If the complaint is based upon the conduct of the Complainant's principal or immediate supervisor, the Complainant may contact that person's immediate supervisor. Complaints should be reported as soon as possible after the event giving rise to the complaint.
2. If the Complainant prefers to proceed with a formal complaint, or if the matter has not been informally resolved, he or she may file a complaint with the District Compliance Officer or the Human Resources Investigations Specialist based on the

allegation. Formal complaints should be filed by the Complainant within 180 days after the event giving rise to the complaint or it is determined the complaint cannot be informally resolved.

3. Within 10 working days, the appropriate investigator will begin the investigation. An investigation will include taking a written statement from the Complainant, the Respondent(s) named in the complaint, and those witnesses who have been identified who have relevant information pertaining to the complaint. Relevant documentation will also be collected and considered. During the investigation, a Respondent may elect to have a union representative, friend, counsel or any other individual present during interviews and subsequent meetings.
4. Within 30 working days, the investigator shall complete the investigation and issue a written report making findings with respect to the individual allegations set out in the complaint and rendering an ultimate finding as to whether the greater weight of the evidence, based on the entire record, indicates the District's policies have been violated. Under some circumstances, when many individuals are involved in the investigation or an extensive legal review must be done, the investigator will inform the Complainant of the expected date of completion beyond the 30 working days.
5. The District prohibits retaliation against an individual for filing a complaint. Any individual intentionally providing false information in a complaint investigation may be subject to disciplinary action.

In the event the investigator finds:

1. No violation of District policy, the findings will be shared by the investigator with the Complainant and the Respondent.
2. A violation of the District's policies or no violation of the District's policies but other inappropriate behavior on the part of the Respondent, the findings will be reviewed:
 1. By the investigator with the Complainant and the Respondent; and
 2. By the investigator and Respondent's principal or the immediate supervisor, the director responsible for Respondent, and a representative of Human Resources Management. The Human Resources representative will inform the Respondent of any decision regarding disciplinary action.
3. If disciplinary action is warranted, documentation of the disciplinary action will be placed in the employee's file or the student's file. All other information regarding the case will be kept in confidential files. Any disciplinary consequences will be kept confidential.
4. The District has no jurisdiction to take disciplinary action over parents and volunteers. However, steps will be taken to ensure individuals do not continue to violate nondiscrimination policies on district property, school-related activities.

The complaint will be closed after the investigator has provided the information to the Complainant and the Respondent unless, within ten days of receipt of the final investigative report, either side files a written appeal to the superintendent setting out the reason(s) why they believe the decision should not stand.

In the event of an appeal, the Superintendent/designee shall review the written record and may meet with the appealing party. The Superintendent/designee may affirm, reverse, modify or remand the matter for further proceedings and shall, within twenty (20) days of the written appeal, confirm this decision in writing to the appealing party.

Except in the event of a termination of a certified employee, the Superintendent's/designee's decision shall be final.

A parent or guardian who disagrees with the school district's decision regarding a student's identification, evaluation or educational placement of program accommodations under Section 504 of the Rehabilitation Act of 1973 has a right to an impartial, third party hearing. They may contact Shelly Bosovich, 504 Coordinator, 901 Walnut Street, Des Moines, Iowa 50309 or call 242-7714 to make the arrangements.

The District encourages individuals to use the internal complaint procedure. However the Complainant may seek legal advice of his or her choosing or file a formal complaint with the Des Moines Human Rights Commission, Iowa Civil Rights Commission, the Equal Employment Opportunity Commission, or other agencies. If the Complainant seeks other avenues of redress, the District may choose not to conduct its internal complaint procedures.

*Board Policies: Code 402, 402.1, 406, and 407; Code 601
Legislation
Title VI and VII of the 1964 Civil Rights Act,
Title IX of the 1972 Education Amendments,
Section 504 of the Rehabilitation Act of 1973
American Disabilities Act of 1990
Approved January 19, 1993; revised July 25, 2006; August 2007*

Series 600

Code 603

Title: Curriculum

Curriculum guides shall be prepared by the subject area supervisor to provide assistance to the instructional program. These guides shall be designed to provide a consistent approach and to furnish information as to available supplementary materials and related activities.

All courses offered in Des Moines high schools are briefly described in the "High School Course of Studies Guide." This document is reviewed and updated annually. Detailed curriculum guides exist for each of these courses.

Revised January 19, 1993

Series 600

Code 603.1

Title: Citizenship Education

To help students understand and appreciate our democratic society, the following citizenship education activities will be made available to Des Moines students at the appropriate grade level on a regular basis:

1. Learning and reciting the Pledge of Allegiance
2. Learning and singing a variety of patriotic songs including the national anthem
3. Listening to or reading stories about famous Americans and/or famous historical facts or events
4. Participating in student government activities
5. Participating in a wide variety of local, state, and national government classroom simulations which include but are not limited to mock elections, mock trials, and/or mock legislatures
6. Participating in patriotic exercises and observances in the classroom and/or in conjunction with school programs and events as deemed appropriate for the occasion
7. Participation in any other activities which will lead to making students aware of their increasing responsibilities as citizens of a global society and their responsibility for the preservation of a free and democratic society as citizens of the United States

Individual building staff members who wish to provide a citizenship education program different from the activities outlined above should submit such programs in writing to the Chief Academic Officer.

Approved February 5, 1985; revised January 19, 1993

Series 600

Code 603.2

Title: Religion in the Curriculum

Teaching about religion when related to course objectives is essential to a quality educational program.

Respect for various religious beliefs is a cornerstone of a pluralistic, democratic society. The policy on religion in the curriculum should be implemented through the district's educational programs and activities in such a way that:

- The approach to religion shall be one of instruction rather than indoctrination.
- Students may be exposed to religious and non-religious views, but no particular view shall be imposed.
- Sensitivity shall be shown for the religious or non-religious beliefs, attitudes, and feelings of all students.
- Students shall not be singled-out nor identified on the basis of religious or non-religious affiliation.

The following procedures shall be applied:

1. The curricula shall include appropriate objectives regarding the role religion has played in the development of various cultures, including such areas as the fine arts, customs, traditions, and values. Instruction must be objective and non-judgmental.
2. The adequacy and appropriateness of instructional material in all areas of the curriculum relative to the role of religion shall be reviewed. Special care should be exercised in the areas of language arts, social studies, art, and music. When adequate course materials are not available, supplementary teaching materials shall be developed and made available to teaching personnel. Appropriate instructional materials should not be deleted because religious sensibilities might be offended. The decision to include or exclude must be based on secular rather than religious reasons.
3. Attention shall be given to the developmental differences between elementary and secondary students in the selection of course objectives and instructional materials.
4. Music selected for study must focus on course objectives and be chosen for musical rather than religious value.
A school music program should not have the appearance of a religious celebration. Religious music may be a part of a music program, but the total effect must be non-religious.
5. The production or sponsorship of a religious program, celebration, or drama by the district, on or off school property, is not allowed. Worship ceremonies of any kind are not permitted.
6. The display of religious symbols* for other than instructional purposes is prohibited.
7. The responsibility for the implementation of this policy and related staff training rests with the Superintendent and the Division of Teaching and Learning.

* Religious symbols include, but are not limited to, any object or objects of worship, crosses, crucifixes, cult symbols, Islamic Crescents, menorahs, nativity scenes, Stars of David, trees decorated as or with religious symbols.

Revised January 19, 1993; October 21, 1997

Series 600

Code 604

Title: Teaching of Controversial Issues

In the teaching of controversial issues, it should be recognized that at times it may be necessary for a teacher to express an opinion; but it must be understood that such opinions be clearly stated as such and may be subject to challenge. Administrators should see that the teachers employ, as far as possible, the scientific method of study in presenting controversial issues.

Teaching should be confined, as much as possible, to the facts or to generally recognized hypotheses. Teachers should recognize that there are limits imposed by the emotional content of the topic, by the age level and maturity of the class, and by the social climate of the community.

Teachers should be aware of their role as guides, leading their students to the facts through the processes of sound thinking which lead to wise policy decisions.

All teaching, including that done on controversial issues, should strive to establish in the students pride in themselves as inheritors of American traditions and to inculcate loyalty to the ideals which should shape their lives. Throughout the entire teaching process in controversial issues, it should be understood that the teaching responsibility belongs primarily to the teacher and the school; and teachers should not abdicate instructional position to any outside group. However, this statement is not to be interpreted in such a way as to imply that the lay public should have no voice in what is taught in the public schools.

Series 600

Code 608

Title: Evaluation

The Department of Board and Community Relations shall submit evaluation reports or abstracts to the Board of Directors for all special or periodic evaluations of programs under evaluation by that department.

Testing results from objectives-based, criterion-referenced, or norm-referenced tests shall be submitted annually to the Board of Directors in the form of a district assessment report, which shall also be made available to the media and the general public. A trend analysis of ITBS/ITED results shall also be provided each year such tests are administered. Additional or more detailed reports shall be available to the Board of Directors at their request.

Revised January 19, 1993; October 2002

Series 600

Code 610

Title: Selection of Instructional Materials

The district shall provide a wide range of instructional materials in all levels of difficulty and allow for review of allegedly inappropriate instructional materials. Diversity of appeal and the presentation of different points of view shall characterize instructional materials.

Statement of Rules

1. Responsibility of Selection of Materials
 1. The Board of Directors is legally responsible for all matters relating to the operation of the Des Moines Independent Community School District.
 2. The professionally trained and certified staff employed by the school system is responsible for selecting and recommending instructional materials to the Board of Directors for purchase.
 3. For the purposes of this rule, the terms "instructional materials" or "materials" include printed and audiovisual materials, including text materials and library/media center materials. Throughout this document, the term "library" will be used to denote the library/media center and "librarians" to denote the certified media specialist or teacher librarian.

4. The selection of library or media materials involves many people (principals, teachers, students, supervisors, community persons, and librarians). The responsibility for coordinating the selection of most library materials and making the recommendation for purchases rests with certified library personnel or principals with their appointed committees of certified teachers where there is no certified librarian assigned. Requests for purchase of library materials will be approved by the Supervisor of Library/Media Services. Libraries/Media Services/COLLAGE..
5. Responsibility for coordinating the selection of instructional materials will rest with the District Curriculum Advisory Committee. The District Curriculum Advisory Committee is composed of students, instructional staff, community persons, and administrators. This committee receives, reviews, and acts upon the individual instructional evaluation committee's reports. Ad hoc members with expertise in special areas may be added to this committee when deemed necessary.

Criteria for Selection of Materials

1. The following general criteria will be used as they apply:
 1. Materials shall support and be consistent with the general educational goals of the district and the objectives of specific courses.
 2. Materials shall generate a desire to question, reflect, and explore topics to pursue more in-depth study.
 3. Materials shall motivate users to acquire higher level thinking skills as a process for life-long learning.
 4. Materials shall be current and meet high standards of quality in factual content and presentation; and shall be written or compiled by competent and qualified authors, editors, and producers.
 5. Materials shall be appropriate for the subject area, age, emotional development, ability level, and social development of the students for whom the materials are selected.
 6. Materials shall have aesthetic, literary, or social value; and their physical format and appearance shall be suitable for their intended use.
 7. Materials shall be chosen to foster respect for minority groups, both men and women, and ethnic groups; and, shall realistically represent our pluralistic society, along with the roles and life styles open to both men and women. Materials shall be chosen that are designed to help students gain an awareness and understanding of the contributions to our civilization of the above. These materials shall present and analyze inter group reactions objectively, placing emphasis upon resolving social and economic problems. Materials shall also be selected to motivate students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights, and privileges as citizens.

The selection of materials on controversial issues will be directed toward maintaining a balanced collection representing various views.

1. Materials shall be selected for their strengths rather than rejected for their weaknesses.
2. Biased or slanted materials may be provided to meet specific curriculum objectives.

PROCEDURE FOR SELECTION

Library/Media

1. In selecting materials for purchase for the library/media center, the librarian (or library committee in elementary schools) will evaluate the existing collection and will consult reputable, professionally prepared selection aids and other appropriate sources. For the purposes of this rule, the term "media" includes all materials considered part of the library collection plus all instructional materials housed in resource centers and classrooms (if any) which are not text materials. For the purpose of Section 3, the "library/media center" is the space, room or complex of rooms and spaces designated as a library, media center, instructional materials center or similar term. It may include units not contiguous to the center where facilities dictate. These units would include, but not be limited to, resource centers, production centers, and television studios.
2. Recommendations for purchase will be solicited from faculty and student body.
3. Gift materials shall be judged by the criteria in Administrative Procedures Code 610(a)(2) and shall be accepted or rejected by those criteria.
4. Selection is an ongoing process which should include the removal of obsolete and erroneous materials and the replacement of lost and worn materials.
5. Selections shall be forwarded to the office of the Supervisor of Library/Media Services Libraries/Media Services/COLLAGE for approval and then to the purchasing agent through the ordering methods designated by the district.

Instructional Materials

1. Instructional materials committees shall be appointed at the time that curriculum adoption areas are determined. Appropriate personnel from subject areas, instructional areas, and libraries should be included on each committee.
2. Criteria for instructional materials consistent with the general criteria for materials selection noted in Administrative Procedures Code 610(a)(2) shall be developed by teacher committees.
3. The committee shall present its recommendation(s) to the Superintendent (or designee) or the District Curriculum Advisory Committee.
4. The Superintendent or his/her designee and/or the District Curriculum Advisory Committee shall present the recommendation(s) to the board.

Objection

Any resident or employee of the school district may raise objection to instructional materials used in the district's educational program.

1. Initially, the school official or staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally. The materials shall remain in use unless removed through the procedure in Administrative Procedures Code 611(a). (6).

1. The school official or staff member who first receives a complaint shall explain to the complainant the school's selection procedure, criteria, and qualifications of those persons selecting the material.
 2. The school official or staff member receiving a complaint shall explain to the best of his or her ability the particular place the challenged material occupies in the educational program, its intended educational usefulness, and additional information regarding its use, or refer the complaining party to someone who can identify and explain the use of the materials.
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1. In the event that the person making an objection to material is not satisfied with the initial explanation, the person raising the question should be referred to the principal or person in charge of the attendance center, or to the librarian of that attendance center. If the complainant desires to file a formal complaint, the principal should provide him/her with the Reconsideration Request Form, assist in filling out the form, and explain the process.
 2. The individual receiving the initial complaint shall advise the principal or person in charge of the attendance center where the challenged material is being used, of the initial contact no later than the end of the following school day, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contact shall be maintained by the principal or other person in charge of the attendance center. The principal or person in charge of the attendance center where the material is being used shall be notified of the request by whomever received the initial complaint. The principal should be advised as to whether or not the complainant was satisfied by the initial contact and a written record should be maintained even if a formal complaint is not filed.
 3. The principal or other person in charge of each attendance center shall review the selection and objection rules with the staff annually. The staff shall be reminded that the right to object to materials is one granted by policies enacted by the Board of Directors. They shall also be reminded of ethical and practical considerations in attempting to handle resident complaints with courtesy and integrity.

*See Administrative Procedures Code 611: Process for Reconsideration of Instructional Materials
Revised January 19, 1993; February 17, 1999*

Series 600

Series 600

Code 610.1

Title: Student Use of Educational Technology

Introduction

These procedures are applicable to all student use of Network and Internet systems while using personal or school district property at any location or during school activities at any location.

All use of educational technology must be in support of education and research and be consistent with the mission of the district. The district will provide a network account, cloud storage along

with an email account for every student. In addition, educational technology may only be used in a manner consistent with federal and state law, license agreements and district policy.

Access

Network, Email and Internet access is a privilege which requires a high level of personal responsibility and may be denied due to inappropriate use. Inappropriate use shall include but not be limited to

1. Using the district system for commercial and/or personal purposes.
2. Using the system to transmit inaccurate information.
3. Using the system to send, receive or view objectionable material.
4. Damaging the security system.
5. Using another individual's system account.
6. Forging or attempting to forge electronic mail messages.
7. Attempting to read, delete, copy or modify electronic mail of other system users.
8. Misusing electronic mail retention guidelines.
9. Exceeding resource quotas or disk usage quotas.
10. Failing to conduct virus checks on downloaded material.
11. Vandalizing the system.
12. Violating the copyright laws.
13. Failing to follow network etiquette procedures.
14. Submitting false or misleading information to obtain or retain access to the system.
15. Accessing the system in any manner inconsistent with the mission of the school district.
16. Interfering with official school district communications.

The network administrators may withdraw access at any time as required. The administration, faculty and staff of the district may request the network administrator to deny, revoke or suspend specific system user access.

Teachers who wish their students to have Internet access must first complete training on the Internet offered by the district or show evidence of comparable knowledge of the Internet.

Student privileges will be granted only after the student has received instruction from a district staff member who has completed the district's acceptable use training and has access privileges. In addition to other access requirements, students under the age of 18 must have the written approval of a parent or guardian. A signed Individual System User Release Form must be on file with the district. Student privileges will be granted only for one academic year. Access privileges will be indicated on the student's ID card. A signature on the Individual System User Release Form indicates that the person signing the permission form has read and understood any supplemental information which may be provided with the permission form.

Security and Usage Guidelines

System accounts are to be used only by the authorized owner of the account for the authorized purpose. System users will not share their account number or password with another person or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.

Appropriate language will be used in electronic mail and other electronic communications.

System users will be respectful of others' opinions.

System users should change passwords regularly and avoid easily guessed passwords.

System users will not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other system users, or misrepresent other system users, or attempt to gain unauthorized access to the system.

Communications may not be encrypted so as to avoid security review.

Personal information such as addresses and telephone numbers will remain confidential when communicating on the system. Students will never reveal such information without permission from their teacher or other adult.

Students will never make appointments to meet people in person that they have contacted on the system without district and parent permission.

Students will notify their teacher or other adult whenever they come across information or messages that are dangerous, inappropriate or make them feel uncomfortable.

A system user guide will be published and available for student distribution.

All Internet account holders are responsible to notify a system administrator or building administrator promptly upon discovery of any suspected security breach.

Communication over networks should not be considered by students to be private from acceptable use review by the district. However, to the extent allowed by law, communication shall be maintained as confidential as related to the Code of Iowa, Chapter 22.

The district unconditionally reserves the right for authorized personnel to review system use and file content. The district reserves the right to remove a system user account on the system or to disconnect any system user to prevent unauthorized activity.

BYOD (Bring your own device)

Students are allowed to use their own device to access the District's wireless network, including the Internet, for instructional purposes and in accordance with the Acceptable Use Policy. Limited personal use of the system shall be permitted if the use:

- Imposes no tangible cost to the District;
- Does not unduly burden the District's computer or network resources;
- Has no adverse effect on a student's academic performance

Access to the District's electronic communications system is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations

governing use of the system and shall comply with such regulations and guidelines. Noncompliance with applicable regulations may result in suspension or termination of privileges and other disciplinary action consistent with District policies.

Violations of law may result in criminal prosecution as well as disciplinary action by the District.

*See Administrative Procedures Code 520: School Discipline
Code 780: Reproduction of Copyrighted Materials
Code 513: Student Records/Distribution of Student Rosters
Approved October 21, 1997
Revised August 2012*

Series 600

Code 611

Title: Process for Reconsideration of Instructional Materials

Request for Reconsideration

1. Any resident or employee of the school district may formally challenge instructional materials used in the district's educational program. The challenge shall specify which of the criteria set forth in Administrative Procedures Code 610(a)(2) are the basis for the challenge. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.
2. Each attendance center and the school district's central office will keep on hand and make available Reconsideration Request Forms. All formal objections to instructional materials must be made on this form.
3. The Reconsideration Request Form shall be signed by the complainant and filed with the principal.
4. Within five business days of the filing of the form, the principal shall file the Reconsideration Request Form and a report of all actions taken at the building level with the Supervisor of Library/Media Services. The supervisor will file these materials with the chairperson of the Reconsideration Committee within five business days of receipt.
5. The Reconsideration Committee shall take action at a regular or special meeting as defined in Administrative Procedures Code 611(a)(7.5) and report its recommendation for disposition to the Associate Superintendent for Teaching and Learning.
6. Generally, access to challenged material shall not be restricted during the reconsideration process. However, in unusual circumstances, the material may be removed temporarily by following the provisions of Administrative Procedures Code 611(a)(7.5).
7. The Reconsideration Committee

The Reconsideration Committee shall be made up of 13 members appointed by the Associate Superintendent for Teaching and Learning as follows:

1. Two teachers-one elementary and one secondary-designated annually by the Associate Superintendent for Teaching and Learning.
2. Two school library/media specialists designated annually by the Associate Superintendent for Teaching and Learning.
3. The Supervisor of Library/Media Services.
4. Five members from the community, nominated annually by the Executive Committee of the Des Moines Council of Parent-Teacher Associations. The list shall include fifteen (15) nominees.
5. Three high school students from a list of nominees submitted annually by the student council organizations or high school principals.
6. If any member of the committee is absent without excuse more than two meetings during a school year, that member shall be automatically removed from the committee and a replacement shall be appointed.

The committee shall first meet each year during September or October at a time and place designated by the Supervisor of Library/Media Services and made known to the members of the committee at least five school days in advance.

1. Meeting dates will be determined by submitted Reconsideration Request Forms.
2. The committee shall appoint a chairperson annually. The chairperson of the committee shall not be an employee or officer of the district. The Supervisor of Library/Media Services will serve as secretary.
3. The Supervisor of Library/Media Services will provide orientation and direction to the committee.

Special meetings may be called by the Supervisor of Library/Media Services or the Associate Superintendent for Teaching and Learning to consider temporary removal of materials in unusual circumstances. Temporary removal of materials shall require a three-fourths vote of the committee.

1. Notification of meetings and notice of special meetings shall be made public through appropriate district or student publications and other communication methods.
2. The committee shall receive all Reconsideration Request Forms from the Supervisor of Library/Media Services.
3. The procedure following receipt of a Reconsideration Request Form is as follows:
 1. The secretary will send written acknowledgment of the submitted Reconsideration Request Form to the complainant, the Associate Superintendent for Teaching and Learning, and the Department of Board and Community Relations.
 2. Copies of the challenged item, the submitted Reconsideration Request Form, professionally prepared reviews of the material, and notification of the meeting date, time and place will be distributed to the Associate Superintendent for Teaching and Learning and members of the Reconsideration Committee.
 3. The complainant will be notified by mail of the date, time and place of the meeting.

4. The complainant shall be kept informed by the secretary concerning the status of his or her complaint throughout the committee reconsideration process. The complainant and known interested parties shall be given appropriate notice of meetings.

The procedure for the first meeting following a receipt of a Reconsideration Request Form is as follows:

1. The complainant and other interested persons may have an opportunity to share their views. The complainant will be allowed fifteen minutes; others will be allowed five minutes each. Other interested persons must notify the Supervisor of Library/Media Services, at least one hour before the meeting, of their intent to speak.
2. The committee may request that individuals with special knowledge be present to give information to the committee.
3. The committee shall make its decision to (1) take no removal action, (2) remove all or part of the challenged material from the total school environment, or (3) limit the educational use of the challenged material. The primary criteria for the final decision will be those listed in Administrative Procedures Code 610(a)(2). This decision will be based on a vote of the committee. A simple majority of a quorum is required. A quorum will be nine members present. A written decision and its justification shall be forwarded to the Associate Superintendent for Teaching and Learning and the Supervisor of Library/Media Services.

The Associate Superintendent for Teaching and Learning shall notify the Board of Directors of all decisions reached by the committee and the action to be taken by the Associate Superintendent for Teaching and Learning based upon that decision at the next regular meeting following the decision.

1. If the complainant or any member of the Reconsideration Committee is not satisfied with the decision of the committee or the action to be taken by the Associate Superintendent for Teaching and Learning, he or she may request that the matter be placed on the agenda of the meeting of the Board of Directors within one month following the decision of the Reconsideration Committee. The board shall consider the appeal and may affirm, reverse, modify, or make any other appropriate decision.
2. Any person dissatisfied with the decision of the board may appeal to the State Board of Education pursuant to Chapter 290, Code of Iowa.
3. A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection or use of the material.
4. Requests to reconsider materials which have previously been before the committee must receive approval of a majority of the committee members before the materials will be considered again.
5. In the event of a severe overload of challenges, the committee may appoint a subcommittee of members or non-members to consolidate challenges and to make recommendations to the full committee. The composition of this subcommittee shall approximate the representation on the full committee.
6. No committee member shall have any financial interest, direct or indirect, in the consideration of materials.

Instructions to the Reconsideration Committee

1. The policy of this school district related to selection of instructional materials states that any resident or employee of the district may formally challenge instructional materials used in the district's educational 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 opinions known. The task of the Reconsideration Committee is to provide an open forum for discussion of challenged materials and to make an informed decision on the challenge. 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 includes community members. 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.
2. The presence on the committee of the library/media specialists and the Supervisor of Library/Media Services will assure continuity from year to year as well as lend professional knowledge of the selection process. Student members are essential since they are the closest to the student body and will be immediately affected by the decision of the committee.
3. 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 personnel regularly read great numbers of reviews in the selection process and occasional errors are possible.
4. In reconsidering challenged materials, the role of the committee, and particularly the chairperson, is to produce a climate for 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.
5. If the complainant chooses, he may make an oral presentation to the committee to expand and elaborate on the complaint. The committee 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 of individuals must be heard and observers must be made to feel welcome. It is important that the committee create a calm, nonvolatile environment in which to deal with a potentially volatile situation. To this end, the complainant will be kept continuously informed of the progress of this complaint.
6. The committee will listen to the views of all interested persons before reaching a decision. In deliberating its decision, the committee should remember that the school system must be responsible 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?" In determining whether

material is appropriate, the criteria set forth in Administrative Procedures Code 610(a)(2) shall govern.

7. The committee's final decision 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 decision will be reached through committee vote. A simple majority will determine the decision.
8. The committee chairperson will instruct the secretary to convey the committee's decision to the Supervisor of Library/Media Services and the Associate Superintendent for Teaching and Learning. The decision should detail the rationale on which it was based. A letter will be sent to the complainant outlining the committee's decision.
9. The Associate Superintendent for Teaching and Learning will inform the Board of Directors and the complainant of the committee's decision as well as the action to be taken by the Associate Superintendent for Teaching and Learning based on that decision.

See Administrative Procedures Code 610: Selection of Instructional Materials

Revised January 19, 1993

Series 600

Code 621

Title: Homebound Instruction

The purpose of the Homebound Program is to provide an educational option when a student is unable to attend school due to a physical or emotional/behavioral disability.

Homebound consultant and teachers serve as liaison between the school and students, supervise the implementation of the school curriculum in the home, and will adjust (modify) the school assignments to meet the student's individual needs and disabilities. Inasmuch as possible, course offerings will be the same as those taken in the sending school. Instruction will be limited to what can realistically be taught outside the regular school setting. Students will receive credit for all work and courses completed satisfactorily. Students on homebound are counted as present in their home schools. Evaluation of the work and assignment of grades will be done in conjunction with home school personnel.

Homebound services will be provided to children enrolled in a Des Moines public or parochial school. Students must meet the criteria in one of the following areas:

Medically unable to attend school:

1. A licensed physician must state in writing that the student is medically unable to attend school.
2. There should be a reasonable expectation that the student will be homebound for a minimum of four weeks.

Emotionally unable to attend school:

1. A licensed mental health professional (MD) must state in writing that the student is temporarily unable to attend school because of an acute emotional problem.
2. There should be a reasonable expectation that the student will be homebound for a minimum of four weeks.

Regular or special education students who can no longer cope with the school day:

1. The building team, through the staffing process, may recommend homebound services as an interim program while a more appropriate program is being investigated.
2. A student may be placed on homebound while a diagnostic evaluation is completed. This evaluation could be done by the sending school team, by the homebound team (includes a psychologist and social worker on call), or by an outside agency.
3. Homebound placement of each student is reviewed monthly to determine progress toward placement or evaluation progress.

Referrals from administrative hearings:

1. A student on suspension may be temporarily assigned to the Homebound program.
2. The Board of Directors may recommend that a student formally considered for expulsion have access to homebound services.

Revised January 19, 1993

Series 600

Code 625.1

Title: Middle and High School Homework

1. The district homework policy and procedures will be communicated by building administrators to students, teachers, and parents at the beginning of each school year.
2. Parents will be informed, in writing, early in each course as to those homework requirements and procedures that can readily be identified at that time.
3. Homework assignments will be clearly stated as to content, procedures, and time for completion.
4. Assignments will be collected when they are due and evaluated in time to provide appropriate feedback to students. It should be understood that homework is part of the course requirement, and failure to complete assignments satisfactorily on time may result in grade reduction or loss of credit.
5. Assignments will be made sufficiently in advance so that homework will not be required on Wednesday evenings.
6. The total amount of homework to be assigned will depend upon the grade level of the student and the number and type of courses in which the student is enrolled. Homework in the transitional school may call for 45 minutes to two hours per day. Senior high

school homework will likely require as many as two hours per school day as well as some weekend time for extended assignments. The amount of time required to complete the assignments will vary according to the student's skills, work habits, and individual needs. Building principals will coordinate homework procedures and practices to the extent possible within each building.

7. Some homework assignments will be assigned on a long-term basis to allow the student to take care of daily assignments and also to gain practice in budgeting time.
8. It is the student's responsibility to complete and submit all required homework to the appropriate teacher in accordance with district procedures.
9. Parents and students should be alerted that a brief preparation quiz may be given the day following a homework assignment. Such a quiz can be an incentive to complete a homework assignment as well as to provide a basis for group discussion.

Revised January 19, 1993

Series 600

Code 625.2

Title: Elementary School Homework

1. The district homework policy and procedures will be communicated by building administrators to students, teachers, and parents at the beginning of each school year.
2. Parents will be informed, in writing, early in each course as to those homework requirements and procedures that can readily be identified at that time.
3. Homework assignments will be clearly stated as to content, procedures, and time for completion.
4. Assignments will be collected when they are due and evaluated in time to provide appropriate feedback to students. It should be understood that failure to complete required homework assignments satisfactorily on time may result in grade reduction.
5. Assignments will be made sufficiently in advance so that homework will not be required on Wednesday evenings.
6. The total amount of homework to be assigned will depend upon the grade level of the student. Homework for young children in kindergarten, first and second grades is defined as activities done at home as an extension of classroom learning. Teachers will send home ideas regularly for parents and child to share. Homework for children in grades three and four may call for 30-60 minutes daily and in grade five for 45-90 minutes daily. The increase of homework assignments for third to fifth grade is in keeping with the district's philosophy of growing responsibility. The 45-90 minutes of homework for fifth-graders prepares them for the 45 minutes to two hours of homework that sixth graders experience at the middle school level.
7. It is the student's responsibility to complete and submit all required homework to the appropriate teacher in accordance with district procedures. Parents are encouraged to review and sign all homework before it is returned to school.

Approved January 19, 1993

Series 600

Code 634

Title: Required Hearing on Student Sex Offender Placement Foundation Facts:

- Safety is a top priority in the Des Moines Public Schools.
- All children are entitled to a public education.

Procedure:

Per Iowa Code, the Polk County Sheriff is required to release “relevant information” to public or private schools when a sexual offender moves into a school district. When that individual as a resident student in Des Moines wishes to enroll, the following procedures will be implemented:

1. The Juvenile Court Officer or other law enforcement official will notify the DMPS Student Placement Facilitator about an adjudicated sex offender who has been ordered to register on the Sex Offender Registry or that a Registry hearing has been set. To allow the District to communicate with the student’s therapist, DMPS staff will request a signed release of information form from the Juvenile Court officer.
2. The Student Placement Facilitator will set up a meeting with the school staff where the child may be attending that include the administrator, the staffing team if a special education student, parent/guardian, student and juvenile court officer. The following issues will be discussed:
 - - The attendance area, grade and educational programming for the student.
 - The nature of the offense.
 - The treatment steps the individual has completed.
 - The risk for re-offending (low, moderate, or high)
 - The follow-up treatment and community support services in place for the student.
 - The level of supervision required to ensure student safety in the school that is included in a safety plan. Level of supervision may include but not limited to adjusted schedules; additional adults assigned, altered passing times, increased communication among staff and regularly scheduled contacts with the follow-up treatment staff.
 - Prepare a formal recommendation for school placement to be presented to the Board of Education.
1. The Board of Directors will hold a closed session to review the formal recommendation for school placement. Reasonable advance notification of the hearing date will be provided to the parent/guardian and student.
2. The Board will vote on the recommendation for placement in open session.
3. Regardless of whether the recommendation for placement is in a public school building or an alternative setting, a transition meeting will be held with the building administration

and the staff most directly involved to ensure that supports are in place prior to the student attending.

4. After the board has determined the educational placement of the students, an intake meeting will be held with the student, parent/guardian, principal, designated staff and Juvenile Court Officer.

Other Considerations:

- Safety is the first concern.
- All children are entitled to a public education.
- A registered sex offender cannot live within 2000 feet of a school.
- Schools are not required to release the identity of a sexual offender to the public. However, school staff may confirm the identity of a student who is listed on the sexual offender registry.
- Sexual offenders are in the general population. The requirement for the sheriff to notify schools of student sexual offenders went into effect July 1, 2004. However, the sheriff's department had until September 1, 2005 to submit a plan on how that notification will occur. The law is not retroactive prior to July 1, 2004. For that reason the School District does not have a definitive count of how many offenders may have attended area schools.
- Schools may not divulge any more information about a student than what is on the public registry.
- Minors are placed on the Registry for a variety of reasons. The reason a minor or an adult is placed on Sex Offender Registry is that they are required to do so following the adjudication or conviction of a registerable offense defined in the Iowa Code 692A. However, a minor may not be required to register if a court order states that the minor not register such. An order may occur at any point in the legal proceedings.

Revised July, 2006

Series 600

Code 635

Title: Assignment to Programs and Classes

1. Intake Procedure

Parents are responsible for providing an educational opportunity for their children as directed by the statutes. Once placed in the public school, it becomes the responsibility of the school to provide an appropriate education (K-12) for the student. A statement of understanding outlining the responsibilities of all parties (parent/ school/student) will be signed at the time of initial enrollment. The signing of the statement certifies that the parents understand their responsibilities and those of the school. When a major educational placement decision for a child becomes a matter of concern or question, a consultation, which includes the parent, must be held. Following this consultation, a decision about the student's placement will be made by the school, principal, or designee. The decision may be appealed by the parent or the student (when appropriate) to an appeal board as established by the Board of Directors.

2. Child Study Team

When a major educational placement change for a student appears to be in order, the principal of the school will cause a child study team to be formed to verify the need for change and to determine the nature of the program change. The child study team will be composed of at least (1) the child's parent(s); (2) the school principal or designated administrator; (3) all teachers who are familiar with the student's academic work. Additional members of the team may be support service workers who serve that attendance center (i.e. psychologist, social worker, counselor, nurse, etc.). The child study team will review information relative to each of the recommended criteria, identify the academic needs, and propose assignments to meet those needs. The principal will seek consensus of the team members and make a recommendation to the appropriate instruction department (Elementary and Early Childhood Programs or Middle and High School Programs). When parents do not agree with the recommendation, the principal will make the appeal procedure known and assist their effort to appeal.

3. Criteria for Program or Class Assignment Change Study

When it appears that a student needs additional preparation in one or more academic areas, the following categories of information should be reviewed to identify the need for class reassignment:

1.

1. Staff recommendation (via student academic accountability)
2. Check point testing
3. District objective based tests
4. ITBS and ITED testing
5. School psychological evaluation
6. Professional observations (other than classroom teacher)
7. Health history
8. Diagnostic educational evaluation
9. Speech evaluation
10. Student attendance
11. Student cumulative records
12. Social functioning and/or adaptive behavior records
13. Any other factors deemed important by the "Child Study Team"

When it appears that a student needs an accelerated program placement in one or more academic areas, the following categories of information should be reviewed to identify the need for program reassignment:

1.

1. Staff recommendation (via academic accountability)
2. District objective based tests
3. ITBS and ITED testing
4. School psychological evaluation
5. Professional observations (other than classroom teachers)
6. Diagnostic educational evaluation
7. Social functioning and/or adaptive behavior

8. Student attendance and health history
9. Student cumulative records
10. Any other factors deemed important by the "Child Study Team"

1. Appeal Process

When parents disagree with the school principal's decision relative to a student's placement in school programs, the principal will inform them of the appeal process and assist them in arranging for an appeal hearing. Appeal Panel--The Chief Academic Officer will name a panel of four administrators to hear the appeal of a decision on placement. One member shall be designated as hearing officer and will preside over the proceedings. All information used by the child study team will be made available to the hearing panel. The school principal will be present and may bring persons who served on the study team. The parents, who will have presented the reasons for their appeal and preferred remedy in writing, will be present. Parents may provide any additional information that they wish to the appeal panel. The parents may be assisted by other persons they choose to have present including legal counsel. The panel will hear the appeal within five workdays from the time the written request for a hearing is presented to the Chief Academic Officer. The chairman of the panel will present to the Chief Academic Officer the findings and recommendation of the panel within five work days after the hearing. The Chief Academic Officer will provide the parent and the school principal a copy of the report immediately upon receipt.

Revised January 19, 1993

Series 600

Code 640

Title: District-Wide Testing and Assessment

District-wide objective assessment of student progress is an essential part of any educational endeavor. Information relevant to how individual students and groups of students are progressing provide schools a basis upon which to determine how successful their practices have been or to determine how such practices should be designed to obtain even better results in the future.

While the Des Moines Independent Community School District recognizes that there are many avenues toward assessing student progress, standard measures of progress typically yield more useful information than nonstandard measures. These standard measures may be nationally standardized measures, district criterion-referenced or performance-based measures, or tests used by individual teachers within their classrooms.

The purpose of this procedure is to provide for the highest degree of standardization possible in the direction and administration of tests conducted within the district. The procedures which follow have been divided into four categories in order to clarify the processes.

1. Category I

- - District Objectives-based Curriculum Tests

- Iowa Tests of Basic Skills (ITBS)
 - Iowa Tests of Educational Development (ITED)
 - District Composition Assessment
1. The Program Evaluator for Testing and Research, under the direction of the Director of Information Management, is responsible for the planning, development, piloting, administration, scoring, analysis, and reporting the results of all district objectives-based testing.
 2. The Program Evaluator for Testing and Research, under the direction of the Director of Information Management, is responsible for the administration of the Iowa Tests of Basic Skills, the Iowa Tests of Educational Development. The program evaluator will maintain liaison with all appropriate building personnel along with the Supervisor of Guidance and Counseling Services and building principals.
 3. The Program Evaluator for Testing and Research will provide a comprehensive reporting system for all test results.
 4. The Department of Information Management is assigned all fiscal and budgetary responsibilities associated with the Iowa Tests of Basic Skills, the Iowa Tests of Educational Development, the district's objectives-based tests, and other special purpose tests not in the area of special education.

1. Category II

- American College Testing Program (ACT)
 - College Board's Scholastic Aptitude and Preliminary Scholastic Aptitude Tests (SAT/PSAT)
1. All senior high schools will order these tests through the appropriate testing publishers based upon student demand.
 2. The Program Evaluator for Testing and Research will provide a comprehensive reporting system to make information available regarding the results of testing at the district level.
 3. The Program Evaluator for Testing and Research and the Supervisor of Guidance and Counseling Services, working in conjunction with other district personnel, will explore and implement strategies to provide students assistance in proper test taking skills prior to the annual administration of these tests.

1. Category III

- Special Education
 - Psychological Services
 - Guidance and Counseling
1. Because of the special nature and needs relevant to student assessment activities occurring within these specialized areas, these departments will select and purchase tests as needed.

2. The Program Evaluator for Testing and Research will provide, upon request, assistance to these departments in the areas of test selection, special reporting, analyses of other consultative services.
1. Category IV
 - Specific tests to meet unique building or program needs

Building principals will insure that needless or inappropriate testing of students with standardized assessment instruments will not be conducted.

1. Approval to purchase a test(s) not currently in use by the district, as part of a sanctioned district research or evaluation study or in conjunction with a specific program or project will be determined jointly by the Program Evaluator for Testing and Research and the Executive Director of Elementary and Early Childhood Programs or the Executive Director of Middle and High School programs. The principal researcher, evaluator, or project director will provide information outlining the need for testing and specifying the reasons why tests currently in use by the district do not fulfill the measurement goals of the study or project.
2. The purchase or utilization of tests by elementary, transitional, or senior high school building personnel, other than those specifically covered in Categories I through III above, shall be made through the Program Evaluator for Testing and Research (teacher made classroom tests are exempt). Prior permission to use any new test by building personnel will be obtained by the building principal or project supervisor from the appropriate executive director and the Program Evaluator for Testing and Research. The applicant will provide information outlining both the need for additional testing and the reasons as to why tests currently in use by the district do not fulfill a building's special needs.
3. All special testing circumstances not specifically detailed in the previous categories will be referred to the appropriate executive director and the Program Evaluator for Testing and Research for final disposition.

Approved December 20, 1983; revised January 19, 1993

Series 600

Code 640.1

Title: Testing of Special Student Populations

The following practices and procedures will be adhered to by all district administrators and staff in the assessment of special student populations with either standardized tests (ITBS, ITED) or the district's objectives-based tests.

This document deals with five distinct special populations of students enrolled in the Des Moines Independent Community School District:

1. Alternative Middle School Programs (Grades 7-8 at Alternative High Schools--North/South)
2. Talented and Gifted
3. English as a Second Language
4. Des Moines Alternative High Schools--North/South
5. Special Education students

If further clarification is required, the reader should contact the Program Evaluator for Testing and Research, 242-7911.

These practices and procedures are in two sections: (1) ITED and ITBS; and, (2) district objectives-based tests. Tables are located at the end of the procedures which summarize the written procedures for special education programs.

Alternative Middle School Programs

1. Standardized Testing (ITBS/ITED)
Students attending the Alternative Middle School Programs will be administered the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED) only upon parents/guardians request.
2. Criterion-Referenced Testing
All students attending the Alternative Middle School Programs will take the district's criterion-referenced tests.

Gifted and Talented

All gifted and talented students will take the ITBS/ITED tests and the district's objectives-based tests. The data obtained from these tests will be available for use by the classroom teachers.

English as a Second Language

1. Iowa Tests of Basic Skills/Iowa Tests of Educational Development
Students who have exited from the ESL Resource Program will take these tests with the regular student population. ESL students being served by Chapter I or the Reading and Math Resource Program (Chapter 2) are required to take the tests as part of the evaluation of these programs.
2. Objectives-Based Tests

Secondary ESL students who are mainstreamed into classes which are administered objectives-based tests AND who are taking the class for credit will take the objectives-based tests in those classes.

1. Elementary students receiving ESL service will not be tested.

Des Moines Alternative High Schools (North/South)

1. Standardized Testing (ITBS/ITED)
Students attending the Des Moines Alternative High School will be administered the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED) only upon parents/guardians request.
2. Criterion-Referenced Testing
All students enrolled in courses for which district criterion-referenced tests have been developed will be administered the appropriate test as a final examination at or near the end of the course.

Special Education

Iowa Tests of Basic Skills/Iowa Tests of Educational Development

Students in Resource Programs

Learning/Mental/Behavioral Disorders/Hearing Impaired

1. Students in this category will be administered the Metropolitan, ITBS, and ITED only upon parents/guardians request.
2. Resource students taking these tests will do so along with the regular students under standardized conditions and without any special help and their scores will be included in the school's composite.
3. When appropriate, interpreters will be provided to insure that hearing impaired students clearly understand the directions.
4. The Stanford Achievement Test--Hearing Impaired will be administered to all students in the hearing impaired program every other year.

Visually Impaired

1. All students will participate in the standardized testing program.
2. Reasonable accommodations will be made for testing these students. These include:

Provide special answer sheets.

1. Assist in giving the tests in the appropriate medium.
2. Allow enough time for large print and Braille users to complete the tests.

Physically Disabled Students

1. These students will take the standardized achievement tests along with the regular education students.
2. Reasonable accommodations will be made depending on the type of physical disabilities of each student.

Students in Self-Contained Programs

Since students in self-contained programs are integrated in a regular education class on a limited basis, their yearly academic growth will not be measured through standardized tests.

Learning/Mental/Behavioral Disorders/Hearing Impaired

These students will be excluded from the standardized testing program. Exceptions can be made by the staffing team when appropriate.

Visually Impaired

1. All self-contained visually impaired students not in special schools will participate in the standardized testing program.
2. Reasonable accommodations will be made for testing of these students. These include:
 - 1.
 1. Provide special answer sheets.
 2. Assist in giving the tests in the appropriate medium.
 3. Allow enough time for large print and Braille users to complete the tests.

Physically Disabled Students (Regular School)

1. Physically disabled students who are not otherwise handicapped will take the standardized achievement test along with the regular education students.
2. Reasonable accommodations will be made depending on the type of physical disabilities of each student.

Students at Smouse and Van Meter Schools

1. All students enrolled in these schools will be excluded from standardized achievement testing programs.
2. Exceptions may be made with parental consent.

District Objectives-Based Tests

Students in Resource Programs

Learning/Mental/Behavioral Disorders/Hearing Impaired

1. Resource students will be administered district objectives-based tests in order to measure their academic growth in all regular classes in which they are enrolled.
2. In special cases where the resource teacher is the teacher of record in a specific subject area, the resource teacher will administer the tests. Special testing procedures may be used to accommodate a particular student's learning style.
3. When appropriate, interpreters will be provided to insure that students with hearing impairments clearly understand the directions.

Visually Impaired

1. Visually impaired students in resource classes will be administered the objectives-based tests.
2. Reasonable accommodations should be made for these students. These include:

Provide special answer sheets.

1. Assist in giving the tests in the appropriate medium.
2. Allow enough time for large print and Braille users to complete the tests.

Physically Disabled Students

1. Physically disabled students will take the objectives-based tests.
2. Reasonable accommodations will be made depending on the type of physical disabilities of each student.

Students in Self-Contained Programs (SC--Regular School)

1. In those situations where students in self-contained programs are integrated into the regular classroom and/or follow the district curriculum, the staffing team will determine the appropriateness of testing the students in those subject areas. Reasonable accommodations will be made for the visually impaired, hearing impaired, and physically disabled students. In situations where students are integrated into the regular and/or follow the district curriculum, reasonable accommodations will be made for the visually impaired, hearing impaired, and physically disabled students.
2. Students at Smouse and Van Meter Schools

All students enrolled in these schools will be excluded from standardized or objectives-based achievement testing programs.

Exceptions may be made with parental consent.

Table 1
Iowa Tests of Basic Skills/Iowa Tests of Educational Development

	Resource / SCIN (1.7)	Self-Contained (2.2) Elementary	Self-Contained (2.2) Secondary	Self-Contained (3.6) Elementary	Self-Contained (3.6) Secondary
--	------------------------------	--	---------------------------------------	--	---------------------------------------

Learning Disability	P	NO	NO	----	----
Mental Disability	P	NO	NO	NO	----
Behavioral Disorders	P	NO/E	NO/E	NO/E	NO/E
Physical Disability	YES/S/E	YES/S	YES/S	----	----

Visually Impaired	P/S/E	P/S/E	P/S/E	----	----
Hearing Impaired	P/S/E	P/S/E	P/S/E	P/S/E	P/S/E

All pupils enrolled at Smouse and Van Meter Schools will be excluded.

P = Parent option
 S = Special conditions allowed
 E = Exceptions made by staffing team

Table 2
District Objective-Based Tests

	Resource / SCIN (1.7)	Self-Contained (2.2) Elementary	Self-Contained (2.2) Secondary	Self-Contained (3.6) Elementary	Self-Contained (3.6) Secondary
Learning Disability	YES/S	i/S	i/S	NO	NO
Mental Disability	YES/S	i/S	i/S	NO	NO
Behavioral Disorders	YES/S	i/S	i/S	NO/E	NO/E
Physical Disability	YES/S	i/S	i/S	NO	NO
Visually Impaired	YES/S	i/S	i/S	NO	NO
Hearing Impaired	YES/S	i/S	i/S	i/S	i/S

All pupils enrolled at Smouse and Van Meter Schools will be excluded.

i = Only students integrated into regular classes or following district curriculum will be tested in appropriate subject area.
 S = Special conditions allowed
 E = Exceptions made by staffing team

TO: Parents and Guardians of Special Education Students

FROM: The Principal

SUBJECT: Standardized Achievement Testing

Standardized achievement tests will be administered in the Des Moines schools the week of February 1, 1993. Students in grades 3, 4, 6, and 7 will take the Iowa Tests of Basic Skills. Students in grade 10 will take one subtest of the Iowa Test of Educational Development. Also, students in grades 9 through 12 who wish to take the entire ITED test battery may do so on Saturday, February 13.

Students receiving special education instruction from resource teachers will not be required to take the tests, but have the option of taking the tests if their parents/ guardians make a written request. The scores of all students taking the tests will appear on their cumulative record.

If you desire to have your child take these tests, will you please sign the following form and return to your student's resource teacher by January 15, 1993.

Return to: _____ (Teacher's Name)

School: _____

REQUEST FOR TESTING

This is to request that my child take the standardized achievement tests to be administered in the Des Moines Public Schools the week of February 1, 1993 (ITBS or ITED) or February 13, 1993 (ITED).

Name of Child _____

Parent or Guardian _____

Date _____

Approved December 20, 1983; revised January 19, 1993

Series 600

Code 650.1

Title: Academic Standards for Student Eligibility in Extracurricular Activities Requiring a Competitive Selection Process

To participate in extracurricular activities for which competition is required for participation, a student must have passed four subjects in the previous semester and be in the process of passing four subjects in the current semester. An extracurricular activity is defined as one for which no grade is given and is not part of a graded course.

Policy 650.1 will be administered by the following procedures:

1. Students participating in the following activities must comply with the eligibility requirement by passing in four subjects:

- All athletics
- Cheerleading
- Student government
- Drill team*
- Color guard*

*Does not apply to students enrolled in JROTC or band.

1. Special consideration will be given to self-contained special education students, and other special needs students; e.g., LEP, special education resource.

2. Students enrolled in courses that require extracurricular activity as part of the course grade need not establish eligibility for participation. The courses are:

- Marching band
- Pep band
- Orchestra
- Jazz band
- Choir
- Chamber choir
- Swing choir
- Debate
- Forensics
- Drama
- Courses with varying titles which have a performance requirement

1. Students not enrolled in the courses listed above or others to which the policy might apply must establish eligibility requirements if they wish to participate in a school production or an activity.

2. Eligibility may be monitored at:

- 1. the beginning of each activity's season,
 2. the designated time in the annual calendar when form 939's are issued,
 3. the quarterly grading period,
 4. the semester grading period.

Additional eligibility checks may be conducted at any time as needed for students' participating in any school activity.

1. Teachers will be encouraged to monitor students' academic progress during the semester and notify coaches and sponsors about unsatisfactory class work and failing grades. The purpose is to emphasize the importance of academic success as students participate in school activities.

Approved October 3, 1989

Series 600

Code 653

Title: Student Publications

1. Student Publications

An official school publication is any curricular student publication or broadcast, including but not limited to newspapers, yearbooks, literary magazines, television, radio or cable television programs produced under the sponsorship of the school district and distributed to the student body either free or for a fee. Each school determines its own production and distribution schedule. The Student Publications Policy of the Board of Directors must be implemented by certified journalism teachers. To teach and monitor these procedures is the responsibility of the journalism advisers in the Des Moines Public Schools.

1. Freedom of Expression

Students have the right to exercise freedom of speech. Student publications are instruments through which students, faculty, administrators, and the public can gain insight into student thinking and concerns. School journalists may write about controversial issues in the school, community, and world. School editors and writers, however, must observe the same legal responsibilities as those imposed upon conventional news media. Specifically, school journalists must refrain from publication of material that:

1. is obscene or vulgar, according to the current legal definitions;
2. is libelous, according to current legal definitions;
3. creates a clear and present danger of substantial disruption of the school;
4. constitutes an invasion of privacy;
5. advertises illegal products or services;
6. violates copyright laws;
7. encourages unlawful acts;
8. encourages students to violate lawful school regulations.

1. Responsibility of Expression

Student publications must uphold the high ethical standards of accuracy, honesty, objectivity, fair play, and good taste. Attribution must be given when needed. In opinion-oriented writing, such as editorials, reviews, and columns, students may inquire, question, and exchange ideas. Content may reflect all areas of student interest, including topics about which there may be dissent or controversy. Letters to the editor are encouraged but must not violate the guidelines of Freedom of Expression (Section A).

2. Accuracy of Reporting

The highest principle of journalism is accuracy. Exact facts must be the hallmark of the student reporter.

3. Quality of Writing

The student journalist must practice clear, concise writing that emphasizes good sentence structure, organization, and mechanics.

4. Liability

Student expression in an official school publication shall not be deemed to be an expression of the school district. The school district, the board, and the school district employees or officials are not liable in any civil or criminal action for any student expression made or published by students, unless the school district employees or officials have interfered with or altered the content of the student expression. The liability, if any, is only to the extent of interference or alteration of the speech or expression.

5. Time, Place and Manner Restrictions on Official School Publications

1. Official student publications may be distributed in a reasonable manner, on or off school premises.

2. Distribution in a reasonable manner shall not encourage students to:

1. commit unlawful acts;
2. violate school rules;
3. cause the material and substantial disruption of the orderly and efficient operation of the school or school activity;
4. disrupt or interfere with the educational program;
5. interrupt the maintenance of a disciplined atmosphere; or
6. infringe on the rights of others

1. Role of the Adviser

The adviser will teach the fundamentals of good journalism to the publications staff. The adviser will monitor student publications to ensure that students follow the guidelines stated in this policy. The adviser will provide guidance as students determine the content of their publications. Prior to publication, the adviser will review the students' work to ensure that it adheres to the guidelines stated in this document. The adviser will recognize that all students, regardless of race or socio-economic level, should have equal opportunity to participate in journalism programs.

Revised January 19, 1993

Series 600

Code 662

Title: Guidelines for Campus Speakers

1. Speakers that appear on campus to address student assemblies, academic classes or special interest groups shall be approved by the building principal. When student or faculty groups desire to engage speakers during normal school hours, the following steps will be adhered to:

1. The student or faculty group shall file a written request with the principal. The application shall include the name(s) of the sponsors, the students or faculty group, the time, place, duration of the meeting, and the topic or subject matter.
 2. The principal shall act on the request no later than four (4) days after receipt of the same.
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1. The administration shall establish the hour, length of time, and location of speakers who appear on campus.
 2. The administration may alter the hour, length of time, and location of applications made in consonance with the aforementioned procedures.
 3. Appeal Procedures:
 1. Sponsors denied approval for a speaker to appear may within three (3) days appeal to the Chief Academic Officer, who will review the matter with an advising committee consisting of the Teaching and Learning Cabinet.
 2. If the associate superintendent denies approval, the sponsor may file an appeal with the Secretary of the Board of Directors, who shall place the appeal on the agenda for consideration by the board at its regular meeting.

Revised January 19, 1993

Series 600

Code 665

Title: Research by Outside Organizations

1. General

The primary responsibility of the Des Moines Independent Community School District is education of students and any cooperation in research is in that context. Consideration will be given all research proposals submitted by responsible researchers from recognized educational agencies meeting criteria listed below. Particular consideration will be given those proposals where positive benefit to the school district is apparent. All research proposals should:

 1. Indicate careful planning.
 2. Offer promise for the enhancement of the educational process in the classroom.
 3. Respect prevailing value systems and standards of the school and community.
 4. Require no serious interruption of the regular school program. Advanced planning with building principals involved is recommended.
 5. Not make unreasonable demands upon scheduled or unscheduled time of students, teachers, supervisors, coordinators, administrators, or clerical personnel.
 6. Avoid conflicts with scheduled school events. Avoid conflicts with the opening and closing activities of schools. Requests to gather data must be scheduled between October 1 and April 1. Applicants may request leniency in the application of this schedule.
 7. Treat information concerning students and staff personnel in strictest confidence and conform to existing laws and decisions relative to research with human subjects. American Psychological Association principles are used as general guidelines.

8. Require only voluntary participation.
9. Involve no expense to the Des Moines Public Schools beyond discretionary use of staff or student time.

1. Procedures

Forms for submitting proposed studies may be secured from and submitted to: Program Evaluator for Testing and Research
Des Moines Independent Community School District
901 Walnut Street
Des Moines, Iowa 50309

1. Proposals should be submitted using the standard application form of the Des Moines Public Schools.
2. Proposals will be reviewed within two weeks of receipt. No less than six reviewers will receive the proposal for review.
3. At the conclusion of the study, the researcher shall provide three copies of an abstract of findings to the Chief Academic Officer or designated representative and one copy to each building principal involved in the research. A copy of the full report shall be provided, at no cost, to the chair of the research review board.
4. An interview with the applicant may be necessary.

No proposal will be considered unless the following items are included:

1. The researcher's name and background (and agency represented if appropriate).
2. A statement of purpose for which this research is being undertaken.
3. A complete description of the problems being studied. Include the hypothesis to be tested, data gathering procedures, and statistical treatment proposed.
4. A quantitative statement concerning the number of students and/or staff members to be involved, time required, names of buildings, initiation and conclusion dates of the study, and specific data required from school records.
5. A copy of all instruments, letters, consent forms, or other forms to be used in the study.
6. An outline of procedures which will be followed in the distribution, administration, and return of any materials (such as student questionnaire). This is the sole responsibility of the researcher.
7. The application must bear the signature of the instructor, professor, or graduate advisor indicating their authorization of a researcher's proposed thesis or dissertation.
8. The signature of the researcher indicating that s/he understands and will comply with the established conditions.

1. Definitions

Research requiring review by the research committee and approval by the appropriate director: Research which is regionally or locally sponsored involving several schools, students, and/or school personnel. Research not requiring review by the research committee or approval by the appropriate director: Internal research carried out by our district for its own use; participation in national research decided by the superintendent,

associate superintendent, or executive directors; research for a single course involving a small number of personnel or students; bulk mailed surveys or questionnaires (voluntary).

2. Procedures for Review, Notification, and Implementation

The Superintendent of Schools has delegated the responsibility of research control in the Des Moines Independent Community School District to the K-12 Research Review Board and specified members of his the administrative staff. The procedures for reviewing requests to conduct research, methods of notification, and procedures for implementation are as follows:

1. The K-12 Research Review Board screens and makes recommendations for approval or disapproval of research requests.
2. Recommendations by the review board for approval or disapproval of research requests are made to the Chief Academic Officer.
3. Final approval or disapproval of research requests rests with the Chief Academic Officer.
4. The Chief Academic Officer and the Program Evaluator for Testing and Research will send written notification to research applicants of approval or disapproval.
5. Lists of approved research projects will be published in The Bulletin.
6. Each researcher is responsible for contacting district staff personnel to seek approval of involved participants. All participation is voluntary.
7. The K-12 Research Review Board is composed of individuals (reviewers) in the district who have been identified as experts in the areas proposed by specific projects or who will be directly affected by the conducting of and results from a given project. The Program Evaluator for Testing and Research serves as the chair of the review board. Reviewers can include, but are not limited to, central office administration, building administration, counselors, and teachers.

1. Alternative Courses of Action for Proposals Not Approved as Presented

1. Changes in design or procedures to meet the requests of the review board and/or administration.
2. Personal interview with the review board and/or administration for the purpose of supplying more information.
3. Approval of the request subject to conditions and limitations made by the review board and/or administration.
4. Denial of approval on the grounds that, in the judgment of the educational staff, it would be inappropriate to conduct the proposed research study in the Des Moines Independent Community School District.

Written authorization to pursue a research project in the Des Moines Independent Community School District must be received before the project is initiated.

Approved July 5, 1983; revised September 6, 1994

Series 600
Code 670

Title: Community and Adult Education Programs

Community education programs are available regardless of age so long as the maturity level of the participant is such that he or she will be able to cope with the maturity level of the instruction and/or the program.