

INSTRUCTIONAL SERVICES

Policy 6110

Curriculum Services

Curriculum Development

The Board of Education recognizes the need and value of a systematic and on-going program of curriculum review. The Board encourages and supports the professional staff in its efforts to identify and review new curricular ideas, develop and improve existing programs and evaluate all instructional programs.

The Board of Education directs the Superintendent to continuously carry out the curriculum development and implementation process. As used in this Policy, curriculum is the process, attitudes, skills and knowledge that is taught and learned at the appropriate levels in District schools.

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Curriculum Planning

The plan for curriculum development will address all requirements indicated by the Outstanding Schools Act of 1993 including the Show-Me-Standards: Section 160.514, RSMo and Code of State Regulations, 5 CSR 50-375.100. These standards include performance (process) standards and knowledge (content) standards. All curriculum developed by the District shall satisfy moving District students toward achieving Missouri's definition of what students should know and be able to do by the time they graduate from high school.

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Curriculum Research

The Board of Education directs that all curriculum developed and/or adopted by the District shall be based on current research relative to how students best learn. Resources to be consulted include, but are not limited to, local or area universities, State Department of Elementary and Secondary Education services, Association for Supervision of Curriculum Development and similar national, state and/or local curriculum organizations. Every effort should be made to insure that District curriculum is current and based on sound educational research findings.

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Curriculum Design

The design of District curriculum shall follow curriculum frameworks offered by the State Department of Elementary and Secondary Education which are intended to provide assistance in aligning local curriculum with the Show-Me-Standards.

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Curriculum Adoption

All curriculum developed by District staff shall be formally presented to the Board of Education for official approval before classroom implementation.

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State Mandated Curriculum: American History

As provided by state law, the District's curriculum will include American History components.

American History courses at all levels will include instruction in the details and events of the racial equality movement that have resulted in major changes in the laws and attitudes of the United States and of Missouri. Instruction will be sequenced in the proper time line.

Every school shall devote one entire class period annually to an observance of the significance of Veteran's Day.

Curriculum Services

State Mandated Curriculum: Human Sexuality

Any course materials and instruction related to human sexuality will be medically and factually accurate and will:

1. Provide instruction on human sexuality and in HIV prevention that is age appropriate;
2. Present abstinence from sexual activity as the preferred choice of behavior;
3. Advise students that teenage sexual activity places them at a higher risk of dropping out of school;
4. Stress that sexually transmitted diseases are serious, possible health hazards of sexual activity;
5. Provide students with the latest medical information regarding exposure to human immunodeficiency virus, AIDS, human papilloma virus, hepatitis and other sexually transmitted diseases;
6. Present students with the latest factually accurate information regarding the possible side effects and benefits of all forms of contraception;
7. Include discussions of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity. Such discussions will include the consequences of adolescent pregnancy, the advantages of adoption, the adoption of special needs children, and the process involved in making an adoption plan.
8. Teach skills of conflict management, personal responsibility, and positive self-esteem. Instructions will include the prohibition against making unwanted sexual advances and methods to resist sexual advances and other negative peer pressures.
9. Advise students of the laws relating to their financial responsibility to children born out of wedlock and the criminal sanctions for statutory rape;
10. Not encourage or promote sexual activity;
11. Not distribute or aid in the distribution of legally obscene materials to minors on school property.

The parents/guardians of each student will be advised of:

1. The content of the District's human sexuality instruction;
2. Their right to remove their student from any part of the District's human sexuality instruction.

The District's human sexuality curriculum will be available for public examination prior to its use in actual instruction. Consideration will be given to separating students by gender for human sexuality instruction.

The District will not permit any individual or organization that provides abortion services to offer, sponsor, or furnish course materials related to human sexuality or sexually transmitted diseases.

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Curriculum Guides

Written curriculum guides shall be developed and Board approved for implementation in the following areas K–12:

1. Communication Arts (English/Language Arts)
2. Social Studies
3. Mathematics
4. Science
5. Foreign Language
6. Health, Safety and Physical Education
7. Fine Arts (Visual and Performing Arts)
8. Practical Arts and Vocational Programs (Business, Industrial Technology, and Family and Consumer Science)
9. Counseling and Guidance

Health education is to include drug education and AIDS education as mandated by federal legislation.

Curriculum Guides at all levels will include a philosophy statement and sections defining behavioral goals and objectives reflecting content standards, teaching resources, and evaluation criteria reflecting performance standards. Each Guide will include strategies for interdisciplinary studies and cooperative classroom implementation.

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Drug Education

The Board of Education understands that parents/guardians, educators, students and other community members are seriously concerned about the adverse effects of drug abuse on the individual and society. Furthermore, the Board believes that effective drug education programs require both the acquisition of knowledge and the development of positive personal values. Both the school and other community agencies must share in the development and conduct of programs to alleviate the problems of drug abuse.

Therefore, the School District will abide by the following:

1. Be concerned with the education of all areas of drug and alcohol abuse.
2. Establish and maintain a realistic, meaningful drug and alcohol education program that will be incorporated in the total educational program.
3. Establish and maintain an ongoing in-service drug and alcohol education program for school personnel.
4. Cooperate with government and private agencies offering services related to drug and alcohol problems.
5. Encourage and support activities that will develop a positive peer influence in the area of drugs and alcohol.
6. Create a climate whereby students may seek and receive counseling about drugs and alcohol and related problems without fear of reprisal.
7. Follow federal mandates concerning drug and alcohol education.

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Services for Students with Disabilities

It is the policy of the District to develop an Individualized Education Plan (IEP) for each public school student with a qualifying disability who needs special educational services pursuant to the Individuals with Disabilities Education Act (IDEA) and/or an accommodation plan, if necessary, for students who are qualified pursuant to Section 504 of the Rehabilitation Act of 1973.

The District will provide special education and/or related services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973, 162.670-.995, RSMo., and Missouri's State Plan for Part B.

If a student has had his/her curriculum substantially altered or modified pursuant to an IEP, 504 Plan, and/or in connection with a plan of homebound instruction so that the academic requirements (including but not limited to the requirements for achieving a specific letter or numerical grade) for one or more courses have been significantly reduced as compared to the regular course or courses, the IEP team or 504 team (or in the case of a student receiving homebound instruction who is not covered by an IEP or 504 Plan, the principal, counselor, and classroom teacher(s) for such course(s) shall determine whether the student shall be included in the computation of class rank. Students who are not included in the class ranking shall still receive a cumulative grade point average (GPA) and shall be eligible for the honor roll.

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Curriculum for At-Risk Students

The Board of Education directs that curriculum be developed to meet the needs of students at risk of failure. This curriculum is to include strategies infused in all areas of regular education, K - 12, to address the special needs of students at-risk due to disadvantaged backgrounds.

As provided by state and federal guidelines and funds, the Board directs the administration to utilize funds from ESEA, Title I and state programs for alternative education, among others, as resources for curriculum development for students at-risk.

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Curriculum for Gifted and Talented Students

The Board of Education directs that curriculum be developed to meet the needs of students who have been identified as gifted and talented by multi-criteria assessment developed by professional staff. This curriculum is to include strategies infused in all areas of regular education, K- 12, as well as specific curriculum designed to enrich the regular curriculum in order to meet the challenge of educating the gifted student.

The Board directs the Administration to seek whatever resources are available to develop curriculum and programs in this area, including Department of Elementary and Secondary resources for Gifted and Talented Education.

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Early Childhood Education

The critical importance of the early years in determining the educational development of children is recognized by the Board. When financial and physical resources permit, programs designed to help meet the physical, emotional, social and intellectual needs of preschool age children are authorized. The Board of Education may establish preschool and post-school programs in accordance with law. When these programs are established, the Board directs that written curriculum be developed to direct the services offered to prekindergarten age children.

Adopted: February 17, 2003

Effective: July 1, 2003

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Policy 6180
(Form 6180)

Curriculum Services

English Language Learner (ELL)

It is the policy of the Carthage R-IX School District to provide equitable access for Limited English Proficient (“LEP”) students. ESL instruction will be provided for all students of limited English proficiency who qualify according to established District guidelines and as judged by the Language Assessment Committee. The legal basis for the program is the landmark U.S. Supreme Court decision, *Lau vs. Nichols*, 414 U.S. 563 (1974) and the Equal Educational Opportunities Act of 1974. The U.S. Supreme Court stated that school districts must take action to ensure that limited English proficient students are able to benefit from an education conducted in English. More specifically, the *Lau* decision states that a school district will:

1. Identify English Language Learners (“ELLs”);
2. Design an effective program reflective of their needs;
3. Employ appropriate English as a Second Language or bilingual personnel;
4. Align the instruction of ELLs to state and local standards; and
5. Provide ongoing assessments to ascertain their growth in English language proficiency and in the comprehension of academic content.

LANGUAGE ASSESSMENT COMMITTEE (“LAC”)

The LAC will be created at each school to coordinate and oversee the educational program of LEP students enrolled in the Carthage R-IX School District. It is the responsibility of the LAC to advise, identify, serve, assess, and eventually exit an ELL student from the language support system. The LAC will be composed of the principal, the guidance counselor, classroom teacher(s), parents when appropriate, an English as a Second Language teacher, and other ESL consultants on an as needed basis. The LAC meetings will be scheduled and conducted by the building principal. Committee membership will be individualized for each student and will change from meeting to meeting or year to year as appropriate.

The LAC responsibilities will include the following:

1. Review the Home Language Surveys and identify potential LEP students who have not already been identified through a special education screening or parent/teacher referral;
2. Develop an appropriate and effective language support program that assures LEP students will achieve at a level equivalent to fluent English speaking students;

Adopted: August 16, 2010

3. Meet consistently to monitor a student's language and academic progress;
4. Notify parent(s) or guardian(s) of all decisions regarding their child and their right to appeal their child's participation in any Title III supplemental ESL instruction;
5. Recommend placement and program type for the next school year;
6. Recommend modification of ESL support services or reclassification of a student from limited English proficiency to full English proficiency (or vice versa);
7. Recommend revisions and additions to the Carthage R-IX Lau Plan.

IDENTIFICATION OF LIMITED ENGLISH PROFICIENT STUDENTS

A. The Carthage R-IX School District will identify the primary language of the student with the state required Student Home Language Survey (HLS), to be filled out as part of an enrolling student's registration.

1. All newly enrolled students to the District (including transfers), will be initially screened for subsequent assessment through the Home Language Survey during the enrollment process.
2. Upon receiving the Student Home Language Survey form, each building secretary will forward the information to the ESL teacher/s. The teacher will review the form to determine students who need further language screening.
3. The form will be placed with the school registration information in the student's cumulative file.
4. In case of questionable age and/or grade level, the principal and parent(s)/guardian(s) and/or the LAC will meet as a group in order to determine proper placement of the student using pertinent information about the child including, but not limited to:
 - a. The child's chronological age;
 - b. The child's educational background;
 - c. The child's English language proficiency level through WIDA Assessment; and
 - d. The child's academic performance.

B. For those students who indicate on the Student Home Language Survey form that English is not their first language:

1. The ESL teacher(s) will then arrange an English language proficiency screening using the WIDA W-APT Tool.

2. Possible LEP students who enroll prior to the first day of school will be assessed within thirty (30) days of the initial screening by the Home Language Survey.
3. Students who enroll after the first day of school will be assessed within two (2) weeks of the initial screening by the Home Language Survey.
4. The ESL teacher(s) will inform the principal, counselor, classroom teacher(s), and other appropriate building and District school personnel of assessment(s) results and placement according to assessment(s).

C. Identification of students currently enrolled but not receiving services. If it is suspected that a student's achievement is affected by limited English proficiency factors, action should be taken to determine the student's English language proficiency using acceptable procedures and instruments, administered by a qualified evaluator. Assessment instruments and procedures should evaluate English listening/understanding, speaking, reading and writing abilities. Student achievement should be comparable to English-language students of the same age, ability, and grade level.

D. Services to increase English proficiency/parent notification and legal rights. Once a student meets the criteria to receive services, parents are provided with a parent notification form (Form 6180.2), which includes assessment results, eligibility information and program information.

1. Parent(s)/guardian(s) of newly enrolled students will receive the parent notification of services within two weeks of enrollment.
2. Parent(s)/guardian(s) of returning students will be informed of services no later than 30 days after the beginning of the school year.

ASSESSMENT OF ENGLISH LANGUAGE PROFICIENCY AND ACADEMIC SKILLS

Possible Limited English Proficient (LEP) students will be assessed for level of English language proficiency using a multiple criteria assessment instrument that will assess the student's Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). The CALP component will include listening, speaking, reading, and writing in an academic setting. The assessment tool for such a task could include, but not be limited to:

1. Previous school records;
2. Consultation with classroom teacher(s) where appropriate;

3. Observation of the student in classroom and formal settings;

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4. Grade level appropriate standardized achievement test(s);
5. Oral and written assessment(s) of English;
6. Interviews with the student and parent(s)/guardian(s), family, and/or sponsors in their primary language, if necessary;
7. A portfolio of student work performed at a previous or current school; and
8. A native language proficiency assessment instrument.

The LAC will conduct and review the above assessment and make a determination of:

1. The need for a structured language support program;
2. The most appropriate and effective program to best meet the student's English acquisition needs as well as content area support; and
3. The creation of an individualized learning plan for the student, if necessary.

SPECIAL NEEDS PLACEMENT

A. Determining the special needs placement for students who are receiving ESL services is a complex process. There may be a number of individual or combined factors determining why language and cultural minority students are achieving little academic progress over time; the normal process of second language acquisition, the acculturation process, different learning styles, motivation to learn, or the student's lack of prior schooling are a number of potential factors instead of intrinsic learning problems. Screening and diagnosing at-risk students receiving ESL services include a number of pre-referral steps to determine whether there exist temporary learning and behavior characteristics shared by learning disabled students and students of English as a second language, or whether referral to special education is warranted. The ESL teacher must be involved throughout the process.

The following pre-referral process will be followed to determine the necessity for referral to special education:

1. When the student experiences continued, serious, academic/social behavioral difficulty, efforts will be made to identify the source of difficulty:

- a. Curriculum: Continuity of exposure/scope and sequence, student's entry level skills, cognitive demands, mastery criteria, amount of practice exhibited in the native language;

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- b. Instruction: Sequencing of content, language use, effective teaching behaviors, coordination with other teachers;
- c. Teacher: Qualifications, experience with LEP students, teaching style, expectations, perceptions, instructional management, behavior management;
- d. Student: Experiential background, native language proficiency, cultural characteristics, cognitive learning style, locus of control/attribution, self concept, motivation; and
- e. Assessment: Learning standards, data collection procedures, and modifications.

B. All LEP students who qualify for special needs placement may receive both special education services and supplemental English development services according to the student's Individualized Education Plan (IEP).

C. All assessments for students who are identified as "home language other than English" will be administered in a form or language that will produce valid results.

D. Parents/guardians will be provided, to the extent practicable, information regarding testing results and placement decisions in a form or language they can understand.

SPECIAL OPPORTUNITY PROGRAMS

All LEP students shall have equal access to "Gifted and Talented" and "Advanced Placement" programs.

EXTRACURRICULAR ACTIVITIES

All LEP students shall have equal opportunity to participate in extracurricular and nonacademic activities.

PROGRAM DESIGN

The ability of the District to provide a variety of structured language support programs proven

Adopted: August 16, 2010

beneficial to LEP students will depend on: Availability of native language-speaking personnel and the availability of native language instructional materials for sheltered content. The District will provide an effective and appropriate program by carefully considering the needs of each student,

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fully researching resources available (personnel and materials), and fully understanding the possible program configurations.

A. Factors to consider when determining the most appropriate and effective structured language program include but are not limited to:

1. Age of student;
2. English language proficiency level;
3. Native language proficiency level;
4. Amount of uninterrupted schooling in the student's background; and
5. The amount of native language literacy skills the student possesses.

B. A structured language support program will be provided in a time allotment that will most benefit the LEP student, including but not limited to:

1. Appropriate time allotment daily during school hours;
2. Instruction during all or part of a language intensive class (reading, social studies, language arts) and in collaboration with the regular classroom teacher(s); and
3. If available, appropriate time allotment before or after school hours if requested by the teacher, student or parent/guardian. A document of consent signed by the parent/guardian for ESL services after school will be in the student's file and approval will be requested on an annual basis.

C. Programs to be used by the Carthage R-IX School District may include:

1. **Mainstream:** To the extent possible, the student will be mainstreamed into the regular classroom and integrated into regular activities. The regular classroom teacher(s) will share the responsibility of programming with a qualified ESL teacher(s). Modifications to the regular curriculum will be supported by regular classroom teachers trained in ESL strategies and appropriate instructional materials. Students in this program score at a high level on the English proficiency tests, and may be monitored students;

2. **Pull-out:** Students leave the regular classroom during a period of the day and receive direct language instruction from the ESL teacher. These are usually content-based classes designed to develop vocabulary and language skills for integration into regular classroom curriculum;

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3. **Sheltered Content Class:** An approach that utilizes the simplification of the English language to teach ESL and subject area content simultaneously (sometimes called “content ESL”). Although the actual content is the same as that taught to non-LEP students, key concepts and vocabulary are targeted to fit the ESL student’s English language proficiency level;
4. **Inclusion:** The ESL teacher participates in the regular classroom for a particular subject by assisting the teacher and students in the classroom. Teachers and students focus on building study skills, encouraging LEP student participation in class discussions and activities, and helping LEPs organize and review information. ESL teachers may also work with small groups within a class to provide tutoring, extra modeling or assistance;
5. **Study Skills:** Classes provided for LEP students who find regular coursework challenging and need assistance completing assignments and projects as assigned in their regular content classroom(s); and
6. **Structured Immersion:** Instruction for the LEP student is conducted in English in a setting wherein the teacher understands the students’ non-English home language. The student uses the non-English native language with the content teacher who usually responds in English.

D. Additional guidelines to consider in the development of a student’s ESL program include:

1. The ESL teacher(s)/classroom teacher(s)/counselors or other educators will extend instruction into the classroom providing support to the LEP student and will share the cultural diversity and the new language with other students;
2. The amount of time spent with the ESL teacher will be determined based on age and need of the student;
3. Instructional space will be provided to LEP students that is comparably provided to non-LEP students; and
4. Home visits and meetings with parents at school will be conducted as necessary and as an outreach effort to parents of LEP students with support to those parents in their own language.

GRADE LEVEL PLACEMENT

Adopted: August 16, 2010

The LAC will include pertinent background information including age, educational background, and English language proficiency level to decide grade level placement for LEP student(s). Under no circumstances should the LEP student be placed in a grade level that is more than one year below his/her chronological age. The District will provide a structured language support program

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that meets the ESL as well as content area and equal access needs of the student. The LAC will insure that LEP students will not be retained solely based on limited English proficiency.

EXIT AND RECLASSIFICATION CRITERIA

A structured language support program is effective and appropriate when students are:

1. Reclassified at a higher level of proficiency; or
2. Exited from the structured language support entirely.

Any member of the LAC may recommend reclassification or exit. Such recommendation to a member of the LAC may be by referral from the classroom teacher(s), ESL teacher(s) or other educators who work with individual LEP students. Upon such recommendation, evaluation criteria and review of records will be conducted by the LAC.

A student may be reclassified or exited as a result of multiple measures, including but not limited to:

1. Language proficiency tests and psychometric tests as applicable;
2. Portfolio(s) of student work including a variety of work samples; and
3. A comprehensive review of all aspects of performance including such test results as the MAP, Terra Nova and other performance-based tests.

LAC members will follow-up on the placement impact (for those students who are reclassified or exited) within two (2) weeks of transfer. Observation must include performance with a view to observing English mastery (reading, writing, speaking, and listening.) Students may re-enter the ESL program when/if necessary.

LAC members will continue to follow-up periodically on students who are reclassified or exited by monitoring their progress for a period of two (2) years. Students may re-enter the ESL program when/if necessary.

Adopted: August 16, 2010

The monitoring for the two-week period, and also for the two-year period, may be done via e-mail, conferencing with appropriate teacher(s), and other viable methods of communication.

If allowable by the test administration guidelines, the LAC may set up accommodations for students who have difficulty taking standardized achievement tests, or if the student has difficulty competing with monolingual English-speaking peers.

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RECORD KEEPING/THE LANGUAGE PROCESS FILE

The LAC will maintain the Language Progress File (LPF) consisting of:

1. All test scores pertaining to program decisions;
2. Recommendations for the individual student's program;
3. Portfolio of literacy work done by the student;
4. A copy of the Student Home Language Survey that initially identified the student as language minority;
5. Parent interview or questionnaire notes;
6. Recommendations for reclassification or exit from program;
7. Notes of observation by school staff;
8. Correspondence with parent(s)/guardian(s); and
9. Any other pertinent information.

ESL TEACHER REQUIREMENTS

As with other instructional personnel, ESL staff must be qualified with academic preparation in English as a Second Language as stipulated in the 1991 Office of Civil Rights Memorandum. Evidence of ESL teachers' fluency in English is necessary to engage qualified personnel. Typically, ESL support services that do not supplant the standard ESL curriculum may be provided by an education aide who is supervised by an ESL teacher in collaboration with the student's regular classroom teacher(s).

The ESL teacher(s) must:

Adopted: August 16, 2010

1. Hold State of Missouri Certification with ESL endorsement/certification;
2. Be trained to administer multi-criteria evaluations used to determine eligibility;
3. Recommend modifications or revisions to the Lau Plan;
4. Recommend reclassification or exiting of student(s) based on assessments including the WIDA W-APT and ACCESS;

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5. Provide meaningful cultural and language information to student(s), teacher(s), and classmates;
6. Insure that high school students receive appropriate career and educational information and that all post-graduate opportunities are made equitably accessible to them (can be done in collaboration with counselors);
7. Monitor students who have exited the program for a period of two years;
8. Maintain a language progress file on each student served by the ESL program; and
9. Be fluent in English.

STAFF DEVELOPMENT

All staff will receive training in ESOL strategies which promote the acquisition of English and growth in core content subject areas. Part of the training will include dissemination of the *Educating Linguistically Diverse Students* handbook located at <http://www.momell.org/resources.htm>.

PARENT INVOLVEMENT

All parents of students who are speakers of other languages will be given equal opportunity and encouragement to participate in the education of their children by providing, to the extent practicable, information in a language they can understand.

Parents will be provided timely notification when activities are planned. These notifications may be in the form of notes in a language they can understand, by phone calls also in a language they can understand, or by other practical methods to the extent possible.

Adopted: August 16, 2010

WORKING WITH PRIVATE SCHOOLS

The District will consult and coordinate with private schools in a timely manner for equitable service delivery. Delivery of ESL services must be at a public school or a neutral site. They cannot be at the private school location.

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PROGRAM EVALUATION

The Language Assessment Committee (LAC) will be used to evaluate ESL services and maintain recordkeeping procedures.

The ESL program will be evaluated annually by the LAC to determine the effectiveness. Adjustments will be made to the program as needed. The annual program evaluation will include, but not be limited to:

1. English language acquisition success of enrolled students (meeting Annual Measureable Achievement Objectives);
2. Parental involvement;
3. Degree of collaboration with mainstream teachers; and
4. Compliance with the District's Lau Plan.

Appropriate members of the LAC and additional educational professionals will meet at the end of the school year to determine classroom placement and services needed for the next school year; at the entry of a new ELL; and/or at the request of any member.

Data collection is key to effective evaluation and as such is the responsibility of the LAC.

PROGRAM FAILURE NOTIFICATION

The District must notify parents when the program is failing to ensure language proficiency (when not meeting the Annual Measureable Achievement Objectives (AMAOs)).

ADDITIONAL RATIONALE FOR THE CARTHAGE R-IX LAU PLAN

Adopted: August 16, 2010

Federal Legislation:

- No Child Left Behind (NCLB) Act of 2001
- Title VI of the Civil Rights Act of 1964
- Equal Opportunities Act of 1974

Court Decisions:

- Lau vs. Nichols (1974)
- Plyler vs. Doe (1981)

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- Castaneda vs. Pickard (1981)
- Office of Civil Rights Policy Update on Schools' Obligations Toward National Origin Minority Students With Limited English Proficiency (1991)
- Executive Order 13166: Improving Access to Services for Persons With Limited English Proficiency (2000)

State Requirements:

- MSIP

CARTHAGE R-IX SCHOOL DISTRICT ELL COORDINATOR

The Board of Education has appointed the Assistant Superintendent for Instruction as coordinator of programs for English Language Learner (ELL) students.

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Virtual Instruction Program

The District will participate in the State's Virtual Instruction Program (MoVIP). MoVIP offers District students the opportunity to participate in free or tuition-paid online courses in a variety of grade level and content areas from kindergarten through grade 12. District students who wish to enroll in the Missouri Virtual School must first enroll in the public school of residence.

MoVIP courses may be taken during the school day or outside of the school day. The number of credits that a student may earn during any academic period will not be limited by the District. Students and their parents/guardians are encouraged to meet with school counselors to develop an educational program, including MoVIP courses, which best meets the individual needs of District students. Students participating in MoVIP courses will have access to District facilities and technology which is otherwise available to students participating in the regular school program. The District does not provide equipment, Internet access, supplies, or materials to students participating in the Missouri Virtual School.

The District will receive notification from MoVIP concerning the percentage of work satisfactorily completed by each student for each virtual education class completed. District staff members will assign a grade and course credit depending upon the percentage of work satisfactorily completed for each class. In awarding credit and assigning grades, the District will apply the same standards for grade assignment and credit award as are applied to courses completed in the District's traditional curriculum. Credit toward meeting District graduation requirements will be awarded for MoVIP courses provided the work completed meets the academic standards required in the District's traditional educational program.

The District may also recognize and assign credit for courses offered through other electronic media courses such as satellite video courses, cable video courses, interactive education television consortium, and computer-driven or on-line courses. Students may also be awarded credit for satisfactorily completed course work from accredited institutions. In addition, the District may offer virtual courses that could take place outside of a District facility. The District will ensure that virtual courses purchased from outside vendors are aligned with the Show-Me

Adopted: April 19, 2010

curriculum standards and comply with state requirements for teacher certification. Students and their parents/guardians should consult with their school counselor to determine whether satisfactory completion of such work is eligible for award of District credit. This discussion should occur prior to enrollment in such programs.

Adopted: April 19, 2010

Instruction**Instructional Goals**

The educational goals for the Carthage R-IX School District focus on the student and address quality in education. The goals are relevant to the lives of students of any age, whether in formal institutions of learning, programs of continuing education or any learning environment. The goals adopted by the District correspond closely to those that have been established for all Missouri schools by the Missouri Department of Elementary and Secondary Education. The four categories of goals may be related to formalized school experiences or individual attainment. Regardless of the language, responsibility is placed upon both the school and the student. Appropriate outcomes necessitate that citizens, educators and especially the students, make wise use of available resources. The goals are intertwined; no one goal stands apart from the rest. These goals help define performance objectives for students, identify tasks to be performed by teachers in giving life to those objectives, and help determine means for evaluating student progress.

Intellectual Development

It is the goal of the District that each individual will have the opportunity to develop intellectual ability to developmental capacity. The development of intellectual ability should include the acquisition of knowledge as well as the creative ability to process and use that knowledge. To acquire the desired knowledge and fundamental intellectual processes, the Board believes that each individual should become proficient in communication, quantitative thinking, social processes, scientific understanding, decision making and aesthetic appreciation.

Physical Development

It is the goal of the District that each individual will have opportunity to develop knowledge, understanding and/or skills in the process of physical growth and maturation, health and recreation to the extent of developmental ability.

Social Development

It is the goal of the District that each individual will have the opportunity to develop social skills to the extent of developmental ability. These skills should be related to the individual's physical and social environment, cultural awareness, governmental institutions, avocational pursuits, and concept of self.

Career Development

It is the goal of the District that each individual be provided systematic and sequential activities at all levels to facilitate educational and occupational decision making appropriate to maturation. Career development should include all aspects necessary in developing a way of life. These activities should be related to the social significance of work, occupational exploration, occupational preparation and adult occupational education.

Organization of Instruction

The organization of instruction is designed to meet the standards established by the Missouri Department of Elementary and Secondary Education.

INSTRUCTIONAL SERVICES

Policy 6210

Instruction

Instructional Time

The primary focus of the District's staff and programs is maximization of student learning. While learning occurs as a result of extracurricular activities and as a result of non-structured interaction between students and between students and staff, most learning occurs as a result of planned learning activities during class time. Therefore, every effort will be made to minimize disruptions in instructional time. Public address announcements and pull out programs will be planned to avoid loss of critical instruction time.

Adopted: February 17, 2003

Effective: July 1, 2003

INSTRUCTIONAL SERVICES

Policy 6220

Instruction

Student Teachers and Interns

The Board of Education authorizes contractual arrangements to be made for the acceptance for training of student teachers from regularly accredited colleges and universities to the extent that the training of these student teachers will both enhance educational opportunities of the classroom students as well as provide a training opportunity for the student teacher.

Guidelines will be prepared for the direction of staff members in handling the student teacher program. These guidelines will also be written to provide a definite program for the improvement of the student teacher while assigned to this School District.

INSTRUCTIONAL SERVICES

Policy 6221

Instruction

Teacher Aides

The Board recognizes the advantages of teacher aides in providing a more efficient and effective educational program. Teacher aides may perform a variety of services for the teachers based upon qualifications and experience.

Upon the recommendation of the Superintendent, the Board may employ teacher aides to work under the general supervision of the building principals, and to assist teachers in such duties as managing and maintaining records, materials and equipment; attending to the physical needs of children; and performing other limited services to support teaching duties when such duties are determined and directed by teachers.

Temporary teacher aides may be employed when class size exceeds state classification standards; refer to Policy 2550 – Class Size.

Adopted: February 17, 2003

Effective: July 1, 2003

INSTRUCTIONAL SERVICES

Policy 6230
(Regulation 6230)

Instruction

Textbook Selection and Adoption

The Superintendent/designee will appoint a committee of teachers and administrators to review textbook offerings in specific instructional areas. The committee will submit its report together with its recommendation to the Superintendent. The Superintendent will consider the committee's report and make a recommendation to the Board for final approval.

Adopted: February 17, 2003
Effective: July 1, 2003

INSTRUCTIONAL SERVICES

Policy 6231
(Regulation 6231)

Instruction

Textbook Usage – Students

Textbooks on which assignments are based are to be available to each student. Under the guidance of the teacher and the rules for a particular class, a textbook should be available for the student to take home overnight or over a weekend so that the student may prepare homework assignments and so that the parents/guardians may see the textbook.

Textbooks and library books are to be treated with respect by the students, used wisely, cared for, and returned in good condition when the assignment or course is concluded. The student to whom a textbook or library book is issued will be held responsible for its return in good condition. A reasonable system of fines, penalties, or methods of repayment for a fair value of the book is to be developed.

INSTRUCTIONAL SERVICES

Policy 6240

Instruction

Instructional Materials

The Superintendent/designee shall formulate administrative regulations as necessary to be included in faculty handbooks relative to the purchase and appropriateness of instructional materials. Guidelines relative to guest lecturers or presentations shall be included.

Adopted: February 17, 2003
Effective: July 1, 2003

INSTRUCTIONAL SERVICES

Policy 6241
(Regulation 6241)
(Form 6241)

Instruction

Challenged Materials

Occasional objections to instructional materials may be made despite the quality of the selection process. The Board supports principles of intellectual freedom inherent in the *First Amendment of the Constitution of the United States*, and the *School Library Bill of Rights* of the American Association of School Librarians.

Adopted: February 17, 2003
Effective: July 1, 2003

INSTRUCTIONAL SERVICES

Policy 6242

Instruction

Religious or Controversial Issues

Religious education is the responsibility of the home and church. The espousal by any teacher or staff member of any particular religious denomination or faith is strictly forbidden; however, teachers may teach about religion with information being presented at an appropriate maturity level for students.

No partisan political views may be espoused by any teacher or staff member; however, teachers may teach about political parties and politics as related to the governmental systems of the nation or world.

Instruction

Copyrighted Materials

It is the intent of the Board to delineate, enforce, and abide by the provisions of current copyright laws and regulations as they affect the School District and its employees. The District will not purchase any videos, computer software, audio tapes, publications or other materials that have been illegally copied or reproduced.

Copyrighted materials, whether they are print or non-print, will not be duplicated unless such reproduction meets “fair use” standards, or unless written permission from the copyright holder has been received.

Details about “fair use” will be made available to all teachers. A summary of these standards will be posted or otherwise made easily available at each machine used for making copies.

The Board does not sanction illegal duplication in any form. Employees who willfully disregard the District’s copyright position are in violation of Board policy; they do so at their own risk and assume all liability responsibility.

Any materials produced by an employee (or employees) during the time he/she is paid for production of said materials, shall be owned by the School District and any civil rights of authorship are forfeited with payment by the District for production of materials.

INSTRUCTIONAL SERVICES

Policy 6250
(Regulation 6250)
(Form 6250)

Instruction

Instruction for Students with Disabilities

It is the policy of the District to provide a free appropriate public education to all public school students with disabilities. Students with disabilities are defined as those students who have one of the categorical disabilities as enumerated in the Missouri State Plan for Part B of the Individuals with Disabilities Education Act (IDEA) and who also require special education services or who have a mental or physical impairment that substantially limits one or more major life activities as defined by Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act and who require accommodations or special education and related services.

The District will provide special education and/or other services to students with disabilities in accordance with applicable law, including the IDEA, and its amendments, Section 504 of Rehabilitation Act of 1973, §162.670-.995, RSMo., and Missouri's State Plan for Part B of the IDEA. To obtain a copy of the District's 504 procedural safeguards, including appeal procedures, please contact the Assistant Superintendent for Business/504 Coordinator, District Administrative Office, 710 Lyon, Carthage, Missouri, or call 417-359-7000 (see Regulation 2110 – Equal Education Opportunity).

To obtain a copy of the District's IDEA procedural safeguards, including appeal procedures, please contact the Director of Special Services, District Administrative Office, 710 Lyon, Carthage, Missouri, or call 417-359-7000.

When providing print materials to students with visual impairments, the District will adhere to the National Instructional Materials Accessibility Standards (NIMAS) or will provide such print materials in timely fashion via high quality accessible materials.

Instruction

Procedures for Students with Disabilities Residing in Avilla R-XIII School District

The following procedures regarding disabled students residing in Avilla R-XIII School District and attending school in the Carthage R-IX School District were approved by the respective boards of education, effective immediately:

1. Not later than May 1 of each school year, Carthage R-IX School District (“Carthage”) will contact the Special Education Director and/or Superintendent at Avilla R-XIII (“Avilla”) to obtain the names of students with an IEP or Section 504 Plan who will be transitioning into Carthage Schools.
2. Not later than May 30 of each school year, Carthage staff will hold or attend a “transition” IEP or Section 504 meeting for each Avilla student with an IEP or Section 504 Plan who will be transitioning into Carthage Schools.
3. If Carthage is holding a transition IEP or Section 504 meeting, it will ensure that it has invited, in writing, the Special Education Director and/or Superintendent of Avilla.
4. Carthage will not hold a transition IEP or Section 504 meeting if an Avilla representative is not present, unless the Special Education Director and/or Superintendent of Avilla and the parent and/or guardian both agree, in writing, that an Avilla representative need not be present.
5. If a decision is made during a transition IEP or Section 504 meeting or at a future IEP or Section 504 meeting involving a resident of Avilla that transportation is a necessary related service and/or that transportation accommodations or modifications are necessary, Carthage will ensure that such decisions are:
 - a. Made by individuals knowledgeable about the student’s past, present, and future transportation needs, including a representative from Avilla;
 - b. Clearly and specifically documented in the student’s IEP or Section 504 plan; and
 - c. Communicated within 15 business days, in writing, to the student’s parent or guardian, Carthage’s Director of Special Services, Carthage’s Transportation Director, and the Superintendent of Avilla.

Instruction

Independent Educational Evaluation Policy for Disabled Students under the IDEA

The parent or legal guardian of a student with a disability pursuant to the Individuals with Disabilities Education Act (“IDEA”) or of a student suspected of having an IDEA disability has the right to obtain an independent evaluation subject to the provisions of this policy. The parent or legal guardian has the right to an independent educational evaluation at public expense if they disagree with an evaluation or any component of an evaluation obtained or conducted by the District. The parent or legal guardian may request one independent educational evaluation in response to each evaluation completed by the District. If the parent request for an independent evaluation comes one year or more from the date of the completion of the District’s evaluation, the District may seek to complete a reevaluation prior to paying for an independent educational evaluation.

Definitions:

An independent educational evaluation (IEE) means an evaluation conducted by a qualified examiner who is not employed by the District. An independent educational evaluation must meet the educational evaluation criteria used by the District when it initiates an evaluation to the extent those criteria are consistent with the parent’s right to an IEE.

Public expense means that the District either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent. The District may, therefore, use whatever state, local, federal or private sources of financial support are available to pay for the costs of an independent educational evaluation.

A parent is not required to notify the District prior to obtaining an IEE. However, if the parent or legal guardian requests an independent educational at public expense, the District will request that the parent provide a reason why he or she objects to the District’s evaluation. In making that request, the District may not unreasonably delay either providing the requested independent educational evaluation at public expense or initiating a due process hearing to defend the District’s evaluation.

If a parent requests an independent educational evaluation at public expense, the District will, without unnecessary delay:

1. Provide the parent or legal guardian with a copy of this policy and the District’s IEE procedures; and
2. Provide the parent with information about where an IEE may be obtained within the parameters of this policy and the District’s procedures; and

3. Ensure that an independent educational evaluation is provided at public expense; or
4. Initiate a due process hearing to show that the District's evaluation is appropriate or that the IEE obtained by the parent did not meet District criteria.

If the District initiates a hearing and the final decision supports the appropriateness of the District's evaluation, the parent still has the right to an independent educational evaluation, but not at public expense.

If a parent or legal guardian obtains an IEE at private expense and presents that IEE to the District, the results of that evaluation must be considered by the District in any decision regarding the provision of a free appropriate public education to the student. In addition, any IEE obtained by the parents at private expense may be presented as evidence at a due process hearing regarding that student.

INSTRUCTIONAL SERVICES

Policy 6260

Instruction

Surrogate Parent

The Board of Education directs the Administration to determine whether a disabled student is in need of a surrogate parent within thirty (30) days of the date of notification that the student is living within District jurisdiction. The Administration is directed to notify the state Board of Education in writing within ten (10) days after the determination that such need exists.

INSTRUCTIONAL SERVICES

Policy 6270
(Regulation 6270)
(Form 6270)

Instruction

Instruction for At-Risk Students

The School District shall meet all federal and state requirements for identifying and providing services to educationally at-risk students.

At-risk students are those whose educational outcomes are in jeopardy because they are experiencing academic deficits, have become disaffected with school and learning, or impacted by other factors which impede education and social development.

INSTRUCTIONAL SERVICES

Policy 6271

Instruction

Instruction for Gifted and Talented Students

The Board of Education, recognizing the need for programs addressing the special needs of gifted and talented students, shall endeavor to provide the level of monetary support it deems proper to enhance programs for those students so identified. Procedures for the selection of programs and students will be developed by the professional staff and approved by the Board.

Adopted: January 17, 2003
Effective: July 1, 2003

INSTRUCTIONAL SERVICES

Policy 6272

Instruction

Instruction for Preschool Students

The Board of Education may endeavor to enter into programs for preschool children, as is provided for in the statutes of the State of Missouri, and subject to the rules and regulations of the specific legislation governing the administration of the program. The District shall attempt to provide an organization for continuous progress in education to fit the needs of individuals of the community within the limitations of District finances.

Within these limitations, the Board may provide school facilities for the purpose of maintaining and expanding programs and services for preschool children. Such programs shall be commensurate with the needs of the community. The Board may provide administrative, ancillary and other supportive services needed to enhance the quality of the preschool educational program.

Adopted: January 17, 2003

Effective: July 1, 2003

INSTRUCTIONAL SERVICES

Policy 6273
(Regulation 6273)

Instruction

Instruction for Homeless Students

The Board of Education is committed to providing access to educational opportunities to eligible homeless students. Services will be provided consistent with federal law and with Missouri's state plan for the education of homeless children.

Adopted: January 17, 2003
Effective: July 1, 2003

INSTRUCTIONAL SERVICES

Policy 6274

Instruction

Instruction for Migrant Students

The Superintendent will develop appropriate means to identify migrant students and to develop a plan to meet the educational needs of these children. Migrant students will be provided the full range of education and related services provided to other District students. (See also Policy and Regulation 2270 - Admission of Migrant Students.)

The educational plan may consist of the following:

1. Assess the educational ability of the student and determine an accurate grade placement, course assignments and any special education services that may be needed.
2. Identify any health and social needs and contact the appropriate public agencies for extended services.
3. Provide professional development activities for the teachers and support staff as related to migrant students.
4. Involve the parents in the educational program.

INSTRUCTIONAL SERVICES

Policy 6275

Instruction

Instruction for Homebound Students

Homebound instructional programs will be administratively considered for students who for health reasons are likely to be absent for more than ten school days. Please refer to Regulation 6275 for specific homebound procedures.

INSTRUCTIONAL SERVICES

Policy 6280
(Regulation 6280)

Instruction

Vocational and Technical Education

The Board of Education believes that vocational and technical education is critical to the development of skills necessary for satisfying careers. The underlying foundation for all academic courses should be the relationship of class concepts to practical job application. Occupational education shall encompass career awareness, career exploration and career preparation to include vocational training opportunities, either within the local high school(s) and/or local area vocational and technical schools.

District vocational programs shall meet all state and federal guidelines and requirements, including the formation and utilization of advisory councils in all areas.

INSTRUCTIONAL SERVICES

Policy 6310
(Regulation 6310)

Libraries, Media and Technology Services

School Libraries

The Board believes that it is the responsibility of the District's library/media centers to provide materials which reflect the ideals and beliefs of religious, social, political, historical and ethnic groups, and their contributions to American and world cultures. Materials will be selected which are related to and support the District's curriculum. Selection of and access to library/media materials will be based upon the contribution to the education program and the age appropriateness of the materials.

Intellectual Access

The library/media program serves as a point of access to information and ideas for students as they acquire critical thinking and problem-solving skills. Students and educators served by the library/media program should have access to resources and services free of constraints resulting from artificial barriers. Artificial barriers should not prevent students from accessing and using resources except as defined by District policies and regulations, including but not limited to selection, acquisition and Internet usage policies and regulations.

Confidentiality

The District recognizes the need for confidentiality of school library records. Therefore, no person will release any library record of any student, faculty or other library user to any third party, except as provided by law.

INSTRUCTIONAL SERVICES

Policy 6320
(Regulation 6320)

Libraries, Media and Technology Services

Internet Usage

The Board of Education recognizes that it is important for students to have access to electronic-based research tools and master skills for their application to learning, problem solving, production of work and presentation of information. The Board also recognizes that while these resources represent extraordinary learning opportunities and enriching educational materials, they also offer persons with illegal, immoral or inappropriate motives avenues for reaching students, teachers, staff, parents/guardians and members of the community. Additionally, these resources present tempting opportunities for users to explore areas that are either confidential, have restricted access, are inappropriate or are disruptive to the classroom or workplace. It is the purpose of District policy and regulations to outline acceptable student and employee behavior with respect to use of District technology and electronic resources.

Libraries, Media and Technology Services

Internet Safety Policy

A. Introduction

It is the policy of the District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

B. Access to Inappropriate Material

To the extent practical, technology protection measures shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

C. Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

D. Supervision and Monitoring

It shall be the responsibility of all District employees to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act. Procedures for the disabling or otherwise modifying of any technology protection measures shall be the responsibility of the Director of Technology or designated representatives.

INSTRUCTIONAL SERVICES

Policy 6410

Evaluation Services

Evaluation of Instructional Programs

The Board of Education believes that maximizing the quality of District services and administrative decision-making requires the regular evaluation of all District programs. Evaluations may identify the success of District programs in meeting their objectives. Utilization of program evaluation should result in the improvement of District programs and will provide data for Board and staff decision-making. The Superintendent is directed to develop procedures for program evaluation and reporting.

Evaluation Services

Test Security

All standardized testing materials shall be stored, distributed and collected according to procedures which insure the security and authorized access to test booklets. The Superintendent shall designate a District test coordinator who will direct the administration and security procedures for each testing site.

Teacher Responsibilities for Test Administration

Prior to the administration of any District or State standardized test, the principal/designee will review with the teachers the testing guidelines that they and the students are to follow. The principal/designee shall distribute this policy and any other testing guidelines to all teachers, require them to sign and return one copy and keep a copy for their files.

The guidelines listed below are examples, others may be provided by the principal/designee:

1. Teachers are not to review the test questions or content prior to its being given to the students.
2. Teachers are not to give any assistance to the students during the administration of the test.
3. Teachers are to review only the purpose of the test, the directions, the time restraints and what the students are to do upon completion of the test.

Violation of these and other administrative testing guidelines by the teacher may result in disciplinary action against the teacher, up to and including termination.

INSTRUCTIONAL SERVICES

Policy 6440

Evaluation Services

Statewide Assessments

All students will participate in statewide assessments or alternate assessments as determined by a student's IEP team. The Administration will annually develop an assessment schedule for the current school year. The testing schedule will list the assessment instrument to be administered and the grade level of students that will be administered each test or assessment instrument. This policy and the assessment schedule will be given to each student as well as their parent/guardian at the beginning of each school year. In addition, a copy of this policy and the assessment schedule will be available to the public in the District office during normal business hours.

INSTRUCTIONAL SERVICES

Policy 6450
(Regulation 6450)

Evaluation Services

Assignment of Grades

The evaluation of the academic achievement of students in the District is based on the premise that students have diverse capabilities, interests and individual patterns of growth and learning. It is essential that the professional staff have adequate information to assess a student's educational needs, growth patterns and other factors necessary to design instructional plans for the student. Sharing of information among parents/guardians, teachers and students is an integral part of the evaluative process.

INSTRUCTIONAL SERVICES

Policy 6510

Community Education/Continuing Education Program

Instruction for Adults

The administration will assess the needs of the community for post school programs. Where community needs are identified and where funds are available, the Board will consider initiation of specific adult education programs. In cooperation with the Department of Elementary and Secondary Education, the District will seek community assistance in raising the level of community awareness of its English language services when the District provides Adult Basic Education programs.

Adopted: February 17, 2003
Effective: July 1, 2003

INSTRUCTIONAL SERVICES

Policy 6530

Community Education/Continuing Education Program

E-mail Records and Electronically Stored Information

Any e-mails that are pertinent and must be saved for an extended period of time to exceed one month shall either be 1) printed and physically filed in such a way that it will be easily retrievable or 2) saved directly to a file on one of the District servers from which it will be easily retrievable. The District will regularly delete unnecessary e-mails on the District's computer system, typically, on the first school day of each month during the school year.

Until the District's e-mail system can be equipped with such capabilities, all District e-mail account holders shall regularly update their e-mail account by either saving necessary and pertinent e-mails to a District approved storage device, printing them and filing them appropriately, or deleting unnecessary e-mails from their account. This process shall become a permanent and regular occurrence if the automatic deletion process is not implemented into the District's e-mail system.