

**Instruction****Textbook Selection and Adoption**

The following procedure should be utilized in selecting textbooks:

1. The principal shall appoint a committee composed of teachers. The committee shall review different textbook choices. The principal shall confer with the committee during the selection process. The following factors shall be considered by the committee:
  - a. Content consistent with the goals and objectives of the Board.
  - b. Format and Physical Features.
  - c. Supplementary Services and Teaching Aids.

The Superintendent of Schools shall develop or cause to be developed a rating sheet to be utilized in evaluating textbooks concerning the above mentioned factors.

2. Upon reaching a decision concerning a particular textbook, the chairperson of the teacher committee shall forward to the principal the committee's choice in writing, and the statement shall include a list of the books reviewed and the reasons for the particular selection.
3. Upon receiving a recommendation on selection from a teacher committee, the principal shall review the recommendation and forward to the Superintendent his/her own recommendation relative to the particular selection with reasons thereof.
4. Upon receipt of a recommendation from a principal, the Superintendent shall forward to the Board of Education the recommendation of the Superintendent.
5. In the event there is disagreement between or among teachers, principal, or Superintendent relative to selection, an effort shall be made to resolve the difference of opinion by compromise. If compromise cannot be reached, the particulars relative to disagreement shall be forwarded along with the Superintendent's recommendation.
6. The Board of Education shall accept or reject the recommendation of the Superintendent of Schools. If a selection is rejected, another selection shall be recommended by the procedure as outlined above.

## **Instruction**

### **Textbook Usage - Students**

At the beginning of each term, or semester as applicable, students are to be informed by each teacher of the school's expectations of responsibility for school property and the need for care and return of books. A constructive and educational approach to the students is desirable, including a discussion of reasons for treating books with respect, caring for them, using them wisely, and returning them in good condition. Penalties for lost or damaged books are to be outlined. A monitoring process is to be devised such as textbook receipt cards or other checkout system that requires the student's signature for use of the book(s).

Parents/guardians are to be informed by the principal/designee as to the textbook status in the building or department; i.e., in which subject students are provided with individual copies, class sets, consumable materials, etc. Newsletters to the homes, Open House presentations and PTO meetings may be used as means of communication.

Parents/guardians are to be informed of the penalties for lost or damaged textbooks early in the school year. Penalties may include a reasonable system of fines or repayments. For example, the student or the student's parents/guardians could be required to pay the fair value for replacement of a lost or destroyed book or for repair of a book. The student could choose to do some work for the school instead, if the principal finds that to be the best option.

No student is to be penalized if a book is lost because of factors beyond his/her control. All students will be made aware that if such losses are reported immediately, and if the administration agrees that the loss was beyond the student's control, fines will be canceled. The reporting procedure will be publicized in student handbooks and other school publications. Principals will handle cases individually.

## **INSTRUCTIONAL SERVICES**

**Regulation 6241**  
**(Form 6241)**

### **Instruction**

#### **Challenged Materials**

If a complaint is made, the following procedures should be followed by the building principal:

1. Request the complainant to submit a formal "Request for Reconsideration of Materials." Forms are available in each principal's office.
2. Inform the Superintendent and other appropriate personnel.
3. Retain challenged materials during the reconsideration process.
4. Upon receipt of the completed form, the principal requests review of the challenged material by a materials review committee and notifies the appropriate personnel. The review committee is appointed by the principal with the concurrence and assistance of the involved personnel. The committee will include media professional(s), representatives from each of the four academic areas at the secondary level or each grade in the elementary schools.
5. The review committee takes the following steps after receiving the challenged materials:
  - a. Reads, views or listens to the material in its entirety.
  - b. Checks general acceptance of the material by reading reviews and consulting recommended lists.
  - c. Determines the extent to which the material supports the curriculum.
  - d. Completes the appropriate "Review Committee Checklist," judging material for its strength and value as a whole and not in part. Forms are available in each principal's office.
  - e. Review committee's written decision goes to the principal.
6. The principal would inform the complainant and notify the Superintendent in writing of the decision made by the review committee.
7. After reviewing the committee's decision, the complainant may send a written appeal to the Superintendent concerning the committee's decision.
8. After reviewing the written appeal made by the complainant, the Superintendent will make a decision concerning the appeal. If the complainant is not satisfied with the decision made by the Superintendent, the complainant may send a final written appeal to the Board.
9. The principal shall retain or withdraw challenged materials as mandated by the decision of the Board.

## **INSTRUCTIONAL SERVICES**

**Regulation 6250**  
**(Form 6250)**

### **Instruction**

#### **Instruction for Students with Disabilities**

The District will adhere to the Individuals with Disabilities Education Act, its implementing regulations, and the Missouri State Plan for Special Education. The District will observe the following guidelines in providing special education and related services to identified students with disabilities.

#### **Determination of Eligibility for Children Ages 3 Through 5**

To determine whether children ages 3 to 5 (not kindergarten-age eligible) are children with a disability under the Individuals with Disabilities Education Act (IDEA), the District will identify all such children using any IDEA disability category including Young Child with a Developmental Delay.

#### **Recording Devices at IEP Meetings**

The District prohibits the use of audio, video, or other recording devices at IEP meetings. An exception to this prohibition exists only where such device and recording are necessary to ensure that the parent or guardian of the student can understand and participate in the IEP process or to implement other parental rights guaranteed under Part B of the IDEA. If a parent or guardian wishes to request an exception to the prohibition, that individual must provide to the Director of Special Education a written request at least one week prior to a scheduled IEP meeting. The request must state the reasons why the parent or guardian believes the exception should apply and why the parent or guardian believes that the use of a recording device is necessary to ensure parental rights pursuant to the IDEA. The District will provide a written response to the request prior to the scheduled IEP meeting.

#### **Transition Services**

No later than the first IEP to be in effect when the child is sixteen (16), and updated annually thereafter, the District will implement appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills and the transition services (including courses of study) needed to assist the child in reaching those goals.

#### **Extended School Year (ESY)**

The IEP team will determine on an annual basis whether the student requires extended school year (ESY) services. If appropriate, the notice of the IEP meeting will include that the team will consider ESY services.

In determining whether the student requires ESY services, the IEP team will consider, among other factors, whether the student will suffer regression to such a marked degree that the student's skills may not be recouped in a reasonable time at the inception of the subsequent school year, the degree of impairment, the ability of the student's parents/guardians to provide educational structure at home, the student's rate of progress, the student's behavioral and physical problems, the availability of alternative resources, the ability of the student to interact with students without disabilities, the areas of the student's curriculum that need continuous attention, and the student's vocational needs.

If an IEP team determines that a student requires ESY, decisions regarding the type of special education and related services and their frequency, intensity and duration shall also be determined on an individualized basis and by the student's IEP team.

The IEP will reflect that the IEP team considered ESY services. If the IEP team determines that ESY services are required, the team will be responsible for preparing an appropriate ESY IEP or determining that the regular school year IEP will be implemented.

#### **PLACEMENT – STUDENTS VOLUNTARILY ENROLLED IN PRIVATE SCHOOLS BY THEIR PARENTS**

The District's activities under the Individuals with Disabilities Education Act (IDEA) regarding the location, identification, and evaluation of parentally-placed private school students with disabilities will be comparable to the activities undertaken for students in public schools. However, a student with a disability voluntarily enrolled in a private school by his/her parents/guardians does not have an individual right to receive some or all of the special education and related services that the student would receive if enrolled in a public school. Students with disabilities voluntarily enrolled in private schools by their parents/guardians are not entitled to a free appropriate public education.

In order to meet its obligations under the IDEA to students with disabilities voluntarily enrolled by their parents/guardians in private schools, the District will spend, for children ages 3 through 21, an amount that is the same proportion of the District's K-12 entitlement under Part B of the IDEA as the number of private school children with disabilities ages 3 through 21 residing in the District is to the total number of children with disabilities ages 3 through 21 residing in the District. For children ages 3 through 5, the District will spend an amount that is the same proportion of the District's Preschool entitlement under Part B of the IDEA as the number of private school children with disabilities ages 3 through 5 residing in the District is to the total number of children with disabilities ages 3 through 5 residing in the District. Expenditures for child find activities will not be considered when determining whether the District has met its obligation.

The District will consult with the representatives of the private schools located within the district to decide which disabled students will receive services, what services will be provided, how and where the

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services will be provided, and how the services provided will be evaluated. The District will make the final decisions regarding the services to be provided to private school children with disabilities.

For each private school student designated to receive services, the District will prepare a services plan that describes the specific special education and related services that the District will provide to the student. The District will ensure that a representative of the private school attends meetings to develop, review, and revise a services plan, or, if the representative cannot attend, will use other methods to ensure participation by the private school. To the extent appropriate, the services plan will be developed in a manner consistent with the requirements under the IDEA for an IEP.

The District will not provide special education and related services on the site of any religious school. Pursuant to the Missouri constitutional prohibition against the expenditure of taxpayer funds to support parochial schools, the District will not provide transportation to a religious school from the student's home or from the public school to the religious school.

Due process rights for students with disabilities voluntarily enrolled in private schools and their parents are limited. Only issues related to child find, including evaluations, can be raised in a due process complaint. There is no due process right to challenge the services that a student receives. The District is responsible for child find and the provision of services for disabled students *attending* private schools within the District but NOT for resident students whose parents choose to enroll the student in a private school in a different school district.

**Instruction**

**Independent Educational Evaluation Procedures for Students with Disabilities Under the IDEA**

***I. PARENT REQUEST FOR INDEPENDENT EVALUATION***

1. The parent or legal guardian of the disabled student must present his or her request for an independent educational evaluation in writing to the District. That request will be forwarded to the Director of Special Education.
2. When the parent or legal guardian of a student with a disability under the IDEA requests an independent educational evaluation, the Special Education Director shall, without unreasonable delay, provide the parent or legal guardian a copy of this policy and procedure as well as information about where an independent educational evaluation may be obtained and the District's criteria for such evaluations.
3. When the District receives a request from the parent or legal guardian for an independent educational evaluation, the District will, without unreasonable delay and within 15 business days from the receipt of the request inform the parent or legal guardian that (1) the District will pay for the requested evaluation subject to the requirements of this policy; or (2) will initiate due process to defend the District's evaluation. If the District decides that it will not initiate due process, the District must inform the parent that an independent educational evaluation will be provided at public expense.
4. Before making the decision indicated in paragraph 3 above, the Director of Special Education will ask the parent or legal guardian for the reason or reasons why he or she objects to or disagrees with the District's evaluation or any component of that evaluation. However, the parent or legal guardian is not required to provide that reason and the District will not use the request or a lack of parental response to such a request to unreasonably delay its decision regarding whether to provide the requested independent educational evaluation at public expense or to initiate due process to defend the District's evaluation.
5. If the District's decision is to pay for the independent educational evaluation, the Director of Special Education will offer the parent or legal guardian the opportunity to convene the student's multidisciplinary team to develop an evaluation plan to address the areas to be evaluated and the independent evaluators who will assess the student. That plan will comply with the District's criteria for evaluator qualifications, geographic location and costs limitations as specified below in this procedure. Upon written parental

consent for the independent evaluation, the District will arrange for completion of the evaluation.

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6. Independent evaluators must agree to release the results of their independent evaluations to the District prior to receipt of payment for services. The independent evaluators must also agree to make all test protocols available to District staff for review when requested. The results of any independent evaluation will be considered by the student's multidisciplinary or IEP team with respect to any decisions involving the provision of a free appropriate public education to the student.
7. The parent or legal guardian may also proceed to arrange for completion of the independent educational evaluation without a multidisciplinary team meeting, but the independent educational evaluation, as completed, must comply with the requirements of this policy before the District is obligated to pay.

**II. *PARENT REQUESTS PAYMENT FOR COMPLETED INDEPENDENT EVALUATIONS***

1. The parent of a student with a disability may obtain an independent evaluation without notification to the District and then request payment for that evaluation.
2. If the parent is requesting payment for an IEE already completed, the parent must notify the District's special education director in writing that they are requesting such payment. Upon receipt of that request, the District will provide the parent with a copy of the District's policies and procedures relating to IEEs.
3. Within a reasonable time of the receipt of the request (15 business days), the District will notify the parent as to whether the District will initiate due process to establish the appropriateness of its evaluation or pay for the IEE.
4. If the district decides to pay for the IEE, the district criteria for the locations of the evaluator(s), the minimum qualifications of evaluator(s), the costs of the evaluation, and the use of approved assessment instruments must be met. If the cost of the IEE exceeds the District's cost limitations, the District will inform the parent that the District will pay that portion of the cost that is within the District's limitations, if the District determines that an appropriate IEE could have been obtained within the cost limitations.
5. Any independent educational evaluation obtained by the parent or legal guardian must be consistent with the criteria used by the District in conducting its educational evaluations. Those criteria include, but are not limited to, minimum qualifications for evaluators, geographic locations, and cost limitations as noted below.

6. If the District initiates a due process hearing pursuant to paragraph 3 above and the final decision is that the District's evaluation is appropriate, the parent or legal guardian still has

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the right to an independent educational evaluation, but the District will not be required to pay for that evaluation.

7. If the parent or legal guardian obtains an independent evaluation at private expense, the results of that evaluation must be considered by the District, if that privately funded independent evaluation meets the District's criteria for evaluations, with respect to any decisions regarding the provision of a free appropriate public education to the child.

### **III. LOCAL LIMITATIONS FOR EVALUATIONS**

Approved evaluators must be located within 25 miles of Carthage, Missouri. Evaluators outside of this area will be approved only on an exception basis and the parent or legal guardian must demonstrate the necessity of using personnel outside the approved geographic area.

### **IV. COST LIMITATIONS FOR EVALUATIONS**

The cost of a multidisciplinary independent evaluation will be limited to a total cost of \$4,150. Single evaluations will be limited to the cost schedule listed below. These same cost limitations apply to the District when it conducts an evaluation. The maximum charges have been established to allow the District and parents to choose from among qualified professionals in the area and are intended to result only in the elimination of excessive fees. Costs above this amount will not be approved unless the parent or legal guardian can demonstrate that such costs reflect a reasonable and customary rate for such evaluative services within the designated geographic area or that the student's unique circumstance justifies an evaluation that exceeds the allowable cost criteria. When Medicaid or other public insurance will cover all or part of the costs of the independent educational evaluation, the District will assume payment only for the portion of the costs not covered by public insurance, provided that the use of that public insurance would not decrease any insurance benefit or otherwise negatively impact the child's or family's insurance coverage. If the child is covered by private insurance, the District may request parental consent to access that private insurance coverage.

### **V. MINIMUM QUALIFICATIONS FOR EVALUATORS**

Evaluators with credential other than those listed below will not be approved unless the parent or legal guardian can demonstrate the appropriateness of using other qualifications.

Type of Assessment	Qualifications
Academic Achievement	Certified Special Education Teacher,

Adopted: July 19, 2010

School Psychological Examiner,  
School Psychologist, Licensed  
Psychologist, Certified Regular Education Teacher

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Adaptive Behavior	Licensed Psychologist, Certified Special Education Teacher, School Psychological Examiner, or School Psychologist
Assistive Technology	Certified or Licensed Speech/Language Pathologist or Certified Special Education Teacher (Master's Degree)
Audiological	Licensed or Certified Audiologist
Central Auditory Processing	Licensed or Certified Audiologist
Cognition	Licensed Psychologist, Certified School Psychological Examiner, School Psychologist
Health	Licensed Physician
Motor	Licensed Physical Therapist or Occupational Therapist, or Certified Teacher of the Physically Impaired, or Adaptive Physical Education Specialist
Music Therapy	Licensed or Certified Music Therapist
Orientation/Mobility or Residual Vision or Functional Vision	Certified Teacher of the Visually Impaired
Social/Emotional/ Behavioral	Certified Special Education Teacher, School Psychological Examiner, School Psychologist, Licensed Social Worker, Licensed Psychiatrist or Psychologist
Speech/Language	Certified or Licensed Speech/Language Pathologist

Transition Certified Special Education Teacher (Master's Degree)

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Vision Licensed Ophthalmologist or Optometrist

Visual Perceptual or  
Visual Motor Licensed Ophthalmologist or Optometrist,  
Licensed Occupational Therapist,  
Certified Special Education Teacher,  
School Psychologist Examiner, or  
School Psychologist

## **VI. COST LIMITATIONS FOR EVALUATORS**

A comprehensive, independent evaluation will be limited to a total cost of \$4,150. Single disciplinary evaluations will be limited to the following schedule:

Academic Achievement	\$400
Adaptive Behavior	\$200
Assistive Technology	\$200
Auditory Acuity	\$150
Auditory Perception (CAP)	\$150
Cognitive	\$400
Health	\$100
Neurological	\$700
Motor	\$250
Sensory-Motor Integration	\$300
Speech/Language	\$400
Social/Emotional/Behavioral	\$400
Vision	\$150
Functional Vision	\$150

Adopted: July 19, 2010

Transition

\$200

Adopted: July 19, 2010

## **INSTRUCTIONAL SERVICES**

**Regulation 6270**  
**(Form 6270)**

### **Instruction**

#### **Instruction for At-Risk Students**

At-risk students are identified by reviewing permanent records, school performance, and teacher and parent/guardian conferences and interviews. Teacher, counselor, social worker, nurse, and/or parent/guardian referral may initiate a staffing by appropriate school personnel to identify and determine appropriate services for children at-risk of academic failure.

Once identified, these students are given necessary support and intervention services such as language arts, and/or mathematics instruction, frequent parent/guardian conferences and involvement and curriculum modifications to accommodate the special needs of these students.

Examples of students who may be educationally at-risk include, but are not limited to:

1. Academic problems - one or more years behind age group; promotion doubtful due to poor grades; without access to appropriate educational program.
2. Discipline/Behavior problems - recurring discipline problems; has rebellious attitude; unable to relate to authority; has been referred for social work or psychological assistance.
3. Disengaged from school - has negative attitude toward learning; has high absentee or truancy rate.

**Instruction****Instruction for Homeless Students****Enrollment/Placement**

If a child identified as homeless requests admission to the School District, the District will consider the best interest of the child with parent/guardian involvement in determining whether the child should be enrolled in the District or, if applicable, transported back to the school of origin.

Enrollment requirements which may constitute a barrier to the education of a homeless child or youth may be waived at the discretion of the Superintendent if allowed by law. If the District is unable to determine the grade level of the student because of missing or incomplete records, the District shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child.

**Services**

Each homeless child or youth shall be provided services comparable to services offered to other students in the District including, but not limited to, transportation services; educational services for which the child meets the eligibility criteria, such as educational programs for disadvantaged, disabled, and gifted and talented students, vocational programs, and school meals programs; before- and after-school care programs; and programs for students with limited English proficiency.

In the event that it is in the best interest of the homeless child or youth to attend the district of origin, it shall be the responsibility of the School District to provide for the transportation of the student. This may be achieved through the transportation services of this District, the district of origin, or another outside agency.

**Records**

Any records ordinarily kept by the school, including immunization records, academic records, birth certificates, guardianship records, needs assessments and evaluations for special services or programs of each homeless child or youth shall be maintained so that appropriate services may be given the student, so that necessary referrals can be made, and so that records may be transferred in a timely fashion when a homeless child or youth enters a new school district. Copies of records shall be made available upon request to students or parents/guardians in accordance with the Family Education Rights and Privacy Act.

## **Coordinator**

The Board has designated the Director of Special Services to serve as the District's homeless coordinator to ensure compliance with the Stewart B. McKinney Homeless Assistance Act. According to the Act the homeless coordinator will "ensure that homeless children and youth enroll and succeed in the schools of that agency; and homeless families, children and youth receive educational services for which they are eligible, and referrals to health care services, dental services, mental health services, and other appropriate services." The homeless coordinator will also ensure that disputes regarding the placement or education of homeless children or youth are resolved in a timely fashion.

The District shall inform school personnel, service providers and advocates working with homeless families of the duties of the District homeless coordinator.

## **Resolving Grievances**

**Level I** - A complaint regarding the placement or education of a homeless child or youth shall first be presented orally and informally to the District's homeless coordinator. If the complaint is not promptly resolved, the complainant may present a formal written complaint (grievance) to the homeless coordinator. The written charge must include the following: date of filing, description of alleged grievances, the name of the person or persons involved and a recap of the action taken during the informal charge stage. Within five (5) working days after receiving the complaint, the coordinator shall state a decision in writing to the complainant, with supporting evidence and reasons. In addition, the coordinator will inform the Superintendent of the formal complaint and the disposition.

**Level II** -- Within five (5) working days after receiving the decision at Level I, the complainant may appeal the decision to the Superintendent by filing a written appeals package. This package shall consist of the complainant's grievance and the decisions rendered at Level I. The Superintendent will arrange for a personal conference with the complainant at their earliest mutual convenience. Within five (5) working days after receiving the complaint, the Superintendent shall state a decision in writing to the complainant, with supporting evidence and reasons.

**Level III**-- If resolution is not reached in Level II, a similar written appeals package shall be directed through the Superintendent to the Board of Education requesting a hearing before the Board at the next regularly scheduled or specially called meeting. The hearing before the Board may be conducted in closed session upon the request of either the Board or the complainant. Within thirty (30) working days after receiving the appeals package, the Board shall state its decision ~ and reply in writing to the parties involved. For District purposes, the decision of the Board of Education is final.

**Level IV--** If the complainant is dissatisfied with the action taken by the School District, a written notice stating the reasons for dissatisfaction may be filed with the state director of special federal instructional programs. The state director will initiate an investigation, determine the facts relating to the complaint, and issue notice of his/her findings within thirty (30) days to the School District and the complainant. If the findings support the action taken by the School District, such action will be confirmed. If the findings support the allegations of the complainant, the School District will be directed to take corrective action. An appeal of this decision can be made within ten (10) days to the Deputy Commissioner of Education . Within thirty (30) days after receiving an appeal, the Deputy Commissioner of Education will render a final administrative decision and notify the complainant and all other interested parties in writing.

**Instruction****Instruction for Non-Disabled Homebound Students**

The District will consider placing nondisabled students on homebound on a case-by-case basis and pursuant to the following procedures:

1. The parent or guardian of a student under 18 or the legal guardian of a student 18 or older must provide a written request for homebound to the building principal where the student attends. An emancipated student or a student 18 years or older must provide the written request to the building principal. The written request must include the reason or reasons for the request.
2. If the request is based on medical, psychiatric or psychological reasons, the parent, guardian or eligible student must provide a properly signed release that complies with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) that authorizes the physician or psychologist who is currently treating the student to provide all relevant records to the District and to discuss the student's situation and the need for homebound services with the building administrator and other relevant school personnel. This release must be provided to the building administrator prior to any decision regarding the need for homebound services.
3. The parent, guardian or eligible student must also provide the District with a properly signed release that complies with the Family Educational Rights Privacy Act (FERPA) that authorizes the District to discuss relevant information from the student's education records with the currently treating physician or psychologist.
4. The District may ask the parent, guardian or eligible student to sign other educational or medical releases as necessary based on the reasons for the homebound request.
5. Upon receipt of the written request and the relevant medical, psychiatric, psychological and other relevant information, the building administrator, in consultation with the student's teachers, therapists, school counselors, and other relevant school personnel, will review all information submitted by the parent, guardian or eligible student as well as any relevant education records. If, after conducting this review, the team determines that a referral for evaluation under the IDEA or Section 504 needs to be made, IDEA and 504 procedures will be instituted and the procedures in this policy will conclude unless a determination is made that the student is not eligible as a student with a disability under IDEA or Section 504. If a decision of noneligibility is made, the team described in this paragraph may reconsider the request for homebound under this procedure.

6. If the team determines that an evaluation under IDEA and/or 504 is not warranted and after review of all relevant information submitted, the building level team will make a decision about the need for homebound services. The building principal will be the final decision maker. The parents, guardian or eligible student are not required participants in this process, but the building principal has the discretion, on a case-by-case basis, to decide if their participation would be helpful.
7. If the team and/or building principal determine that the student needs homebound services, the administrator will develop a plan for such services.
8. The homebound plan should include: (1) the reason for homebound; (2) the anticipated length of homebound; (3) the classes or areas of curriculum to be addressed in homebound; (4) the location of homebound services; (5) whether a tutor will provide instruction in the student's home or whether the student should receive tutoring at another site (including a school building) or whether the provision of assignments is sufficient. If a tutor is necessary, the plan should state the number of minutes or hours per week that tutoring will be provided.
9. If the administrator concludes that a tutor is necessary in the home, a parent or other adult care giver (over age 21) must be present during the homebound tutoring. The homebound tutor will not be required to administer medications or perform any other health related or medical procedure.
10. Each homebound request will be considered on a case-by-case basis with a written decision from the administrator to be provided to the parents, guardian or eligible student within a reasonable time.
11. Requests for homebound for students covered by the IDEA and Section 504 are not covered by this procedure. Such requests for these students must be presented to the IEP or 504 team.
12. Homebound services under this procedure will be available only during the regular school calendar and not during summer or holiday breaks.
13. The District will not provide homebound services, through this procedure, to nonpublic students. Nonpublic students are those students who are enrolled in private and/or parochial schools during the regular school year or those students who are being home schooled. This paragraph will not apply to students covered by the IDEA or Section 504

but requests for homebound for these students must be presented to the student's IEP or Section 504 team.

14. If a student who is designated to receive homebound pursuant to this procedure fails to attend, participate or otherwise cooperate with the services described in the homebound plan, the administrator may, upon review of the situation, cease homebound services. If the decision to cease homebound services is made, Missouri's compulsory attendance laws will then apply.
15. The building principal's decision regarding homebound is final and may not be appealed.
16. Homebound teachers shall provide all books, supplies, and lesson objectives necessary for a student's instruction. The homebound teacher periodically shall report the student's grades and attendance to the school of record.

**Instruction**

**Vocational and Technical Education**

It is the responsibility of the Carthage R-9 School District to ensure the civil rights of, and protect its students that are released for off campus internship training experiences in accordance with the Schools to Careers Act of 1993. Therefore, the following criteria should be met:

- The student will be enrolled in a related class – AOE, COE, SOC, and Business Coop.
- The student will meet a minimum number of credits in order to be released through a specified work program – seniors must attend school a minimum of 4 of the 8 blocks while juniors must attend school a minimum of 7 of the 8 blocks.
- The student will work at an approved training station, and retain employment for the course of the current school year.
- The student will be supervised by the coordinator responsible in the appropriate area.
- The student will gain credit for the internship work experience.
- All parties participating in these programs will not discriminate in training and/or employment opportunities on the basis of race, color, religion, gender, national origin, or handicap.
- There are seventeen Hazardous Occupations Orders (HOO) described in detail in the law. Minors under age 18 may **NOT** be employed to work in these occupations unless they qualify for an exemption as a student learner or apprentice enrolled in a state recognized training program.

Those of the seventeen which **may** be exempted are:

- Power-driven woodworking machines
- Power-driven metal-forming, punching and shearing machines
- Slaughtering, or meat packing, processing, or rendering
- Power-driven paper products machines
- Power-driven circular saws, band saws, and guillotine shears
- Roofing operations
- Excavation operations.

Those of the seventeen which **may not** be exempted are:

- Manufacturing and storing explosives
- Motor vehicle driving and outside helper
- Coal mining
- Logging and sawmilling
- Exposure to radioactive substances
- Use of power-driven hoisting apparatus

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- Mining, other than coal
- Power-driven bakery machines
- Manufacturing brick, tile and kindred products
- Wrecking, demolition and ship breaking operations.

## **INSTRUCTIONAL SERVICES**

**Regulation 6310**

### **Library, Media and Technology Services**

#### **School Libraries**

District library guidelines are based on the American Library Association Library Bill of Rights. School District media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

1. To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.
2. To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.
3. To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.
4. To provide materials which reflect the ideals and beliefs of religious, social, political, historical, and ethnic groups and their contribution to American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.
5. To provide a written statement, approved by the local Board of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.
6. To provide qualified professional personnel to serve teachers and students.

#### **Selection Procedures**

Curriculum needs are considered first and foremost in selection of library materials and equipment. The librarian must have a thorough knowledge of the curriculum, the strengths and weaknesses of the current collection, and an understanding of the students' abilities and skills. The librarian can then effectively select materials which will not only meet the instructional objectives, but will be educationally enriching to the student and fully utilized by the teacher.

Knowledge of student interests and capabilities will enable the librarian to select educational and enjoyable materials acceptable to the student for recreational reading. Faculty and students are encouraged to suggest materials to be considered for purchase. The final decision is left to the librarian (based on the criteria listed below) and with the principal approving the requisition. Materials will be examined upon delivery and will be kept if they fill the need for which they were intended.

### **Selection Criteria to Consider**

1. Importance and Need of Subject Matter
2. Intended Age Level and Comprehensibility
3. Potential User Appeal
4. Quality and Durability
5. Authoritativeness
6. Price

### **Weeding Procedures**

Removing materials from the library that are no longer useful is important in maintaining a collection which is timely, reliable, and inviting. The librarian will examine materials while doing the end of year inventory and during routine day-to-day circulation of materials. Anything meeting the criteria for weeding will be withdrawn from library records and discarded. If it is an item for which there is still a need, a replacement will be purchased; if a purchase is not possible at that time, it shall be added to the Teacher/Student Request List for future consideration.

### **Criteria for Materials to be Weeded**

1. Items which are soiled, damaged, or torn beyond repair.
2. Items which are so outdated that they are useless.
3. Items found to contain unreliable information or information which is no longer true.

### **Objectionable Materials**

Students or parents/guardians who find materials in the library objectionable in any manner may make a formal complaint by obtaining from the Superintendent's office Form 6241 - Review of Instructional Materials. (See also Policy and Regulation 6241 – Challenged Materials.)

This written complaint will be considered by the Superintendent and the librarian in weighing the educational value of that particular book, filmstrip, etc., against the segment found objectionable to the complainant. Contingent with their decision, the material will be returned to the shelf for continued use, or removed from library circulation.

**Library, Media and Technology Services**

**Internet Usage**

**Personal Responsibility**

Access to electronic research requires students and employees to maintain consistently high levels of personal responsibility. The existing rules found in the District's Behavioral Expectations policy (Board Policy/Regulation 2610) as well as employee handbooks clearly apply to students and employees conducting electronic research or communication.

One fundamental need for acceptable student and employee use of District electronic resources is respect for, and protection of, password/account code security, as well as restricted databases files, and information banks. Personal passwords/account codes may be created to protect students and employees utilizing electronic resources to conduct research or complete work.

These passwords/account codes shall not be shared with others; nor shall students or employees use another party's password except in the authorized maintenance and monitoring of the network. The maintenance of strict control of passwords/account codes protects employees and students from wrongful accusation of misuse of electronic resources or violation of District policy, state or federal law. Students or employees who misuse electronic resources or who violate laws will be disciplined at a level appropriate to the seriousness of the misuse.

**Acceptable Use**

The use of the District technology and electronic resources is a privilege, which may be revoked at any time. Staff and students are only allowed to conduct electronic network-based activities which are classroom or workplace related. Behaviors which shall result in revocation of access shall include, but will not be limited to: damage to or theft of system hardware or software; alteration of system hardware or software; placement of unlawful information, computer viruses or harmful programs on, or through the computer system; entry into restricted information on systems or network files in violation of password/account code restrictions; violation of other users' rights to privacy; unauthorized disclosure, use or dissemination of personal information regarding minors; using another person's name/password/account to send or receive messages on the network; sending or receiving personal messages on the network; and use of the network for personal gain, commercial purposes, or to engage in political activity.

Students and employees may not claim personal copyright privileges over files, data or materials developed in the scope of their employment, nor may students or employees use copyrighted materials without the permission of the copyright holder. The Internet allows access to a wide variety of media. Even though it is possible to download most of these materials, students and

staff shall not create or maintain archival copies of these materials unless the source indicates that the materials are in the public domain.

Access to electronic mail (E-mail) is a privilege and designed to assist students and employees in the acquisition of knowledge and in efficiently communicating with others. The District E-mail system is designed solely for educational and work related purposes. ***E-mail files are subject to review by District and school personnel.*** Chain letters, “chat rooms” or Multiple User Dimensions (MUDs) are not allowed, with the exception of those bulletin boards or “chat” groups that are created by teachers for specific instructional purposes or employees for specific work related communication.

Students or employees who engage in “hacking” are subject to loss of privileges and District discipline, as well as the enforcement of any District policy, state and/or federal laws that may have been violated. Hacking may be described as the unauthorized review, duplication, dissemination, removal, damage, or alteration of files, passwords, computer systems, or programs, or other property of the District, a business, or any other governmental agency obtained through unauthorized means.

To the maximum extent permitted by law, students and employees are not permitted to obtain, download, view or otherwise gain access to “inappropriate matter” which includes materials that may be deemed inappropriate to minors, unlawful, abusive, obscene, pornographic, descriptive of destructive devices, or otherwise objectionable under current District policy or legal definitions.

The District and school administration reserve the right to remove files, limit or deny access, and refer staff or students violating the Board policy to appropriate authorities or for other disciplinary action.

### **Privileges**

The use of District technology and electronic resources is a privilege, not a right, and inappropriate use will result in the cancellation of those privileges. All staff members and students who receive a password/account code will participate in an orientation or training course regarding proper behavior and use of the network. The password/account code may be suspended or closed upon the finding of user misuse of the technology system or its resources.

### **Network Etiquette and Privacy**

Students and employees are expected to abide by the generally accepted rules of electronic network etiquette. These include, but are not limited to, the following:

1. System users are expected to be polite. They may not send abusive, insulting, harassing, or threatening messages to others.
2. System users are expected to use appropriate language; language that uses vulgarities or obscenities, libels others, or uses other inappropriate references is prohibited.
3. System users may not reveal their personal addresses, their personal telephone numbers or the personal addresses or telephone numbers of students, employees, or other individuals during E-mail transmissions.
4. System users may not use the District's electronic network in such a manner that would damage, disrupt, or prohibit the use of the network by other users.
5. System users should assume that all communications and information is public when transmitted via the network and may be viewed by other users. The system administrators may access and read E-mail on a random basis or upon suspicion of misuse.
6. Use of the District's electronic network for unlawful purposes will not be tolerated and is prohibited.

### **Services**

While the District is providing access to electronic resources, it makes no warranties, whether expressed or implied, for these services. The District may not be held responsible for any damages including loss of data as a result of delays, non-delivery or service interruptions caused by the information system or the user's errors or omissions. The use or distribution of any information that is obtained through the information system is at the user's own risk. The District specifically denies any responsibility for the accuracy of information obtained through Internet services.

### **Security**

The Board recognizes that security on the District's electronic network is an extremely high priority. Security poses challenges for collective and individual users. Any intrusion into secure areas by those not permitted such privileges creates a risk for all users of the information system.

The account codes/passwords provided to each user are intended for the exclusive use of that person. Any problems, which arise from the user sharing his/her account code/password, are the responsibility of the account holder. Any misuse may result in the suspension or revocation of account privileges. The use of an account by someone other than the registered holder will be grounds for loss of access privileges to the information system.

Adopted: February 17, 2003

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Users are required to report immediately any abnormality in the system as soon as they observe it. Abnormalities should be reported to the classroom teacher or system administrator.

The District shall use filtering, blocking or other technology in an attempt to protect students and staff from accessing internet sites that contain visual depictions that are obscene, child pornography or harmful to minors. The District shall comply with the applicable provisions of the Children's Internet Protection Act (CIPA) and the Neighborhood Internet Protection Act (NCIPA).

### **Vandalism of the Electronic Network or Technology System**

Vandalism is defined as any malicious attempt to alter, harm, or destroy equipment or data of another user, the District information service, or the other networks that are connected to the Internet. This includes, but is not limited to the uploading or the creation of computer viruses, the alteration of data, or the theft of restricted information. Any vandalism of the District electronic network or technology system will result in the immediate loss of computer service, disciplinary action and, if appropriate, referral to law enforcement officials.

### **Consequences**

The consequences for violating the District's Acceptable Use Policy include, but are not limited to, one or more of the following:

1. Suspension of District Network privileges;
2. Revocation of Network privileges;
3. Suspension of Internet access;
4. Revocation of Internet access;
5. Suspension of computer access;
6. Revocation of computer access;
7. School suspension;
8. Expulsion; or
9. Employee disciplinary action up to and including dismissal.

## **INSTRUCTIONAL SERVICES**

## **Regulation 6450**

### **Evaluation Services**

#### **Assignment of Grades**

Through the District's methods of student evaluation and parent/guardian-student-teacher communications, the District strives to meet the following objectives:

1. Parents/guardians are to be informed regularly, at least four (4) times a year, as to the progress their children are making in school.
2. Parents/guardians will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
3. When a student is making low marks, the parents/guardians of the student should be notified in writing by a form approved by the administration at approximately the midpoint of each quarter.
4. Insofar as is possible, distinctions will be made between a student's attitude and academic performance.
5. At comparable levels, the District will strive for consistency in grading and reporting, except when inappropriate for certain classes or students.
6. When grades are given, the school staff will take particular care to explain the meaning of the marks and symbols to students and parents/guardians.

The issuance of grades on a regular basis serves to promote a process of continuous evaluation of student performance in the District.

Grading shall not be influenced by pressure from parents/guardians. In addition, grades are not to be used as a disciplinary measure.