

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.

INSTRUCTIONAL SERVICES

Regulation 6231

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 check-out 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

On occasion, honest differences of opinion may arise about books or materials used in the public schools. In order to handle questions that might arise in an impartial and orderly manner, the following procedures shall be followed:

1. All complaints shall be reported immediately to the building principal involved, whether these come by telephone, letter, or personal conference.
2. The person making the complaint shall receive the form "Review of Instructional Materials." A copy of this form may be picked up in the administrator's office.
3. This form must be completed and returned by the person making the complaint.
4. Media being questioned will be removed from use, pending committee study and final action by the Board of Education, unless the material questioned is a basic text.
5. The Superintendent of Schools shall, within fifteen (15) days of receipt of the written request, appoint a review committee of nine people. The committee shall consist of the administrator of the building involved, three teachers, a member of the Board of Education, and four lay persons. The administrator shall serve as secretary.
6. The classroom teachers appointed shall be represented by the grade level or subject area where the media is used, another grade level or subject area, and a librarian.
7. The four lay persons appointed shall be selected from a list of eight people recommended to the Superintendent by the president of the Board of Education. Two of the four persons appointed must be parents/guardians of children in the schools.
8. Within twenty (20) days of the appointment of the committee, the committee shall meet, review the written request for reconsideration, read the questioned materials, evaluate, and prepare a written report of its findings and recommendations to the Superintendent of Schools.
9. The committee may recommend that the questioned materials be:
 - a. Retained without restriction;
 - b. Retained with restriction; or

- c. Not retained.
10. The Superintendent shall, at the next appointed meeting of the Board of Education, report the recommendations of the Review Committee to the Board of Education. The decision of the Board will be final.
 11. The decision of the Board shall be reported to the principal of the school, to the complainant, and to other appropriate professional personnel on the next school day. The principal shall see that the decision of the Board is carried out.
 12. The librarian responsible for that school shall keep on file all pertinent information concerning the questioned materials or any books or materials likely to be questioned.

INSTRUCTIONAL SERVICES

Regulation 6250
(Form 6250)

Instruction

Instruction for Students with Disabilities

Within the context of applicable statutes and regulations, the District will observe the following guidelines in providing special education and related services to identified students with disabilities.

EVALUATION

Either a parent/guardian or staff member may refer a student for screening and possible evaluation if the parent/guardian or staff member suspects that the child may have a disability. Referrals should be made to the Director of Special Education. After a referral, the District will provide the parent/guardian notice of the District's intention to initiate the identification of the child. The District will conduct a screening to determine if a comprehensive evaluation of the student is necessary. After the screening, a multidisciplinary team will meet to determine whether any areas of concern exist and whether formal evaluation is required.

If the team determines that no evaluation is necessary, the District will provide appropriate notice to the parent/guardian of the District's decision. If the team determines that a formal evaluation is necessary, the District will notify the parent/guardian, request the parent/guardian's written consent to conduct such an evaluation, and will provide a copy of the procedural safeguards. The District will also provide the parent/guardian with a proposed evaluation plan. If the parents/guardians refuse to consent to an initial evaluation and the District believes that the student requires special educational services, the District will initiate due process procedures to obtain the necessary consent for evaluation.

The Board will provide that no single instrument, test or procedure will be used as the sole criterion for determining whether a student has a disability and what special education services are necessary for identified students with disabilities. Each child who is suspected of or identified as having a disability will be assessed using a variety of informal and formal assessments. After completing the administration of tests and other evaluation materials, the student's multidisciplinary team will convene to determine whether the student is a student with a disability. The parent/guardian will participate in this decision.

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 use *[select one of the following: (1) any IDEA disability category other than Young Child with a Developmental Delay; (2) only the IDEA disability category of Young Child with a*

Developmental Delay; or (3) any IDEA disability category including Young Child with a Developmental Delay].

To determine continuing eligibility under the IDEA for children ages 3 to 5 (kindergarten eligible, i.e., age 5 by August 1), the District will use [*select **one** of the following: (1) Young Child with a Developmental Delay or any of the other disability categories; or (2) any IDEA disability category other than Young Child with a Developmental Delay*].

Independent Educational Evaluations (IEE)

If the parent/guardian of a student with a disability disagrees with an evaluation obtained by the District pursuant to the IDEA or any component of an evaluation, he/she has the right to request an independent educational evaluation (IEE) at public expense. A request for an IEE may include a request for reimbursement of a previously obtained evaluation.

Procedures for Independent Educational Evaluation

The criteria for obtaining an independent educational evaluation at public expense are the same as for an evaluation obtained by the District. The following procedures apply to obtaining such an evaluation:

1. When a parent/guardian requests an IEE, the Director of Special Education will be notified. The District will request, but not require, that the parent/guardian review the District's evaluation with the District to identify areas of disagreement and the reasons for the disagreement with the District's evaluation. The District will decide whether to initiate due process proceedings to establish the appropriateness of its evaluation or proceed with procuring an IEE.
2. Upon request for an IEE, the District will provide to the parent/guardian information about where an IEE may be obtained and the District's criteria for IEEs. Referral sources for independent evaluations may be obtained from the Director of Special Education.
3. If the District decides to initiate due process proceedings, it will notify the parent/guardian of its decision and will provide a notice of action denying the request for an IEE. If the District's evaluation is found to be appropriate, the District will not pay for an IEE. The parent/guardian may obtain an independent evaluation at private expense and the District will consider the results of the evaluation if it meets the District's criteria for evaluations.
4. If the District decides to proceed with procuring an IEE, an evaluation plan will be developed which specifies those areas to be evaluated and who will conduct each assessment. The assessments to be completed will comply with the standards for minimum qualifications for evaluators, locations of evaluators, and cost limitations as specified in this regulation. Notice of intent to evaluate will be provided, and the District will arrange for the completion of the IEE.

5. A parent/guardian may request only one IEE at public expense for each evaluation obtained by the District.
6. As part of the IEE, independent evaluators must agree to release their assessment information and results to the District prior to receipt of payment for services. The results of the independent evaluation will be considered if the evaluation meets the District's criteria for evaluations.
7. If the parent/guardian obtains an independent evaluation without the District's assistance and seeks payment for that evaluation by the District, the evaluation must comply with the standards for minimum qualifications for evaluators, locations of evaluators and cost limitations as specified in this regulation. Before the District will consider payment for independent evaluations obtained by a parent/guardian in this manner, independent evaluators must agree to release their assessment information and results to the District prior to receipt of payment for services. The results of the independent evaluation will be considered if the evaluation meets the District's criteria for evaluations.

Limitations on Location of Evaluators

Independent evaluators will be located within [specify geographic area]. Independent evaluators located outside of this area will be approved only on an exception basis, provided the parent/guardian demonstrates the necessity of using personnel outside this area based on the child's unique needs or other unique circumstances.

Qualifications for Evaluators

Evaluators with credentials other than those listed below, will not be approved unless the parent/guardian demonstrates the appropriateness of using evaluators with other qualifications.

Type of Assessment

Qualifications

Cognition	Licensed Psychologist, Certified School Psychological Examiner, or School Psychologist
Adaptive Behavior	Licensed Psychologist, Certified Special Education Teacher (Master's Degree), School Psychological Examiner, or School Psychologist
Achievement	Certified Special Education Teacher (Master's Degree), School Psychological Examiner, Licensed Psychologist, or School Psychologist
Speech/Language	Certified or Licensed Speech/Language Specialist

Social/Emotional/Behavioral	Certified Special Education Teacher (Master's Degree), School Psychological Examiner, School Psychologist, Social Worker, Licensed Psychiatrist, or Licensed Psychologist
Vision	Licensed Ophthalmologist or Licensed Optometrist
Functional Vision	Certified Teacher of the Visually Impaired
Visual Perception	Certified Special Education Teacher (Master's Degree), School Psychological Examiner, or Licensed Psychologist
Auditory Acuity	Licensed or Certified Audiologist

Assistive Technology, Auditory Perception, Health, Motor, Transition and other areas of assessment may be included as determined by individual school districts.

Cost Limitations for Evaluations

An independent educational evaluation will be limited to a total cost of \$1,000.00. Single evaluations will be limited to the following cost schedule:

Single Disciplinary Cost Schedule

Cognition	\$300 - \$400
Adaptive Behavior	\$100 - \$200
Achievement	\$200 - \$400
Speech/Language	\$200 - \$400
Social/Emotional Behavior	\$300 - \$400
Vision	\$ 60 - \$150
Functional Vision	\$ 60 - \$150
Visual Perception	\$100 - \$150
Auditory Acuity	\$ 60 - \$150
Auditory Perception (CAP)	\$100 - \$150

Health	\$ 50 - \$100
Neurological	\$500 - \$700
Motor	\$ 50 - \$250
Sensory - Motor Integration	\$200 - \$300

Costs above these maximum amounts will not be approved unless the higher rate is necessary in light of the child's unique needs or other unique circumstances. If the cost of an IEE exceeds these maximum amounts, the District may (1) initiate a due process hearing to show that its evaluation was appropriate, (2) pay the full cost of the IEE, or (3) pay that portion of the cost that is within the allowable limits, if the District determines that an evaluation could have been obtained within the limits and informs the parent/guardian of that determination.

PLACEMENT - PUBLIC SCHOOL STUDENTS

If a student is determined to be a student with a disability and in need of special educational services, the student's Individualized Education Program (IEP) team, which includes the student's parents/guardians, will convene to determine appropriate programming and placement.

Each student's IEP team will ensure that a student with a disability is educated in the least restrictive environment and will consider the extent to which the student's disability affects his/her ability to access the general curriculum. Students with disabilities may be assigned to special classes, separate schooling, or removed from the regular educational environment when the nature and severity of the student's disability is such that education in the regular educational environment with the use of supplementary aids and services cannot be achieved satisfactorily.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) - PUBLIC SCHOOL STUDENTS

The District will ensure that all eligible public school students with disabilities who have been properly identified as being in need of special education will have written IEPs in effect at the beginning of each school year. Each IEP will be reviewed at least annually. IEPs will contain the following information:

1. A statement of the student's present levels of educational performance, including how the student's disability affects the student's participation in appropriate activities;
2. A statement of annual measurable goals, including short-term objectives and benchmarks;
3. A statement of the special educational services to be provided and the extent to which the student will have access to the general curriculum and will participate in regular education;

4. An explanation of the extent, if any, to which the student will not participate with children without disabilities in the regular classroom and in extracurricular and nonacademic activities;
5. A statement of any individual modifications in the administration of State or District-wide assessments of student achievement that are needed in order for the student to participate in the assessment, or, if the IEP team determines that the student will not participate in a particular assessment, a statement of why the assessment is not appropriate for the student and how the student will be assessed;
6. The projected date of initiation and anticipated frequency, location, and duration of services and modifications; and
7. A statement of how the student's progress toward annual goals will be measured and how the parents/guardians will be informed of the student's progress and the extent to which the progress is sufficient to enable the student to achieve the goals by the end of the year.

Recording Devices at IEP Meetings

The Board of Education prohibits the use of audio, video, or other recording devices at IEP meetings. Exceptions to this prohibition will be made only under unusual circumstances when such recording is necessary to ensure parental rights guaranteed under Part B of the IDEA. Requests for such exceptions must be made in writing within a reasonable time prior to scheduled IEP meetings.

Transition Services

Beginning at least by age fourteen (14), the IEP will contain a statement of the transition service needs of the student. Beginning at least by age sixteen (16), the IEP will contain a statement of the needed transition services of the student that includes, when appropriate, a statement of the interagency responsibilities or any needed linkages.

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 and 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.

Decisions regarding the length or intensity of ESY services will not be limited to the length or intensity of the District's summer school program.

The IEP will show 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 aged 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 aged 3 through 21 residing in the District is to the total number of children with disabilities aged 3 through 21 residing in the District. For children aged 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 aged 3 through 5 residing in the District is to the total number of children with disabilities aged 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 representatives of private school students with disabilities to decide which students will receive services, what services will be provided, how and where the 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 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 for a religious school student from the student's home or 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.

INSTRUCTIONAL SERVICES

Regulation 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.

INSTRUCTIONAL SERVICES

Regulation 6273

Instruction

Instruction for Homeless Students

Enrollment/Placement

If a child identified as homeless requests admission to the 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, 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 [_____] 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.

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.

INSTRUCTIONAL SERVICES

Regulation 6320

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 telephone numbers or the 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.
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.

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 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.