

## BASIC INSTRUCTION PROGRAM

The basic instruction program will include the courses required for each grade level by the State Department of Education. The instructional approach will be gender fair and multicultural.

The basic instruction program of students enrolled in kindergarten is designed to develop healthy emotional and social habits, language arts and communication skills, the capacity to complete individual tasks, character education and the ability to protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development.

The basic instruction program of students enrolled in grades one through six will include English language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, and visual art.

The basic instruction program of students enrolled in grades seven and eight will include English language arts, social studies, mathematics, science, health, human growth and development, family and consumer, career, technology education, physical education, music, and visual art.

The basic instruction program of students enrolled in grades nine through twelve will include English-language arts (8 units), social studies (7 units), mathematics (6 units), science (6 units), health (1 unit), physical education (3 unit), fine arts (3 units), foreign language (4 units), and vocational education (12 units).

The board may, in its discretion, offer additional courses in the instruction program for any grade level.

Each instruction program is carefully planned for optimal benefit taking into consideration the financial condition of the school district and other factors deemed relevant by the board or superintendent. Each instruction program's plan should describe the program, its goals, the effective materials, the activities and the method for student evaluation.

It is the responsibility of the superintendent to develop administrative regulations stating the required courses and optional courses for kindergarten, grades one through six, grades seven and eight, and grades nine through twelve.

Legal Reference: 20 U.S.C. § 1232h (2006). 34 C.F.R. Pt. 98 (2006). Iowa Code §§ 216.9; 256.11; 279.8; 280.3-.14 (2009). 281 I.A.C. 12.5.

Cross Reference: 102 Equal Educational Opportunity  
103 Long-Range Needs Assessment  
505 Student Scholastic Achievement  
602 Curriculum Development  
603 Instructional Curriculum

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Reviewed

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Code No. 603.2

## SUMMER SCHOOL INSTRUCTION

Generally, only driver education and special education classes will be offered during summer school. However, the board, in its discretion, may offer summer school for one or more courses and student activities for students who need additional help and instruction or for enrichment in those areas. This decision shall be within the discretion of the board.

Upon receiving a request for summer school, the board shall weigh the benefit to the students and the school district as well as the school district's budget and availability of licensed employees to conduct summer school.

It shall be the responsibility of the superintendent to develop administrative regulations regarding this policy.

Legal Reference: Iowa Code §§ 279.8, .11; 280.3, .14; 282.1A, .6 (1995).

Cross Reference: 410.2 Summer School Licensed Employees  
603 Instructional Curriculum  
711.4 Summer School Program Transportation Service

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Reviewed 6/16/08  
Reviewed 6/17/13  
Reviewed 11/12/18

Revised

## SPECIAL EDUCATION

The board recognizes some students have different educational needs than other students. The board shall provide a free appropriate public education program and related services to students identified in need of special education.

The special education services will be provided from birth until the appropriate education is completed, age twenty-one or to maximum age allowable in accordance with the law. The board shall provide an appropriate education for a student in need of special education. Students requiring special education shall attend general education classes, participate in non-academic and extracurricular services and activities and receive services in a general education setting to the maximum extent appropriate to the needs of each individual student. The appropriate education for each student shall be written in the student's Individualized Education Program (IEP).

Special education students shall be required to meet the requirements stated in board policy or in their IEPs for graduation. It shall be the responsibility of the superintendent and the area education agency director of special education to provide or make provisions for appropriate special education and related services.

Children from birth through age 2 and children age 3 through age 5 shall be provided comprehensive special education services within the public education system. The school district shall work in conjunction with the area education agency to provide services, at the earliest appropriate time, to children with disabilities from birth through age 2. This shall be done to ensure a smooth transition of children entitled to early childhood special education services.

Legal Reference: Board of Education v. Rowley, 458 U.S. 176 (1982).  
Springdale School District #50 v. Grace, 693 F.2d 41 (8th Cir. 1982).  
Southeast Warren Comm. School District v. Dept. of Public Instruction, 285 N.W.2d 173 (Iowa 1979).  
20 U.S.C. §§1400 et seq. (1988).  
34 C.F.R. Pt. 300 et seq. (1993).  
Iowa Code §§ 256.11(7); 256B; 273.1, .2, .5, .9(2)-(3); 280.8 (1995).  
281 I.A.C. 41.

Cross Reference: 503 Student Discipline  
506 Student Records  
505.5 Graduation Requirements  
507.2 Administration of Medication to Students  
507.8 Student Special Health Services  
601.1 School Calendar  
603 Instructional Curriculum

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## MULTICULTURAL/GENDER FAIR EDUCATION

Students will have an equal opportunity for a quality education without discrimination, regardless of their race, religion, socioeconomic status, color, sex, marital status, national origin, creed, sexual orientation, gender identity or disability.

The education program is free of discrimination and provides equal opportunity for the students. The education program will foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Special emphasis is placed on Asian-Americans, African-Americans, Hispanic-Americans and persons with disabilities. It will also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

Legal Reference: Iowa Code §§ 216.9; 256.11 (2007).  
281 I.A.C. 12.5(8).

Cross Reference: 102 Equal Educational Opportunity  
600 Goals and Objectives of the Education Program

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## HEALTH EDUCATION

Students in grade levels one through twelve shall receive, as part of their health education, instruction about personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; human growth and development; substance abuse and non-use, including the effects of alcohol, tobacco, drugs and poisons on the human body; human sexuality; self-esteem; stress management; interpersonal relationships; emotional and social health; health resources; prevention and control of disease; communicable diseases, including sexually transmitted diseases and acquired immune deficiency syndrome; and current crucial health issues. The purpose of the health education program is to help each student protect, improve and maintain physical, emotional and social well-being.

The areas stated above shall be included in health education and the instruction shall be adapted at each grade level to aid understanding by the students.

Parents who object to health education instruction in human growth and development may file a written request that the student be excused from the instruction. The written request shall include a proposed alternate activity or study acceptable to the superintendent. The superintendent shall have the final authority to determine the alternate activity or study.

Legal Reference: Iowa Code §§ 256.11; 279.8; 280.3-.14 (1995).  
281 I.A.C. 12.5.

Cross Reference: 502 Student Rights and Responsibilities  
603 Instructional Curriculum  
607 Instructional Services

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## PHYSICAL EDUCATION

Students in grades one through twelve shall be required to participate in physical education courses unless they are excused by the principal of their attendance center.

Students may be excused from physical education courses if the student presents a written statement from a doctor stating that such activities could be injurious to the health of the student or the student has been exempted because of a conflict with the student's religious beliefs.

Students in grades 9-12 may also be excused from physical education courses is:

- the student is enrolled in academic courses not otherwise available, or
- the student has obtained a physical education waiver for a semester because the student is actively involved in an athletic program.

Twelfth grade students may also be excused from physical education courses if the student is enrolled in a cooperative, work-study or other educational program authorized by the school which requires the student's absence from school.

Students who will not participate in physical education must have a written request or statement from their parents.

Legal Reference: Iowa Code § 256.11 (1995).  
281 I.A.C. 12.5.

Cross Reference: 504 Student Activities  
603 Instructional Curriculum

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## CAREER EDUCATION

Preparing students for careers is one goal of the education program. Career education will be written into the education program for grades kindergarten through twelve. This education shall include, but not be limited to, awareness of self in relation to others and the needs of society, exploration of employment opportunities, experiences in personal decision-making, and experiences of integrating work values and work skills into their lives.

It shall be the responsibility of the superintendent to assist licensed employees in finding ways to provide career education in the education program. Special attention should be given to courses of vocational education nature. The board, in its review of the curriculum, shall review the means in which career education is combined with other instructional programs.

Legal Reference: Iowa Code §§ 256.11, .11A; 280.9 (1995).  
281 I.A.C. 12.5(7).

Cross Reference: 603 Instructional Curriculum

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## TEACHING ABOUT RELIGION

The school district is required to keep the practice of religion out of the school curriculum. The board recognizes the key role religion has played in the history of the world and authorizes the study of religious history and traditions as part of the curriculum. Preferential or derogatory treatment of a single religion shall not take place.

It shall be the responsibility of the superintendent to ensure the study of religion in the schools in keeping with the following guidelines:

- the proposed activity must have a secular purpose;
- the primary objective of the activity must not be one that advances or inhibits religion; and
- the activity must not foster excessive governmental entanglement with religion.

Legal Reference: U.S. Const. amend. I.  
Lee v. Weisman, 112 S.Ct. 2649 (1992).  
Lemon v. Kurtzman, 403 U.S. 602 (1971).  
Graham v. Central Community School District of Decatur County, 608 F.Supp.  
531 (S.D. Iowa 1985).  
Iowa Code §§ 279.8; 280.6 (1995).

Cross Reference: 603 Instructional Curriculum  
604.5 Religious-Based Exclusion from a School Program  
606.2 School Ceremonies and Observances

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## TEACHING ABOUT RELIGION REGULATION - RELIGIOUS HOLIDAYS

The historical and contemporary significance of religious holidays may be included in the education program provided that the instruction is presented in an unbiased and objective manner. The selection of holidays to be studied shall take into account major celebrations of several world religions, not just those of a single religion. Holiday-related activities shall be educationally sound and sensitive to religious differences and shall be selected carefully to avoid the excessive or unproductive use of school time. Teachers shall be especially careful in planning activities that are to take place immediately preceding or on a religious holiday.

Music, art, literature and drama having religious themes (including traditional carols, seasonal songs and classical music) shall be permitted if presented in an objective manner without sectarian indoctrination. The emphasis on religious themes shall be only as extensive as necessary for a balanced and comprehensive study or presentation. Religious content included in student performances shall be selected on the basis of its independent educational merit and shall seek to give exposure to a variety of religious customs, beliefs and forms of expression. Holiday programs, parties or performances shall not become religious celebrations or be used as a forum for religious worship, such as the devotional reading of sacred writings or the recitations of prayers.

The use of religious symbols (e.g. a cross, menorah, crescent, Star of David, lotus blossom, nativity scene or other symbol that is part of a religious ceremony) shall be permitted as a teaching aid, but only when such symbols are used temporarily and objectively to give information about a heritage associated with a particular religion. The Christmas tree, Santa Claus, Easter eggs, Easter bunnies and Halloween decorations are secular, seasonal symbols and as such can be displayed in a seasonal context.

Expressions of belief or non-belief initiated by individual students shall be permitted in composition, art forms, music, speech and debate. However, teachers may not require projects or activities which are indoctrinational or force students to contradict their personal religious beliefs or nonbeliefs.

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## ACADEMIC FREEDOM

The board believes students should have an opportunity to reach their own decisions and beliefs about conflicting points of view. Academic freedom is the opportunity of licensed employees and students to study, investigate, present, interpret, and discuss facts and ideas relevant to the subject matter of the classroom and appropriate to and in good taste with the maturity and intellectual and emotional capacities of the students.

It shall be the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or biased positions in the classroom or through teaching methods. Teachers are not discouraged from expressing personal opinions as long as students are aware it is a personal opinion and students are allowed to reach their own conclusions independently.

It shall be the responsibility of the principal to ensure academic freedom is allowed but not abused in the classroom.

Legal Reference: Iowa Code §§ 279.8; 280.3, .6 (1995).

Cross Reference: 502 Student Rights and Responsibilities  
603 Instructional Curriculum  
903.5 Distribution of Materials

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## TEACHING CONTROVERSIAL ISSUES

A "controversial issue" is a topic of significant academic inquiry about which substantial groups of citizens of this community, this state or this nation hold sincere, conflicting points of view.

It is the belief of the board that controversial issues should be fairly presented in a spirit of honest academic freedom so that students may recognize the validity of other points of view but can also learn to formulate their own opinions based upon dispassionate, objective, unbiased study and discussion of the facts related to the controversy.

It shall be the responsibility of the instructor to present full and fair opportunity and means for students to study, consider and discuss all sides of controversial issues including, but not limited to, political philosophies.

It shall be the responsibility of the instructor to protect the right of the student to study pertinent controversial issues within the limits of good taste and to allow the student to express personal opinions without jeopardizing the student's relationship with the teacher.

It shall be the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or selfish propaganda of any kind through any classroom or school device; however, an instructor shall not be prohibited from expressing a personal opinion as long as students are encouraged to reach their own decisions independently.

The board encourages full discussion of controversial issues in a spirit of academic freedom that shows students that they have the right to disagree with the opinions of others but that they also have the responsibility to base the disagreement on facts and to respect the right of others to hold conflicting opinions.

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## GLOBAL EDUCATION

Because of our growing interdependence with other nations in the world, global education shall be incorporated into the education program for grades kindergarten through twelve so that students have the opportunity to acquire a perspective on world issues, problems, and prospects for an awareness of the relationship between an individual's self-interest and the concerns of people elsewhere in the world. Global education, in the education program, is the lifelong growth in understanding, through study and participation, of the world community and the interdependency of its people and systems--social, cultural, racial, economic, linguistic, technological, and ecological.

Legal Reference: Iowa Code §§ 256.11, .11A (1995).  
281 I.A.C. 12.5(11).

Cross Reference: 602 Curriculum Development  
603 Instructional Curriculum

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## CITIZENSHIP

Being a citizen of the United States, of Iowa and of the school district community entitles students to special privileges and protections as well as requiring the students to assume civic, economic and social responsibilities and to participate in their country, state and school district community in a manner that entitles them to keep these rights and privileges.

As part of the education program, students shall have an opportunity to learn about their rights, privileges, and responsibilities as citizens of this country, state and school district community. As part of this learning opportunity students shall be instructed in the elements of good citizenship and the role quality citizens play in their country, state and school district community.

Legal Reference: Iowa Code §§ 256.11, .11A (1995).  
281 I.A.C. 12.3(8).

Cross Reference: 101 Educational Philosophy of the School District  
502 Student Rights and Responsibilities  
503 Student Discipline

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## TECHNOLOGY ACCEPTABLE USE POLICY FOR STAFF

### Purpose for Technology

Technology, which includes but is not limited to, copiers, computers, printers, software, Internet, e-mail, fax machines, cameras, camcorders, and scanners, is provided to district employees to improve their productivity in their work assignments, to enhance their ability to communicate with others regarding their work, and to improve educational opportunities for students. The district expects all users to exercise good judgment and use equipment in a professional manner that is consistent with the educational mission and goals of the school district.

### Staff Responsibilities

Staff members who supervise students in locations where technology is available for student use must assure responsible, efficient, ethical and legal use of the technology by students in accordance with Board Policy and the Technology Acceptable Use Agreement for Students. Staff members are responsible for knowing and following the district's Acceptable Use Policies and must report violations to the administration.

Although precautions to restrict access to controversial materials have been taken by the district, it is impossible on a global network to control all materials accessed. All student use of technology should be under the direct supervision of a staff member who will monitor the online activities of all students, especially access by minors to inappropriate matter on the Internet and to insure the safety and security of minors when online.

Internet services that have a cost involved may not be accessed on district computers. In the event that these services are accessed, the staff member will be responsible for payment of those costs.

Personal use of the district's technology resources must be on the employee's personal time, meet the Acceptable Use Guidelines, and not result in increased costs to the district. Use of school district resources for personal use will result in appropriate consequences. School resources are defined as anything purchased or provided by the school district, including ink, paper, and copier supplies.

### Privacy

Because technology is provided to accomplish the mission of the school district, staff members have a limited expectation of privacy in their use of technology and in the contents of personal files or record of web research activities. The school district reserves the right to monitor and inspect data stored or transmitted on the network server and to investigate unauthorized or improper use of school resources. Routine maintenance and monitoring of the system may also lead to discovery that the employee has violated law, regulation, procedure, or policy. Users violating policies pertaining to standards of conduct, law, regulation, or procedure may result in suspension of user privileges, discipline, report to appropriate law enforcement agencies, and/or report to the Teacher Standards and Practices Commission and legal authorities.

### Staff Passwords & Permissions

Users should consider their account and password confidential and should not share them with any other person or leave the account open or unattended at any computer system. Staff accounts have much broader access than student accounts to computer programs and to important and/or sensitive information on the network server. Users should always log off the computer before leaving it unattended. At no time should a student be allowed access to a computer under a staff person's account and password.

#### Software Installation & Licenses

The district has the obligation to ensure that software on its computers is being used legally according to that software's license and to ensure that any software installed does not create difficulties on the individual computer or on the district network. Use of unlicensed software on district-owned machines or unauthorized copying of district-licensed software is a violation of copyright law and district policy. Violators may be subject to discipline.

Software that is not related to the mission of the school district or consistent with the educative purposes of the curriculum will not be installed on district equipment.

Staff members who wish to install a particular piece of software on their computers or who wish to have such software installed must certify that they are using the software according to its license agreement. Permission must also be received from the network administrator to install any software not purchased by the district. Staff members will not download and/or install any files or programs from the Internet without permission of the system administrator. This includes but is not limited to games, music, media, MP3 files, players, viewers, etc. System administrators will not be responsible for conflicts with other software or for troubleshooting software that is installed without permission.

#### Copyright Law

All staff members should be aware of copyright issues and should ensure that they and their students are conforming to copyright law. Unless there is a clear statement that the art, photos, text, etc. are "public domain" and available for free use, it should be assumed they are copyrighted. Teachers and students may use copyrighted materials under what is known as "fair use" for instructional purposes. "Fair use" is limited to uses for educational purposes that would not deprive the publisher or author from income. Teachers and students may make limited use of some text and graphics within their own classrooms but cannot "publish" those materials across other classrooms by posting them on any network or on the web without permission from the owner.

#### E-Mail (Electronic Mail)

School e-mail accounts are to be used for matters directly related to the business activities of the school district and as a means to further the district's mission by providing services that are efficient, accurate, timely and complete. E-mail is a public record and users do not have personal privacy rights in any matter created, received, stored in or sent from the e-mail system.

Staff members must obtain an authorized account in support of the educational goals and objectives of the district.

Users should consider the account and password confidential and should not share the account or password with any other person or leave the account open or unattended at any computer system.

#### Staff members should

- avoid personal use of e-mail.
- not subscribe to newsletters or listservs that might overload the e-mail system
- not use e-mail or Internet connections for personal financial gain including commercial advertising.
- not use e-mail or Internet connections for political or religious advocacy or on behalf of charities.
- not send any message through e-mail or Internet connections under someone else's name.
- not transmit, request, or receive materials inconsistent with the mission and values of the school district.
- not use e-mail or Internet connections in any way that could be considered damaging to another's reputation, abusive, obscene, sexually orientated, offensive, threatening, harassing, illegal, or contrary to school policy.
- use language appropriate for a public school system in all communications.



- not transmit personal information about students outside the district network without written permission from the student or parents/guardians.
- always acknowledge that a document or file that has been sent to you has been received.
- delete any unnecessary messages immediately. All messages over 3 months old will automatically be deleted from the e-mail system.

Teachers may use their e-mail account for class projects. By using the account as a class account, the teacher assumes the responsibility for monitoring and proper use of the account by the students involved in the project.

#### Server Space

Each staff member has been provided a storage area on the school district's server where files and documents may be stored (saved). Users should routinely delete any files no longer needed to avoid overloading the network server. The system administrator reserves the right to limit the size of this storage area if necessary. Files that are saved to locations other than the designated area provided on the server may be routinely deleted as part of ongoing maintenance.

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TECHNOLOGY ACCEPTABLE USE POLICY FOR STAFF ACCEPTANCE FORM

I certify that I have read, understand, and will abide by the South Page Community School District's Technology Acceptable Use Policy for Staff. I accept full responsibility for any financial obligations that are a result of my use of these services. I further understand that any violation of the regulations in the named policy may constitute revocation of these privileges, discipline up to and including termination, and/or possible legal action.

Furthermore, I certify that I have read, understand, and will enforce the South Page Community School District's Technology Acceptable Use Policy for Students.

I agree to report any misuse of the district's resources to the administration.

This agreement is valid until the end of the current school fiscal year.

Employee Name \_\_\_\_\_

Employee Signature \_\_\_\_\_

Date \_\_\_\_\_

Please return this signed form to your building administrator.

## DISTRICT WEB PUBLISHING GUIDELINES

### Purpose

Use of the Internet and associated technology is playing an increasing role in student education. Using the Internet to further the educational process, goals, and objectives of the school district is a natural extension of technology. The district web site should provide timely, supportive, and educational information to the students, staff, and community. Adherence to district guidelines will insure efficient, ethical, and legal use of district network resources.

### Webmaster (Adult Sponsoring student, class, group, or organization webpage)

The webmaster is the person responsible for the content and publication of the homepage upon approval of the building administrator. There may be more than one homepage but these will all be linked from the district's main homepage.

The webmaster responsibilities include:

- Instructing students on proper use and guidelines before development of student pages begins.
- Insuring that student work has educational value.
- Screening all material before publication to insure that it adheres to district goals, guidelines, and policies.
- Checking all links for accuracy and appropriateness.
- Receiving building administrator's approval of all material to be posted.
- Purging homepage information of outdated pages or those no longer in use.

### District Webmaster

The district webmaster will maintain the district web server and the district's main page. Update procedures and rights will be provided by the district webmaster.

All web pages will be submitted to the district webmaster for review prior to their placement on the district's main page. The district webmaster, along with the building administrators, will decide if the web pages adhere to the Web Publishing Guidelines and district policies.

### Appropriate Content

Material appropriate for placement on the district web site includes information about the school district, department activities or services, schools, teachers or classes, student projects, and extracurricular organizations. Personal information not related to education will not be allowed. Staff or student work may be published only as it relates to a class project, course, or other school-related activity. All content published via the district network must comply with the following:

- All publications must comply with state, federal, and international laws concerning copyright, intellectual property rights, and legal uses of network computers.
- All publications must comply with Board policies, administrative regulations, these Web Publishing Guidelines, and other district guidelines.
- All district web publications will reside primarily on the district's network server.
- Every effort should be made to insure that all links are operational and that all information is accurate, appropriate, and of high quality.
- Publishing expectations and standards should be met.

### Publishing Standards/Expectations

All district web pages should meet goals of high quality in both style and presentation. District publishing expectations are:

- Students and staff must have read and agreed to abide by the established Web Publishing Guidelines and district policies prior to publishing a webpage.
- Correct grammar and spelling are expected.
- All information must be verifiable.

- Publishers should exhibit care when incorporating backgrounds and large graphics into their webpages. Such files require extensive download time, are frustrating to modem users, and slow down the district server.
- Any use of obscene, inappropriate, or inflammatory language will result in appropriate disciplinary action according to district policies.
- On the bottom of each main page a date must be provided to indicate when it was last updated.
- Publications should be high quality and designed for clarity and readability.
- Publications may not contain objectionable material or link directly to objectionable material, which is defined as material that does not meet the standards for instructional resources specified in district policies. All links must contain appropriate educational materials and information. Links to pages not yet completed will not be allowed.
- No pages still “under construction” will be published.
- A statement of copyright when appropriate must be included and indicate that permission has been secured.
- All pages must identify affiliation with the school district and link back to the district main page.
- Relevant referencing dates are required on all publications.
- Commercial use for personal or financial gain is prohibited.
- Games, links to games, and advertisements for games are not to be published.
- Pictures being considered for publication must be approved by the building administrator and permission for publication must be obtained from the parents/guardians of all identifiable students in the picture.
- All pages must include the school email address of the adult who is responsible for maintaining the page. If a student is the publisher, the sponsoring staff member’s email must be included as the responsible person.

#### Student Web pages

All student pages must adhere to board policies and these Web Publishing Guidelines and should clearly demonstrate the connections to educational projects, activities, or educational goals.

There must be a teacher or adult sponsor for every student page published on the district’s website. This sponsor must agree to accept responsibility for these pages.

There must be an introduction written by the adult sponsor describing the intent of the web pages and time frame of the project.

Maintenance of the webpage is primarily the responsibility of the student. If the student publisher fails to manage or update the webpage in a timely and appropriate manner, the responsibility falls to the sponsoring adult who should determine whether to remove the web pages or update them as needed.

The adult sponsor’s school email address must be provided on all student pages.

#### Student/Staff Safeguards

- Pictures and other documentation may include only the first name and the first initial of the student’s last name.
- Pictures of staff members may only be published with their express written permission.
- Web pages may not include a student or staff member’s personal information, such as phone number, address, names of other family members, or names of friends.
- Published e-mail addresses are restricted to staff members’ school e-mail addresses only.
- Decisions on publishing student works, pictures (video or still,) and audio clips are based on the sponsoring adult’s judgment and these guidelines. The sponsor must verify that the student’s parents/guardians have given permission for publication and that a signed Student Personal Information Web Release Form is on file in the building administrator’s office.

### Ownership and Retention

All web pages on the district's server are property of the school district and are subject to editing or removal at any time at the direction of the building administrator.

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**South Page Community Schools  
Web Page Development Contract**

**WEBMASTER (Adult sponsoring a class, group, or organization webpage)**

I have read, understand, and agree to follow the Web Publishing Guidelines. I understand that I am responsible for all material published on my webpage. I understand I am also accountable to the guidelines within the district Acceptable Use Policies. I understand any violations of the guidelines may result in disciplinary and/or legal action.

Webmaster Name \_\_\_\_\_ Signature \_\_\_\_\_

Date \_\_\_\_\_

**SPONSORING TEACHER/ADULT (For a student webpage)**

I have read, understand, and agree to follow the district Web Publishing Guidelines. As the sponsoring teacher/adult, I agree to instruct the student on those guidelines. I understand that I am ultimately responsible for all material published on the student webpage. I understand I am also accountable to the guidelines within the district Acceptable Use Policies. I understand any violations of the guidelines may result in disciplinary and/or legal action.

Student Name \_\_\_\_\_ Sponsoring Teacher/Adult Name \_\_\_\_\_

Sponsoring Teacher/Adult Signature \_\_\_\_\_

Date \_\_\_\_\_

**STUDENT (Student's webpage)**

I have read, understand, and agree to follow the district Web Publishing Guidelines. I understand I am also accountable to the guidelines within the district Acceptable Use Policies. I understand any violations of the guidelines will result in appropriate disciplinary and/or legal action.

Student Name \_\_\_\_\_ Sponsoring Teacher/Adult Name \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**STAFF MEMBER (Staff member's webpage)**

I have read, understand, and agree to follow the Web Publishing Guidelines. I understand that I am responsible for all material published on my webpage. I understand I am also accountable to the guidelines within the district Acceptable Use Policies. I understand any violations of the guidelines may result in disciplinary and/or legal action.

Student Name \_\_\_\_\_ Student Signature \_\_\_\_\_

Date \_\_\_\_\_



## ACADEMIC INTEGRITY POLICY

### CHEATING

Cheating demonstrates a lack of integrity and character that is inconsistent with the goals and values of South Page Community Schools. Cheating is academically dishonest as well as an ethical offense. Education is based on learning specific skills, forming lifelong work habits, and developing mature coping skills according to each student's unique abilities. True self-esteem is based on competence. Cheating robs students of their opportunities to become competent. In order to meet the demands of work, society, and the future, students must identify their own strengths and weaknesses in order to best prepare themselves for the choices and challenges of the 21<sup>st</sup> century.

Cheating may be defined as intending to deceive and act dishonestly. Students who knowingly or negligently allow their work to be used by other students or who otherwise aid others in academic dishonesty are as guilty of cheating as the student who receives the material. Cheating includes, but is not limited to, the following examples:

- Exchanging assignments with other students, either handwritten or computer generated, whether you believe they will be copied or not.
- Taking credit for group work when contributions have not been an equal or appropriate share toward the final result.
- Using summaries or commentaries (such as Cliffs Notes, etc.) instead of reading the assigned materials.
- Copying or duplicating another person's work, in whole or in part, by any method and turning it in as one's own work. Both the person copying/duplicating and the person whose work is being copied/duplicated may be in violation.
- Turning in an original paper or project more than once for different classes or assignments.
- Receiving unfair assistance from another student, a parent, a computer program or electronic device, graphing calculator, palm pilot, or any other unauthorized source on an assignment or project that was meant to be done alone.
- Using a computer or other means to translate an assignment from one language to another language and submitting it as an original translation.
- Retrieving or communicating unauthorized information—whether on paper, in electronic form, on the student's person, or from another student—during a closed test. This includes not securing papers so that other students have the opportunity to copy from them.
- Discussing information about a quiz or test with students who have not completed the assignment.
- Having prior access to an upcoming exam, whether obtained from a previous student or stolen.
- Falsifying or fabricating data, citations, or observations, including computer output, in any instance, including laboratory experiments.
- Altering grades or grade records.
- Denying others access to resources or to deliberately impede their progress by giving other students false or misleading information, making materials unavailable to others by stealing or defacing, or altering computer files belonging to another student.

### PLAGIARISM

Plagiarism demonstrates a lack of integrity and character that is inconsistent with the goals and values of South Page Community Schools. Excellent written expression of well-formulated ideas is a fundamental skill for academic and career success. Plagiarism is academically dishonest as well as an ethical offense. Plagiarism interferes with the assessment and feedback process that is necessary in order to promote individual academic growth. It may prevent further instruction in areas of weakness and interfere with the student's ability to reach his/her potential.

Plagiarism may be defined as using and representing the words or ideas of another, in whole or in part, as one's own. Any use of outside sources without proper acknowledgement will be seen as an intent to deceive by plagiarism. It will be presumed that students who allow their work to be plagiarized also do so with the intent to deceive. Plagiarism applies to words or ideas taken without proper acknowledgement from any source—from



published material, from any Internet site, from any material written by another person, from any electronic medium, or from any other source that is not the student's own creation.

Plagiarism includes, but is not limited to, the following examples:

- Taking someone else's assignment or portion of an assignment and submitting it as your own.
- Submitting material word for word from any outside source without proper acknowledgement. This applies to the use of an entire paper, entire sections or paragraphs, or exact words and phrases.
- Paraphrasing ideas from an outside source without proper acknowledgement.
- Submitting purchased papers as your own.
- Submitting in whole or in part an assignment written for another course.
- Supporting plagiarism by providing your work to others, whether or not you believe it will be copied.

#### CONSEQUENCES OF CHEATING AND/OR PLAGIARISM

The teacher will investigate the matter with the student(s) involved. The teacher will then communicate the outcome of the investigation to the building principal. If it is determined that cheating and/or plagiarism has occurred, the following consequences will apply and/or referral will be made to the Committee on Academic Integrity. If the use of school technology is involved, the Technology Acceptable Use Policy may also be enforced. If two or more parties are involved, the consequences will apply equally to all parties. No distinction will be made between those who knowingly or negligently allow their work to be used by other students or who otherwise aid others in academic dishonesty and those students who access or receive the material and/or aid.

##### **First Offense of the School Year**

- The teacher will file a report with the building administrator, a copy of the report will be placed in the student's file, and the teaching staff will be notified.
- Parents/guardians will be notified and a copy of this notification will be placed in the student's file.
- No credit will be given for the work (the student(s) receives a zero).
- The National Honor Society advisor will be notified.

##### **Second Offense of the School Year**

- The teacher will file a report with the building administrator, a copy of the report will be placed in the student's file, and the teaching staff will be notified.
- Parents/guardians will be notified and a copy of this notification will be placed in the student's file.
- No credit will be given for the work (the student(s) receive a zero), and the student(s) will serve one day of in-school suspension.

##### **Third Offense of the School Year**

- The teacher will file a report with the building administrator, a copy of the report will be placed in the student's file, and the teaching staff will be notified.
- Parents/guardians will be notified and a copy of this notification will be placed in the student's file.
- The student(s) will receive a 69% (F) or the actual percent the student(s) has earned for the quarter, whichever percent is lower.

#### COMMITTEE ON ACADEMIC INTEGRITY

The teacher, in consultation with the building administrator, may refer the incident to the Academic Integrity Committee by completing a written request for a hearing. All copies of information and written work pertinent to the charge will be provided to the committee. Reasons for such a referral may include:

- Denial by the student(s) of the charge of cheating and/or plagiarism.
- Several students are involved in the infraction and the scope of the investigation is beyond the capacity of the teacher to investigate.

- Other criteria warrant a broader investigation of the charge.

Upon receiving a referral, the Academic Integrity Committee will:

- Hold a hearing and investigate the charges of cheating/plagiarism.
- In order to assure a student's due process rights, the counselor and parents/guardians of the student will be informed prior to the hearing.
- The student will have an opportunity to appear and may be accompanied by a counselor and/or parent/guardian.
- The committee will interview other staff or students related to the inquiry.
- The disciplinary consequences and outcome of the hearing will be outlined in writing to the student, counselor, and parents/guardians.
- In all cases where a student has been found to have cheated/plagiarized, a formal letter will be placed in the student's file describing the action and confirming the consequence(s) given out by the school.
- The due process rights of students will always be ensured.

The Academic Integrity Committee will make the final decision concerning consequences which may have greater severity than those listed above.

#### STANDING COMMITTEE ON ACADEMIC INTEGRITY

The Committee on Academic Integrity will be a standing committee. It will be formed in the spring of every year to begin its service in the fall of the next school year. Members shall serve for one year. The committee will consist of five members: one administrator and four classroom teachers (each from a different academic area). Decisions of the committee may be appealed within three (3) school days and may be made only on the basis of new evidence.

Approved	7/21/08	Reviewed	6/17/13 11/12/18	Revised
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