



RESCIND
RECOGNITION FOR ACCOMPLISHMENT

The Board seeks to recognize students, staff, and community members whose accomplishments reaffirm and reinforce the District's mission, values and goals. One means to accomplish this objective is to recognize these individuals and groups at regular Board meetings.

ADOPTED: July 15, 1991; Revised: November 1995; March 1999, September 2009

REVIEWED: November 20, 1995; March 1, 1999; April 19, 2004; October 5, 2009

Committee: September 16, 2014
Announced: September 22, 2014
Discussion: October 6, 2014
Action: October 20, 2014



PUBLIC PARTICIPATION AT BOARD MEETINGS

In addition to various methods of communication such as talking to Board members in public, telephoning them, or sending an email message to them, the Board provides opportunities for public participation in its regular meetings excluding work sessions.

1. Public forum

Public forum is limited to current residents of the District, students attending the District, parent(s)/guardian(s) of students attending the District, and District staff members.

A public forum is included in the agenda of every regular meeting. Those who wish to speak must sign up (name and address for adults and name and District school attending for students) at the beginning of the meeting, however they may not sign up any other individuals. During public forum, people may speak to the Board about topics relevant to the District. Participants are limited to speaking once per Board meeting.

During the public forum, the Chair will recognize people who have signed up to speak. After being recognized, the person should move to the microphone, state his/her name and address if an adult or name and District school attending if a student, and then make his/her comments. A speaker's participation is limited to three minutes.

The Board may discuss an item and ask questions for clarification, but will not act during that meeting on any new item presented at the public forum. To take action, the Board may request that public forum information be researched by the District's administrative staff and that the issue be placed on the agenda of a future meeting.

2. Suggestions for future meeting agenda.

By law the Board can act on an item presented to it only if that item is included in the posted agenda, which must be announced at least 24 hours in advance of the meeting. To have an item placed on the agenda, a person should notify the Superintendent or Board President a minimum of seven work days in advance of the regular Board meeting at which the item could be considered. The submitter should also provide summary information about the agenda item so the Board can be adequately prepared to address the item.

Following a review of the information presented, the Superintendent, Board President, and Board Vice President will decide if the item is to be included on the meeting agenda. If a decision is made not to include the item on the agenda, the submitter shall be notified and given the opportunity to appeal the decision by petitioning, in writing, the remaining Board members. A request by three Board members that the item appear on an agenda shall result in such placement occurring within a reasonable time.

When the item appears on a meeting agenda, a time will be provided for comments from the submitter when that item is being discussed. This discussion, for both individuals or groups, is limited to 15 minutes unless the Board agrees to extend the time.



The Board generally deals with an agenda item as a discussion item at one meeting and as an action item at a subsequent meeting. This allows time for reflection and for further consideration.

ADOPTED: September 16, 1991; Revised November 1998, December 2000, May 2006, August 2009, October 2014

REVIEWED: December 18, 1995; November 2, 1998; December 4, 2000; May 1, 2006 August 10, 2009

Committee: September 16, 2014
Announced: September 22, 2014
Discussion: October 6, 2014
Action: October 20, 2014



SCHOOL GOVERNANCE

The primary mission of school governance is to ensure that students receive the highest quality of educational programs and services that available resources allow.

Board of Education

The Board shall work in concert with the administration to create a shared vision to organize and administer the schools in a manner that ensures that programs and services will be effectively and efficiently implemented for the students served and to advocate for students and public education. (See Policy BBA, School Board and Administration Powers and Duties.)

Superintendent

As the Board's chief executive, the Superintendent shall focus District resources, efforts, and systems toward the fulfillment of the District mission. It is the Superintendent's responsibility to ensure that District personnel remain vigilant to the District mission in an ever-improving systems process. Reports of student achievement and school success shall be made to the Board through the Superintendent at least annually.

Principal

The principal is expected to serve as the instructional leader of the school. Principals will administer the schools in accordance with Board policies, administrative rules, and the Superintendent's direction. While the principal is expected to manage all aspects of the school and District operations, major emphasis is to be placed on the leadership for effectively implementing Board-approved instructional programs in the school. The principal will provide a safe and orderly environment for student learning, a climate of high expectations for student success, a clear and focused building mission, a program for frequent monitoring of student progress, a schedule which requires time on important learning tasks, and positive home-school relations. The principal will be directly responsible to the Superintendent and will keep the Superintendent informed of conditions and needs of the school.

ADOPTED: November 21, 1983; Revised November 1989, February 1995, September 1998, August 2000; September 2009, October 2014

REVIEWED: September 14, 1998; August 28, 2000; September 14, 2009

Committee: September 16, 2014
Announced: September 22, 2014
Discussion: October 6, 2014
Action: October 20, 2014



SCHOOL CALENDAR

The academic calendar shall accommodate the educational program of the District. The length of the in-school year, the dates on which the in-school year begins and ends, and all matters affecting the school calendar shall remain within the discretion of the Board. The Board shall adopt a school calendar that identifies specific days for student instruction, professional development, and parent/teacher conferences. It shall be the responsibility of the Superintendent to develop the school calendar for recommendation, approval, and adoption by the Board annually. The Superintendent shall get input for the school calendar from students, parents, teachers, administrators, and support staff.

Student Instructional Calendar

The academic year for students shall meet or exceed the requirements set by Iowa Code. The academic year for students may not begin prior to September 1, but may begin in the week in which September 1 falls unless a waiver is obtained from the Iowa Department of Education. Should September 1 fall on a Sunday, school may begin any day during the calendar week which immediately precedes September 1. Employees may be required to report to work prior to this date.

Special education students may attend school on a school calendar different from that of the regular education program consistent with their Individualized Education Plan.

The Board, in its discretion, may excuse graduating seniors from up to five days of instruction after the District requirements for graduation have been met.

Professional Development Time

The placement of professional development days shall be determined on an annual basis and reflect the current professional development needs of the District. The professional development plans, rationale, and appropriate timing shall be communicated to staff.

Parent-Teacher Conferences

Parent-teacher conferences shall be included on the school calendar. The exact time of parent-teachers conferences shall be determined for elementary, middle, and high school levels and must be convenient enough to allow maximum availability for parents.

The Board may amend the official school calendar when the Board considers the change to be in the best interests of the District's educational program.

Cross Reference: Policy KO, Relations With Community

Legal Reference: Iowa Code 20.9; 279.10; 280.3 (1997). 281 I.A.C. 12.2(1)

ADOPTED: July 24, 1989; Revised October 1998, February 2004, January 2009, October 2014

REVIEWED: November 18, 1996; October 19, 1998; February 9, 2004; January 27, 2009

Committee: September 16, 2014
Announced: September 22, 2014

Discussion: October 6, 2014
Action: October 20, 2014



SCHOOL DAY

The school day must meet the state requirements established for the operation of accredited schools. Authority rests with the Board to set the length of the school day.

The Board shall endeavor to schedule sufficient time to accomplish the District mission and curriculum. Effective utilization of class time requires a maximum allocation of time spent on teaching and learning the Board-approved curriculum.

The school day for students in grades kindergarten through twelve shall consist of a schedule as recommended by the Superintendent and approved by the Board.

Conference-related releases may be counted as part of the student instructional time. Schedule revisions and changes in time allotments will be made by the Superintendent.

Legal Reference: Iowa Code 281.12.2(2)

ADOPTED: December 7, 1998; January 1999, June 2004, January 2009, October 2014

REVIEWED: December 21, 1998; January 11, 1999; June 21, 2004; January 27, 2009

Committee: September 16, 2014

Announced: September 22, 2014

Discussion: October 6, 2014

Action: October 20, 2014



SCHOOL DAY

There is some variation in the length of periods and arrangements of classes in the different buildings for administrative reasons. The basic schedule of school hours by levels and/or buildings is shown below.

Elementary Schools

All-day Kindergarten	8:25 – 3:30 (M,T,Th,F)
and grades 1-5	8:25 – 2:05 (W)

Northwood Preschool Center

EK (AM)	8:25 – 11:25 (M-F)
EK (PM)	12:20 – 3:20 (M,T,Th,F)
	12:20 – 2:05 (W)

The basic schedule for other preschool programs vary annually depending on funding and number of students eligible.

Secondary Students

Middle School (6 th -8 th)	8:00 – 3:15 (M,T,Th,F)
	9:30 – 3:15 (W)

High School (9 th -12 th)	7:50 – 3:05 (M,T,Th,F)
	9:15 – 3:05 (W)

Time of admission into the building will be determined by the principal.

Requests for activities (e.g., contests, field trips, assemblies, observance of special days, or other activities not related to the school program) shall be submitted to the principal. The principal shall review the request, arrive at a decision, and communicate that decision to all affected parties.

Prior to 1971; Revised June 1975, July 1986, January 1999, August 2000, June 2004, January 2009, October 2014



TEXTBOOK SELECTION, ADOPTION, MAINTENANCE, AND CONTROL

Decisions relative to the adoption of textbooks and related instructional materials are an important responsibility of local educators and will be executed as a part of the curriculum development process. The recommendation of textbooks and instructional materials is the responsibility of District educators and shall be completed as outlined by the Board-approved Curriculum Development Plan. The adoption of textbooks and instructional materials is accomplished by Board approval.

The Ames Community School District will adopt textbooks and related instructional materials that represent the District philosophy and mission and depict a multicultural, gender fair perspective. Textbooks and instructional materials will be made available to all students in all programs and at all grade levels and in quantities sufficient to meet both the District curriculum framework as well as any special instructional needs of the students.

Maintenance and Control

All textbooks purchased and used in the District will remain the property of the District. Every teacher is responsible for the proper care and use of all school property in his/her custody. The Curriculum and Instruction (C&I) Department shall maintain an up-to-date record of all textbooks and instructional materials provided through this policy.

Legal Reference: Iowa Code (301.1) authorizes and empowers the Board of Directors of each and every school corporation *“to adopt textbooks for the teaching of all branches that are now or may hereafter be authorized to be taught in the public schools of the state, and to contract for and buy said books and any and all other necessary supplies . . .”*

ADOPTED: July 1978, Revised March 1994; September 2002, March 2009

REVIEWED: March 1994; September 16, 2002; March 30, 2009

Committee: September 16, 2014
Announced: September 22, 2014
Discussion: October 6, 2014
Action: October 20, 2014



TEXTBOOK SELECTION, ADOPTION, MAINTENANCE, AND CONTROL

Textbook and instructional materials selection should support the District curriculum. The Associate Superintendent for School Improvement will develop and maintain a schedule for orderly replacement of texts so that the replacement does not require more funds or professional development time than can be reasonably expected.

District Content Teams Responsibilities for Textbook/Instructional Materials Selection

Following the District Content Team's progression through the C&I Model, the following steps constitute the textbook/instructional materials selection process.

1. The District Content Teams will use a criteria sheet (provided by C&I) based on the study of best practice, instructional strategies, and state or local curriculum to evaluate texts/instructional materials.
2. The District Content Teams will evaluate texts/instructional materials based on the developed criteria and will select those that best address the criteria. Any interested individual may suggest material to be reviewed by the District Content Teams.
3. Texts/instructional materials will be made available for a formal review by teachers of that subject and interested community members. Each reviewer will complete the criteria sheet.
4. The District Content Teams will collect and analyze the completed criteria sheets from teachers and community members.
5. The District Content Teams, with support from the Associate Superintendent for School Improvement, will select the texts/instructional materials and present a written recommendation to the Superintendent. The recommendation shall include rationale, cost breakdown, appropriate grade levels, and type of material (e.g., student resource, teacher resource, supplementary, etc.).
6. The Associate Superintendent will schedule an announcement of the recommended materials. The recommended materials will be made available for Board and community review following the initial announcement to the Board.
7. The Superintendent will schedule time at a Board meeting for presentation and discussion of the new materials.
8. The Board will be asked to take action on the recommendation at a subsequent Board meeting.
9. The C&I Office will aggregate building orders and forward them to the Business Office for processing.

The above listed procedures apply to new textbook/instructional materials adoption but will not apply to the purchase of a replacement text (i.e., books bought to replace worn out copies) or to the purchase of additional textbooks due to increased enrollment. Purchase of replacement or additional textbooks is a building-level responsibility.



Business Protocol

Major adoptions need to be anticipated for budgeting purposes. Funding for a new adoption will go through the regular budgeting process and be forwarded from the C&I Department to the District Content Teams.

Textbook Records

Textbooks are issued from C&I to the principal. Principals are responsible for maintaining an accounting for all books, including assisting in shifting books as needed to other buildings. C&I is responsible for barcoding all new books.

Rebinding of Textbooks

Books should be sent for rebinding only if they are current and will be used for more than one additional year. The cost of rebinding is a building-level responsibility.

Prior to 1971; Revised July 1987, March 1994, September 2002, March 2009, October 2014



FIELD TRIPS AND EXCURSIONS

The Board recognizes that not all student learning occurs within the walls of the school. Therefore, the Board encourages educational experiences for students outside the school and charges the administration with developing procedures for field trips and excursions.

Students will not be required to pay for field trips or excursions that occur during class time or that address class requirements.

ADOPTED: October 4, 1993; February 1999, March 2010

REVIEWED: February 15, 1999; August 16, 2004; March 8, 2010

Committee: September 16, 2014

Announced: September 22, 2014

Discussion: October 6, 2014

Action: October 20, 2014



FIELD TRIPS AND EXCURSIONS

Teachers are required to inform parent(s)/guardian(s) of field trips and excursions and how parent(s)/guardian(s) can contact their student in case of an emergency. Parent(s)/Guardian(s) shall provide a signed permission slip for field trips and excursions.

Elementary and secondary field trips must be approved by the principal. Teachers must complete a Request for Field Trip Experience Form and submit it to the principal at least two weeks prior to the intended field trip or excursion. Assigned staff will then make appropriate arrangements for transportation, expenses, and related details.

District policies regarding student behavior are applicable on field trips and excursions. Drivers of vehicles transporting students shall possess a valid driver's license and comply with Iowa laws and District requirements. The building principal shall do background checks to ensure drivers have a safe driving record.

The Superintendent has oversight authority for issues concerning field trips and must approve out-of-state field trips, field trips that extend beyond one school day, or require unusual expense.

Prior to 1973; Revised July 1973, October 1993, February 1999, August 2004, March 2010, October 2014



FIELD TRIPS AND EXCURSIONS

REQUEST FOR FIELD TRIP EXPERIENCE

(Complete and submit to the Principal's Office)

Date Request Submitted: _____

Date of Requested Trip: _____

Teacher: _____

Cell Phone: _____

Number of Students: _____

Grade(s): _____

Time Leaving School: _____

Time Returning to School: _____

Travel Time: _____

Time at Destination: _____

Destination: _____

Contact Name: _____

Contact Phone: _____

Curriculum Connection: _____

Will you miss any assigned duties (if yes, when/what): _____

Have other teachers been notified (fine arts, specials, etc.): _____

Method of transportation: Bus _____ Walk _____ Auto _____

List Parent Drivers/Chaperons:

Expenses (admission, transportation costs, etc.): _____

Approved/Denied

Principals Signature



ACCELERATION/RETENTION/DECELERATION

The Ames Community School District is committed to excellence and equity for all students and believes that the best way to achieve these goals is through varied instructional practices, educational opportunities, appropriate resources, and encouragement for all students.

Acceleration

Acceleration adjusts the pace of instruction to the student's capability, provides an appropriate level of challenge, and adjusts the time necessary for students to complete traditional schooling. Although instructional adaptations, such as compacting, flexible grouping, and curriculum revision are desirable practices for exceptionally talented students, there are situations in which such modifications are insufficient in fulfilling the academic potential of all highly capable students. Individual student acceleration may be desirable.

Retention

While retention is not generally supported by research, nor by the District's philosophy and resources, at times, it may be used to address the needs of some students. Rather, the Board believes it is preferable, in most cases, to provide resources to meet the needs of students through the Alternative Learning Program, SUCCESS/Title I, and/or special education along with varied instructional practices in the general education classroom. As in the case of acceleration, the Multi-Tiered System of Supports (MTSS) and the District Acceleration/Retention/Deceleration Process will be used to collect data to guide the final decision on a student-by-student basis.

Deceleration

In rare cases, moving a child to a lower grade may occur. The District does not promote this practice except under extreme circumstances. An example might include a child who is new to the United States and appropriate grade-level placement is not immediately obvious. As in the case of acceleration and retention, the MTSS and District Acceleration/Retention/Deceleration Process will be used to collect data to guide the final decision.

All cases of acceleration, retention, and deceleration are a team-based decision that includes parents, principal, and appropriate staff (e.g., student—as appropriate, classroom teacher(s), instructional coach or strategist, ELP coordinator or facilitator, or counselor). Summaries of each year's Acceleration/Retention/Deceleration will be submitted to the Associate Superintendent at the end of each school year.

Required forms may be obtained from the C&I Department.

ADOPTED: June 23, 2003, October 2014

REVIEWED: March 31, 2008

Committee: September 16, 2014
Announced: September 22, 2014

Discussion: October 6, 2014
Action: October 20, 2014

This policy will be reviewed again in 2015 if more direction is received from the Dept. of Education.



ACCELERATION/RETENTION/DECELERATION

Decisions about the appropriateness and extent of acceleration, retention, or deceleration will be made based on the Ames Community School District Acceleration/Retention/Deceleration Process.

The decision to decelerate must be submitted to the Associate Superintendent after a thorough review by the principal, teacher(s), and parent(s)/guardian(s) of the student's learning and/or behavior needs, assessment data, and other pertinent information. Deceleration of students in grades kindergarten through eight will be considered as a last resort and only in extreme situations. Before initiating deceleration, attempts will be made to determine other appropriate educational options for the student.

August 2003, March 2008, October 2014



STUDENT SAFETY

It is the policy of the Ames Community School District to provide for the safety of students in its care.

The District is responsible for the safety of students entitled to District-provided transportation to and from school. The District will consider the conditions in each school community when determining common rules.

Because the use of bicycles, roller blades, and skateboards increases the concern for student safety, the school will establish rules relative to their use on school property.

Cross Reference: EEB, Accident Prevention and Procedures
 EBC, Crisis Management Plan
 EBCB, Fire Drills and Tornado Drills
 EBCD, Emergency Closings
 ECD, Traffic and Parking Controls

ADOPTED: August 30, 1993; Revised April 1997, August 2003, January 2009,
October 2014

REVIEWED: April 7, 1997; August 11, 2003; January 27, 2009

Committee: September 16, 2014
Announced: September 22, 2014
Discussion: October 6, 2014
Action: October 20, 2014



STUDENT SAFETY

Each school will review safety rules with students at the beginning of each school year.

The District has adopted the following standard rules governing students using non-motorized vehicles:

- K-2nd grade students will not be permitted to ride bicycles onto school property to attend school. Special permission may be granted by the principal upon a parent request.
- Students in 3rd grade and above may ride bicycles to school.
- Students who ride bicycles to school are expected to wear helmets.

August 1993, April 1997, August 2003, January 2009, October 2014