

# Mounds View Public Schools Ends and Goals Regulation

**EG-2101      Addressing Learner Needs**

## **SELECTION OF INSTRUCTIONAL RESOURCES**

The Mounds View School Board supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States as expressed in official statements of the following professional associations:

1. American Association of School Librarians
2. International Reading Association
3. American Association of Publishers
4. Minnesota State Board of Education
5. Educational Film Library Association
6. American Library Association
7. Association for Educational Communications and Technology
8. National Council of Teachers of English

### Definitions

For purposes of this policy, the term "resources" will refer to any person/s or any material/s used for teaching/learning purposes. Resources include, but are not limited to, textbooks, other books, supplementary reading and informational materials, charts, community resource people, agencies and organizations, dioramas, filmstrips, kits, machine readable data files, maps, microforms, models, motion pictures, periodicals, pictures, realia, slides, sound recordings, transparencies, video recordings, computer software, electronic data bases, plays, concerts, athletic events, and written and performed music.

### Objectives of Selection

1. It is the responsibility of school personnel who select resources to provide those that will support and enrich the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of students served.
2. It is the responsibility of school personnel who select resources to provide those that will stimulate growth in factual knowledge, critical analysis of differing sides of issues, literary appreciation, aesthetic values, and recognition of various societal values.
3. It is the responsibility of school personnel who select resources to place principle above personal opinion and reason above prejudice in the selection of resources of the highest quality in order to assure a comprehensive collection of resources appropriate for the complete education of all students.

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### Responsibility for Selection

The School Board delegates to the District's administrators and professional staff the responsibility to act on its behalf in the selection and purchase of instructional resources.

### Criteria for Selection

1. Resources will support and be consistent with the general educational goals of District 621 and the goals and objectives of individual schools and specific courses.
2. Resources will be chosen to support and enrich individual school curriculum and to meet the personal needs of students.
3. Resources will be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of students for whom the materials are selected.
4. Resources will provide a background of information which will motivate students to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society, and to make intelligent judgments in their daily lives.
5. Resources will be selected in compliance with the District's multicultural, gender fair, disability-sensitive policy.
6. Resources will provide information on differing sides of issues so that users may develop the practice of critical analysis.
7. Resources will be selected for their strengths rather than rejected for their weaknesses, and will be judged as a whole.

### Procedure for Selection

1. In selecting resources, professional personnel will evaluate the available resources and curriculum needs and will consult reputable, professionally prepared aids for selection, and other appropriate resources.
2. Administrators, teachers, media center directors, other School District personnel, students, parents and other community persons may make recommendations for purchase.
3. Gift resources will be judged by criteria outlined above, and will be accepted or rejected based on those criteria.
4. Selection is an ongoing process which includes the removal of resources no longer appropriate and replacement of resources which have been lost or damaged.

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### Objections to Resources; Re-evaluation and Response

Objections to resources may be made despite the care and procedure followed in their selection. "Objection" is defined as verbal or written statement of opposition to a resource, requesting that it be excluded, included, or restricted.

Objections to resources should be submitted and responded to in accordance with provisions of this regulation under Objections to Instructional Resources; Procedures for Reevaluating and Responding.

### Alternative Instruction

Under the Planning, Evaluating, Reporting (PER) law, a parent, guardian or adult student (18 years or older) may review the content of instructional materials. If the materials are found to be objectionable, school personnel will make reasonable arrangements for alternative instruction. Such instruction may be provided by the parent, guardian, or adult student at his or her own cost if the alternative instruction offered by the School District does not meet the objector's concerns. No penalties will be imposed by the School District for arranging alternative instruction. School personnel may evaluate and assess the quality of the student's work. (However, if the alternative instruction is to be used for credits toward graduation or as an integral part of instruction toward educational progress, evaluation and assessment **are required**.) The method of evaluating and assessing the quality of the student's work will be mutually agreed upon at the time alternative instruction is being discussed with appropriate school personnel by the parent, guardian or adult student.

Building administrators will keep a copy of this policy and the accompanying regulations available in the school office.

## **OBJECTIONS TO INSTRUCTIONAL RESOURCES; PROCEDURES FOR REEVALUATING AND RESPONDING**

These regulations provide a system for receiving, considering, and acting upon complaints regarding instructional resources used in District 621 schools.

### I. Procedures to Follow When an Objection Occurs

- A. Treat each objector courteously and confidentially, but make no commitments.
- B. Each objector will be directed to the building principal or the designee.
- C. Within three regular school days of receiving the objection, the principal or designee will contact the objector, provide him/her with a copy of these policies and procedures, and arrange a meeting with him/her. The staff member most directly concerned or affected will be notified of the complaint by the principal or designee.

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- D. The principal and/or other appropriate staff will explain to the objector the school's selection procedure, the selection criteria and the qualifications of those persons selecting the resource.
- E. The principal and/or other appropriate staff will explain the selection rationale for the resource, its intended educational use, and any additional information regarding its use.
- F. If the objector wishes the removal or restriction of the resource for anyone other than his/her child/ward, or the inclusion of a resource not currently available in the school system, the use of the Request for Reevaluation of a Resource form (Form EG-2101-A) will be explained and the objector invited to complete it in its entirety and return it to the principal or designee. If the objector fails to return the form, the objection will be regarded as waived or withdrawn.
- G. The objector will complete one Request for Reevaluation of a Resource form for each resource to which he/she objects.
- H. Upon receipt of the complete and signed Request for Reevaluation of a Resource form, the principal will form a building-level committee composed of the principal, the complainant, the staff member most directly concerned or affected, and an appropriate District-level representative. If not resolved at this level, or if any one of the persons on the building level committee feels the complaint ought to be acted upon by a more representative group, that person may refer the complaint to the Deputy Superintendent.
- I. Upon referral from any person on the Building Review Committee (ref. Form EG-2101-A), the Deputy Superintendent will within seven regular school days call and convene a Committee for Reevaluation of Resources.
- J. The Superintendent and the professional media person or teacher involved will be promptly informed of the completed Request for Reevaluation of a Resource form.
- K. Use of the questioned resource will not be restricted during the reevaluation process.
- L. The Committee for Reevaluation of Resources (see Section II, below) will:
  - 1) Be notified of the objection.
  - 2) Read, view, or listen to the questioned resource.
  - 3) Meet to consider the questioned resource and make a decision.
  - 4) Follow all procedures outlined in the Guidelines for the Reevaluation Committee (see Section III).

## II. Committee for Reevaluation

- A. The committee will be composed of:
  - 1) One District-level representative.
  - 2) One building principal.
  - 3) One elementary teacher elected/selected by the Mounds View Education Association.

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- 4) One secondary teacher elected/selected by the Mounds View Education Association.
  - 5) One professional media person elected/selected by the K-5 media staff.
  - 6) One professional media person elected/selected by the 6-12 media staff.
  - 7) Three District 621 residents selected by the Superintendent.
- B. At their organizational/in-service meeting, the nine members will elect a chair and a recording secretary.
- C. Should any reevaluation committee member be involved with a questioned resource, a temporary replacement from his/her category will be appointed by the chair of the Committee for Reevaluation of Resources. Once a decision on the questioned resource has been made by the reevaluation committee, the member will return as a participating member of the committee.

### III. Guidelines for the Reevaluation Committee

- A. Six members of the Committee for Reevaluation of Resources will constitute a quorum. A quorum is required at all meetings where a decision is to be made regarding a questioned resource.
- B. All committee members are voting members.
- C. The chair of the Committee for Reevaluation of Resources will:
- 1) Notify committee members of the objection and set a meeting date.
  - 2) Distribute a copy of the completed Request for Reevaluation of a Resource form to each committee member.
  - 3) Distribute the appropriate Checklist for Reevaluation Committee to each committee member.
  - 4) Obtain and arrange for reading/viewing/listening to the questioned resource by the committee.
  - 5) Obtain critical reviews, if available, of the questioned resource and send them to each committee member prior to the reevaluation committee meeting.
  - 6) Within 15 regular school days of receiving the objection, hold a reevaluation committee meeting to discuss the questioned resource, hear testimony and reach a decision. If more time is necessary, the committee members and all others involved shall be notified in writing by the chair.
    - a) Invite the objector, professional media person or teacher and administrator involved to the committee meeting.
    - b) Invite appropriate persons to provide testimony during the meeting.

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- D. The Committee for Reevaluation of a Resource will:
- 1) Examine the questioned resource in its entirety, using either checklist I or checklist II.
  - 2) Determine professional acceptance of the resource by reading critical reviews.
  - 3) Evaluate the resource as a whole rather than on passages or sections taken out of context.
  - 4) Discuss the resource in the context of the educational program.
  - 5) Hear testimony.
  - 6) Make a decision by majority vote.
  - 7) Prepare a written report using the Report of the Reevaluation Committee form (Form EG-2101-B).
- E. The recording secretary will:
- 1) Record attendance.
  - 2) Take notes and complete the Report of the Reevaluation Committee form.
  - 3) Obtain signatures from committee members on the Report of the Reevaluation Committee form.
  - 4) Be responsible for filing all required reports within three regular school days following the decision.
  - 5) Send copies of the completed Report of the Reevaluation Committee form to the objector, the building principal, the Superintendent and the professional media person or teacher involved.

#### IV. Resolution

- A. The written report, signed by all members of the committee who attended the meeting, accompanied by all materials used during the proceedings and a minority report, if one is made, will be filed with the Superintendent. This will be the official record of the case.
- B. In the case of a tie vote, the objection will be denied.
- C. The decision will be binding for the individual school.
- D. The committee's decision may be appealed to the School Board.

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### Checklist I

#### Checklist for Reevaluation Committee: Imaginative Works

Title\_\_\_\_\_

Author/Producer\_\_\_\_\_

#### A. Purpose

1. What is the purpose, theme or message of this resource?
2. Who is the intended user?
3. How well is this purpose accomplished?
4. Does this resource have imaginative appeal?
5. Will the use of this resource result in a more compassionate understanding of human beings?
6. Is it well written/produced?
7. Does the resource make a contribution to the history of literature or ideas?

#### B. Format/structure

Do each of the following elements contribute to the resource:

1. Plot
2. Setting
3. Character development
4. Illustration/visuals
5. Authenticity and/or accuracy

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C. Is the material appropriate in the following categories:

1. Gender/disability sensitive
2. Use of language
3. Prejudice (i.e., racial, religious, sexual, disabled)
4. Violence/cruelty/brutality
5. Advocacy of ideas

D. Reviews (Two if available)

1. Source \_\_\_\_\_

Is review favorable or unfavorable? \_\_\_\_\_

Substance of review

Is this review reputable? Yes \_\_\_\_\_ No \_\_\_\_\_

2. Source \_\_\_\_\_

Is review favorable or unfavorable? \_\_\_\_\_

Substance of review

Is this review reputable? Yes \_\_\_\_\_ No \_\_\_\_\_

E. Additional comments (use back of paper if necessary)

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Checklist II

Checklist for Reevaluation Committee: Nonfiction

Author \_\_\_\_\_

Title \_\_\_\_\_

### A. Purpose

1. What is the overall purpose of the resource?
2. Is the purpose accomplished?  Yes  No
3. Who is the intended user?

### B. Authenticity

1. Is the author competent and qualified in the field?  
 Yes  No
2. What is the reputation and significance of the author and publisher/producer in the field?
3. Is the resource up-to-date?  Yes  No
4. Are information sources well documented  Yes  No
5. Are translations and retellings faithful to the original?  
 Yes  No

### C. Appropriateness

1. Does the resource promote the educational goals and objectives of the curriculum?  
 Yes  No
2. Is it appropriate to the level of instruction intended?  
 Yes  No
3. Are the illustrations appropriate to the subject and age level?  
 Yes  No

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### D. Content

1. Is the content of this resource well presented by providing adequate scope, depth and continuity?  
 Yes  No
2. Does this resource present information not otherwise available?  
 Yes  No
3. Does this resource give a new dimension or direction to its subject?  
 Yes  No

### E. Reviews

1. Source of review \_\_\_\_\_  
Favorable reviewed \_\_\_\_\_ Unfavorable reviewed \_\_\_\_\_
2. Does this title appear in one or more reputable selection aids?  
 Yes  No If answer is yes, please list titles of selection aids.  
\_\_\_\_\_  
\_\_\_\_\_

Additional Comments

Adapted from School Media Quarterly, Winter, 1977

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## **STUDYING CONTROVERSIAL ISSUES**

A controversial issue involves a problem about which different individuals and groups urge conflicting courses of action. It is an issue for which society has not found a commonly accepted solution, and it is of sufficient significance that each proposed way of dealing with it is objectionable to some sector of the citizenry and arouses protest. The protest may result from a feeling that a cherished belief, an economic interest or a basic principle is threatened.

Mounds View Public Schools have a responsibility to include, in various curriculum areas and at all appropriate grade levels, content dealing with critical issues some of which will be controversial. Development of rational thinking and preparation for citizenship are the primary reasons for including study of controversial issues in the curriculum.

The Mounds View Public Schools, as an educational institution, and the individual classroom teacher have a responsibility to:

1. Provide the student an opportunity to study controversial issues which have political, economic or social significance about which they will begin to have an opinion.
2. Provide the student competent instruction, balancing the various and/or conflicting points of view in an atmosphere free from bias and prejudice. By discussion of controversial issues, teachers can help students analyze issues, investigate and consider various positions, keep an open mind and weigh alternatives, organize and present arguments, draw intelligent conclusions, and thus contribute to the development of effective democratic citizenship.
3. Provide the student the right to form, identify and express his/her own opinions on controversial issues as long as a balanced presentation is made of conflicting positions.

Guidelines for selection of controversial issues to be studied in the classroom:

1. The issue should contribute toward helping students develop techniques for examining other controversial issues.
2. The issue should be suitable for students of the maturity and background represented in the class.
3. The issue should be related to course content and help achieve course objectives.

## **RESEARCH AND EVALUATION (INSTRUCTIONAL PROGRAM)**

The Mounds View School District is committed to conducting research and evaluation and to using the results of research and evaluation programs from other qualified agencies and institutions to improve the educational programs for each boy and girl.

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### RESEARCH AND EVALUATION PROGRAMS

Educational research and evaluation programs can help to define general needs and to spawn specific goals and objectives. One of the guiding principals for research and evaluation is that researchers or evaluators will make initial assumptions, set limitations, and define goals through a systems approach. In the Mounds View Public Schools research and evaluation will be goal referenced. In order to do this, an integrated and efficient data management system is to be used which takes into account the wide variety of student related decisions to be made, the potential sources of relevant information and the related time limitations.

The results of the District testing programs will be coordinated with District evaluation and research programs.

Research and evaluation programs will be used to improve decision-making as to the retention, modification or elimination of District instructional programs. All new educational programs must include an evaluation component at the time they are proposed.

The person charged with the guidance of the evaluation and research programs in the Mounds View Public Schools is the Coordinator of Research, Evaluation and Testing.

### DEFINITION OF RESEARCH AND EVALUATION TERMS

Educational measurement is the act or process of ascertaining the extent, dimensions, quantity, degree, capacity, or the like, of a thing.

A test is defined as a task or series of tasks used to obtain systematic observations, presumed to be representative of educational or psychological traits or attributes.

Standardized tests are empirically developed tests, designed for administration and scoring according to stated directions, for which there is evidence of validity and reliability, as well as norms.

Criterion-References Tests compare the individual not in relationship to others but in relationship to the level of performance the individual is expected to achieve.

Educational assessment is that process whereby educational needs are identified based on the stated goals and objectives. Assessment comprises three categories:

1. Decisions about goals and objectives.
2. Measurement of how well objectives are attained.
3. Summary of measurement information in relation to the objectives or to relative performance.

Educational evaluation is defined as the process whereby examinations, judgments and decisions are made concerning the worth, quality, significance, amount, degree or condition of educational programs and processes.

Educational research is defined as those activities which are initiated within, or based directly on, the findings, methodologies and statistical analysis of the social, behavioral, and information sciences and which are oriented toward the improvement of education and instruction to produce new knowledge.

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### RELATIONSHIPS OF RESEARCH AND EVALUATION

Research and evaluation are clearly inquiry activities. Both use systematic inquiry techniques, although for somewhat different purposes – research to produce new knowledge and evaluation to judge worth or social utility. Educational research draws somewhat on both historical and philosophical inquiry. Evaluation, on the other hand, places emphasis upon immediate value questions and with little interest in generalizing across time, draws heavily on philosophical inquiry but less upon historical inquiry.

### GENERAL CRITERIA FOR RESEARCH AND EVALUATION PROCESSES

Assumptions and limitations of a Research and Evaluation Program:

#### ASSUMPTIONS:

1. The effectiveness of the School District's programs must be evaluated and, when appropriate, researched.
2. Research and evaluation are not something that is "done to" someone or something; rather, they connote an integral part of the entire development process.
3. A system approach to research and evaluation must be diverse if it is to satisfy the needs of an entire district.
4. The primary goals of the research and evaluation system will be:
  - a. to assist the instructional staff in improving the instructional program, and
  - b. to provide an information device useful in communicating goals, objectives, and accomplishments to students, instructional staff, administrative staff, school board, parents, and community.
5. It is recognized that:
  - a. research and evaluation data are most useful to the people most actively involved in the process and outcomes being evaluated or researched.
  - b. responsibility for the success and/or failures in the instructional process must be shared by the instructional staff, the administrative staff, the School Board, as well as the total community.
6. Research and evaluation includes identifying the problem, statement of the goals and objectives, collection and processing of data, and disclosure of program modification based on the results.
7. Any research and evaluation system should be flexible and contain an "experimental" component.
8. It is understood that thoughts of research and evaluation produce anxiety feelings in many people. No research and evaluation plan can or should completely remove those concerns. However, clarity and honesty of purpose can reduce such anxiety and misunderstanding.

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9. The research and evaluation plans and processes will be subject to revision based on the experience of operation.

### LIMITATIONS

These limitations should be recognized in a research and evaluation plan. The identification of these issues may serve to indicate the degree to which the program can be expected to succeed and the limitations of such a program. The limitations are:

1. Quality control is always limited by the degree to which criteria for judging evaluation studies are employed, e.g., validity, reliability, objectivity, relevance, importance, scope, credibility, timeliness, pervasiveness and efficiency.
2. Research and evaluation cannot be conceived of as judgment functions having only to do with the determination of the life of a program.
3. If research and evaluation reports become the sole basis for the school program, undue narrowness may result.
4. No single person or small group of people can be expected to “evaluate” the impact or processes of all Mounds View education programs.

### GUIDELINES FOR RESEARCH AND EVALUATION PROGRAMS

1. The minimal foundation requirements for the research and evaluation programs will include a viable and efficient data management system, regular data collection procedures which provide useful information, and training for decision makers on how to take advantage of the data.
2. The evaluation, and when appropriate, research, of educational programs will be the process of determining which of the District programs and individual learner goals are being researched.
3. The responsibility for the research and evaluation of the District’s educational programs is shared by all members of the professional staff.
4. Every effort will be made to maximize the efficiency of the research and evaluation effort so that it does not become a cumbersome appendage on an already overloaded system.
5. Research and evaluation programs will be developed in such a way as to accurately represent the range of decisions that have to be made, with the major guiding principle being that of improving the quality of classroom instruction.
6. The research and evaluation programs should be integrated with state and national evaluation and research programs whenever possible and feasible.
7. The information gathered for the systematic and scholarly evaluation and research of the District’s educational programs will be managed in such a way as to preserve the individual and professional rights of students and staff.

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### THE RESEARCH AND EVALUATION PROCESS WILL INCLUDE

1. an internal reviewal of the current programs and their objectives.
2. an identification of goals and objectives for the intended and existing programs.
3. the development of criteria to be used in the assessment of the degrees that goals and objectives are met.
4. provision for the independence reviewal of the goals and objectives of the programs, building or departments. This process should:
  - a. be done on a regular basis,
  - b. assist in identifying areas of logical weaknesses and strengths,
  - c. be done by the professional staff, interested citizens, and external subject matter experts. Identification of categories of reviewers will also be included in the plan.
5. processes for the regular collection of information and the system for reporting that information as it relates to the objectives.
6. procedures for reporting the results to the appropriate decision-makers which includes students, their parents, teachers, administrators and the School Board.

### REPORTING OF THE RESULTS OF DISTRICT RESEARCH AND EVALUATION STUDIES

The results of the studies will be reported to those involved in the studies and to those people who are directly involved in the decisions which will be made based on the results obtained.

The results and status of all research and evaluation studies will be reported to the School Board semi-annually.

When appropriate, the results of research and evaluation studies will be shared with other school districts and educational institutions. The appropriateness will be decided by the people who designed and conducted the research or evaluation study and the superintendent or his/her designee.

## **INDIVIDUAL EDUCATION & ACCOMMODATION PLANS - IEP**

Variations for students with IEPs or Section 504 Accommodation Plans - A student with an IEP or Section 504 Accommodation Plan in kindergarten through grade 8 will have all primary, intermediate, and middle level content standards considered by the student's IEP or Section 504 Accommodation Plan team for inclusion in the student's IEP or 504 Plan.

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A student's IEP or Section 504 Accommodation Plan team will consider the graduation requirements in Policy #6141 - Curriculum and Instruction when a student with a disability is 14 years old or registers for grade 9. An IEP team will also consider the student's transition plan when determining which of the required and elective standards will be included in the student's IEP.

The team will define which specifications of a content standard the student will pursue under the specified modification. If the team determines that the student is to be exempt from one or more of the content standards, it will explain the exemption in the IEP or Section 504 Accommodation Plan. When the exempt status is adopted for a content standard, the team will determine whether or not a different standard or IEP goal specific to the learning area is appropriate and will include that goal in the student's plan.

For a high school student with an IEP or 504 Accommodation Plan, the student's team shall:

1. determine whether the student will pursue the content standard without modification;
2. determine whether one or more of the 21 required content standards will be modified to an individual level;
3. define the elective content standards which the student will also pursue and whether, for each elective, the student will pursue the content standards without modification, or the content standard modified to an individual level; or
4. determine whether the student is exempt from one or more of the high standards. When exempt status is adopted for a content standard, the team will determine whether or not a different standard or IEP goal specific to the learning areas is appropriate to be included in the student's plan.

A student's IEP or Section 504 Accommodation Plan will define which specifications of a preparatory or high standard the student will pursue when a content standard is modified. The team will also determine the appropriate assessment of the modified content standard.

Variations for students with English as a Second Language Plans - All ESL students will be provided with an opportunity to complete both preparatory and high school content standards. Graduation requirements for an ESL student will be specified in the ESL plan and reviewed annually by the ESL team. Specifications for standards in learning areas one and two will not be modified to permit completion in a language other than English. An ESL student may refuse modification of content standards and pursue graduation without modified requirements.

## HIGH POTENTIAL

High potential students will be identified and offered an appropriate educational program designed to help them meet their unique needs.

High potential students are defined as those who demonstrate extraordinary achievement and/or ability in general or specific academics, in leadership, and/or in the arts.

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The program for high potential students must be flexible to allow decisions to be made expressly for individual students. Services for high potential students will include opportunities for working with other high ability students and opportunities to develop their unique skills within the context of a more diverse group. Services to high potential students will be:

Curriculum based in which modifications are made in course content, pace, instructional strategies employed by teachers, and in the products required of students.

Student based in which an individualized plan is designed to complement and extend the students' educational experiences.

High potential students, their families, and school personnel share in the responsibility for educational achievement. The School Board is committed to providing staff development regarding curriculum and student based services.

The District will have an articulated long-range high potential plan and it will be evaluated and revised regularly.

Student learning and achievement are valued and respected. It is considered a violation of District policy for any student, including high potential students, to be harassed verbally or in any other manner.

### **SCREENING**

All second graders will be assessed annually. A variety of measures will be used. Third, fourth, fifth graders and middle school students may be assessed on recommendation of a teacher or parent. High school students may be assessed on recommendation by self, parent or teachers. Students new to

District 621, who provides documentation showing they have been identified in another district, will be considered for programming. If the eligibility is in question, the student will be assessed upon recommendation by a parent or teacher. It is estimated that the top 5-10% of the student population will receive some form of High Potential services.

A letter to explain the purpose and steps of the screening process will be sent to the parents of second graders. This information will all be given to parents of students new to the District, upon enrollment of a child in any grade.

### **CURRICULUM AND INSTRUCTION**

In order to provide appropriate and challenging educational experiences for gifted students, differentiation may include, but is not limited to:

- compacted curriculum
- accelerated instruction
- in-depth study

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- high degree of complexity
- advanced content
- variety in content and form
- complex products with a "real" audience

Flexible grouping and/or clustering is recommended for gifted learners for at least some of their academic subjects based on their ability in those areas of study.

There will be opportunities to work with high ability peers. The opportunities may include, but are not limited to:

- I.D.E.A. Center
- Mentoring
- Academic competitions
- Peer partnership
- Issue based discussion groups
- Affective groups
- Advanced classes

Documentation of programming will be provided for each student. This documentation will follow the student to each grade.

### **RESOURCES**

District-level coordination of High Potential services.

A minimum of one High Potential Resource Facilitator in each building.

Space will be provided for each facilitator to conduct student services, etc.

Appropriate support materials and support personnel will be available.

### **STAFF DEVELOPMENT**

On-going and in-depth staff development in differentiation of instruction for gifted learners will be provided for teachers. In-service training will include, but not be limited to:

- characteristics of gifted learners
- effective instructional practices
- understanding social-emotional needs of gifted learners

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### PROGRAM EVALUATION

An articulated long-range high potential plan is part of the District six-year curriculum review cycle. Evaluation will be on-going and occur as part of this cycle.

## CREDIT FOR LEARNING

### Credit for Learning

The District will recognize student achievement which occurs in other schools, in alternative learning sites, in Post-Secondary Enrollment Options and other advanced enrichment programs, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities.

**For Transfer:** When a student transfers into the District from another Minnesota public school district, any standards completed in the sending district, along with scores recorded by the sending district, shall be recorded as completed with a notation indicating from the district the record is transferred.

**For Equalizing:** When a student transfers into the District with a transcript from a school other than a Minnesota public school district, the following shall be the policy and procedure for recognizing such previous achievement:

1. When the student has been scored with a performance package that fulfills or approximates the provisions of a full standard, the standards completed shall be treated as if they had been accomplished in a Minnesota public school;
2. When the course, topic or content of a Minnesota high school content standard has been completed, but through requirements which do not parallel or approximate the Minnesota Profile of Learning rules, the standard shall be declared achieved, no score shall be assigned, and the transcript shall indicate that the standard has been 'equalized from a transcript for {name of sending institution}.
3. Effort shall be made to ascertain the content of courses, programs, and learning previously achieved to credit the student as fully as possible for previous learning. This may include asking the student or the sending school to verify content of completed courses and programs when such is not clear from the transcript.

## **Mounds View Public Schools Ends and Goals Regulation**

For Credit by Assessment: When a student requests recognition of work completed but for which no academic transcript exists, the student shall make application to the principal. Not more than sixty days after the application is filed, the principal shall inform the student and the student's parents what evidence must be presented to certify the completion of the standard. Evidence of completion might include letters of support and explanation from individuals or organizations who have actually witnessed the student's demonstration of the standard, oral or written tests or interviews, actual performances or demonstrations assessed by district staff or others knowledgeable in the specifications of the standard, and/or other evidence as appropriate for the individual situation. Upon successful submission of the required evidence, the standard shall be noted on the transcript, with a score if appropriate, and a notation of where and when the standard was completed and verified.

### **EG-2101      Addressing Learner Needs (continued)**

To insure students will receive out of classroom credit by assessment, students must follow this process.

1. Students interested in receiving credit for learning outside of the classroom will be provided with a copy of this regulation.
2. Completion of the Credit for Learning application must be made by August 15, January 15, or May 15. Application is to be submitted to a designated staff member.
3. Credit for Learning application will be reviewed by an appropriate licensed District staff person(s) and out-of-district expert(s) as needed to establish the timelines and criteria needed to meet the Graduation Standard requested.
4. Student making application for Credit for Learning will be notified of acceptance or rejection of their application within sixty days of applying.
5. The student will be notified regarding whether or not the work which has been completed will meet the requirements of the standard.

#### Suggested Process in Planning Stage

Enter information on the Credit for Learning Proposal Form -- available in Guidance Office.

1. Make an appointment to discuss Credit for Learning Proposal Form with Guidance Counselor.
2. If your proposal meets with the rigor and duration appropriate to the in-class standard, an appointment with the verifying agent will be arranged.
3. A team will determine the specific tasks and timeline for accomplishment of standard.
4. Credit for Learning includes preparatory and high standards.
5. Record of standard completion will be recorded in the student's permanent file.

## **MIDDLE SCHOOL STUDENTS AND HIGH SCHOOL CREDIT**

## **Mounds View Public Schools Ends and Goals Regulation**

It is the intention of the Mounds View Public Schools to allow middle school students to earn high school credit if the following procedures have been followed:

1. The student is enrolled in one of the district's middle schools.
2. The student is enrolled in a course that is approved for high school credit at Irondale or Mounds View High School.
3. The course is offered at either Irondale or Mounds View High School or the student's home school.

### **EG-2101      Addressing Learner Needs (continued)**

4. The student has received the written approval to take the high school course from the principal of their middle school, the principal of the high school at which they wish to take the course and the Superintendent or his/her designee.
5. The student must accept the grade and credit earned for the high school course. The grade cannot be changed unless the student retakes the course.
6. We assume that all students will be taking the high school course for credit unless the parents notify the middle school that they are opting out of high school credit.

## **RETAKEING A HIGH SCHOOL COURSE**

High school students who wish to retake a course in order to improve their grade may do so under the following conditions:

1. The retaken class must be the same as the one in which a grade has already been assigned.
2. The retaken course must be offered at the same school as the one in which a grade has already been assigned.

If #1 and #2 above are satisfied, the grade for the retaken class will take the place of the earlier grade regardless of which one is higher.

Retaking high school courses does not apply to extended day, extended year or summer school programs or courses.

## **TIME FOR COMPLETION OF COURSE WORK**

If students can demonstrate extenuating circumstances, such as a illness/injury, family crisis, etc., they may be granted two weeks from the last day of a semester course or last day of a year long course to turn in overdue homework or take quizzes in order to adjust a grade in that course. Request for additional time will be made in writing to the building principal who will, in consultation with the teacher, and appropriate

## **Mounds View Public Schools Ends and Goals Regulation**

dean, make a determination if extenuating circumstance exist.

### **SUMMER SCHOOL**

It is the intention of the Mounds View School District to offer a summer school program when it is financially possible to do so.

#### Purpose

The purpose of the summer school program is to provide:

#### **EG-2101      Addressing Learner Needs (continued)**

1. remedial opportunities for those students in need, including those identified in the Assurance of Mastery process
2. make-up opportunities for secondary students who have failed courses
3. opportunity for enrichment courses, K-12
4. an option for high school students who wish to take more than six classes during the regular term
5. opportunity for continuing instruction
6. opportunity for acceleration
7. readiness opportunities for primary children
8. opportunity for piloting or evaluating new programs

#### Administration

The Deputy Superintendent is the administrator responsible for the summer school program. Building principals and other administrators will assist. The Deputy Superintendent will select the Summer School Coordinator and Summer School Building Supervisors on an annual basis.

#### Coordination with Regular School Year Program

The summer school program is an integral part of the educational offerings of the Mounds View School District, and will be coordinated with the regular school year program. The summer school registration guide will identify those credit courses with a compacted curriculum which will require students to do more work independently. Summer school course offerings will be approved by the Deputy Superintendent.

#### Fees

Fees will be established in accordance with Minnesota Statutes and District policy (ref. Regulation EG-5116 – Fees).

#### Personnel

1. Applications for summer school employment will be available at the summer school office where the completed forms will be processed and contracts issued.

## **Mounds View Public Schools Ends and Goals Regulation**

2. Pertinent dates for summer school applications and selection will be posted in a timely manner on a yearly basis. The postings will include timelines for publications of job openings, submission of applications and notification to applicants.
3. Whenever possible, the School District will give preference in hiring to:
  - a) Current Mounds View employees
  - b) Those who taught in the previous summer school
4. Summer School Building Supervisors will be responsible for hiring, placement and orientation of summer school teachers.

### **EG-2101      Addressing Learner Needs (continued)**

#### Employment Conditions

The following provision apply to those individuals who are regular employees in the District and have accumulated leave allowances:

1. Funeral Leave  
Funeral leave for summer school operates as an extension of the school year.
2. Sick Leave  
Summer school sick leave shall be deducted at the rate of one-half day of leave allowance for each day of absence during summer school. A teacher may be required to substantiate the fact of illness or injury in cases of systematic, successive or repetitive absences, and may be required to present a statement from a doctor of medicine for any illness or injury over two consecutive days certifying that the teacher has recovered sufficiently to return to normal duties.
3. Personal Leave  
A teacher having available personal leave at the end of a school year may reserve one personal leave day to be used for one summer school absence. Use of personal leave in summer school must be pre-approved by June 15 by the Assistant Director of Human Resources. Reimbursement for an unused personal leave day will be made at the end of summer school.
4. Organizational Leave  
  
Up to five days per year of Association leave will be available for use during summer school, provided that the Association will pay the cost.

#### Timelines

1. The Deputy Superintendent and the Summer School Coordinator will establish annually a timeline of events for the next session.
2. The School Board will approve annually the summer school program, dates and sites.

#### Transportation

## **Mounds View Public Schools Ends and Goals Regulation**

Limited transportation will be provided by the School District.

### Determination of the Curriculum

1. In determining what summer school program will be recommended for Board approval, the Executive Director for Curriculum and Instruction and Summer School Coordinator will consider:
  - a) Budget
  - b) Previous summer school offerings
  - c) Current curriculum needs
  - d) State regulations
  - e) Proposed courses

### **EG-2101 Addressing Learner Needs (continued)**

2. As during the regular school year, administrators and teachers will work together to determine curriculum.
3. Teachers and administrators may propose new courses by submitting the course outline and learner outcomes to the Deputy Superintendent. Courses offered for high school credit must be approved by the high school principals prior to final approval by the Executive Director for Curriculum and Instruction.
4. Summer school credit courses will meet or exceed state clock hour guidelines.

### Monitoring the Curriculum

Summer School Building Supervisors will be responsible for monitoring the curriculum in their respective buildings and reporting to the Summer School Coordinator and the Deputy Superintendent.

## **SHARED TIME STUDENT**

Definition: **Shared Time Student** - A student who is enrolled part-time in a public school and the rest of the time in a nonpublic school or a home school.

Mounds View Public Schools #621 will provide educational and co-curricular opportunities for shared time students according to the following guidelines:

1. Shared time students must enroll in District 621 classes that generate state per pupil aid. (Under current law only academic and special education instruction are eligible for some portion of state per pupil aid.)
2. Resident shared time students may attend facilities in their attendance area. Non-resident shared time students may attend designated facilities. Course selection by shared time students may be limited based on the Compulsory Education Statute, Minnesota Statutes Annotated 120A.22 (subd. 9).
3. If home school shared time students participate in co-curricular activities which are under the control of the Minnesota State High School League (MSHSL), the home school must meet MSHSL rules.

## **Mounds View Public Schools Ends and Goals Regulation**

4. Students wishing to enroll on a shared time basis must make application to the District #621 Student Information & Reporting Department, 350 Highway 96 W, Shoreview, 55126, by August 15 for enrollment beginning the next school year.
5. Mounds View Public Schools does not provide diplomas to graduating seniors who are home schooled. These diplomas are to be issued by the home school. The Mounds View District may issue diplomas to students who have earned full time credits through PSEO during their senior year, or a combination of PSEO credits and credits earned through attending classes at their assigned public high school for the final semester in their senior year.

### **EG-2101      Addressing Learner Needs (continued)**

6. Students are allowed to take a maximum of three classes. The purpose of home school is to provide families the opportunity to educate their own children. Attendance in public schools over 50% of the time is not in keeping with the intent of home schooling.
7. Shared Time students may be allowed to participate in any classroom activities that are a part of the course of study they are enrolled in at the public school. They are not allowed to participate in classroom activities that are not a part of that specific course of study.

## **MATH SEQUENTIAL COURSES**

All high school students who enroll in the first year of a math sequential course at the secondary level are assured of being able to complete the sequence in subsequent years. This assurance is dependant upon the student's successful fulfillment of each year's course requirements. Completion of the sequence may occur

- 1) in the attendance area school of the student
- 2) in another District high school

Sequential courses in math are defined as those courses identified in the student's attendance area school registration guide at the time of enrollment in the 9th grade

#### Ref.:

Access to Resources and Services in the School Library Media Program (American Association of School Librarians)

Censorship Statement (International Reading Association)

Freedom to Read Statement (American Association of Publishers)

Freedom to Teach, to Learn, and to Express Ideas in the Public Schools (Minnesota State Board of Education)

Library Bill of Rights (American Library Association)

Statement on Intellectual Freedom (Association for Educational Communications and Technology)

Student's Right to Read (National Council of Teachers of English)

# **Mounds View Public Schools Ends and Goals Regulation**

April 2009