

SAINT PETER INDEPENDENT SCHOOL DISTRICT 508

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006. INSTRUCTION
Educational Goals District Wide

**SAINT PETER PUBLIC SCHOOLS
VISION STATEMENT, MISSION STATEMENT,
AND BELIEF STATEMENTS**

VISION STATEMENT: LEARNING MATTERS

MISSION STATEMENT: TO INSPIRE A PASSION FOR LEARNING THAT ENCOURAGES AND ENABLES ALL INDIVIDUALS TO REALIZE THEIR HIGHEST POTENTIAL.

BELIEF STATEMENTS:

We believe in:

- a. A guaranteed and viable curriculum;
- b. Taught by skilled teachers;
- c. In a safe, orderly, and caring environment;
- d. With all systems focused on student learning and achievement.

**SAINT PETER PUBLIC SCHOOLS
BOARD OF EDUCATION GOALS**

GOAL ONE: It is a Board goal to collect, analyze, and use data to strengthen the present curriculum resulting in increased student learning, test performance, and overall achievement.

GOAL TWO: It is a Board goal that the percentage of students meeting individual growth targets on the measures of academic progress will increase on an annual basis.

GOAL THREE: It is a Board goal to continue to recruit, retain, and reward outstanding employees and to support and encourage professional development.

GOAL FOUR: It is a Board goal to provide the best possible opportunities for all learners in a fiscally responsible manner.

GOAL FIVE: It is a Board goal to foster a climate where individuals of all backgrounds and cultures are respected and valued.

GOAL SIX: It is a Board goal for the School District to communicate effectively with the community.

006. INSTRUCTION

006.1 Selection of Instructional Materials

The Board of Education hereby declares it the policy of the School District to provide a wide range of instructional materials on all levels of difficulty. These materials will appeal to a wide-range of interests and present different points of view.

Reviewed: 12/99
09/04

006. INSTRUCTION

006.1 Selection of Instructional Materials

006.11 Criteria

In order to develop informed and responsible citizens, the Board of Education reaffirms the following LIBRARY BILL OF RIGHTS of the American Library Association which asserts that the responsibility of the School District is:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served;
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. To provide a background of information which will enable students to make intelligent judgments in their daily lives;
4. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking;
5. To provide materials representative of many religious, ethnic and cultural groups and their contributions to our American heritage; and
6. To place principle above personal opinion, and reason above prejudice, in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

This policy shall apply to the selection of textbooks, library books, supplementary books and other instructional materials including all audiovisual materials, computer software, and informational technology.

Reviewed: 12/99
09/04

006. INSTRUCTION

006.1 Selection of Instructional Materials

006.12 Administrative Rules and Regulations

1. In selecting resources, instructional staff shall evaluate the available resources and curriculum needs and shall review reputable, professionally prepared evaluations and other appropriate sources. The actual item shall be examined when deemed appropriate.
2. Administrators, teachers, students, other School District personnel, and community persons may make recommendations for selection.
3. Gifts of instructional materials to the School District may be accepted only with the understanding that the use and ultimate disposition of such gifts becomes the sole prerogative of the School District.
4. Selection is an ongoing process that includes the removal of resources that are no longer appropriate, and replacement of resources that are lost or damaged.
5. Instructional materials that become available over any informational technology format must be reasonably related to the Mission Statement, Belief Statements, and Goals of the School District.

Reviewed: 12/99
09/04

006. INSTRUCTION

006.1 Selection of Instructional Materials

006.13 Citizen Complaints and Review

I. General Statement of Policy

The Board of Education recognizes the right of citizens to register complaints about instructional materials used in the curriculum of the School District. The Board of Education also recognizes that it has the authority to make final decisions on all complaints about instructional materials, including textbooks.

II. Definitions

- A. Instructional materials shall be defined to include all textbooks and supplementary instructional enrichment materials in which there is specific reference to the various curriculum guides or, in the absence of definitive curriculum guidelines, instructional materials that are considered basic and essential to the curriculum offering.
- B. An inquiry is defined as a request for information about instructional material used within the classroom.
- C. A complaint is defined as a demand for deletion of instructional material from the curriculum or the exemption of a student from a phase of the prescribed curriculum.
- D. Alternative instruction is instruction for a portion of the curriculum that a parent, guardian, or an adult student 18 years or older finds objectionable.

III. Informal Complaint Procedure

- A. All instructional materials shall remain in the curriculum until the procedures listed below have been fully completed.
 - 1. Inquiries or complaints shall be directed to the building principal.
 - 2. The building principal shall then assume responsibility for processing the inquiry or complaint on an informal level.
 - 3. The principal shall make available to the person instituting the inquiry and/or complaint the following:
 - a. The instructional material in question;
 - b. The appropriate curriculum; and

- c. The adopted Board of Education policy relating to the adoption of instructional material.
- B. The principal receiving the inquiry or complaint shall notify the following:
 - 1. The teacher or teachers directly involved;
 - 2. The department chair or grade level leader; and
 - 3. The Superintendent.
- C. The principal may arrange informal meetings with any or all of the staff listed in Item B.
- D. If the inquiry is resolved by these means, the principal shall notify all parties concerned with the resolution of the inquiry. If the complaint is not resolved, he or she shall institute the procedure outlined in either Item IV or Item V as appropriate.
- E. The principal shall submit a report of the proceedings and the outcomes to the Superintendent.

IV. Formal Complaint Procedure

- A. If the complainant, after having followed the process outlined in Item III, is not satisfied with the outcome, a formal complaint procedure will be instituted.
 - 1. The Superintendent shall request the complainant to file a written complaint using the attached form.
 - 2. When the formal complaint has been filed, the Superintendent shall appoint a committee according to the following formula:
 - a. A maximum of three teacher representatives of the department or grade level where an objection has been raised and complaint filed;
 - b. Department chair or grade level leader;
 - c. Two principals;
 - d. A maximum of three lay people residing within the School District; and
 - e. The membership of the Committee must be an odd number.
 - 3. The committee shall read and review:

- a. The complaint with the complainant;
 - b. The material cited in Item III-A-3; and
 - c. The report of the principal in Item III-E.
4. The committee shall provide the Superintendent with the minutes of its deliberations and a recommendation based on the factual information available.
 5. The Superintendent shall review the relevant materials and shall notify the Board of Education of the committee's recommendation and his or her support of the recommendation regarding the complaint.
 6. The Board of Education reserves the right to either approve or reject the Superintendent's recommendation as presented.
 7. The Superintendent shall notify the complainant of the action taken.

V. Alternative Education Request

- A. A parent, guardian, or adult student 18 years or older, may request that the School District personnel make a reasonable arrangement for alternative instruction to replace the content of material that they find objectionable.

In such a case the building principal shall:

1. Request that the teacher involved, in consultation with the grade level leader or department head, offer an alternative method of instruction to the complainant that meets the outcomes of the district-approved curriculum;
 2. Request that the teacher involved review and award credit for work completed under the alternative plan; and
 3. Notify the Superintendent of the plan for alternative instruction.
- B. If the proposed alternative plan does not meet the concerns of the person making the request, the person making the request may provide the alternative instruction. In such a case, the following procedure will be put in place.
 1. The complainant shall provide the principal with the instructional plan they will follow in providing the alternative instruction;
 2. The instructional plan shall contain the learner outcomes for the student, the materials to be used in instruction and the means of assessing student achievement of the intended outcomes;

3. The instructional plan must be approved by the committee appointed by the building principal;
4. School District personnel will evaluate, assess, and award credit on the quality of a student's work under this alternative arrangement;
5. The School District will not pay for costs of alternative instruction.

Reviewed: 12/99
09/04

**SAINT PETER INDEPENDENT SCHOOL DISTRICT 508
SELECTION, ADOPTION, AND RECONSIDERATION OF INSTRUCTIONAL MATERIALS FOR
REQUEST FOR RE-EVALUATION OF A RESOURCE**

Initiated by:	
Address:	
Representing:	Self:
	Organization/Group:

Curriculum in Question:	
Subject Area:	
Grade Level:	
Unit or Topic:	

Location (Specify School):

Please respond to the following questions. If sufficient space is unavailable, please use additional paper:	
A. Have you reviewed with the instructor this section of the curriculum in its entirety?	
B. To what do you object? Please cite specific examples:	
C. What do you believe is the intended educational purpose of this material?	
D. What do you feel might result from a student being taught this material?	
E. Do you find any value in this material: Please explain your response.	
F. Is there alternative material you would recommend that would provide students with the information covered in this curriculum?	
G. Would you prefer that the School District offer an alternative instructional option?	
H. If you do not want the School District to provide an alternative, identify the method of instruction that you would recommend:	

Signature: _____

006. INSTRUCTION

006.1 Selection of Instructional Materials

006.14 Complaint Procedures Title I

ELEMENTARY AND SECONDARY EDUCATION ACT

(Designed to Fulfill the Requirements of P.O. 100.297 and all Regulations Pertaining)

I. DEFINITION:

A complaint is a formal written statement addressed to the Chairperson of the District Advisory Council and the local Educational Agency Representative of the School District citing an alleged violation of a provision of the Chapter I Elementary and Secondary Education Act Law, a regulation or regulations dealing with the law, or one or more provisions of the General Education Provisions Act and Education Department General Administration regulations. NOTE: To protect the district and the District Advisory Council from possible audit action at some later time, the complaint should be dated when received.

II. PROCEDURE

A. The district must take appropriate action on all such complaints. This will include:

1. Forwarding a copy of all such written complaints to the Title I office in St. Paul within five days of receipt of the document; and
2. Starting a hearing process on the complaint as specified below.

B. The complaint should be directed to the building principal Chairperson with copies to the local Educational Agency Representative and the Chair of the local School Board. The Chairperson will then:

1. Call a meeting of the District-Wide Advisory Council.
 - a. If a regularly scheduled meeting has already been set, and the date is within twenty days after the receipt of the complaint, the complaint item must be included in the agenda.
 - b. If no regular meeting will fulfill Item a. above, a meeting must be scheduled within fifteen days, and special notice in writing must be mailed to all members of the Parent Advisory Council apprising them of the situation and of the time and place of the meeting.
 - c. In either case, time must be allotted for:
 1. the complainant, who must be present, to offer his/her evidence, and

2. the district staff or others accused to present their rebuttal or offer a defense.
- d. All complaint meetings must fulfill the following requirements:
1. Have a competent stenographer present who will take careful notes and collect copies of all documents presented;
 2. Meet in a convenient public location with a sufficiently large room to comfortably hold the expected audience;
 3. Publish and/or post a notice ten days in advance in place(s) used for all other School District notices;
 4. Open the meeting to the general public and to all affected employees of the district;
 5. Permit any who are willing to identify themselves to speak to the issue;
 6. Decide the issue by recorded vote at the close of the meeting; and
 7. Send a complete record of the hearing as transcribed by the stenographer, including the decision of the District Advisory Council deliberation, within fifteen days after the hearing, to the State Title I office.
- c. If the complaint is brought by member(s) or officer(s) of the District Advisory Council, such person(s) must excuse themselves from participation in the Council's deliberation of the complaint.
- d. The entire procedure, as stated above, shall not exceed sixty calendar days after the SEA receives the complaint. An extension of time limit will be allowed only if exceptional circumstances exist with respect to a particular complaint.

III. WHEN RESOLUTION OF THE PROBLEM CANNOT BE REACHED AT THE LOCAL LEVEL

If the District-Wide Advisory Council is unable to reach a consensus acceptable to the district and/or the complainant, the matter must be referred to:

Minnesota Department of Education
1500 Highway 36 West
Roseville, MN 55113-4266

The Commissioner of Education or designated agent will hold an informal meeting with the concerned parties at a time and place convenient to all parties within two days of the receipt of the notice of the lack of consensus. This meeting will also be open to the public. A decision will be made at the conclusion of the meeting.

If resolution of the problem cannot be obtained after the meeting indicated above, the matter will be referred to the U.S. Secretary of Education in accordance with the provision of P.O. 100-294. (In all cases where the State Educational Agency is informed of a complaint at the local level, the Office of Education will be kept informed).

Reviewed: 12/99
09/04

006. INSTRUCTION

006.15 Acceptable Use Policy For Computer/Internet Networks

The Board of Education and the staff of the School District believe that computers are used to support learning and to enhance instruction. Computer networks allow people to interact with many computers. The Internet, a network of networks, allows people to interact with hundreds of thousand of networks and computers.

Further, because access to the Internet provides connections to other computer systems located all over the world, users, and parents/guardians of student users must understand that neither the School District nor any district staff member controls the content of the information available on these other systems. Some of the information available is controversial, and may be offensive. The School District does not condone the use of such materials.

The School District will monitor the online activities of minors using computers with Internet access and will employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are obscene, pornographic, or harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction, that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; depicts, describes, or represents, in a patently offensive way (with respect to what is suitable for minors) an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.

An administrator, supervisor, or other person authorized by the Superintendent, may disable the technology protection measure during use by an adult or by juniors and seniors who have attained the age of 17 to enable access for bona fide research or other lawful purposes.

Therefore, it is the general policy that all computers used throughout School District are to be used in a responsible, efficient, ethical, and legal manner. Failure to adhere to the policy and the guidelines for the use of computers will result in the revocation of access privileges.

Students who intend to utilize the School District network and Internet connection will need to sign an Acceptable Use Statement at the beginning of their intermediate, middle school, and senior high school careers. This Statement will be on file in the Media Center throughout the student's career.

First Reading: 3/16/00
Approved: 4/13/00
Reviewed: 09/04

Administrative Rules and Regulations for Acceptable Use of the Internet/E-Mail For Students in Grades 4-12

Access to the Internet provides connections to other computer system located all over the world, users (and parents of users who are students) must understand that neither the District nor anyone employed by the school controls the content of the information available on these other systems. Some of the information available is controversial and, sometimes may be offensive. ISD 508 does not condone the use of such materials.

Students and parents will be required to sign the Administrative Rules and Regulations for Acceptable Use Agreement upon entering the 4th, 7th, and 9th grades, or upon first entering ISD 508.

ISD 508 Acceptable Use Rules and Regulations

- The Internet is free to users. This includes the first e-mail disk issued by the District. (During grade 4 or when the transfer student enrolls in ISD 508) There may be a fee for additional disk.
- A responsible user of the Internet may utilize the Internet as long as the user is a staff member or student in the St. Peter School District.
- A responsible user may use the Internet to research assigned classroom projects.
- A responsible user may use the Internet to send electronic mail (e-mail) to other users with a District 508 account.
- A responsible user may use the Internet to explore other computer systems.
- A responsible user may not use the Internet for any illegal purpose.
- A responsible user may not use impolite or abusive language.
- A responsible user may not violate the rules of common sense or netiquette.
- A responsible user may not change computer files that do not belong to the user.
- A responsible user may not send or receive copyrighted material without permission.
- A responsible user may not share his/her id/password with anyone.
- A responsible user may not use any mail server except the server provided by the ISD 508.
- A responsible user may not participate in any chat rooms or real-time chat activity without permission while online.

Note: District system operators will have access to all user accounts. This includes e-mail. E-mailing is never confidential

By signing the District 508 Acceptable Use Rules and Regulations, you acknowledge that:

- You understand the Rules and Regulations.
- If the rules are violated, your computer access privileges will be cancelled for 60 student contact days.

_____ /___/___
Student Signature

Parental Consent

I have read the ISD 508 Acceptable Use Rules and Regulations. I understand that the Internet is a worldwide group of millions of computer networks. I know that the St. Peter School District does not control the content of these Internet networks. When using the Internet, I realize that students may read material that I might consider controversial or offensive. The District has my permission to give an Internet account to my student. I understand that my student may keep this account as long as the procedures described in the Acceptable Use Rules and Regulations are followed.

_____ /___/___
Parent/Guardian Signature

Administrative Rules and Regulations for Web Page Creation

The availability of Internet access throughout ISD 508 provides an educational opportunity for students and staff to contribute to the District Web Page on the World Wide Web.

The creation of a web page provides a means of two-way communication for the purposes of sharing information with the Internet community about school curriculum and instruction, school-authorized activities and other information relating to our school and our mission. The creation of the web page also provides instructional resources for staff and students.

Content Standards

Subject Matter--All subject matter on District Web Pages and their links must relate to curriculum and instruction, school-authorized activities, or information about ISD 508. Staff or student work may be published only as it relates to a class project, course, or other school-related activity. Neither students, staff nor other individuals may use the District's Web Pages to provide access to their personal pages on other servers or online services.

Quality--All work must be free of any spelling or grammatical errors. Documents may not contain objectionable material or point directly to objectionable material (i.e., material that does not meet the standards for instructional resources specified in other related district guidelines). The judgment of the Technology Committee will prevail.

Student Safeguards--While district policies and related statutes pertaining to "directory information" may allow the release of some personal data about students, we have chosen to establish the following guidelines:

- Documents shall include only the first name of the student.
- Documents shall not include a student's home phone number, address, the names of other family members or friends, nor any individual student pictures.
- Published professional e-mail addresses shall be restricted to those of staff members
- No student work shall be published without the written permission of the student, parent, and/or guardian.

Guidelines--The following additional guidelines apply to electronic transmission:

- No unlawful copies of copyrighted material may be produced or transmitted via the district's equipment, including its web server.
- All communications via the district web pages must have no offensive content. This includes religious, racial and sexual harassment, violence and profanity.
- Any deliberate tampering with or misuse of district network services or equipment will be considered vandalism and will be handled as such.

Technical Standards--In the interest of maintaining a consistent identity, professional appearance, and ease of use and maintenance, the following technical standards are established for all District Web Pages. Each web page added to the District Web site **must** contain common elements:

- At the bottom of the page, there must be the date of the last update of the

page and the name or initials of the person(s) responsible for the page or the update.

- At the bottom of the page, there must be a link that returns the user to the appropriate points in the district pages. This would normally be a return to the district home page.
- Standard formatting is used; Browser friendly HTML editors or word processor programs that save files as HTML files may be used.
- Care should be used in creating extensive files with tiled backgrounds, large graphics, or unusual or dark color combinations.
- The authorized teacher who is publishing a final web page will edit, test the document for accurate links, and ensure that the page meets the content standards listed above. In addition, the teacher will assume responsibility for updating the links as needed.
- Pages may not contain links to other pages that are not yet completed. If further pages are anticipated but not yet developed, the text that will provide the links should be included but may not be made "hot" until the further page is actually in place
- All graphics should be in GIF or JPEG format. Other formats, including sound or video, may be used only in special circumstances and after consultation with the building media director.

Directory structure will be determined by the Technology Committee. Staff members approved for access will be given the appropriate passwords.

Revision of Guidelines--These guidelines will be evaluated and updated as needed in response to the changing nature of technology and its applications throughout ISD 508.

006. INSTRUCTION
006.2 Controversial Issues

The Board of Education understands that controversial issues may be a part of the School District's instructional program when directly related to subject matter in a given grade level or specific curricular field. Professional judgment must be used in determining the appropriateness of the issue to the curriculum and the maturity of the students.

In the presentation of all controversial issues, every effort will be made to provide divergent points of view and opportunity for exploration by the students into all sides of the issue.

Reviewed: 12/99
09/04

006. INSTRUCTION
006.2 Controversial Issues
006.21 Discussions

In discussing controversial issues, the teacher will encourage students to express their own views, ensuring that this is done in a manner that gives due respect to one another's rights and opinions.

When discussing controversial issues, the teacher will respect positions other than his or her own. Students will be encouraged, after class discussions and independent inquiry, to reach their own conclusions regarding controversial issues.

Outside speakers may be used when other adequate materials are not available or when the teacher feels such a resource will help to clarify the issues under discussion. Prior to scheduling any such guest speaker, approval of the administration must be obtained. Such approval will be exercised in a manner consistent with the principles of free inquiry and expression. Approval will be withheld when the administration has reason to believe that the appearance of a guest speaker would be disruptive to other individuals or to the educational process of the institution.

If the material being presented by the speaker is highly controversial, the principal will request that the teacher notify parents/guardians of the content of the presentation prior to the presentation occurring.

Reviewed: 12/99
09/04

006. INSTRUCTION

006.2 Controversial Issues

006.22 Religious Customs, Policies, and Practices

The Constitution of the United States of America has set the standard for our nation and our institutions. The Constitution protects the freedom and rights of each individual in this land.

The educational system in Minnesota operates in accord with constitutional standards. We acknowledge that the educational institutions, like many other systems, are becoming more and more enlightened in recognizing discriminatory practices, and are determined to correct those practices.

Minnesota's public schools shall rigorously protect the religious freedom of each student, in accordance with Constitutional standards:

- The public schools may not be used for religious socialization of students. The development and practice of religious faith is the right of home along with church, synagogue, or other religious establishment or group.
- No student of any religious background of faith or belief regarding religion shall be subjected to having his/her particular background disparaged in the Minnesota schools, neither may any student find his/her particular belief promoted.

FOR EXAMPLES OF CUSTOMS, PRACTICES, AND POLICIES THAT MAY OR MAY NOT BE ALLOWED PLEASE SEE RULES AND REGULATIONS FOLLOWING THIS POLICY.

Reviewed: 12/99
09/04

006. INSTRUCTION

006.2 Controversial Issues

**006.22 Religious Customs, Policies and Practices–
Administrative Rules and Regulations**

Customs, practices and policies that are NOT permitted include:

1. Religious worship or indoctrination;
2. Compulsory reading from any religious text as part of a non-instructional activity;
3. The promotion or indoctrination of students in any religion including atheism, agnosticism, humanism, secularism, sectarianism, yoga, and transcendental meditation;
4. Prayers composed, authorized, or sanctioned by School District officials;
5. Sectarian instruction offered to students in public schools during school hours or during school-sponsored activities;
6. Requiring official public school musical groups to participate under the auspices of the public school in religious services;
7. Proselytizing or recruiting of students by non-student members or religious groups during the school day or during school activities;
8. Official posting or display of religious documents such as the Ten Commandments and other religious symbols except when related to the curriculum;
9. The formal celebration of religious holy days; and
10. The distribution of sectarian literature, including Bibles and religious tracts, in the schools by school staff or by non-school persons, unless directly related to the approved curriculum.

Customs, practices, and policies that are permitted include:

1. The use of religious books as source books in teaching about religions;
2. A student's right to pray at any appropriate time;
3. Objective instruction about religion as literature and history and religion's role in the story of civilization;

4. The freedom to recite such documents as the Declaration of Independence, which contain references to God;
5. The singing of the national anthem and other patriotic songs, which may contain assertions of faith in God;
6. Rhetorical or personal references to religious faith in connection with patriotic or ceremonial occasions;
7. Allowing students to be excused from engaging in an activity which offends that student's religious belief or conscience;
8. Classroom instruction, where its content is in the area of religious holy days or celebrations where it is carefully tied to educational objectives; and
9. The establishment of the school calendar which may be scheduled to permit observances of religious holy days. When school is scheduled on a religious holy day, students shall be excused for observances of the holy day upon the request of their parents/guardians.

006. INSTRUCTION

006.2 Controversial Issues

006.23 The Pledge of Allegiance

I. PURPOSE

The Board of Education recognizes the need to provide instruction in the proper etiquette, display, and respect of the United States flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end.

II. GENERAL STATEMENT OF POLICY

Students in this School District shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted:

- A. By each individual classroom teacher or the teacher's surrogate; or
- B. Over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

III. EXCEPTIONS

Any student or teacher may decline to participate in recitation of the Pledge of Allegiance to the flag. Others must respect the choice to not recite the Pledge.

IV. INSTRUCTION

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag. Students will also be instructed in patriotic exercises.

First Reading: October 9, 2003
Approved: November 6, 2003

Reviewed:

006. INSTRUCTION
006.3 Reporting to Parents/Guardians
006.31 Positive Reports

It shall be the policy of the School District to encourage students by reporting their accomplishments to their parents or guardians. It is the philosophy of the Board of Education of ISD 508 that students need positive reinforcement to improve academic achievement and behavioral problems.

Reviewed: 12/99
10/04

006. INSTRUCTION
006.3 Reporting to Parents/Guardians
006.32 Parental Involvement

Teachers are directed to discuss with students and report to parents/guardians early indications of difficulties in order to strengthen communication between teachers and parents/guardians and to enable parents/guardians to share more fully the responsibility for any achievement or behavioral problems of students.

Reviewed: 12/99
10/04

006. INSTRUCTION

006.3 Reporting to Community

006.33 School District System Accountability

The Board of Education has established a set of district-wide goals which provide the School District direction for the educational process. The Board of Education annually reviews the goals.

For each area of the School District curriculum, measurable learner outcomes will be developed.

The licensed professional staff of the School District shall develop a process for achieving the goals of the School District, procedures for evaluating the goals, and procedures for reporting progress toward the goals. This process shall include a five-year curriculum review cycle adopted by the Board of Education, utilization of standardized test information, state assessment test information, opinions of students, parents/guardians, and other School District residents, and any other appropriate evaluation information.

A curriculum advisory committee shall be established to advise the School District and assist in the implementation of the curriculum improvement process. Roles and responsibilities for this advisory committee shall be developed by the School District staff. The advisory committee shall include administrative staff, teachers, students, parents/guardians, and other residents of the community.

In each academic year, the School District school improvement committee shall submit to the Board of Education a list of prioritized recommendations that were developed through the approved review cycle. The Board of Education shall adopt annual recommendations for school improvement based on their review of the school improvement committee recommendations.

As a part of the process, the School District staff shall consider the needs of all students in the School District including, but not limited to, handicapped students, English Language Learners, and potential dropouts.

Each year the Board of Education shall review instructional improvement plans developed for each site in the School District. A staff development advisory committee made up of teachers representing various grades and departments at each site shall participate in developing these school-wide improvement plans.

Each year the School District staff shall prepare a report focused on curriculum, instruction, and student performance and submit the report to the Board of Education for review and adoption prior to October 1. The report shall be disseminated to all households in the district prior to October 15 each year. A copy of the report shall be forwarded to the Minnesota Department of Education.

Reviewed: 12/99
09/04

006. INSTRUCTION
006.3 Reporting to Parents/Guardians
006.34 Family Involvement (Title I)

The School District and the individual schools recognize the value of parent, guardian, family, and community involvement at the building and district level to support and enhance student learning.

Further, the School District and the individual schools recognize that the academic achievement and success of our students depends on the strength of the partnerships developed among students, parents/guardians, families, schools, and the community.

To this end, the School District and the individual schools support the development, implementation, and evaluation of a comprehensive student, parent, family, school, and community partnership which is based on the guidelines set forth in the 2001 Elementary and Secondary Education Act (ESEA): NO CHILD LEFT BEHIND (NCLB).

The Family Involvement Policy is formed around six basic principles of effective school/family/community partnership: Communication, Parenting, Learning at Home, Decision-making and Advocacy, Volunteering, and Collaborating with the Community.

COMMUNICATION

Information about the curriculum, instruction, assessment, staff development plans, School District programs, and student progress will be communicated in a timely manner through effective methods from school to home, home to school, and school to community. To the extent practicable, this information will be delivered in a language the family can understand.

PARENTING

Opportunities will be provided for families to enrich their understanding of child development. Materials and training will be provided, to the extent possible and

reasonable, to assist families in working with their children to improve achievement. Efforts will be made to coordinate and integrate parental involvement strategies with other programs that offer parent involvement opportunities.

LEARNING AT HOME

Opportunities will be provided for families to expand their understanding of how to enrich their child's academic progress through learning activities which take place at home, through help with homework and other curriculum related activities, and through communication with educators to improve the academic performance of their children.

DECISION-MAKING AND ADVOCACY

Each school that has a Title I No Child Left Behind plan will convene informational meetings, as practicable and appropriate, for families of children participating in the No Child Left Behind Title I program. The purpose of the meetings will be to explain the requirements of the No Child Left Behind legislation and the parent's right to be involved in the development of the No Child Left Behind (Title I) plan, the School/Family Compact. On an annual basis, Title I parents/guardians shall meet with representatives of the School District to discuss the school review and improvement process, the annual evaluation of the content and effectiveness of the parental involvement policy, and how they can be involved in other decisions relating to their child's education. The School District will encourage families to become involved with school/parent councils, school improvement committees, advisory groups, and the Board of Education.

VOLUNTEERING

Teachers, administration, and staff will, to the extent reasonable and practicable, build ties between families and the school by recruiting, training, and providing opportunities for families to work as equal partners in the education of their children.

COLLABORATING WITH THE COMMUNITY

The School District will, to the extent reasonable and practical, provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing, with input from families, effective parent involvement activities. Businesses, agencies, service organizations, and other groups may also be involved in the planning, coordination, and collaboration of family involvement activities. The intended outcomes of these activities are to improve student academic achievement and school performance.

First Reading: 05/08/03
Approved: 06/12/03
Reviewed: 10/04

006. INSTRUCTION
006.4 Academic Competition

Because the School District holds that academic competition is important in the development of the whole student, and because the School District wishes to encourage academic excellence through academic competitions, it shall be the policy of the School District to support students financially at the state and national competition according to the following guidelines established by the Board of Education:

1. The School District shall provide necessary funding to allow competition for all school-sponsored activities at the district, regional, and state levels. School-sponsored activities shall be those adopted by the Board of Education.
2. Competition at the national level shall be supported according to the following formula:
 - a. Student must be recommended for advancement to the national competition by placing first in a state-level competition; and
 - b. The School District will provide up to a maximum of \$500 per student or \$2,500 per team except that no student shall receive more than 50 percent reimbursement for registration, travel, food, and housing.
3. School clubs and organizations which have not met the criteria listed above may receive financial support for national competition in special cases. The Board of Education shall make the final decision on any such funding.

Reviewed: 12/99
10/04

006. INSTRUCTION
006.5 Driver Education

The Board of Education believes that Driver's Education should be offered in a public school setting. The School District shall provide vehicles and instructors to offer such a program. The Driver Education program is intended to lead to successful completion of the requirements for obtaining a Minnesota Driver's License.

It is the belief of the Board of Education that such a program should be self-supporting and hereby directs the administration to monitor the program and recommend such cost adjustments as may be necessary to accomplish this goal.

Reviewed: 12/99
10/04

006. INSTRUCTION

006.6 Graduation Requirements

006.61 Basic Requirements

The Board of Education believes that a clear statement of student expectations of graduation is in the best interest of teachers and students. The following policy shall serve as basic requirements for any student wishing to graduate from Saint Peter High School.

1. Each student shall have completed twenty-seven (27) credits earned in the ninth, tenth, eleventh, and twelfth years of the secondary school in required and elective courses.
2. Such credits shall always include:
 - a. Four and one-half credit courses in communications skills.
 - b. Three and one-half credit courses in the social studies.
 - c. Three credits in mathematics.
 - d. Three credits in science.
 - e. One credit in ninth grade physical education, one-half credit in tenth grade physical education, one-half credit in tenth grade health.
 - f. Eleven additional credit courses from any of the approved curriculum of the School District.
 - g. Due to changes in the state of Minnesota graduation requirements, the class of 2008 and beyond, will be required to earn one additional credit in fine arts (music, theater, or visual arts). Ten elective credits will be required.
3. The basis of a credit course in grades nine, ten, eleven, and twelve shall be the satisfactory completion of a course on the secondary level covering a minimum of 120 clock hours. Credits are awarded on one-half credit increments.
4. Students must pass Basic Standards Tests in reading, mathematics and, written composition.

Reviewed: 12/99
10/04

006. INSTRUCTION

006.6 Graduation Requirements

006.62 Credits Earned Other Than Regular Class

I. SUMMER SCHOOL

Credit to be allowed toward graduation by secondary school for courses taken in summer school shall be based on the following requirements:

- A. Summer school courses shall be taken in an approved secondary school offering;
and
- B. A minimum of 120 hours of class work shall be required in order to earn one unit of credit. Sixty (60) hours of class work shall be required to earn one-half credit.

II. PERFORMANCE BASIS

Credit may be given on a performance basis to any student for any elective course upon successful completion of approved examinations covering the content ordinarily included in the subject.

III. PRIVATE TUTORING

Credit toward graduation may be earned through private tutoring by a licensed teacher with prior approval of the high school principal.

IV. CORRESPONDENCE, INTERACTIVE TELEVISION, OR INTERNET COURSES

- A. Correspondence, interactive television, or Internet courses, at the School District's expense, may be offered for credit toward graduation exclusively by the secondary school to provide:
 - 1. Additional courses when the secondary school offerings are limited; or
 - 2. The necessary requirements for secondary school graduation for secondary students who are enrolled to attend school regularly.
- B. Correspondence, interactive television, or Internet courses to be offered shall be approved by the Commissioner of Education and by the local School District administrators before students are enrolled. Students taking such courses shall be under the supervision and guidance of a teacher assigned to such work.

C. Credit for correspondence, interactive television, Internet, and summer school courses shall be awarded based on the following guidelines:

1. Not more than one credit per year, and not more than four credits for the senior secondary school period, shall be granted to any secondary school student toward graduation. Credit for correspondence courses in the required subjects of English and social studies shall not be granted except as indicated in 2, 3, and 4 below.
2. Special secondary students as defined in Section 1 above may receive credit toward graduation for all approved courses satisfactorily completed by correspondence.
3. Secondary students (grades 9, 10, 11, 12) who, due to unusual circumstances, are unable to be in attendance in a Minnesota secondary school for required classes in social studies and communication skills may be granted one or more credits earned by correspondence, interactive television, or Internet study in these subjects and such credits counted toward graduation with approval of the building principal.
4. Secondary school dropouts and seniors who are in jeopardy of not graduating may receive credit toward a diploma for all approved correspondence, interactive television, or Internet summer school and evening school courses completed under the supervision of the local school authorities. Such person seeking to qualify for a diploma should consult with local school authorities concerning required and recommended courses prior to enrolling in any correspondence, interactive television or Internet summer or evening school courses.

V. PERSONS IN MILITARY SERVICE

- A. Diplomas shall be granted to persons in military service who did not complete high school only after all requirements for graduation have been met.
- B. Persons in the military may earn credit that will entitle them to a secondary school diploma by completing:
 1. Correspondence courses offered by the United States Armed Forces Institute;
 2. Other correspondence courses in conformance with state Board of Education regulations; or
 3. Courses on the secondary school level in special schools maintained by the armed forces.

VI. POST SECONDARY ENROLLMENT OPTIONS (PSEO):

- A. Eleventh and twelfth grade students who meet admission requirements from approved post-secondary institutions will receive high school credit for attending that institution.
- B. Four semester or seven quarter hours will be equated to at least one full year of high school credit.

Reviewed: 12/99
10/04

006. INSTRUCTION

006.6 Graduation Requirements

006.63 Special Education

- I. The following shall apply to students enrolled in the special education program as a DCD student:
 - A. Any student who is accepted into a DCD program may receive credit toward graduation for the number of hourly subjects the student has taken;
 - B. The main courses in the DCD program are English, mathematics, and social studies. A student will receive credit for each hour of work. Credits may be granted based on the following: 30 hours is equal to $\frac{1}{4}$ credit; 60 hours is equal to $\frac{1}{2}$ credit; and 120 hours is equal to 1 credit;
 - C. Passing the courses depends mostly on each student's Individual Education Plan (IEP), which must be written by the school personnel and the parent(s);
 - D. A DCD student may receive one to three credits for being on a work program which will include a vocational skills class and on-the-job training; and
 - E. The DCD student may receive help from the DCD teacher for mainstream classes. The regular education teachers shall determine whether or not credit is given for mainstream classes.
- II. Any student enrolled in the Alternative Program must meet the same graduation requirements as the mainstream students.
- III. Credits shall be granted toward a diploma to residents of the Minnesota State Hospital and the Minnesota Security Hospital if the basis for credit is in accord with the state Department of Education and the local Board of Education, and if appropriately licensed personnel are utilized.
- IV. Credit for homebound instruction is based on one hour of teacher contact time per week with the student for a period of 36 weeks.

Reviewed: 12/99
10/04

006. INSTRUCTION

006.6 Graduation Requirements

006.64 Graduation Requirements—Reading, Mathematics, and Written Composition

The Board of Education requires that students pass a basic assessment in reading, mathematics, and written composition to graduate from Saint Peter High School beginning with the class of 2001.

Reviewed: 12/99
10/04

006. INSTRUCTION

006.7 Post-Secondary Credits

006.71 Students in Grades 9 and 10

The Board of Education authorizes the high school principal, as the representative of the School District, notwithstanding any law to the contrary, to enter into an agreement in written form with representatives of post-secondary institutions to allow secondary school students of this School District to enroll in courses which meet the time requirements of 120 hours for 1 credit or 60 hours for 1/2 credit. Students must apply for participation in this plan prior to the beginning of the semester in which they intend to enroll in the post-secondary program. All required courses must be taken at the high school at the appropriate grade level, unless addressed by other articles in this policy. The post-secondary institution shall be responsible for awarding credit for the post-secondary instruction. Furthermore, the School District may accept the transfer of those credits toward the awarding of diplomas to participating students.

There shall be no financial support or reimbursement from the School District to the post-secondary institution.

Copies of each written agreement between the School District and the post-secondary institution and the statement of credit awarded shall be placed on file in the individual student's record and on file in the office of the Superintendent.

Reviewed: 12/99
10/04

006. INSTRUCTION

006.7 Post-Secondary Credits

006.72 Students in Grades 11 and 12

Any 11th and 12th grade student may apply to a Minnesota public post-secondary institution or a private, residential, four-year, liberal arts, degree-granting college or university located in Minnesota, unless prohibited by law, to allow the student to enroll in nonsectarian courses or programs offered at the post-secondary institution. If an institution accepts a secondary student for enrollment under this section, the institution shall send written notice to the student, the student's school district, and the Commissioner of Education within ten days of acceptance. The notice shall indicate the course or programs and hours of enrollment of that student.

The School District shall grant academic credit to a student enrolled in a course or program under this section if the student successfully completes the course or program attended. If a comparable course or program is offered by the School District, the Board of Education shall grant a comparable number of credits to the student. If there is a dispute between the School District and the student regarding the number of credits granted for a particular course or program, the student may appeal the Board of Education's decision to the Minnesota Department of Education. The Department of Education's decision regarding the number of credits shall be final. In some cases it is possible that no comparable course or program is offered by the School District, in such a case the Department of Education shall determine the number of credits that shall be granted to a student who successfully completes and passes the course or program.

The credits granted to a student shall be counted toward the graduation requirements and subject-area requirements of the School District. Evidence of successful completion of each course or program and credits granted shall be included in the student's secondary school record.

Reviewed: 12/99
10/04

006. INSTRUCTION

006.7 Post-Secondary Credits

006.73 Advanced Academic Credits for Grades 7-10

Credit shall be granted to a student attending an approved accelerated or advanced academic course offered by a higher educational institution or a nonprofit public agency, other than the School District. Evidence of successful completion of each class and credits granted shall be included in the student's secondary school record.

The high school principal shall determine if the course for which credit is being requested is an accelerated or advanced academic course. If the student and parent/guardian disagree with the principal's decision, this decision may be appealed to the local Board of Education. If there continues to be a dispute between the School District and the student regarding the granting of credit or the number of credits to be granted for a particular course, the student may appeal the Board of Education's decision to the Minnesota Department of Education. The Minnesota Department of Education's decision regarding credits shall be final, as stated in Minnesota Statute 123.3513. Regular general education or entry level courses offered by post-secondary institutions do not meet the definition of "accelerated or advanced academic courses."

Students must submit a request for credit prior to the semester in which the course is being taken. The students must successfully complete the course attended. Students are responsible for providing the School District with a description of the course, proof of completion of the course, and proof of passing the course. The credits granted to a student shall be counted toward the graduation requirements and subject area requirements of the School District. Evidence of successful completion of each course and credits granted shall be included in the student's secondary school record.

Reviewed: 12/99
10/04

006. INSTRUCTION
006.8 Curriculum
006.81 Environmental Ed

I. PURPOSE

The School District will act to make resource conservation an integral part of the physical operation of the School District and of the school curriculum.

II. GENERAL STATEMENT OF POLICY

The School District shall integrate the concept of resource conservation including waste reduction and recycling, into the environmental education curriculum at all levels of the school system.

A. The School District will decrease the amount of waste of consumable material by:

1. reduction of the consumption of consumable materials wherever possible;
2. full utilization of all materials prior to disposal; and
3. minimization of the use of non-biodegradable products wherever possible.

B. Insofar as possible the School District will cooperate with, and participate in, recycling efforts being made by the city of Saint Peter, Kasota, Le Sueur, and Nicollet Counties.

C. The School District will purchase, where financially feasible, recycled products. The School District will also encourage suppliers, both private and public, to make recyclable products available for purchase by public schools at a competitive price.

D. This School District shall be an advocate for resource conservation.

Reviewed: 12/99
10/04

006. INSTRUCTION

006.8 Curriculum

006.82 On-Line Learning

I. PURPOSE

The purpose of this policy is to recognize and govern on-line learning options of students enrolled in the School District for purposes of compulsory attendance.

II. GENERAL STATEMENT OF POLICY

- A. The School District shall not prohibit an enrolled student from applying to enroll in on-line learning.
- B. The School District shall grant academic credit for completing the requirements of an on-line learning course or program developed, published, and maintained by the Minnesota Department of Education.
- C. The School District shall allow an on-line learning student to have the same access to the computer hardware and education software available in the School District as all other students in the School District.
- D. The School District shall provide non-academic services to on-line learning students.
- E. On-line learning students may participate in the extracurricular activities of the School District on the same basis as other enrolled students.
- F. A student with a disability may enroll in an on-line learning course or program if the student's IEP team determines that on-line learning is educationally appropriate for the student.

III. DEFINITIONS

- A. "On-line learning" is an interactive course or program that delivers instruction to a student by computer, is combined with other traditional delivery methods that include frequent student assessment and may include actual teacher contact time, and meets or exceeds state academic standards.
- B. "On-line learning student" is a student enrolled in the School District for purposes of compulsory attendance and enrolled in an on-line learning course or program delivered by an authorized provider.
- C. "On-line learning provider" is another school district, or an organization of two or

more school districts operating under a joint-powers agreement, or a charter school located in Minnesota that provides on-line learning to students.

IV. PROCEDURES

A. Dissemination and Receipt of Information

1. The School District shall make available information about on-line learning to all interested people. The School District may utilize the list of approved on-line learning providers and on-line learning courses and programs developed, published, and maintained by the Minnesota Department of Education.
2. The School District will receive and maintain information provided to it by on-line learning providers.

B. Students

1. A student may apply to an on-line learning provider to enroll in on-line learning. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.
2. An on-line learning student must notify the School District at least thirty (30) days before taking an on-line learning course or program if the School District is not providing the on-line learning.
3. An on-line learning provider will notify the School District and the student within ten (10) days of acceptance of the student's on-line learning course or program and hours of instruction.
4. An on-line learning student may enroll during a single school year in a maximum of twelve (12) semester-long courses or their equivalent delivered by an on-line approved learning provider or the School District. An on-line learning student may enroll in additional courses with the on-line learning provider under a separate agreement that includes terms for personal payment of any tuition or course fees.
5. An on-line learning student may complete course work at a grade level that is equal to or higher than the student's current grade level.

C. Classroom Membership and Teacher Contact Time

1. The School District may reduce an on-line learning student's regular classroom instructional membership in proportion to the student's membership in on-line learning courses.

2. The School District may reduce the teacher contact time of an on-line learning student in proportion to the number of on-line learning courses the student takes from an on-line learning provider other than the School District.

D. Academic Credit; Graduation Standards or Requirements

1. The School District shall apply the same graduation requirements to all students, including on-line learning students.
2. The School District shall use the same criteria for accepting on-line learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
3. The School District may challenge the validity of a course offered by an on-line learning provider. Such a challenge will be filed with the Minnesota Department of Education. A successful challenge will result in denial of credit for the completion of the course.
4. The School District shall count secondary credits granted to an on-line learning student toward its graduation and credit requirements.
5. If a student completes an on-line learning course or program that meets or exceeds a graduation standard or grade progression requirement at the School District, that standard or requirement will be met.

First Reading: April 1, 2004
Adopted: May 13, 2004
Reviewed: October 2004

006. INSTRUCTION
006.9 Non-Public School Policy

The School District, or its agent, will provide all direct special education services to school age students at a public school site. The School District or its agent may provide assessment, indirect service, or consultative special education services to the student's non-public school on the specific skills identified in the student's IEP.

First Reading: 12/97
Adopted: 01/98
Reviewed: 12/99, 10/04