



**Electronic Resources**

**2022-P**

*The Sumner School District promotes positive and effective digital citizenship among students and staff. It is the District's goal to provide electronic resources and intentional staff development that support innovative teaching and learning in order for our students to become globally aware, civically engaged and prepared to succeed in a digital world.*

**Technology Rules of Conduct**

- Use of Internet/e-mail should promote education and research and be consistent with the mission of the Sumner School District.
- Students and staff are responsible for all content that they store or send over the Sumner School District Internet/e-mail system.
- All communications sent by students and staff must be appropriate, professional and comply with this and other Sumner School District policies and may not disclose any confidential or proprietary Sumner School District information.

**Copyright Issues**

- Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes are permitted when it falls within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.
- Software piracy is the illegal use and/or possession of copyrighted software and is strictly prohibited.

**Software**

- All software installed on SSD computers must be licensed to the Sumner School District. Downloading, uploading and installing software (including shareware and freeware) is not permitted unless authorized by Sumner School District Technology Services.
- Users of software shall abide by the software licensing agreement provided by the software publisher. Without notice, any District equipment may be checked for compliance with licensing.

**Security**

- Students and staff are ultimately responsible for all activity under their accounts. System accounts are to be used only by the authorized owner of the account for the authorized purpose. Users should not share their account numbers or passwords with another person or leave an open file unattended or unsupervised.
- Users shall not seek information on other users, or misrepresent other users on the system, or attempt to gain unauthorized access to the system.



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**Personal Safety**

Most people who use online services have positive experiences but, like any endeavor, there are potential risks. The Sumner School District has installed a filtering system that monitors access and attempts to protect students in accordance with the Children's Internet Protection Act (CIPA). We have also established guidelines to ensure appropriate use and safety.

- Staff will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material is deliberate and consistent monitoring of student access to district computers.

It is your responsibility to notify your teacher, another adult, or supervisor whenever you come across information or messages that are dangerous, inappropriate or make you feel uncomfortable.

**Confidentiality and Monitoring of Information**

- The District provides network, E-mail and Internet access as a tool for education and research in support of the District's mission. The District reserves the right to monitor, inspect, copy, review and store, without prior notice, information about the content and usage of the network, files and disk space utilization, applications and bandwidth utilization, document files, folders and electronic communications and all information transmitted or received in connection with network and e-mail use.
- There should be no expectation of privacy when using district technology. The District reserves the right to disclose any electronic messages to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of the State of Washington.
- The Sumner School District reserves the right to remove any user account on the system to prevent unauthorized activity.

**Unacceptable Use by Students and Staff**

Accessing district computers, networks and information systems in an unauthorized way is not permitted. Unacceptable network use by District students and staff may include:

- Using District technology for personal gain or commercial solicitation of any kind
- Supporting or opposing any political or religious activity
- Downloading, installing or using any files or other applications (including shareware or freeware) without permission
- Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material
  - Hacking, vandalizing, or making changes to hardware, software and monitoring tools
- Knowingly attempt to bypass the firewall
- Cyberbullying, hate mail, defamation or harassment of any kind
- Posting, sending, or storing information online that could endanger others
- Attaching unauthorized equipment to the District network



## Regulations & Procedures

### Electronic Resources, continued

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- Using the Internet/e-mail to disrupt the operation of the system. Network components, including hardware or software, shall not be destroyed, modified or abused in any way
- Misrepresenting your identity

#### Summary

- All users must abide by Sumner School District's policy and State and Federal laws
- Users who violate the Sumner School District's electronic resources policy and procedure may face disciplinary action. The Sumner School District may notify appropriate legal officials of any illegal violations when appropriate
- In order to have access to the Internet, all users must have a signed User Agreement form on file

3/09 (Adopted)

### Online Learning

2024P

#### **A. Definitions**

- Online Courses: An "online course" is one in which more than half of the content is delivered online and more than half of the instruction is delivered online by a teacher from a location different than that of the student.
- Online School Program: An "online school program" is delivered by Sumner School District, or a cooperative of school districts, and provides an online, comprehensive, and sequential program of courses or grade-level coursework and instruction in which more than half of the program is delivered online and more than half of the instruction is delivered online by a teacher from a location different than that of the student.
- Online Learning Support Team: The District and/or school staff who will provide assistance to the student in accessing courses, understanding coursework, and making acceptable progress through the course. Members of this team will also communicate progress to parents and provide record keeping and reporting functions for WAC and RCW compliance documentation where applicable. The team will consist of the online learning manager and one or more of the following: registrar, counselor, building administrator, technology support.

#### **B. Student Access to Online Courses and Online School Programs**

The District may facilitate access to the following types of online learning opportunities:



**Online Learning**

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1. Online courses:
  - a. District-created and taught online courses;
  - b. District-taught online courses created by a third-party contracted provider; and
  - c. OSPI-approved online courses created and taught by third-party course providers.
2. Online school programs:
  - a. District-created and -taught online school programs;
  - b. District-sponsored programs created and taught by third-party course providers;
  - c. District-sponsored programs created by third-party course providers and taught by District teachers

**C. Types of Online Courses Available**

The District may facilitate access to the following types of online courses:

1. Credit recovery courses allowing students to make up failed credits needed for graduation
2. Advanced Placement courses
3. World language courses
4. Courses which may already be offered in the student's school but are inaccessible to the student due to scheduling or other factors
5. Courses not available at the student's school that meet four-year college entrance requirements
6. Elective and Career and Technical courses
7. Standard-level coursework meeting high school graduation requirements
8. Grade level coursework for 6-12
9. Courses that are not on SSD list of approved courses, but fulfill the OSPI requirements

**D. Student Eligibility Criteria**

The District may facilitate access to online learning courses and programs for students enrolled in grades 6-12. Students requesting permission to take an online course or participate in a District-created online school program must adhere to the following criteria:

1. Completion of any required prerequisites and meet district eligibility requirements
2. Compliance with existing District policies for registering/enrolling in a course or District program including the signing of an Alternative Learning Experience Written Student Learning Plan (ALE WSLP), an enrollment disclosure understanding, and an online learning agreement.
3. Students interested in attending an online school program in another district must follow the inter-district transfer procedures.
4. Re-entry after being dropped for lack of progress or attendance from an online course or program will require a meeting with parent/guardian and members of the online learning support team.



**E. Supporting Student Success**

The District may provide the following support to students to help ensure a successful online learning experience:

1. All online students will receive assistance from the local online learning support team.
2. The local online learning manager will guide students in registering for online learning options that have been identified with the help of guidance counselors.
3. The online learning manager will meet regularly with online students to ensure they are connecting to the online course work and the online teacher and are making acceptable progress in their online course work as determined by the WSLP. If students are not successfully completing course work, on-campus attendance to work with the support of the online learning manager may be required.
4. The District may offer a dedicated class period during the school day in which the student may connect to an online course and to their online learning manager.
5. The District may offer access to computers for online coursework during and outside of the school day.
6. Students will be enrolled in a maximum of 2 online courses concurrently until they have a proven track record of successfully finishing courses in advance of the target completion date.

**F. Costs/Fees**

1. Courses offered to students for which the District claims state education funding or that are included as part of the legally-required annual average total instructional hour offering of one thousand (1,000) hours will be paid for by the District. Students/families may be responsible for additional fees as specified by the District fee schedule.
2. The Sumner School District covers tuition costs up to 12 courses (6 credits) per year or 24 credits total.
3. Any course beyond the 6 credits provided annually to students on-site, whether credit recovery or acceleration/enrichment, would incur a course fee.
4. Courses offered to students for whom the District claims no state education funding and that are not included as part of the legally-required annual average total instructional hour offering of one thousand (1,000) hours will be paid for by students/families. Students/families may also be responsible for additional fees as specified by the District fee schedule.
5. At its discretion, the District may waive or reduce student/family course costs based on need as determined by Free and Reduced Lunch criteria.



### **G. Granting of High School Credit for Online Courses**

1. Credit for online courses will be granted with a final percentage of 70% or better. Because of the opportunity to redo assignments and retake tests, and because of the importance of mastering learning at the current level to be able to experience success at the next level, *students will need to earn an overall percentage of 70% or better to receive course credit.*
2. Currently enrolled students must seek approval by a SSD guidance counselor prior to enrolling in an online course provided outside the District. The student will seek prior approval and will be informed whether or not the course is eligible for academic credit from the District. Credit will not be granted without prior approval.
3. For students transferring credit from online courses or programs taken while enrolled outside of the District, credit will be granted according to the District transfer credit policy.
4. For eligible courses, if course credit is earned, the course will be recorded on the transcript as an online-learning course through the registrar at each building. Online courses must have unique standardized identifier for OSPI reporting.
5. Assessment: At least twice per course (for one unit test and the course final) students will be required to schedule a time with their online learning manager to come test on campus in a supervised setting.

### **H. Information to Students and Parents or Guardians**

The District will use a variety of methods to provide information to parents/guardians and students regarding online learning opportunities.

Information will be provided through the District Web page, counseling office materials, newsletters, the student handbook, and other appropriate District communication resources.

Information provided will include descriptions of online courses or online school programs, enrollment information, potential fees including dropped course charges, a description of credit awarded for courses, student eligibility requirements, and the methods the District will use to support student success.

### **I. Criteria for District Use of Non-OSPI Approved Online Courses**

1. The District may offer courses to students from providers not on the OSPI approved list only after ensuring that they meet the criteria for District use of non-approved courses as posted on the OSPI Web site.
2. The District will ensure proper documentation when using non-approved online courses.



**Online Learning**

**2024P, continued**

**J. Student Responsibilities**

1. Adhere to the District's Code of Conduct for academic integrity especially as it regards cheating and plagiarism
2. Adhere to the District's Acceptable Use Policy
3. Comply with course/program participation and completion requirements, which will include completing some course assessments in a District facility with District staff supervision
4. Maintain high academic involvement by logging in regularly and making consistent progress toward course completion
5. Notify the District if participation in an online course/program ceases or changes
6. Maintain agreed-upon levels and kinds of communication with the online learning manager throughout the term of the online course (The student needs to make phone or e-mail contact once a week minimum with the online learning manager and submit a minimum of one assignment per week per course. An in-person conference may be required if the student is not making adequate progress.)
7. Participate in an online course/program orientation
8. Attend regularly (A login constitutes attending. A login lapse of 20 days will result in being withdrawn from the course with the 20-day lapse at the student's expense. Withdrawal will occur on the 21<sup>st</sup> day.)

Failure to meet any one of these responsibilities may result in the student being withdrawn from their online course or program.

**K. Parent or Guardian Responsibilities**

1. Parents or guardians are responsible for costs/fees as outlined in Section F.
2. Parents or guardians are responsible for seeking appropriate technology – per District recommendations – for student participation in coursework outside of the school day.
3. Parents or guardians are responsible for helping the student to maintain agreed-upon levels and kinds of communication with the online learning manager throughout the term of the online course which may include providing transportation to a Sumner School District facility.

**L. District Responsibilities:**

1. Inform parents/guardians prior to student enrollment in any online course or program.
2. Inform staff, parents/guardians, and students of the online courses and programs that are available to them.



## Sumner School District

*...a great place to learn!*

### Regulations & Procedures

#### Online Learning

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3. Inform staff, parents/guardians and students of the online course/online school program prerequisites, technology requirements, course outlines, syllabi, and all potential fees including drop and withdrawal fees.
4. Provide online students who remain enrolled in the District and who participate in the online course or program during the school day, with computing hardware and connectivity required for participation in the online course or online school program.
5. Inform staff, parents/guardians, and students of how to seek and access technology resources beyond the school day.
6. Provide online students with an online learning support team.
7. Ensure communication between the student's Online learning manager and parent/guardian.
8. Ensure proper student information system coding for online courses.
9. Inform students and their parent/guardian of rescheduling options and grade impacts in the event a student withdraws from an online course or online school program prior to completion.

Adopted: May 2010

Revised: July 2011

#### Religion

2120-P

##### **1. Instruction Relating to Religion**

Religious instruction or indoctrination in the schools of the district is prohibited. Factual and objective teaching about religion may be included in classroom instruction; where related to the district's educational goals and student learning objectives, provided that such teaching does not:

- 1.1 take the form of religious instruction, worship, exercise, or persuasion;
- 1.2 disparage or promote religion, or the absence of religion, or any particular belief system;
- 1.3 question the religious belief, or absence of religious belief, of any student; or
- 1.4 require a student to declare a religious preference.

##### **2. Religious Holiday Observances**

The recognition of holidays having religious significance is permissible if such recognition is free of devotional elements and does not have the effect of promoting any religion or on celebrating any religiously-based holiday. Any musical or dramatic selections performed by students which have a religious origin or significance shall be selected on the basis of their artistic and educational value and/or traditional secular usage and shall be presented together with other works which are non-religious in nature. Displays in a religious context of religious objects or symbols, such as crosses, nativity scenes, or Stars of David, are prohibited.

##### **3. Assemblies**

All assemblies conducted during the school day shall be under the control of the district. Such assemblies shall neither inhibit nor advance religion. PPrograms that convey a religious



**Religion**

**2120-P , continued**

or devotional message are prohibited, including, but not limited to, presentations by persons who identify themselves as religious believers and extol the benefits of religious beliefs. This prohibition does not preclude the presentation of musical or dramatic programs which may include selections having a religious origin or significance as a part of a balanced program.

**4. Student Absences Due to Religious Observances**

- 4.1 The district shall not limit the right of parents to determine when their children should be absent from school because of religious observances.
- 4.2 Students shall not be penalized or deprived of make-up opportunities for such absences.

**5. Student Expression of Religious Belief**

- 5.1 Students may wear religious attire or symbols provided that the educational process is not thereby substantially disrupted.
- 5.2 The district shall not conduct, sponsor, endorse, or encourage any student to recite or participate in prayers or other form of devotional activity.

**6. Baccalaureate Services**

Neither the district nor any individual school shall sponsor or plan any baccalaureate program which is religious in nature or contains religious elements. Interested students and their families may plan and organize such baccalaureate exercises subject to the following conditions:

- 6.1 no school district funds may be used for any baccalaureate program;
- 6.2 student and staff participation in baccalaureate shall be voluntary;
- 6.3 groups planning baccalaureate services may rent and utilize school facilities under terms and conditions prescribed by Board policy.

**7. Use of School Facilities by Religious Groups**

- 7.1 Religious services shall not be held in school facilities during school hours, or in connection with any school-sponsored or school-related activity.
- 7.2 Religious groups may rent and utilize school facilities under terms and conditions prescribed by Board policy. Use of district facilities by such groups shall be limited to times when students are not present as part of the regular school program and shall otherwise be clearly separate from school-sponsored or school-related activities so that the district does not support, or appear to support, the practice of religion.



**Instruction in Basic Skills and Work Skills**

**2141-P**

In order to assure continuing compliance with the State minimum requirements for teaching of basic skills and for the total instructional hours:

A. Each secondary building administrator shall:

1. Analyze any proposed course schedule to assure compliance with the minimum requirements of WAC 180.16.200 for basic skills, work skills, and total hours of instructional offering;
2. Pursuant to RCW 28A.230.050 excuses students from required 9-12 physical education courses at the principal's discretion "on account of physical disability, employment or religious beliefs, or because of participation in directed athletics or military science and tactics or other good cause," but require them to take equivalent coursework as specified by the principal or his/her designee.
3. Review any change in the schedule to assure continued compliance.
4. Retain as a permanent record, the final printed schedule of course offerings to verify compliance with the requirements for both the mix of work skills and basic skills instruction and total hours of instruction made available to students; and
5. Maintain a record of temporary deviations from the regular schedule, such as assemblies, in order to monitor the continued compliance with the minimum percentage requirements for work skills, basic skills and other instructional activities.

B. The administrator in charge of curriculum shall maintain a record of the total hours of instruction scheduled for each elementary grade. The record shall identify any instructional activities that do not constitute basic skills. This administrator shall insure that the total instructional time made available to students meets the minimum required and that at least 95 percent of the instructional program in grades one through three and at least 90 percent of the instructional program in grades four through six are in the basic skills.



**Controversial Issues**

**I. Criteria for the Study of Controversial Issues**

A. Problems and issues for discussion and study should be significant and important to the course goals and objectives. The topic selected for study should contribute to the purposes of the school curriculum.

B. Study materials and other learning aids which yield a reasonable amount of data on all sides of the issue should be readily available.

C. Time allotment for the study of any issue should allow adequate treatment.

**II. The Responsibilities of Professional Staff**

A. The teacher is responsible for treating controversial issues objectively and academically.

B. The teacher, as a moderator and a participant, should point out the possibility of alternative points of view. The teacher is responsible to see that issues are honestly presented, and that students evaluate their sources of data as well as their own procedures and conclusions.

C. The teacher must recognize that dealing with controversial issues in the classroom requires special skill in the promotion of respect for opinion of others, in the development of processes of critical thinking and in encouraging active participation in the democratic processes. The tradition of “respectful argumentation” based on evidence, conducted with courtesy and lending to the exposition of truth, is a precious part of our heritage and should be continually emphasized.

D. The teacher has the responsibility of making certain that students, within the limits of their ability and maturity, understand the importance of, and the reasons for, considering controversial issues.

E. The principal has a major responsibility for the administration and supervision of district approved program of instruction.

**III. Student Rights and Responsibilities Regarding Controversial Issues**

A. The student has the right to study in an atmosphere free from bias and prejudice controversial issues which have political, economic or social significance that contribute to course goals.

B. The student has the right to form and express his or her own opinion.

C. Student’s rights must carry responsibilities during the process of student-teacher interaction.



### **1. Definition of an Extra-Curricular Activity:**

An “extra-curricular activity” is defined as a program of out-of-class pursuit, supervised and/or financed by the school, in which students enjoy some degree of freedom in selection, planning or control of the activity.

Extra-curricular activities are not part of the regular school curriculum, are not graded, do not earn credits, and generally take place after regular school hours.

Some extra-curricular activities may be connected with curriculum experiences in a regular classroom situation (i.e., band, drama, journalism). When this is the case, care must be taken to differentiate between graded curriculum and non-graded activities. Any graded curriculum will not be included as an extra-curricular activity and therefore is not part of this definition.

Examples of non-graded activity include but are not limited to: after school vocal ensemble, after school jazz band, talent show participation, freshman day assembly participation, solo/ensemble contest and flag line.

### **2. Eligibility Standards**

Students in all extra-curricular activities at the secondary school level must achieve at least 2.0 GPA (C) and achieve passing grades in all classes each quarter prior to being eligible; Previous quarter grades and mid-quarter progress reports are used to determine eligibility. Approved courses taken outside the regular Sumner School District secondary curriculum may be applied towards helping a student meet the 2.0 GPA standard.

### **3. Requirements for Maintaining Eligibility**

Grades are to be checked at the quarter, and at the mid quarter. Students not meeting the 2.0 GPA/Passing all classes requirement will be placed on probation for five weeks. Those students on probation will be ineligible to participate in games/performances for one week, but will be allowed to turn out or practice. At the end of the first week of probation, and for every probationary week thereafter, the student will be required to turn in a grade report on Friday. If the Friday grade report shows the student to be passing all classes and maintaining



## **Regulations & Procedures**

### **Extra-Curricular GPA Standards in the Sumner Secondary Schools, continued      2147-P**

a 2.0 GPA the student will become eligible for the following week (Monday through Sunday). Once the probationary period has been served, and the student's grade reports show achievement of the standard, the student will return to regular eligibility status.

#### **WIAA Standards**

In addition to the above, all students in extra-curricular activities must meet all other WIAA eligibility standards. Some students might meet the quarter standards, but would be declared ineligible because they do not meet the WIAA semester standards.

#### **Appeals for Hardship**

Hardship is defined as, "A condition unique to the individual that is beyond student or parent's control, and directly causes the student to not achieve the Extra-Curricular GPA standard."

Appeals, based on a hardship, are determined at the building level, and should be requested in writing.

#### **Timelines:**

##### **A. High School**

1. 4th quarter grades - determine initial eligibility for fall activity season. , Mid-1<sup>st</sup> qtr. reports, and possibly 1st qtr. grades determine eligibility for the remainder of the fall season
2. 1st quarter grades - determine initial eligibility for winter activity season. 2nd quarter grades and possibly, mid-3<sup>rd</sup> qtr. reports - determine eligibility for the remainder of winter season.
3. Mid-3<sup>rd</sup> qtr. reports - determine initial eligibility for spring season. 3rd quarter grades and mid-4<sup>th</sup> qtr. reports - determine eligibility for remainder of spring season.

##### **B. Middle School:**

1. 4th quarter grades - determine initial eligibility for 1st activity season. Mid 1<sup>st</sup> qtr. grades determine eligibility for the remainder of the fall season.
2. 1st quarter grades - determine initial eligibility for 2nd activity season. Mid 2nd qtr. grades determine eligibility for the remainder of the fall season.
3. 2nd quarter grades - determine initial eligibility for 3rd activity season. Mid 3rd qtr. grades determine eligibility for the remainder of the fall season.
4. 3rd quarter grades - determine initial eligibility for 4th activity season. Mid 4th qtr. grades determine eligibility for the remainder of the fall season.

5/8/96 (Revised)

6/20/07 (Revised)



**Extended Field Trips**

**2155-P**

**Regulations:**

1. Extended field trips will be limited to two per year, with not more than one outside the continental United States.
2. All such field trip proposals shall include arrangements made through an accredited travel agency.
3. No costs whatsoever shall accrue to the school district. The school district shall be reimbursed by the sponsoring organization for substitute teacher pay. Such reimbursement shall be made prior to or not later than the day of the return of the teacher or teachers involved.
4. The extended field trip must serve an educational purpose. No extended field trip shall cause a student to miss more than five (5) school days.
5. Normally no student may participate in more than one extended field trip a year.
6. All participants must have passing grades and must have a planned absence and assigned work for time missed.
7. After school board approval of an extended field trip, a meeting or meetings of parents and students shall be arranged prior to the trip.

**Procedures:**

1. The request for an extended field trip must be developed and submitted for review in the following order:
  - a. The department chairperson
  - b. Activities director
  - c. School principal
  - d. District superintendent
  - e. School board
2. The request shall present detailed information about the following:
  - a. the planned trip
  - b. the sponsoring group
  - c. tentative dates, etc., and student costs
  - d. purposes of the extended field trip and educational objectives
  - e. teachers involved in the extended field trip
  - f. tentative itinerary
  - g. details about medical and other insurance coverage.
3. Initiators shall plan for a maximum of twelve (12) students per instructor and a minimum of eight (8), unless the travel program specifies a different counselor/student ratio.
4. A complete itinerary and a list of student participants, their home addresses, and phone numbers must be in the building principal's hands prior to departure.
5. Upon return, a summary of student and staff experiences shall be submitted to the school principal.



**Education of Students with Disabilities:**

**2160-P**

The goal of the District's special education program is to identify all children with disabilities, accurately assess their learning needs, and provide appropriate special education and related services while using resources effectively and efficiently. The District will comply with federal (IDEA-B, recognizing that ADA and Section 504 are generic to the basic education program) and state requirements, and will work with parents as integral members of the individualized educational planning team. The Board affirms their commitment to the education of students with disabilities through the adoption of the state approved procedures specified in the Special Education Procedural Manual and the District's Section 504 Procedures.

Placement and services determined necessary to provide students a free appropriate public education (FAPE) including the regular or special education or related aids and services identified in a student's education plan under IDEA or Section 504 is required by law. Staff responsible for educating students have an obligation to implement education plans developed under IDEA or Section 504.

The Director of Special Services/designee shall be responsible for monitoring the implementation of the District's policies and procedures as detailed in the Special Education Procedural Manual.

The District 504 Coordinator is responsible for monitoring activities and enforcing due process rights of students and parents under Section 504.

2/14/96 (Revised)

5/31/2011 (Revised)



**Career and Technical Education**

**2170-P**

The district's plan for its Career and Technical Education (CTE) program will be approved annually by the board of directors. All components of the plan will meet the CTE program standards as established by the Office of State Superintendent of Public Instruction (OSPI).

**A. The District's Career and Technical Education Plan - Accountability:**

The district's CTE Plan describes how the district will deliver Career and Technical Education to its students. Adherence to the district's CTE plan will ensure:

1. Application and contextualization of the related state academic learning standards;
2. Responsiveness to state-wide or local high-demand occupations;
3. Compliance with the five-year plan requirements of the federal Carl D. Perkins Career and Technical Education Act;
4. Sufficient equipment and facilities to meet industry standards;
5. Adequate student and teacher opportunities to connect to the business community including, but not limited to, industry job shadowing, mentorships and internships;
6. The integration and application of leadership and employability skills;
7. Connection between student learning with work and community;
8. Preparatory programs leading to a certificate or credential that is state or nationally recognized;
9. Courses are sequential, rigorous and based on an analysis of technical skill attainment;
10. Performance measures and targets established by the state are met or exceeded;
11. No discrimination on the basis of race, color, national origin, gender, sex, sexual orientation, religion or military status in counseling students for Career and Technical Programs;
12. Teachers are CTE certified in the areas in which they instruct; and
13. Courses are structured so that the maximum number of students per class are determined by the number of training stations, safety factors and individual instruction requirements of the specific skills being developed.



**Career and Technical Education, continued**

**2170-P**

**B. Course Equivalencies**

Each of the district's high schools shall adopt core academic course equivalencies for high school Career and Technical courses, provided that the CTE course has been reviewed and approved for equivalency credit in accordance with district procedure regarding Equivalency Credit for Career and Technical Educational Courses.

**C. Career and Technical Education Programs of Study**

A program of study is a sequence of courses that identifies the secondary and post-secondary content that students need to take to ensure that they will have the knowledge and skills needed for a seamless transition to post-secondary options.

The district's CTE program(s) of study will:

1. Incorporate secondary CTE academic and elective courses and local graduation requirements as well as post-secondary education elements;
2. Include coherent and rigorous academic content aligned with state learning standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that are aligned with post-secondary education in a related field;
3. Include courses aligned with appropriate state academic, industry, leadership and employability standards; and
4. Lead to industry-recognized credentials, an academic certificate or degree, apprenticeship, employment or certificate at the post-secondary level.

**D. Career Guidance and Counseling**

Career guidance and counseling programs shall include the exploration of options and opportunities for Career and Technical Education at the secondary and post-secondary level (to include information on apprenticeships) and exploration of career opportunities in emerging and high-demand programs.

**E. Advisory Committees**

1. In consultation with the CTE director and teachers, advisory committees will participate in the determination of program goals, and review and evaluate program curricula, equipment and effectiveness.
2. Advisory committee participants will include representatives of business and labor who reflect the local industry and the community. Members will actively consult with other representatives of business, industry, labor and agriculture.
3. CTE teachers will maintain an active role on program advisories, working collaboratively to create and sustain business partnerships that ensure program relevance.



**Instructional Materials**

**2311-P**

**Selection/Adoption - Basic Instructional Materials**

District Adoption: The following procedure will be followed by a district level curriculum committee in recommending basic instructional materials for a district-wide adoption:

As part of the curriculum development and review process the curriculum committee will review a minimum of three selections. A Basic Instructional Materials Adoption Request will be completed by the committee and submitted to the DCIMC. Upon approval by the DCIMC the Request will be submitted to the Board of Directors with a recommendation for adoption. Following adoption the material will be placed on the District List of Basic Instructional Materials.

Building Adoption: The following procedure will be followed by a staff member(s) recommending basic instructional materials for a building level adoption:

As part of the curriculum development and review process the staff member(s) will review a minimum of two selections. A Basic Instructional Materials Adoption Request will be completed by the staff member(s) and submitted to the appropriate building committee for approval, then submitted to the DCIMC. Upon approval by the DCIMC the request will be submitted to the Board of Directors with a recommendation for adoption. Following adoption the material will be placed on the District List of Basic Instructional Materials.

Selection/Approval - Supplemental Instructional Materials

District Approval: The following procedure will be followed by a district level curriculum committee in recommending supplemental instructional materials for placement on a district approved list:

As part of the curriculum development and review process the committee will submit a Supplemental Instructional Materials Request to the DIMC. Upon approval by the DIMC the request will be placed on the district approved list of supplemental instructional materials.

Building Approval: Each building shall establish a selection review, and approval process for supplemental instructional materials not on a district approved list. Each building shall maintain a list of supplemental materials approved at the building level.

**Selection/Approval - Library Resource Materials**

Each building shall establish a selection, review and approval process for Library Resource Materials.

Access to Resources and Services in the School Library Media Program

An Interpretation of the Library Bill of Rights (Adopted July 2, 1986; amended January 10, 1990, by ALA Council)



**Instructional Materials**

**2311-P, continued**

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the LIBRARY BILL OF RIGHTS apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view and current as well as historical issues.

While English is by history and tradition the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources which reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view, or hear.

Major barriers between students and resources include: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permissions from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures and rules related to the use of resources and services support free and open access to information.



**Instructional Materials**

**2311-P, continued**

The school board adopts policies that guarantee student access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by the persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school.

**Selection/Approval - Literature Resources for Classroom Instruction**

The following procedure will be followed by a staff member(s) in recommending a Literature Resource for Classroom Instruction for placement on the district approved list:

Each building will establish a process for approving a Literature Resources for Integrated Units Evaluation/Request. Requests approved at the building level must be submitted to the Office of Curriculum and Instruction for placement on the district approved list.

**District Curriculum Instructional Materials Committee (DCIMC)**

The District Curriculum and Instructional Materials Committee shall be comprised of representatives, certificated staff and/or parents, from each building in the district. Committee members will serve a minimum of one year. Committee membership will be reestablished each year.

At the beginning of each school year an Instructional Materials Challenge Sub-Committee will be appointed by the chair.

**Procedure for Reconsideration of Instructional Materials**

Staff, parents, students, and interested citizens of the Sumner School District have the right to request a review of materials. The intent of this procedure is to provide a fair and orderly basis for considering criticisms and complaints regarding the use or requested use of some specific instructional materials. The following procedures are established for all Sumner School District instructional materials placed in question by an individual, group or organization. The procedures must be followed in the order presented below:

1. Complaints shall be communicated to the person or persons primarily responsible for the utilization or exclusion of the materials for mutual resolve.
2. The building administrator, library media specialist, department head, or teacher receiving the complaint shall, if possible, resolve any misunderstanding.
3. Every effort shall be made to resolve misunderstandings with the person(s) primarily responsible for utilization of the materials. If these efforts fail and the complainant requests the inclusion or withdrawal of the instructional materials from the school, the Request for Reconsideration of Materials, together with a copy of the Challenged Materials Procedure, shall be furnished to the complainant by the principal with an explanation of the procedure for registering the complaint.



**Instructional Materials**

**2311-P, continued**

4. The Request for Reconsideration of Materials shall be completed with evidence that steps 1 and 2 have been fulfilled. The complainant shall submit his/her complaint to the Superintendent.
5. A review of the questioned material shall be instituted within ten (10) school district business days.
6. Upon receipt of a complaint, the Superintendent shall direct the DIMC chairperson to activate the Instructional Materials Sub-Challenge committee.

A. The Curriculum and Instructional Materials Challenge Sub-Committee shall re-evaluate the materials with the specific objections in mind as they relate to the educational program. The committee shall request the complainant and person(s) primarily responsible for the utilization of the material to appear before the committee to register additional information relative to the complaint. The student or students involved may attend and should be notified.

B. The Superintendent may request other professionally qualified resource persons to serve with the sub-committee.

C. The Chairperson of the Curriculum and Instructional Materials Challenge Sub-Committee shall, within forty-five (45) days after receipt of the written complaint, submit the decision of the sub committee to the DCIMC and to the Superintendent.

D. The Superintendent may accept or reject the sub-committee's decision. The Superintendent shall, within ten (10) days of receiving the Sub-Committee's recommendation, inform the complainant and appropriate staff members in writing of the Superintendent's decision.

E. The Superintendent's decision shall be reviewed by the Board of Directors upon request of the concerned parties. Such request for Board review must be made with-in ten (10) calendar days of receipt of the Superintendent's decision (if a request is not received within the ten (10) day period, the challenge process shall be completed).

F. Regardless of whether the Superintendent and/or the concerned parties accept or reject the decisions submitted to them respectively, the Superintendent shall submit a copy of the Committee's report to the Board of Directors and indicate the action taken. Material shall not be removed from use until a final decision has been made, (i.e., until the process has been completed).

**Student Use of Instructional Materials**

The district will provide instructional materials and charge fees as appropriate.



**SUMNER SCHOOL DISTRICT NO. 320  
REQUEST FOR RECONSIDERATION OF MATERIALS**

FILL IN INFORMATION AS APPROPRIATE:

If print materials, give:

If non-print materials, give:

Author \_\_\_\_\_

Title \_\_\_\_\_

Title \_\_\_\_\_

Type of material \_\_\_\_\_

Format (i.e., hardcover, paperback,  
etc.) \_\_\_\_\_

Format (i.e., video, filmstrip, record,  
etc.) \_\_\_\_\_

YOUR  
NAME \_\_\_\_\_

TELEPHONE \_\_\_\_\_ ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STUDENT'S NAME \_\_\_\_\_

GRADE \_\_\_\_\_ SCHOOL \_\_\_\_\_

PARTY OR PARTIES REQUESTING RECONSIDERATION: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

1. What material do you want reconsidered: (Please be as specific as possible.) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. What do you believe is the theme or purpose of the writer or producer of this material?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What do you believe might be the result of using this material? \_\_\_\_\_



**Instructional Materials Committee**

**2311-P, continued**

4. Did you review the material in its entirety? \_\_\_\_\_ (read all of the book or see the film and hear the discussions preceding and following the showing.) If not, what part did you review?

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5. What would you like your school to do about this material?

\_\_\_\_\_ Do not use it with my child.

\_\_\_\_\_ Do not use it with my child's age group/class.

\_\_\_\_\_ Do not use it with any students.

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6. Are there any like materials of equal (literary) quality which you would recommend in its place?

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Date: \_\_\_\_\_ Signature(s) Complainant(s): \_\_\_\_\_



**Visual Media Regulations and Procedures**

**2311.1-P**

Visual media includes, but is not limited to, films, television programming, videos, DVDs, and Internet clips

Visual media, such as videos, DVDs, and Web-based materials can be valuable resources in the classroom. Sumner School District supports the use of visual media in the instructional program. District staff will adhere to Board Policy 2311.1 and requirements of the Regulations and Procedures before using visual media. Showing visual media purely for entertainment purposes or reward is not appropriate during instructional time.

Visual media of any length may be used to enhance and support classroom instruction. All visual media must have a clear connection to state and/or national standards. The instructional value of all visual media shall be weighed against the value of the academic time it consumes. The Sumner School District recommends that teachers use appropriate segments less than 10 minutes in length, which support instruction or enhance curriculum rather than using the program in its entirety.

Teachers may not show segments from any visual media that contain controversial material or topics, including but not limited to vulgarity, indecency, nudity, sexuality, excessive violence, profanity, drug, alcohol, and tobacco use.

A Visual Media Approval form must be completed by the teacher and submitted to the Principal prior to use of all visual media that is longer than 10 minutes. All submissions must allow sufficient time for a Principal to review the material and for the teacher to provide Visual Media Parent Permission Forms when necessary. All employees of Sumner School District will adhere to the following guidelines prior to the use of all visual media that is longer than 10 minutes:

Must be previewed by the teacher.

Must be approved by a principal.

Teachers are responsible to guide students in connecting the visual media to academic content through pre- and post-activities related to the curriculum. Parents may excuse their child from the class session if they feel the material is inappropriate for their child. The teacher is responsible to provide an alternate learning activity that addresses the identified learning targets.

Age appropriate visual media rated PG, PG-13 or R may be shown with principal approval and require written parent permission. Movies with NC-17 or X rating may not be shown in school or at school- or District-sponsored activities.



**Visual Media Regulations and Procedures**

**2311.1-P, continued**

All visual media must be used in compliance with applicable copyright laws and licensing agreements. All visual media rented or purchased is “For Home Use Only” and may not be shown in a classroom, unless a public performance license has been obtained or unless every requirement for “classroom use of visual media” is met and permission is received by the Principal. Public performance rights do not permit duplication or public broadcast of programs for a fee.

According to the US Copyright Laws, classroom use of visual media is permissible only when all of the following conditions are met:

- It is conducted by teachers or pupils of a non-profit education institute.
- It is in connection with a face-to-face teaching situation and directly related to the lesson content.
- The entire class is in the same room and involved in a teaching activity.
- The classroom is regularly devoted to instruction (not a lunchroom, library or auditorium).
- The person responsible has reason to believe that the videotape was lawfully made.

Date: 10/13/10



**Guidelines for the Development of Teacher's Reading Lists and for the Selection of Textbooks, Library Books, Other Books and Instructional Materials 2312-P**

1. Textbooks, library books, other books, and instructional materials for classes and school libraries shall be selected by the district's professional personnel in consultation with others who are competent to advise in their respective fields.
2. The authority to prepare reading lists for the respective classes is vested in each teacher. Such lists will be presented within the context of a particular instructional program and may contain required or suggested reading. The teacher shall present to the principal for his information, copies of prepared reading lists including the authors and the titles of all items. The principal shall forward copies of these reading lists to the assistant superintendent in charge of instruction.
3. Reputable, professionally prepared selection aids should be consulted as guides, and decisions concerning the purchase of textbooks, library books, other books and instructional materials should rest with the district's professional personnel.
4. The following procedures are established for consideration of criticisms of teachers' reading lists, textbooks, library books, other books and instructional materials.
  - a. When a complaint is received in a school, a teacher (or librarian) and the principal must both know of the complaint and its source.
  - b. The teacher and/or principal shall contact the complainant and, if possible, resolve any misunderstanding. If the complainant requests withdrawal of a book or item from a teacher's reading list, or library list, the Sumner Public School's Request for Reconsideration form shall be presented to the complainant with an explanation of the procedure for registering the complaint.
  - c. When the Request for Reconsideration form is returned to the teacher, it shall be reviewed with the principal. After the receipt of the form, the principal shall immediately acknowledge receipt of the request and shall, within a reasonable length of time and with the advice of respective advisory personnel or other competent sources, develop a documented response.
  - d. The office of the assistant superintendent of instruction will be notified and advised concerning the complaint and documentation, and will be supplied a copy of the documentation. The office of the assistant superintendent will notify the complainant of the decision and/or recommendation.
  - e. The complainant may, after notification of the decision, refer the matter to the Superintendent of Schools and to the Board of Directors of the Sumner Public Schools. The Board of Directors may review the entire file pertinent to the complaint and render its judgment, which judgment will be final.



**Copyright Compliance**

**2450-P**

Regulations:

The reproduction or use of copyrighted material by educators and librarians is permitted by law under certain circumstances. district personnel shall abide by such principles of “fair use” as permitted by law, federal guidelines and district regulations.

**A. Authorized Reproduction and Use of Copyrighted Material in Print**

1. In preparing for instruction, a teacher may make or have made a single copy of:
  - a. a chapter from a book;
  - b. an article from a newspaper or periodical;
  - c. a short story, short essay or short poem, or
  - d. a chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.
2. A teacher may make multiple copies of the following for classroom use (no more than one copy per student):
  - a. a complete poem or less than 250 words;
  - b. an excerpt of not more than 250 words from a longer poem;
  - c. a complete prose work if it is less than 2,500 words;
  - d. an excerpt of not more than 10% of a prose work of between 5,000 and 10,000 words;
  - e. an excerpt of not more than 1,000 words from a prose work which is greater than 10,000 words;
  - f. one illustration per book or periodical issue; and
  - g. not more than two pages and 10% of the words of “special works” which are poetic or prose works which combine illustrations and less than 2,500 words (such as many children’s books).  
(Numerical limits may be exceeded in order to complete a line of poetry or a paragraph of prose.)
3. Performances by teachers or students of copyrighted dramatic work without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.
4. Teachers may use copyrighted material in opaque projectors for instructional purposes.



**B. Authorized Reproduction and Use of Copyrighted Music**

1. A teacher may make a single copy of a song, movement, or short section from a printed musical work that is unavailable except in a larger work for purposes of preparing for instruction.
2. A teacher may make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song.
3. In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed, or are otherwise not available.
4. A teacher may make and retain a single recording of student performances of copyrighted material when it is made for purposes of evaluation or rehearsal.
5. A teacher may make and retain a single copy of excerpts from recordings of copyrighted musical works for use as aural exercises or examination questions.
6. A teacher may edit or simplify purchased copies of music provided that the fundamental character of the music is not distorted. Lyrics shall not be altered or added if none exist.
7. Performance by teachers or students of copyrighted musical works is permitted without the authorization of the copyright owner as part of a teaching activity in a classroom or instructional setting. The purpose shall be instructional rather than for entertainment.
8. Performances of non-dramatic musical works which are copyrighted are permitted without the authorization of the copyright owner, provided that:
  - a. the performance is not for a commercial purpose;
  - b. none of the performers, promoters or organizers are compensated; and
  - c. admission fees are used for educational or charitable purposes only.

All other musical performances require permission from the copyright owner.



**Copyright Compliance**

**2450-P, continued**

**C. Authorized Reproduction and Use of Copyrighted Audio-Visual Material**

1. Before reproducing portions of sound recordings, filmstrips, slide sets, transparencies, motion pictures, video taping commercial television broadcasts, personnel shall consult with their individual building librarian to determine if the proposed action complies with the "fair use" principles of the copyright law. If a satisfactory response is not received from the building librarian, the matter may be appealed to the Assistant Superintendent for Curriculum & Instruction, whose decision is final.

2. School recordings may be made of certain instructional television programs by educational television stations. Before recording the broadcast, the following conditions must be satisfied:

- a. The monthly list of programs not licensed for recording shall be consulted. Any program listed shall not be recorded.
- b. Recordings may be used only in classroom or instructional settings as an educational activity.
- c. Recordings shall not be loaned or made available outside of those facilities.
- d. Recordings shall be retained for no more than seven days following the broadcast, unless an extension is authorized in writing in advance.

3. Simultaneous re-broadcast of both commercial and educational television broadcasts is permissible if it is primarily for instructional use in classrooms.

**D. Authorized Reproduction and Use of Copyrighted Materials in the Library**

1. A library may make a single copy of:

- a. an unpublished work which is in its collection;
- b. a published work in order to replace it because it is damaged, deteriorated, lost or stolen, provided that an unused replacement cannot be obtained at a fair price.

2. A library may make a single copy of copyrighted material to a student or a staff member. The copy must be limited to one article of a periodical or small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use may subject the person to liability for copyright infringement.



**Copyright Compliance**

**2450-P, continued**

3. At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated in Sections A.1 and A.2 above.

**E. Copying Limitations**

Circumstances will arise when personnel are uncertain whether or not copying is prohibited. In those circumstances, the individual building librarian should be contacted for interpretation. Nonetheless, the following prohibitions have been expressly stated in federal guidelines.

1. Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations or collective works.
2. Unless expressly permitted by agreement with the publisher and authorized by district action, there shall be no copying from copyrighted materials such as workbooks, exercises, test booklets, answer sheets and the like.
3. Personnel shall not:
  - a. use copies to substitute for the purchase of books, periodicals, music recordings or other copyrighted material except as permitted by district procedure;
  - b. copy or use the same item from term to term without the copyright owner's permission;
  - c. copy or use more than nine instances of multiple copying of protected material in any one term;
  - d. copy or use more than one short work or two excerpts from works of the same author in any one term; or
  - e. copy or use protected material without including a notice of copyright. The following is a satisfactory notice: **NOTICE: THIS MATERIAL MAY BE PROTECTED BY COPYRIGHT LAW.**
4. Personnel shall not reproduce or use copyrighted material at the direction of someone in higher authority (i.e., building librarian, assistant superintendent) or copy or use such material in emulation of some other teacher's use of copyrighted material without permission of the copyright owner. Classified personnel and student assistants shall not be directed to copy material that would violate copyright laws or regulations.

Legal Citation: Federal Law P.L. 94-533 (Title 17 U.S. Code)



**Site-Based Decision Making/Learning Improvement Teams**

**2460-P**

**Participation:**

A learning improvement team shall be established and maintained at each school building in the district. The charge of each team is to develop a learning plan for its school by specifying the activities, necessary human and material resources and budget that will enhance student learning in the school. Each team is also charged with developing operating procedures. The teams shall operate within the district's policies, budget parameters established by the board, the requirements of contracts to which the district is a party and all other legal constraints. The teams' activities, decisions and recommendations shall be consistent with the district's long range plans and shall contribute to achieving district goals.

**Learning Improvement Plan Approval**

The learning improvement plan developed by each team shall be reviewed and approved at the school level before being submitted to the school board. The board shall conduct a public hearing on the plan and may refer a plan back to a learning improvement team with recommendations for change. When approved by the board the plan shall be submitted to the superintendent of public instruction as part of the district's application for student learning improvement grants.

Once a school's learning improvement plan has been approved by the board, the team shall meet at regular intervals to review progress toward the plan's goals, to develop actions and strategies which may contribute to the plan's success and annually to evaluate and report to the Board on the progress of the student learning improvement plan.

**Learning Improvement Team Operations**

Each learning improvement team shall develop its own operating procedures to govern its operations. As a minimum these shall:

- 1) identify the membership of the team, including at a minimum, the principal, nonadministrative certificated staff, classified staff, parents, members of the community served by the school, and students (in middle and high schools). The principals shall be both members of their respective teams and technical advisors to their teams.
- 2) provide that, whenever practicable, team members shall be selected by the group they represent.
- 3) emphasize decision by consensus in order to encourage the development of decisions which have the support of most of the school community.
- 4) provide for annual self-evaluation of the work of the team as part of its report to the board;  
and



**Site-Based Decision Making/Learning Improvement Teams      2460-P, continued**

5) identify the communications responsibilities of the team and its members for the purpose of informing all people with an interest in the work of the school.

The superintendent shall establish the interim procedures for identifying the members of the initial learning improvement teams. Such procedures shall be consistent with the above criteria and effective until each site's operating procedures are developed and approved.

**Learning Improvement Team Accountability**

The superintendent, in collaboration with the learning improvement teams, shall develop evaluation methods for the teams which include the following criteria:

what are the specific results from the student learning improvement plan and other team activities?

is there evidence of improved student performance, school climate, and improved support for learning among parents, students and the community?

has the team operated within its delegated authority by focusing on plans and strategies to improve student learning?

has the team effectively used consensus decision making?

do the decisions reflect consideration of the need for consistency and compatibility among schools in the district?