



PLANNING

INSTRUCTIONAL PLANNING

Purposeful instructional planning is essential for ensuring student achievement of established academic standards specified in the *Curriculum Essentials Framework*. Each teacher is responsible for establishing long- and short-range instructional objectives and implementing instructional procedures, strategies, and resources which support student learning of the identified concepts and skills. Instructional planning is the process by which teachers use the *CEF*, including *The Power Standards and K-5 Guide for Benchmarks*, to identify the instructional objectives students are expected to learn; to align the instructional strategies and resources with identified objectives; and to determine the assessments to be used for monitoring student achievement, progress, and needs. The primary purpose of instructional planning is to develop and implement student learning experiences which lead to achievement of the expected concepts and skills.

Information and procedures included in this instructional planning section of the *Curriculum Essentials Framework* include:

- ✓ Instructional Plans
- ✓ Instructional Design
- ✓ Integrated Curriculum
- ✓ Instructional Assessment
- ✓ Recommended Allocation of Academic Time (Elementary Course of Study)
- ✓ Weekly Instructional Program Schedule (CCF-109 Sample Form)
- ✓ K-5 Instructional Plans - Optional Formats for Duplication and Use
 - Information for the Substitute Teacher
 - Weekly Plans / Long-Range Plans
- ✓ Instructional Materials and Services (CCSD Regulation 6150)
- ✓ Guidelines for Use of Films, Videos, DVDs, recordings from television
- ✓ Instruction in Human Reproductive System and Acquired Immune Deficiency Syndrome (AIDS)
- ✓ Computer Software Licenses
- ✓ Reproduction of Copyrighted Works by Educators

INSTRUCTIONAL PLANS

The Clark County School District Policy 6121 and Regulation 6122 outline expected requirements for teacher development of long-range (semester/year) and short-range (daily/weekly) instructional plans. Expected requirements are as follows:

1. The *Curriculum Essentials Framework* will serve as the basis for instruction for each teacher. The appropriate concepts, skills, and experiences identified in each assigned content area of the *CEF* are to be included in instructional plans.
2. Instructional planning formats for long-range and short-range plans are provided for teacher duplication and use. (See Planning Section of the *CEF*) Recorded instructional plans are to be

INSTRUCTIONAL PLANNING (continued)

kept in a plan book. School principals may designate alternate lesson plan formats, software, or books for teacher use.

3. Long-range plans must be developed by the semester or year. Daily, weekly, or unit plans are to be developed from the long-range plans.
4. Daily instructional plans must be prepared at least one week in advance and, as a minimum, must include:
 - Statement of instructional objectives in terms of concepts and skills.
 - Description of procedures, materials, resources to be used for the lesson.
 - Indication of student grouping patterns and independent activities, when applicable.
Instructional plans should provide adequate specificity and direction to a substitute teacher.
 - Assessment measures.
5. Teacher instructional plans may be requested for review at any time by responsible administrators.

Effective classrooms are ones in which students know the expected instructional objectives and receive frequent feedback on their progress toward achieving expected objectives. The instructional process is purposeful and goal directed. Identified objectives and purposes support high expectations for student learning. The Content Standards Grades K-5 and the Essential Concepts, Skills, and Experiences outlined in the *Curriculum Essentials Framework* represent high expectations for students. Teachers must identify and develop the instructional objectives that students must achieve in order to learn, comprehend, and master the established concepts and skills in the *CEF*. Instructional objectives identified by teachers must support student learning of identified concepts and skills. Instructional objectives should:

- *support high expectations for student learning.*
- *be clearly stated in terms of student learning.*
- *provide for ongoing, informal and formal assessment.*
- *be appropriately adjusted to meet the needs of individual students or groups of students.*
- *reflect a balance of student learning of concepts and skills.*

Student achievement is enhanced if instructional planning is focused on:

- ***providing for student mastery of the identified Power Standards and Benchmarks included in the CEF.***
- ***aligning curriculum, instructional practices, resources, and assessment strategies to support student achievement of concepts and skills.***
- ***developing student understanding and mastery of concepts and skills in the CEF through purposeful and meaningful learning experiences.***

INSTRUCTIONAL PLANNING (continued)

CONCEPT: a general idea which is formed by combining its characteristics

Concepts are the ideas, understandings, and principles which are developed by combining experiences and knowledge of skills. Knowledge of concepts can be demonstrated in many ways, such as an act of classification, making a comparison, or forecasting from data.

SKILL: specific knowledge

Skills are what students should know and be able to do. Knowledge of skills can be demonstrated in many ways, such as application of a procedure or process or performance of a demonstration and/or presentation.

EXPERIENCE: a particular event or process of observing or encountering something

Experiences are planned learning events that help students develop concepts (understandings) and skills (knowledge).

- ***integrating curriculum when appropriate so that students experience and learn authentic connections and relationships.***

INTEGRATED CURRICULUM: combining studies of two or more content areas which have authentic connections and relationships

Through integrated curriculum students apply concepts and skills from one content area to another and develop understanding of content area connections and relationships.

- ***aligning instruction to ensure student mastery of the essential concepts and skills.***

ALIGNED INSTRUCTION: the purposeful connection of teaching the expected instructional objectives outlined in the *CEF*, pre-assessment of student learning needs in relation to identified objectives, implementation of related instructional plans and practices, and ongoing assessment of student learning.

The purpose of aligned instruction is to connect curriculum (standards, concepts, and skills), instruction (strategies, resources/materials, experiences) and assessment (informal, formal measures) to ensure student achievement of the content standards and academic expectancies.

Teachers are responsible for managing and monitoring student learning progress through effective instructional design. Instructional design includes the identification of appropriate instructional strategies, resources, and student learning experiences which support student achievement of content standards outlined in the *Curriculum Essentials Framework*. The *CEF* is the basis for all instruction and states specifically what is to be learned by students. Classroom teachers are expected to design instruction aligned with specified concepts and skills which support the *CEF* content standards and ensure student achievement of *The Power Standards*.

Professional research regarding effective instructional practices indicates that student learning and achievement will be enhanced if . . .

- clear instructional goals, precise learning expectations, and specific instructions for meeting the expectations, are established and communicated to students.
- instructional strategies ensure a high degree of student engagement and time on task.

INSTRUCTIONAL PLANNING (continued)

- strategies are appropriately varied to support identified instructional goals.
- appropriate academic time is allocated for student mastery of concepts and skills.
- learning activities are created, adapted, and appropriately sequenced from simple to more complex experiences.
- learning activities and student grouping strategies are appropriately varied and balanced to meet the learning needs and learning styles of students.
- instructional materials and resources are purposefully aligned with the concepts and skills to engage students in meaningful learning experiences.
- instructional units are coherent, with a well-defined content structure, providing multiple learning tasks.
- learning activities are clear and precise.
- instructional processes include frequent review of previously taught concepts and skills.
- instructional processes support student understanding of the interrelationships of facts, concepts, and principles.
- instructional plans include assessment strategies for monitoring and evaluating student progress in relation to identified instructional objectives.
- instructional approaches are balanced and varied to support student learning of essential concepts and skills.
- instructional approaches provide for effective questioning strategies including clear questions, appropriate wait time for student response, and teacher follow-through using the response as a base for clarification, correction, or extension.
- instructional processes provide for frequent, constructive feedback to students regarding their learning.

Teachers acknowledge that students develop knowledge and understanding over time. Thus, effective instructional planning must involve a cyclical approach implemented over time. Some lessons must consistently target initial concepts, skills, and experiences to create student awareness. Other lessons must focus on further development of conceptual understanding and practice to gain skill proficiency. Other lessons require student application and transfer of concepts or skills to other content areas in order to demonstrate advanced understanding and proficiency.

INTEGRATED CURRICULUM

The *K-5 Curriculum Essentials Framework* may assist teachers in planning thoughtful integrated curriculum practices in the classroom. Integrated curriculum combines studies of two or more content areas which have authentic connections and relationships.

WHY PLAN FOR INTEGRATED CURRICULUM?

- ✓ Content areas are taught and learned in relationship to other subjects rather than in isolation.
- ✓ Relating meaningful concepts and skills helps students learn and remember more than fragmented and isolated pieces of information.

INSTRUCTIONAL PLANNING (continued)

- ✓ Application and use of essential concepts and skills in one area strengthens the attainment of concepts and skills in other areas.
- ✓ Concepts such as problem solving are learned in all content areas and real-world situations.
- ✓ Students simultaneously learn concepts and skills from different content areas.
- ✓ Allocated instructional time is maximized when appropriate integrated learning experiences are provided.

ASSESSMENT

WHY IS ASSESSMENT INCLUDED IN INSTRUCTIONAL PLANNING?

- Ongoing assessment is necessary to monitor student achievement of instructional objectives.
- Assessment results are continuously used by teachers to plan future instructional objectives and student learning experiences.

Student learning and achievement will be enhanced if. . .

- identified instructional objectives are assessed in some way.
- established standards of achievement are clear, measurable, and communicated to students and parents.
- assessment strategies are varied to appropriately address different types of concepts and skills.
- subsequent instruction is modified based upon student assessment results.

ALLOCATION OF ACADEMIC TIME

ELEMENTARY COURSE OF STUDY _____

GENERAL GUIDELINES

The safekeeping and effective use of student instructional time must be a major consideration for administrators and teachers. **Allocation of time at schools must be accomplished in a manner beneficial to student achievement. The required minimum time for core subjects can be increased as appropriate to meet student achievement needs. How best to meet this expectancy should be determined at each grade level within the building, taking into account the need for allocation of appropriate time to academic areas in need of improvement, the overall organization of the instructional day, and the schedules of assigned specialists.**

Recess breaks - Short breaks may be provided for students to take care of personal needs (restroom, drinks, etc.). In addition to the recess periods before school and during the lunch break, time allocated for breaks should total no more than approximately 10 minutes daily. Lunch and breaks should not exceed 45 minutes daily. When students transition from physical education periods, a minimum break should be allowed, taking the place of any otherwise scheduled break for that day.

ALLOCATION OF ACADEMIC TIME FOR GRADES K-5

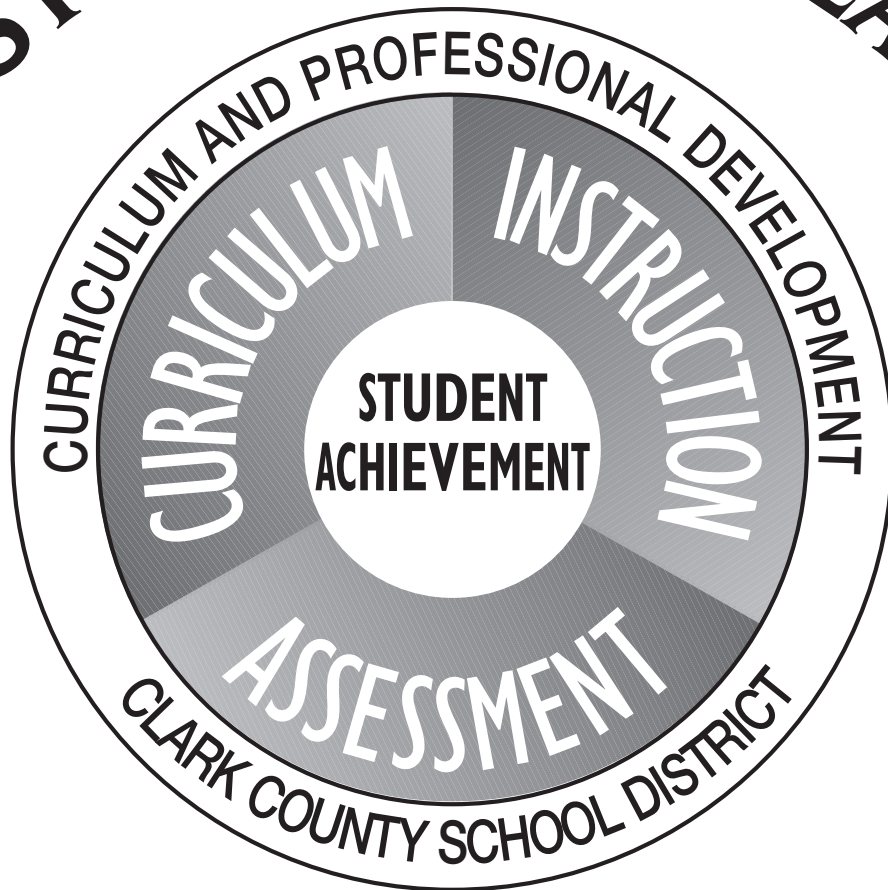
CLARK COUNTY SCHOOL DISTRICT

HALF-DAY KINDERGARTEN		
Daily Allocations:		
Student Day	150 minutes	
Breaks, Passing	10 minutes	
Available Academic Time:	140 minutes	
Weekly Academic Time:	700 minutes	
Academic Area	Minutes	
	Daily	Weekly
Core Academics	Minimum	
	Reading/Language Arts	400
	Mathematics	180
Integrated Academics	Recommended	
	Science/Health	35
Social Studies	35	
Specialist Period(s)	Required	
		50

FULL-DAY KINDERGARTEN		
Daily Allocations:		
Student Day	371 minutes	
Lunch	30 minutes	
Breaks, Passing	31 minutes	
Available Academic Time:	310 minutes	
Weekly Academic Time:	1,550 minutes	
Academic Area	Minutes	
	Daily	Weekly
Core Academics	Minimum	
	Reading	600
	Language Arts	200
Integrated Academics	Recommended	
	Science/Health	75
Social Studies	75	
Specialist Period(s)	Required	
		250

GRADES 1, 2, 3, 4, 5, (6)		
Daily Allocations:		
Student Day	371 minutes	
Lunch	30 minutes	
Breaks, Passing	25 minutes	
Available Academic Time:	316 minutes	
Weekly Academic Time:	1,580 minutes	
Academic Area	Minutes	
	Daily	Weekly
Core Academics	Minimum	
	Reading	550
	Language Arts	240
Integrated Academics	Recommended	
	Science/Health	110
Social Studies	80	
Specialist Period(s)	Required	
		250

K - 5 INSTRUCTIONAL PLANS

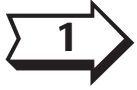


Teacher _____

Grade _____ Room _____ Track _____ Year _____

School _____

INFORMATION FOR THE SUBSTITUTE TEACHER



SPECIAL PROGRAMS: (List ELL, Title I, Speech, GATE, Resource Room, etc.)

NAME

WHERE

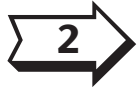
DAY/TIME

NAME

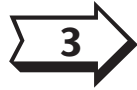
WHERE

DAY/TIME

(Music, Art, Library, and Physical Education included in Class Schedule)



DUTIES/BUS SCHEDULE INFORMATION:



MEDICAL CONCERNS (SEVERE):

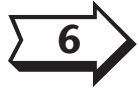


CLASSROOM ADJUSTMENTS THAT MAY BE NEEDED:



SUGGESTED TEACHER WHO COULD BE HELPFUL SHOULD A QUESTION OR CONCERN ARISE:

INFORMATION FOR THE SUBSTITUTE TEACHER (continued)



LOCATION OF INSTRUCTIONAL RESOURCES:

- Lesson Plans _____
- Weekly/Daily Program Schedule _____
- Teacher's Editions _____
- *K-5 Curriculum Essentials Framework (CEF)* _____
- Technology/Equipment _____
- Special Materials _____
- Staff Handbook _____



SHORT STATEMENT OF GENERAL CLASSROOM ORGANIZATION:

- Seating Arrangement

- Student Government and/or Special Student Responsibilities



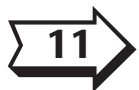
PROCEDURES FOR DAILY INSTRUCTION:



CLEAN-UP AND DISMISSAL PROCEDURES:



FIRE DRILL, SHELTER-IN-PLACE, AND OTHER EMERGENCY PROCEDURES:



OTHER INFORMATION:

OPTIONAL FORMAT FOR LONG RANGE PLANS

		AUGUST	SEPTEMBER	OCTOBER
SCHOOL IMPROVEMENT PLAN	LANGUAGE ARTS			
	MATHEMATICS			
	SCIENCE			
	SOCIAL STUDIES			
	HEALTH			
	FOREIGN LANGUAGE			

OPTIONAL FORMAT FOR LONG RANGE PLANS

NOVEMBER	DECEMBER	JANUARY	
			LANGUAGE ARTS
			MATHEMATICS
			SCIENCE
			SOCIAL STUDIES
			HEALTH
			FOREIGN LANGUAGE
			SCHOOL IMPROVEMENT PLAN

OPTIONAL FORMAT FOR LONG RANGE PLANS

	FEBRUARY	MARCH	APRIL
LANGUAGE ARTS			
MATHEMATICS			
SCIENCE			
SOCIAL STUDIES			
HEALTH			
FOREIGN LANGUAGE			
SCHOOL IMPROVEMENT PLAN			

OPTIONAL FORMAT FOR LONG RANGE PLANS

MAY	JUNE	JULY	
			LANGUAGE ARTS
			MATHEMATICS
			SCIENCE
			SOCIAL STUDIES
			HEALTH
			FOREIGN LANGUAGE
			SCHOOL IMPROVEMENT PLAN

LESSON PLANS

Week of:

A

MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				

NOTES:

Week of:

A

LESSON PLANS

Week of:

B

FOCUS AREA (S)

INSTRUCTIONAL OBJECTIVES AND PROCEDURES

MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		

INSTRUCTIONAL OBJECTIVES AND PROCEDURES

NOTES:

LESSON PLANS

Week of: _____

INSTRUCTIONAL OBJECTIVES AND PROCEDURES

C

<p>_____ Specials: _____ _____ _____ Duties: _____ _____</p>	<p>NOTES: _____ _____ _____ _____ _____ _____</p>	<p>_____ _____ _____ _____ _____ _____</p>
<p>_____ Specials: _____ _____ _____ Duties: _____ _____</p>	<p>NOTES: _____ _____ _____ _____ _____ _____</p>	<p>_____ _____ _____ _____ _____ _____</p>
<p>_____ Specials: _____ _____ _____ Duties: _____ _____</p>	<p>NOTES: _____ _____ _____ _____ _____ _____</p>	<p>_____ _____ _____ _____ _____ _____</p>
<p>_____ Specials: _____ _____ _____ Duties: _____ _____</p>	<p>NOTES: _____ _____ _____ _____ _____ _____</p>	<p>_____ _____ _____ _____ _____ _____</p>
<p>_____ Specials: _____ _____ _____ Duties: _____ _____</p>	<p>NOTES: _____ _____ _____ _____ _____ _____</p>	<p>_____ _____ _____ _____ _____ _____</p>

GUIDELINES FOR INSTRUCTIONAL USE OF ELECTRONIC MEDIA

In conformance with P.L. 94-553 and Title 17 of the United States Code, the following procedures have been established for the use and retention of films, videotapes, broadcast television, and other audiovisual media. These procedures are intended to protect the Clark County School District and its employees against liability for copyright infringement. Many videotaped/recorded materials are protected by copyright. Unauthorized copying and use may be prohibited and punishable by law. Instructors within the Clark County School District should consider very carefully the appropriateness of the use of any commercially produced electronic media.

BASICS REGARDING CLASSROOM USE OF COMMERCIAL FILMS AND ELECTRONIC MEDIA

Films are rated by the Motion Picture Association of America with the following categories:

- "G" - General Audiences
- "PG" - Parental Guidance Suggested
- "PG 13" – Parents Strongly Cautioned (may not be suitable for children under 13)
- "R" – Restricted

1. Motion pictures must be used for educational purposes.
2. Motion pictures rated "G" may be considered appropriate for use at any level within the district if there is a direct correlation to the teaching objective(s).
3. Motion pictures rated "PG" may be shown to students in grades 7-12, but only after securing written parental permission.
4. Electronic Media rated "PG-13" or "R" shall not be shown to students at any grade level within the school district under any circumstances. This means no portion of "PG-13" or "R" rated media may be used including "clips."

PROCEDURES FOR POSSIBLE USE OF NONRATED OR "PG" RATED FILMS

Instructors who are considering the possible use of a "PG" rated film should proceed as follows:

1. Be certain that there is no other more appropriate material available to achieve the instructional purpose.
2. Consider why the film is rated "PG," giving equal concern to violence and language as well as sexual explicitness.
3. Any "PG" or nonrated film must be approved by the principal before it is shown. Discuss the use of the film with your building principal and secure his/her approval.

Electronic Media available through the CCSD Educational Media Center has been approved for use with the grade levels indicated in the listing. Media requiring parental consent or other restrictions are listed in the district's online listings.

GUIDELINES FOR OFF-AIR VIDEOTAPING OF BROADCAST PROGRAMMING

Circular 21, Reproduction of Copyrighted Works by Educators and Librarians (published by the United States Copyright Office) sets forth the entire text of the official guidelines for off-air recording of broadcast programming for educational purposes. Circular 21 may be found online at: <http://www.copyright.gov/circs/circ21.pdf>. Administrators, teachers, and librarians should review Circular 21.

1. Recordings may be used only for relevant teaching activities.
2. A broadcast program may be recorded off-air simultaneously with the broadcast transmission (including simultaneous cable transmission). Broadcast programs are television programs transmitted by television stations for reception by the general public without charge. Copying programs from pay television services is prohibited.
3. Teachers may record or request that a program be recorded at school one time.
4. A program may be recorded only once for the same teacher, regardless of how many times that program is broadcast.
5. Recordings may not be made in anticipation of requests (i.e., the librarian may not tape a program in anticipation that a teacher might request it).
6. A teacher may show a recording one time to each of his/her classes within ten (10) consecutive school days after taping. Recordings may be repeated once in any given class for instructional reinforcement during this ten-day period.
7. After the first ten (10) consecutive school days, the recording may be used only for evaluation purposes by the teacher.
8. Recordings may be retained for a total of forty-five (45) calendar days after the date of recording. Programs must be erased at the end of the forty-five (45) day retention period.
9. Recorded programs may only be shown to students in the presence of their teacher (i.e., they may not be sent to the library to view taped programs in the absence of the teacher).
10. Recordings need not be used in their entirety, but the recorded programs may not be altered from their original content.
11. All copies of the recordings must include the copyright notice on the broadcast program as recorded.
12. The school principal must establish appropriate control procedures to maintain the integrity of the above guidelines.

GUIDELINES FOR CLASSROOM USE OF PUBLIC BROADCAST PROGRAMS (VEGAS PBS)

PBS has negotiated varying degrees of extended taping rights for educators. Extended educational rights of a year for the majority of PBS prime-time and children's programs have been made available to preK-12 schools. Therefore, in general, teachers may record public broadcast programs on Vegas

GUIDELINES FOR INSTRUCTIONAL USE OF ELECTRONIC MEDIA (continued)

PBS and play it back to the class within one year of the record date, and then it must be erased. There are exceptions to this general rule. Teachers should consult Vegas PBS if there are questions.

GUIDELINES FOR CLASSROOM USE OF ITPS CLOSED CIRCUIT CHANNELS 2, 7, 9, 11

The rights for ITV programs aired during the instructional day by the Television Services Department vary widely. These rights range from single use of the program, to unlimited rights for the life of the videotapes, to unlimited rights over several years. These rights are generally listed on the ITV special announcing the airing of the program. If you have any questions regarding taping rights, call the Department of Television Services.

ADDITIONAL GUIDELINES FOR CLASSROOM USE OF ELECTRONIC MEDIA

1. Electronic media (i.e., videos, films, DVDs, CD-ROMs) that are not cleared for public performance, including "For Home Use Only" media, may only be shown as part of a systematic course of instruction in face-to-face teaching activities in the classroom or other similar place of instruction and not for recreational or entertainment purposes. The performance or display must be of a legally acquired copy of the work. Media used must be in alignment with CCSD course standards. Generally, the use of films should be limited to appropriate portions or "clips" rather than having students watch entire films during class time.
2. The audiovisual fair use assessment set forth above may be broken down into five required elements: it must be for a nonprofit educational use; the audiovisual display must be in a classroom or similar place; only instructors and pupils may be involved in the display; the use must be in face-to-face teaching activities and be directly related to the curriculum being taught; and the audiovisual work must be a legally acquired copy.
3. The school principal is responsible for monitoring the housing and use of audiovisual media to make sure his/her school is in compliance with these procedures.
4. Fair Use Guidelines for Education Multimedia may be found online at: <http://www.ccumc.org/copyright/ccguides.html>. This nonlegislative report was adopted by the Subcommittee on Courts and Intellectual Property, Committee on the Judiciary, U.S. House of Representatives, in September 1996. Administrators, teachers, and librarians should review the educational multimedia guidelines.

INSTRUCTION IN HUMAN REPRODUCTIVE SYSTEM AND ACQUIRED IMMUNE DEFICIENCY SYNDROME (HIV/AIDS)

Units of instruction concerning Acquired Immune Deficiency Syndrome (HIV/AIDS) and the human reproductive system must meet specific requirements which are included in Nevada Revised Statute (NRS) 389.065 and CCSD Regulation 6123. The CCSD Sex Education Operational Guide for K-12 Curriculum Development was developed by a school and community task force based on NRS 389.065 and the CCSD Approved Sex Education Materials database, which is updated annually and provided to all schools for reference. At the elementary level, the approved classroom units of instruction on HIV/AIDS and instructional units and the reproductive system are authorized by the Board of School Trustees. The units are facilitated and taught by the school nurse and/or designated teacher. Boys and girls are separated for this instruction. Prior to beginning these units of instruction, the following procedures are required:

1. The parent or guardian of each student to whom the units of instruction are offered must be furnished with written notice that the instruction will be offered. The notice must be given in the usual manner used by the district to transmit written material to parents, and must contain a place for the signature of the parent or guardian of the student, consenting to the student's attendance. A sample format for a parent/guardian permission letter is provided in the *CEF* section. Upon receipt of the written consent from the parent or guardian, the student may attend the instruction. Any student who does not have written consent must be excused from such attendance without penalty.
2. Notification/Permission letters must be sent to parents(s)/guardian three to four weeks prior to the planned instruction.
3. All instructional materials used in the classroom presentation must be recommended by the Sex Education Advisory Committee and approved by the Board of School Trustees. Approved materials are listed in the CCSD Approved Sex Education Materials booklet. New materials, or those not previously approved, may be submitted to K-12 Science and Health Curriculum Professional Development Division for appropriate action.
4. All instructional materials to be used in the units of instruction must be available for inspection by parents or guardians of students at reasonable times and locations prior to actual instruction and appropriate written notice of the availability of the materials must be furnished to all parents and guardians.

SAMPLE PARENT LETTER FOR TEACHER USE

HUMAN REPRODUCTION/HIV/AIDS INSTRUCTION

Date: _____

Dear Parent or Guardian:

In compliance with Nevada Law (NRS. 389.065), schools are required to obtain permission from the parent or guardian of students who attend class during the time that instruction may include topics about Human Reproduction and HIV/AIDS. Accordingly, this is to notify you that we will be covering a unit on this subject on _____. Boys and girls will be separated for this instruction. (Date)

If you approve your child's attending the class on Human Reproduction and HIV/AIDS education to be given on _____, please indicate your approval by signing the permission form below on the appropriate line and return the form to school. NO PHONE PERMISSION WILL BE GRANTED. (Date)

Materials for this class will be available for parental preview in room _____ on _____ (Dates)

at _____. Please contact me if you have any questions. (Times)

Sincerely,

School Nurse/Classroom Teacher

PLEASE RETURN TO SCHOOL BEFORE _____ (Date)

Student Name _____ Room _____

_____ I approve of my child attending the class during the period of instruction as explained above.

_____ I DO NOT wish to have my child attend the class during the period of instruction as outlined above. I understand that an appropriate educational alternative will be provided.

Parent Signature

Date

INSTRUCCIÓN SOBRE LA REPRODUCCIÓN HUMANA / VIH/SIDA

Fecha: _____

Estimado Padre o Tutor:

De acuerdo con la ley de Nevada (NRS. 389.065), se exige que las escuelas obtengan el permiso del padre o tutor del estudiante cuando la instrucción en la clase incluya temas sobre la Reproducción Humana y sobre el VIH/SIDA.

Conforme a esta ley, mediante esta carta le informamos que cubriremos una unidad acerca de este tema el día _____. Durante esta instrucción los chicos y las chicas serán separados. (Fecha)

Si usted aprueba que su hijo/a asista a la clase de educación sobre VIH/SIDA que será impartida el día _____, indique su autorización en la línea correspondiente de la hoja de permiso que sigue a continuación y entréguela en la escuela. NO SE ACEPTARÁN PERMISOS POR TELÉFONO. (Fecha)

Los materiales que se utilizarán en esta clase estarán disponibles para que los padres los revisen en la clase _____ el día _____ a las _____. (Fecha) (Hora)

Por favor, comuníquese conmigo si tiene alguna pregunta.

Atentamente,

Maestro de la Clase

POR FAVOR ENTREGAR EN LA ESCUELA ANTES DEL: _____
(Fecha)

Nombre del Estudiante: _____ Clase: _____

_____ Sí apruebo que mi hijo/a asista a la clase durante el periodo de instrucción explicado anteriormente.

_____ NO deseo que mi hijo/a asista a clase durante el periodo de instrucción descrito anteriormente. Entiendo que se proporcionará una alternativa educativa adecuada.

Firma del Padre

Fecha

COMPUTER SOFTWARE LICENSES

The Clark County School District departments and schools utilize various software applications. In the district publication, An Employee's Right To Know, under "General Information," explicitly states:

"Duplication of copyrighted computer software, except for authorized backup purposes, is a violation of the Federal Copyright Law. Unless specifically exempted by the license agreement that is received when the software is purchased, software may not be used concurrently on more than one computer or duplicated for use on more than one computer. Software licensed for use on network and multiple-use site licenses are exceptions."

"Employees are urged to read the license agreement(s) which accompany their software to be sure that they are in compliance. Site administrators and department heads will continue to monitor internal procedures to enforce the copyright law. Complete verification of original documentation (manuals) and software diskettes that are placed and contained on district hard disk files should be conducted regularly. The Clark County School District may take disciplinary action with an employee if software copyright violations are discovered."

Because of this mandate and the federal laws, every school should maintain a complete inventory of all software on every workstation. Each site should verify that they have legal ownership of those programs. The school should have either the original diskettes, purchase orders, or small purchase orders verifying such ownership.

Further information may be provided by Technology Services.

REPRODUCTION OF COPYRIGHTED WORKS BY EDUCATORS

Administrators, teachers, librarians, and other District personnel must comply with the United States copyright laws and congressional guidelines. The following are select provisions from the United States Copyright Office *Circular 21, Reproduction of Copyrighted Works by Educators and Librarians*. [Library of Congress, Copyright Office] The internal numbering/sequence is taken directly from *Circular 21*. Administrators, teachers, and librarians should also review the entire text of *Circular 21* at <http://www.copyright.gov/circs/circ21.pdf>.

FAIR USE IN GENERAL

In determining whether the use made of a work in any particular case is a fair use, the factors to be considered shall include –

- (1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- (2) the nature of the copyrighted work;
- (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- (4) the effect of the use upon the potential market for or value of the copyrighted work.

BOOKS AND PERIODICALS

GUIDELINES

I. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- A. A chapter from a book;
- B. An article from a periodical or newspaper;
- C. A short story, short essay or short poem, whether or not from a collective work;
- D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper;

II. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion; provided that:

- A. The copying meets the tests of brevity and spontaneity as defined below; and,
- B. Meets the cumulative effect test as defined below; and,
- C. Each copy includes a notice of copyright

REPRODUCTION OF COPYRIGHTED WORKS BY EDUCATORS (continued)

DEFINITIONS

Brevity

- (i) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.
- (ii) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

[Each of the numerical limits stated in “i” and “ii” above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.]

- (iii) Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
- (iv) “Special” works: Certain works in poetry, prose or in “poetic prose” which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph “ii” above notwithstanding such “special works” may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity

- (i) The copying is at the instance and inspiration of the individual teacher, and
- (ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

- (i) The copying of the material is for only one course in the school in which the copies are made.
- (ii) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
- (iii) There shall not be more than nine instances of such multiple copying for one course during one class term.

[The limitations stated in “ii” and “iii” above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

III. Prohibitions as to I and II Above

Notwithstanding any of the above, the following shall be prohibited:

- (A) Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.

REPRODUCTION OF COPYRIGHTED WORKS BY EDUCATORS (continued)

- (B) There shall be no copying of or from works intended to be “consumable” in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
- (C) Copying shall not:
 - (a) substitute for the purchase of books, publishers’ reprints or periodicals;
 - (b) be directed by higher authority;
 - (c) be repeated with respect to the same item by the same teacher from term to term.
- (D) No charge shall be made to the student beyond the actual cost of the photocopying.

MUSIC

A. Permissible Uses

1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.
2. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section*, movement or aria, but in no case more than 10 percent of the whole work. The number of copies shall not exceed one copy per pupil.**
3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
4. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.
5. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

B. Prohibitions

1. Copying to create or replace or substitute for anthologies, compilations or collective works.
2. Copying of or from works intended to be “consumable” in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.
3. Copying for the purpose of performance, except as in A(1) above.

REPRODUCTION OF COPYRIGHTED WORKS BY EDUCATORS (continued)

4. Copying for the purpose of substituting for the purchase of music, except as in A(1) and A(2) above.
5. Copying without inclusion of the copyright notice which appears on the printed copy.

BROADCAST PROGRAMMING

- (1) The guidelines were developed to apply only to off-air recording by non-profit educational institutions.
- (2) A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable transmission) and retained by a non-profit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.
- (3) Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster, or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) day calendar day retention period. "School days" are school session days—not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions—within the forty-five (45) calendar day retention period.
- (4) Off-air recordings may be made only at the request of, and used by, individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
- (5) A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.
- (6) After the first ten (10) consecutive school days, off-air recording may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization.
- (7) Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
- (8) All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
- (9) Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.