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1 **IA Philosophy**

IA

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3 The mission of the Salina Public Schools is to ensure that all students learn the skills necessary
4 to participate successfully in the communities in which they live. Completion of this mission is a re-
5 sponsibility of the student, family, community, teachers, and staff in a cooperative partnership.
6

7 All students shall have an equal opportunity to pursue and acquire knowledge and to master the
8 curriculum's objectives. The program shall provide for student mastery of basic skills, higher order
9 thinking skills, the ability to work in groups and individually, individual physical and mental well-being
10 and other varied needs and interests of students. The curriculum shall be outcomes-oriented and the in-
11 structional program research-based.
12

13 The educational process shall be a comprehensive program undertaken in cooperation with par-
14 ents, institutions and community programs.
15

16 Approved: January 20, 1982
17 Revised: May 15, 1991
18 Reviewed/Revised: June 12, 2001
19 Reviewed: April 26, 2011
20 Revised: October 14, 2014

1 **IAA** **Academic Freedom**

IAA

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Academic Freedom

No arbitrary limitations shall be placed by teachers upon study, investigation, presentation and interpretation of facts and ideas when pursued in accordance with the approved curriculum.

- Approved: January 20, 1982
- Reviewed: May 15, 1991
- Revised: June 12, 2001
- Reviewed: April 26, 2011

1 **IB** School Site Councils

IB

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3 A site council shall be established in each building in the district.

4
5 Each council shall be responsible for providing advice and counsel for evaluating state, school
6 district, and school site performance goals and objectives and in recommending methods which may be
7 employed at the school site to meet these goals and objectives. Discussions may include allocations of
8 the school budget and administrative and management functions.

9
10 Each principal shall submit to the board names of individuals to be considered for appointment
11 to the site council. The membership of each council shall include, at a minimum, the building principal,
12 representatives of teachers and other school personnel, parents of pupils attending the school, the busi-
13 ness community, and community leaders. The board shall appoint site council members.

14
15 Each site council shall establish a schedule with a minimum of six meetings a year which shall
16 be subject to board approval. Each council shall report annually to the superintendent.

17
18 Approved: January 6, 1993
19 Reviewed/Revised: June 12, 2001
20 Revised: July 12, 2005
21 Revised: April 26, 2011
22 Reviewed: October 14, 2014

1 **IC Curriculum Development (See IDA)**

IC

2
3 The certified staff shall cooperatively develop an integrated, comprehensive outcomes-oriented
4 K-12 curriculum based on valid educational research and current State Board of Education requirements,
5 and which includes goals and learning objectives for review and consideration by the board. When ap-
6 proved by the board of education, the district goals and learning objectives shall be used by the staff as
7 the basis for developing and implementing instructional programs. The superintendent shall develop a
8 schedule for periodic review of the basic curriculum on a subject-by-subject basis.

9
10 Modification

11 All major additions, deletions or alterations of a course of study shall be approved by the board.

12
13 Personnel

14 Outside resource and district personnel may be used in curriculum development. (See BBG)

15
16 Financial Resources

17 The board encourages the superintendent to secure federal, state and private grants, or other al-
18 ternative funding sources for use in curriculum development. The certified staff is encouraged to utilize
19 available material and community resources to assist in developing the instructional curriculum.

20
21 Evaluation (See IJ)

22 Approved: January 20, 1982
23 Revised: May 15, 1991
24 Reviewed/Revised: June 12, 2001
25 Reviewed: April 26, 2011

26
27 **IC-R Curriculum Development (See IDA)**

IC-R

28
29 The executive director of school improvement shall have the responsibility of providing availa-
30 ble resources for use by the certified staff in the development of district-wide curriculum. The executive
31 director will organize the certified staff in appropriate committees to plan, study, modify, change or de-
32 velop a district-wide curriculum.

33
34 The administration will evaluate each program, subject offering or class on a continuing basis
35 considering the following factors: pre-enrollment figures, past enrollment in the program or class, per-
36 sonnel requirements, educational benefits to students, and budgetary requirements. The board may
37 combine classes or programs with other schools, terminate such programs or continue with the pro-
38 grams, subjects, or classes as deemed advisable in the best interests of the district.

39
40 Curriculum Adoption and Revision

41 Certified personnel shall initiate changes in the curriculum or the addition of new offerings or
42 classes by submitting their proposals to the principals, appropriate committees, and the executive direc-
43 tor of school improvement. Recommendations for new program, course of study, or major revision shall
44 be presented to the board for action.

45
46 Approved: January 20, 1982
47 Revised: May 15, 1991
48 Reviewed/Revised: June 12, 2001
49 Reviewed: April 26, 2011

1 **ICA Pilot Projects**

ICA

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3 The board encourages the use of pilot projects before any new instructional technique is imple-
4 mented on a district-wide basis.

5
6 For the purpose of this policy, pilot project means any research or experimentation program or
7 project designed to explore or develop new, unproven teaching methods or techniques. All instructional
8 materials, including teachers' manuals, films, tapes or any other supplementary instructional material
9 which will be used in connection with a pilot project, shall be available for inspection by parents or
10 guardians of the students engaged in the program or project.

11
12 Pilot Project Evaluation

13 Before any pilot project proposal is submitted to the board for approval, an evaluation format
14 shall be developed and included with the pilot project. (See IJ; JR et seq.)

15
16 Approved: June 12, 2001
17 Revised: November 25, 2003
18 Revised: April 26, 2011
19 Reviewed: October 14, 2014

1 **ICAA Teaching Methods (See ICA)**

ICAA

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3 All teachers are required to keep abreast of current and innovative teaching methods. Use of cur-
4 rent research findings to improve instruction is encouraged as a part of the district's school improvement
5 efforts. With prior administrative approval, experimentation with teaching methods is permitted.
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7 Approved: June 12, 2001
8 Reviewed: April 26, 2011

1 **ICB Board Credit Hours**

ICB

2
3 The board of education may provide staff development training for certified staff which author-
4 izes board credit hours for step placement on the salary schedule. One board credit shall be awarded for
5 each 20 clock hours of training that enhances job performance in instruction. Certified staff must have
6 an Individual Development Plan that has been approved by his/her supervisor prior to the training. The
7 Plan and the assessment of the training must be approved by the Professional Development Council. To
8 qualify for board credit, all clock hours of instruction shall be outside normal duty hours.
9

10 All staff development activities for board credit shall require approval by the board at a regular
11 meeting. Each proposed activity shall include the title of the training, dates of training, expected out-
12 come(s), and objective(s). All proposals shall be reviewed by the Department of School Improvement in
13 conjunction with the Professional Development Council to determine their value to the school system
14 and submitted to the board.
15

16 Board credit hours (20 clock off-contract hours equals 1 board credit) shall equate to graduate
17 college hours and may be used by staff for advancement on the salary schedule as stated in the negotiat-
18 ed agreement with teachers. Participation in board-credit staff development shall be encouraged to im-
19 prove the skills of staff members in the district.
20

21 Approved: June 1, 1988
22 Revised: May 15, 1991
23 Reviewed/Revised: June 12, 2001
24 Revised: April 26, 2011

1 **IDA Educational Program (See IC)**

IDA

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3 The academic program shall assist students to grow intellectually, to master the curriculum ob-
4 jectives, and to prepare for further education or training. The board shall review the district's basic edu-
5 cational program on a regular basis. When approved, the program shall constitute the district's basic
6 curriculum.

7
8 Curriculum Guides

9 Curriculum guides shall contain an outline of each basic course and the learning objectives to be
10 mastered. Each curriculum, when approved by the board, shall become a part of these policies and rules
11 by reference.

12
13 Educational Goals and Objectives

14 District educational goals and curriculum objectives for the basic educational program shall be
15 on file in the district office and available for inspection upon request. (See CN)

16
17 Other Educational Programs

18 Other educational programs provided by the district shall be in one of the following categories:

19
20 Support Programs (IDAB), Exceptional Programs (IDAC), and Special Programs (KFCA).

21
22 Approved: January 20, 1982

23 Revised: May 15, 1991

24 Reviewed/Revised: June 12, 2001

25 Revised: April 26, 2011

1 **IDAA Special Programs**

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See KFCA.

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5 Approved: August 1, 1990

6 Reviewed: May 15, 1991

7 Revised: June 12, 2001

8 Revised: April 26, 2011

IDAA

3 In addition to the basic programs approved by the board, the district shall provide student support
4 programs. Support program information approved by the board shall be filed with the clerk and made
5 available to staff as needed.

6
7 Drug Education

8 All students shall be made aware of the legal, social and health consequences of drug and alcohol
9 use. Students shall be instructed on effective techniques for resisting peer pressure to use illicit drugs or
10 alcohol. Students shall be informed that the use of illicit drugs and the unlawful possession and use of
11 alcohol is both wrong and harmful.

12
13 The board's comprehensive drug and alcohol abuse and prevention program shall be included as
14 part of the district's curriculum. The curriculum at each grade level shall be age-appropriate and devel-
15 opmentally based.

16
17 A student who voluntarily seeks assistance, advice or counseling from school personnel regard-
18 ing drugs or drug abuse shall not be disciplined by school authorities solely on the basis of seeking assis-
19 tance.

20
21 Student Mental Health

22 The superintendent shall develop and implement a student mental health awareness program. If
23 professionals necessary to carry out this program are not available within the school system, the superin-
24 tendent shall identify community or area mental health agencies able to provide the necessary assistance
25 and seek to establish a continuing cooperative relationship with the appropriate agencies.

26
27 Dropout Prevention

28 The district will have programs to prevent students from dropping out of school or to encourage
29 dropouts to return to school.

30
31 At-Risk Students

32 The superintendent shall be responsible for developing programs for identifying and working
33 with at-risk students.

34
35 Guidance

36 The guidance program shall be organized to meet the needs, interests and abilities of all students.

37
38 Counselor(s) shall perform guidance services consistent with district philosophy, job descriptions
39 and board policies.

40
41 The major emphasis of the USD 305 school guidance and counseling program is to aid in the
42 successful development of the whole student. Guidance is directed towards enhancing students' feeling
43 of self-worth, improving their skills in making effective decisions, assisting students in the formation of
44 adequate interpersonal relationships, increasing understanding of educational opportunities and career
45 options, and helping students utilize their potential in order to be successful in school and in life which
46 includes becoming a contributing member of a multicultural society. The thrust of the program is de-
47 velopmental and preventive with remedial and crisis-oriented guidance and counseling as needed.

50
51 A comprehensive guidance and counseling program is an integral part of the education program
52 and is available to all students. It includes the cooperative effort of counselors, teachers, administrators,
53 support staff, parents and community.

54
55 **Homebound Instruction**

56 If a child is unable to attend school because of lengthy illness or injury, homebound instruction
57 may be provided if the parent makes the request for homebound instruction and the family physician
58 recommends homebound instruction in writing.

59
60 All homebound education programs are under the immediate supervision of the executive direc-
61 tor of special education. All referrals should be made to the executive director by the building princi-
62 pals.

63
64 Approved: November 6, 1991
65 Reviewed/Revised: June 12, 2001
66 Revised: April 26, 2011

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IDAC **Exceptional Programs**

IDAC

In addition to the basic programs approved by the board, the district shall provide programs to meet exceptional needs. Program information approved by the board shall be filed with the clerk and made available to staff as needed.

Approved: June 12, 2001
Reviewed: April 26, 2011

3 In accordance with the provisions of federal and state law, it is the policy of this district to pro-
4 vide a free appropriate public education for every exceptional child (as defined by K.S.A. 72-962) who
5 is a resident of this district or attends a private or parochial school located in this district. Special educa-
6 tion services are provided for such children, including individual educational programs offered in the
7 least restrictive environment.

8
9 Child Find, Identification, and Eligibility

10 In accordance with procedures established in federal and state law, the district shall coordinate
11 and maintain a system which schedules and structures available services for pupils who are referred to
12 determine eligibility for special education services.

13
14 Actions and Due Process for Students

15 Parental involvement and cooperation is important to the success of these educational programs.
16 In order to encourage the involvement and cooperation of parents in special education services and to
17 safeguard the rights of exceptional children to a free, appropriate public education, the board utilizes and
18 refers parents to the document “Procedural Safeguards in Parent Rights in Special Education” published
19 by the Kansas State Department of Education.

20
21 In the provision of special education and related services, the district will implement all federal
22 and Kansas statutes, rules, and regulations.

23
24 Approved: October 14, 2014

3 In accordance with the provisions of the Rehabilitation Act of 1973 and Title II of the Americans
4 with Disability Act, the district is committed to providing students with disabilities the opportunity to
5 participate in and benefit from its programs and activities. Accordingly, the district will make reasona-
6 ble modifications to its programs and activities to accommodate otherwise qualified students with disa-
7 bilities unless such modifications would impose an undue burden on the operation of the particular pro-
8 gram or activity or would fundamentally alter the nature or purpose of the program or activity. No dis-
9 trict board member, employee, or contractor shall retaliate against any person because of his or her exer-
10 cise of rights under Section 504.

11
12 Approved: October 14, 2014

3 The board shall ensure that the district's Title I program operates in accordance with federal laws
4 and conditions. The superintendent is responsible for administering the programs; assessing the educa-
5 tional needs of all students, particularly the needs of educationally disadvantaged children; developing
6 appropriate communication channels among all parties; developing training for parents and staff; and
7 developing appropriate evaluation procedures. To achieve those ends, USD 305 agrees to implement the
8 following statutory requirements:
9

- 10 • The school district will put into operation programs, activities and procedures for the involve-
11 ment of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of
12 the Elementary and Secondary Education Act (ESEA). Those programs, activities and proce-
13 dures, including the process of school review and improvement under section 1116, will be
14 planned and operated with meaningful consultation with parents of participating children.
15
- 16 • Consistent with section 1118, the school district will work with its schools to ensure that the re-
17 quired school-level parental involvement policies meet the requirements of section 1118(b) of
18 the ESEA, and each includes, as a component, a school-parent compact consistent with section
19 1118(d) of the ESEA.
20
- 21 • The school district will incorporate this district-wide parental involvement policy into its LEA
22 plan developed under section 1112 of the ESEA.
23
- 24 • In carrying out the Title I, Part A parental involvement requirements, to the extent practicable,
25 the school district and its schools will provide full opportunities for the participation of parents
26 with limited English proficiency, parents with disabilities, and parents of migratory children, in-
27 cluding providing information and school reports required under section 1111 of the ESEA in an
28 understandable and uniform format and including alternative formats upon request and, to the ex-
29 tent practicable, in a language parents understand.
30
- 31 • If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory
32 to the parents of participating children, the school district will submit any parent comments with
33 the plan when the school district submits the plan to the State Department of Education.
34
- 35 • The school district will involve the parents of children served in Title I, Part A schools in deci-
36 sions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent
37 and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the
38 schools.
39
- 40 • The school district will provide such other reasonable support for parental involvement activities
41 under section 1118 of the ESEA as the parents may request.
42

43 Parental involvement means the participation of parents in regular, two-way, and meaningful
44 communication involving student academic learning and other school activities, including ensur-
45 ing

- 46
- 47 a) that parents play an integral role in assisting their child's learning;
- 48 b) that parents are encouraged to be actively involved in their child's education at school;
- 49

50 **IDAD Title I Programs**

IDAD-2

- 51
- 52 c) that parents are full partners in their child’s education and are included, as appropriate, in
- 53 decision-making and on advisory committees to assist in the education of their child;
- 54 d) that other activities, such as those described in section 1118 of the ESEA, are carried out.
- 55

56 Approved: May 9, 1995

57 Reviewed/Revised: June 12, 2001

58 Revised: November 25, 2003

59 Revised: April 26, 2011

60 Revised: December 13, 2011

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62 **IDAD-R Title I Programs**

IDAD-R

63

64 The board recognizes the importance of parental involvement to the success of its Title I pro-

65 grams. Efforts shall be made to ensure that all parents will have the same opportunities to participate in

66 parent activities, regardless of ethnic/racial background, socio-economic status, limited English profi-

67 ciency, or disabilities. In accordance with ESEA requirements, the district will

68

- 69 • Involve parent of students who receive Title I services in the development of the Title I Plan and
- 70 provide parents with opportunities to review and amend the Plan.
- 71
- 72 • Assist schools in building capacity for parental involvement and increasing student achievement
- 73 and school performance by providing coordination, technical assistance, and other support.
- 74
- 75 • Work with all school personnel to promote an understanding of the value of parent/school part-
- 76 nerships and to assist them in building effective partnerships with parents.
- 77
- 78 • Help parents understand state and local academic curriculum and requirements and student
- 79 achievement standards and expectations through a variety of means including meetings, posting
- 80 information on district and school websites, and sending information to parents.
- 81
- 82 • As is feasible and appropriate, coordinate and integrate parental involvement programs and ac-
- 83 tivities with other programs of the district.
- 84
- 85 • Ensure that all communication to parents is an easy-to-understand format and, to the extent fea-
- 86 sible, is provided in the major languages represented in the community.
- 87
- 88 • Provide support based on reasonable parent requests.
- 89
- 90 • Conduct an annual Plan Evaluation Meeting with parents, staff, and administrators from each Ti-
- 91 tle I school. In this meeting, the overall Parental Involvement Plan shall be discussed, including
- 92 but not limited to the following issues:
- 93 1. the implementation of the Parent Involvement Plan,
- 94 2. the effectiveness of each school’s and the district’s parental involvement practices
- 95 and policies, and
- 96 3. the use of Title I monies for parental participation.
- 97
- 98 • Direct that each Title I school develop jointly with parents a Parent/School Compact which shall

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1. describe the school’s responsibility to provide high quality curriculum and instruction in a supportive environment,
2. describe ways in which parents will be responsible for supporting their children’s learning such as monitoring attendance, homework completion, television watching, and positive use of extra-curricular time, as well as supporting positive behavior and character traits that improve student success and volunteering in their child’s school,
3. address the importance of ongoing communication between teachers and parents through parent-teacher conferences, frequent reports to parents on their children’s progress, the provision of reasonable access to staff, and opportunities to volunteer and participate in their child’s class.

- Direct that each Title I School develop a means of regular communication with parents. Through this communication, the school shall make reasonable efforts to ensure that parents are aware of opportunities for involvement in the schools’ activities.
- Direct each Title I school to implement the following:
 1. holding one or more meetings to inform parents about the Title I program and its requirements, including the Parent/School Compact,
 2. providing information about the curriculum, academic assessments used, and proficiency levels students must meet,
 3. offering training opportunities for staff and parents,
 4. coordinating with other programs,
 5. providing opportunities for parents to volunteer, participate in and observe classroom activities.
 6. engaging parents in evaluating parent involvement programs.

Approved: December 13, 2011

1 **IDADA Title I Complaints**

IDADA

2
3 When individual parents, a community group, or members of the general public believe that
4 there is a violation of Title I laws or regulations in the school district or an individual school within a
5 school district, they have the right to file a complaint at the local, state, or national levels. Whenever
6 there is a grievance or a complaint, the matter should be brought to the attention of local school officials
7 to resolve the alleged violation or to promote community understanding of the issues involved in the
8 complaint.

9
10 Approved: May 15, 1991
11 Reviewed/Revised: June 12, 2001
12 Revised: April 26, 2011

13
14 **IDADA-R Title I Complaints**

IDADA-R

15
16 Procedures at the Local Level

17 When a complaint is to be made at the local level, the procedures are as follows:

- 18
19 • A written record of the complaint shall be initiated stating the nature of the complaint and
20 signed by the individuals initiating the action;
21 • A hearing committee shall be appointed by the superintendent. No fewer than three people
22 shall be assigned to the committee, preferably the principal of the school and two Title I
23 school parents.

24
25 Within fifteen (15) days following the receipt of a complaint, a hearing concerning the complaint
26 shall be held by the appointed committee:

27
28 Recommendations of the committee shall address the complaint; and

29
30 A copy of the committee recommendations and administrative action shall be filed with the
31 State/Federal Programs Administration Section, Kansas State Department of Education.

32
33 Approved: May 15, 1991
34 Reviewed/Revised: June 12, 2001
35 Revised: April 26, 2011

1 **IDAE Head Start Programs**

IDAE

2
3 The board shall ensure that the district’s Head Start and Early Head Start programs operate in
4 accordance with federal laws and guidelines. A board member shall be appointed to the Policy Council
5 to ensure board participation in the development and evaluation of the Head Start programs. The Head
6 Start director is responsible for administering the district’s Head Start programs to ensure compliance
7 with federal, state and local laws and regulations, assessing the educational needs of pre-school children,
8 particularly the needs of economically and educationally deprived children, developing appropriate
9 communication channels among all parties, developing inservice training for parents and staff, and im-
10 plementing appropriate evaluation procedures. Annually, the program shall conduct a comprehensive
11 self-assessment of its effectiveness and progress in meeting program goals and objectives and in imple-
12 menting and complying with Federal regulations.

- 13
14 Approved: February 10, 1998
15 Reviewed/Revised: June 12, 2001
16 Revised: December 14, 2004
17 Reviewed: November 13, 2007
18 Revised: January 26, 2010
19 Reviewed: April 26, 2011
20 Reviewed: November 10, 2015

21
22 **IDAE-R Head Start Programs**

IDAE-R

23
24 Head Start staff, with Policy Council participation, shall conduct an annual self-assessment and a
25 triennial community assessment to provide direction of the Head Start programs, including the program
26 design and operation and long- and short-term planning goals and objectives.

27
28 The Head Start and Early Head Start funding applications will be prepared by the Head Start di-
29 rector in cooperation with the Head Start Policy Council and selected Head Start employees. All grant
30 applications will be approved by the Head Start Policy Council before being submitted to the board.
31 The board shall provide final determination of approval prior to the submission of such application to
32 The Department of Health & Human Services.

33
34 The Head Start Policy Council shall have the authority, within the framework of federal guide-
35 lines, to establish the size of the Council, election procedures for parent members and the procedures for
36 selecting community representatives.

37
38 The Head Start Policy Council shall set up and approve the program criteria defining Early Head
39 Start and Head Start recruitment, selection, and enrollment priorities in accordance with the federal
40 regulations.

41
42 It shall be the policy of the board to adhere to strict fiscal accountability procedures as outlined
43 in board policies and rules. (See CF, DA)

44
45 An annual audit of the financial records shall be made. (See CF, DID)

49 All Head Start and Early Head Start staff shall be governed by the USD #305 Board Policy
50 Handbook and the USD #305 Support Staff Handbook. All personnel policies specifically pertaining to
51 Head Start and Early Head Start staff will be developed, reviewed, and approved by the Head Start Poli-
52 cy Council with approval from the board.
53

54 The Head Start director will share accurate and regular information for use by the governing
55 body and the Policy Council about program planning policies and Head Start agency operations through
56 a monthly written report that includes a financial report, program information summaries, enrollment
57 information, and reports of meals and snacks provided through programs of the Department of Agricul-
58 ture.
59

60 Throughout the year, the Head Start director will share with the board and Policy Council the
61 annual self-assessment, including any findings and the improvement plan, the community-wide strategic
62 planning and needs, communication and guidance from the Secretary of Health and Human Services, the
63 program information report (PIR), and progress the program has made in carrying out the programmatic
64 and fiscal provisions of the federal grant, including implementation of corrective actions.
65

66 The Head Start director will update the board on decisions made by the Policy Council about
67 each of the following activities:

- 68 • Activities to support the active involvement of parents in supporting program operations, in-
69 cluding policies to ensure that the Head Start agency is responsive to community and parent
70 needs.
- 71 • Program recruitment, selection, and enrollment priorities.
- 72 • Budget planning for program expenditures, including policies for reimbursement and partici-
73 pation in Policy Council activities.
- 74 • Bylaws for the operation of the Policy Council.
- 75 • Program personnel policies and decisions regarding the employment of program staff.
- 76 • Standards of conduct for program staff, contractors, and volunteers and criteria for the em-
77 ployment and dismissal of program staff.
- 78 • Development of procedures for election of Policy Council members.
79

80 A report meeting the requirements of the Head Start Act shall be made available to the public
81 annually.
82

83 The board and Policy Council will review results from Federal monitoring, including appropriate
84 follow-up activities.
85

86	Approved:	February 10, 1998
87	Reviewed/Revised:	June 12, 2001
88	Revised:	December 14, 2004
89	Revised:	November 13, 2007
90	Revised:	January 26, 2010
91	Reviewed:	April 26, 2011
92	Reviewed:	November 10, 2015

1 **IDAEA Head Start Internal Dispute Resolution**

IDAEA

2
3 It shall be the policy of the board and the Head Start Policy Council to make every effort to act
4 jointly, in timely fashion, and in good faith to resolve disputes.

5
6 Approved: February 10, 1998
7 Reviewed/Revised: June 12, 2001
8 Revised: December 14, 2004
9 Reviewed: November 13, 2007
10 Reviewed: April 26, 2011

11
12 **IDAEA-R Head Start Internal Dispute Resolution**

IDAEA-R

13
14 Procedures

15 An impasse procedure will begin when either group declares in writing and with reason an im-
16 passe. Within 10 working days, impasse negotiation will begin between the Head Start director and a
17 representative of both the board and the Policy Council.

18
19 If an impasse prevails, the Administration for Children and Families (ACF) Region VII office
20 will be notified and a committee of five members will be appointed within 7 working days. The com-
21 mittee will be composed of two members appointed from the Head Start Policy Council and two mem-
22 bers appointed by the board. The fifth member and chairperson shall be designated by the ACF Region-
23 al Office. The committee will be charged to reduce the dispute to writing and attempt negotiation and
24 resolution within 14 days.

25
26 If impasse continues to prevail, arbitration binding to both groups, will be commenced within 14
27 working days and concluded within 28 working days unless an extension is agreed upon by both sides.
28 The committee shall be composed of one board appointed representative, one Head Start Policy Council
29 appointed representative and one mutually agreed upon arbitrator.

30
31 Neither party may communicate with arbitrators once selected except at formal meetings attend-
32 ed by all parties. Attempts to intimidate the arbitrator, obstruct or delay the arbitrator, or failure to com-
33 ply with directions or timetables shall constitute grounds for immediate exclusion of such representative
34 from the hearing process and be grounds for default judgment against the party. The Salina Head Start
35 program shall assume the expenses of the arbitrator. Both parties shall provide clerical and other sup-
36 port as needed.

37
38 Approved: February 18, 1998
39 Reviewed/Revised: June 12, 2001
40 Revised: December 14, 2004
41 Reviewed: November 13, 2007
42 Reviewed: April 26, 2011

3 The superintendent, the board and staff shall protect the right of privacy of students and their
4 families in connection with any surveys or physical examinations conducted, assisted or authorized by
5 the board or administration. The district shall provide parents notice of their rights under the Protection
6 of Pupil Rights amendment and the Student Data Privacy Act at the beginning of each school year and at
7 any other time the school district policies in the area are substantially changed.

8
9 Student Data Restrictions

10 Any student data submitted to and maintained by a statewide longitudinal student data system
11 shall be disclosed only in accordance with the Student Data Privacy Act. Disclosure of all other student
12 data or student record information maintained is governed by the Family Educational Rights and Privacy
13 Act (FERPA).

14
15 Annual written notice presented to parents and legal guardians of district students 1) shall require
16 parent or guardian's signature, and 2) shall state that student data submitted to and maintained by a
17 statewide longitudinal data system will be disclosed only to

- 18
- 19 • the student and the parent or legal guardian of the student, provided the data pertains solely
20 to the student,
 - 21 • the authorized personnel of an educational agency or the state board of regents who require
22 disclosures to perform assigned duties,
 - 23 • the authorized personnel of any state agency or to a service provider of a state agency, educa-
24 tional agency, or school performing instruction, assessment, or longitudinal reporting, pro-
25 vided a data-sharing agreement between the educational agency and other state agency or
26 service provider that includes the following provisions:
 - 27 ○ purpose, scope and duration of the data-sharing agreement;
 - 28 ○ that the recipient of the student data uses such information solely for the purposes
29 specified in agreement;
 - 30 ○ that the recipient must comply with data access, use and security restrictions specifi-
31 cally described in agreement; and
 - 32 ○ that the student data shall be destroyed when no longer necessary for the purpose of
33 the data-sharing agreement or upon expiration of the agreement, whichever comes
34 first. However, a service provider engaged to perform a function of instruction may
35 be allowed to retain student transcripts as required by applicable laws and rules and
36 regulations. Destruction shall comply with the NISTSP800-88 standards of data de-
37 struction.
- 38

39 Unless an adult, student or parent or guardian of a minor student provides written consent to dis-
40 close personally identifiable student data, student data may be disclosed to a governmental entity not
41 specified above or any public or private audit and evaluation or research organization only if the data is
42 aggregate data. Aggregate data means data collected or reported at the group, cohort or instructional
43 level and which contains no personally identifiable student data.

46 The district may disclose

- 47 • student directory information when necessary and with the written consent of the student’s
- 48 parent or legal guardian;
- 49 • directory information to an enhancement vendor providing photography services, class ring
- 50 services, yearbook publishing services, memorabilia services, or similar services; or
- 51 • any information requiring disclosure pursuant to state statutes.
- 52 • Student data pursuant to any lawful subpoena or court order directing such disclosures; and
- 53 • student data to a public or private post-secondary educational institution for purposes of ap-
- 54 plication or admission of a student to such post-secondary educational institution with the
- 55 student’s written consent.

56
57 Student Data Security Breach

58 If there is a security breach or unauthorized disclosures of student data or personally identifiable
59 information of any student submitted to or maintained on a statewide student longitudinal data system,
60 each affected student or the parent or legal guardian of the student, if a minor, shall be immediately noti-
61 fied and an investigation into the causes and consequences of the breach or unauthorized disclosure will
62 be conducted.

63
64 Biometric Data

65 The district shall not collect biometric data from a student or use any device or mechanism to
66 assess a student’s physiological or emotional state unless the adult student or the parent or legal guardian
67 of the minor student consents in writing. Biometric data includes measurable biological or behavioral
68 characteristics that can be used for automated recognition of an individual, such as fingerprints, retina
69 and iris patterns, voiceprints, DNA sequence, facial characteristics and handwriting.

70
71 Nothing in this policy shall prohibit the collection of audio voice recordings, facial expression
72 information and student handwriting for

- 73 • provisions of counseling or psychological services,
- 74 • conducting student threat assessments,
- 75 • completing student disciplinary investigations or hearings, or
- 76 • conducting child abuse investigations.

77
78 Select Student Surveys

79 No test, questionnaire, survey or examination containing any questions about a student’s or the
80 student’s parents’ or guardians’ personal beliefs or practices on issues such as sex, family life, morality
81 or religion shall be administered to any student unless

- 82 • the parent or guardian is notified in writing; and
- 83 • the parent or guardian of the student gives written permission for the student to participate.

84
85 Nothing shall prohibit school counselors from providing counseling services, including the ad-
86 ministration of tests and forms as part of student counseling services. Any information obtained through
87 such tests or counseling services shall not be stored on any personal mobile electronic device which is
88 not owned by the school district. Storage of such information on personal laptops, tablets, phones, flash
89 drives, external hard drives or virtual services not owned by the district is prohibited.

90 **IDAF Student Privacy Policy** (See ICA)

IDAF-3

91
92 Students may be questioned

- 93 • to provide psychological services,
- 94 • to conduct student threat assessments,
- 95 • to complete student disciplinary investigations or hearings, or
- 96 • to conduct child abuse investigations.

97 Collecting of such information in these limited circumstances is permitted without prior written consent
98 of the parent, guardian or adult student.

99
100 Approved: November 25, 2003
101 Revised: April 26, 2011
102 Revised: October 14, 2014
103 Revised: November 8, 2016

1 **IDCA Summer Program/Extended School Year**

2 **IDCA**

3 Summer school/extended school year may be provided by the school district. Student fees will be
4 determined by the administration and approved by the board.

5
6 The summer school/extended school year program will be under the direction of the executive
7 director of administrative and student support services. The summer school/extended school year ad-
8 ministration is appointed annually by the board and is responsible for selection of summer school staff,
9 curriculum decisions, schedules, fees and records.

10
11 Local rules and regulations for summer school/extended school year will be developed by the
12 administration and approved by the board.

13
14 Approved: January 20, 1982
15 Revised: March 18, 1987
16 Revised: May 15, 1991
17 Revised: October 20, 1993
18 Reviewed/Revised: June 12, 2001
19 Reviewed: November 13, 2007
20 Revised: April 26, 2011

1 **IDCE Enrollment in College Classes**

2 **IDCE**

3 The district may enter into an agreement for concurrent and/or dual credit with the college for the
4 purpose of allowing students to receive dual credit.

5
6 With parental permission, eligible students who are on track to complete graduation require-
7 ments as prescribed by the board may be released by the building principal from school during the regu-
8 lar school day to attend an eligible postsecondary education institution (regent university, community
9 college, technical college or private university).

10
11 Eligibility of Students

12 To be eligible for concurrent and/or dual credit course enrollment, students must have a 3.0 cu-
13 mulative grade point average, meet the college established ACT or placement testing requirements, and
14 be a 10th, 11th or 12th grade student or a 9th grade gifted or academically talented student. University fees
15 for dual credit are the student's responsibility.

16
17 Approved: March 14, 1995
18 Reviewed/Revised: June 12, 2001
19 Revised: February 27, 2007
20 Revised: October 28, 2008
21 Revised: April 26, 2011

3 The board encourages the development of a well-rounded athletic program in compliance with
4 board policy, rules approved by the Kansas State High School Activities Association and consistent with
5 budget limitations or other restrictions of the district.

6
7 The district will maintain the activities that have been approved by the board.

8
9 Requests for the addition of new activities shall be presented to the board. In determining if a
10 request for the addition of a new activity will be granted or denied, the board will consider the following
11 factors:

- 12
- 13 1) The level of interest on the part of students in adding the new activity.
- 14 2) The availability of interested students to compete in the activity.
- 15 3) The likelihood of competitive opportunities in the league or with other schools within a 125
- 16 mile radius of Salina.
- 17 4) The likelihood of securing a qualified coach or sponsor.
- 18 5) The Title IX implications of approving or denying the addition of the activity.
- 19 6) The costs associated with adding the new activity.
- 20 7) The availability of facilities.
- 21

22 Proposals for the addition of new activities should include a list of interested participants and
23 some evidence of their availability to compete in the activity.

24
25 If the requested activity requires development of a competitive schedule with other schools, the
26 proposal should be presented at least one year, and preferably two years, before sanctioned competition
27 in the activity will commence.

28

29	Approved:	January 20, 1982
30	Revised:	May 15, 1991
31	Reviewed/Revised:	June 12, 2001
32	Reviewed:	November 25, 2003
33	Reviewed:	January 8, 2008
34	Revised:	April 26, 2011

1 **IDG Adult Education Program**

IDG

2
3 An adult education program may be initiated in accordance with the needs of the community,
4 provided qualified instructors are available and minimum class limits are attained. Adult education pro-
5 grams shall be outlined in their respective handbooks or other documents following review and approval
6 by the board. Adult education classes will normally be provided by the Salina Adult Education Center
7 (formerly Little House Adult Learning Center) and partially funded and governed under the Workforce
8 Investment Act, Title II: Adult Education and Family Literacy Act, administered through the Kansas
9 Board of Regents. Regulations concerning the adult education program will be developed by the admin-
10 istration and approved by the board.

11
12 Approved: January 20, 1982
13 Revised: May 15, 1991
14 Reviewed/Revised: June 12, 2001
15 Revised: April 26, 2011

1 **IE** **Instructional Arrangements**

IE

2
3 Each building principal shall organize the instructional program according to the district adopted
4 curriculum. All students will enroll in their assigned attendance center at a time designated by the su-
5 perintendent. Pre-enrollment for grades 5-11 shall be developed and scheduled each spring. Class size
6 shall be determined by class enrollment, teacher availability and budget and facility limitations. Class
7 schedules shall be developed to meet district instructional goals and learning objectives.

8
9 Approved: May 15, 1991

10 Reviewed/Revised: June 12, 2001

11 Revised: April 26, 2011

1 **IEB** **Charter Schools**

IEB

2
3 The board may consider a petition for the creation of a charter school if the petition meets all re-
4 quirements of current law and regulations.

5
6 If a petition is denied, the board shall follow applicable provisions of current law.

7
8 Approved: June 12, 2001

9 Revised: July 12, 2005

10 Reviewed: April 26, 2011

1 **IF** **Textbooks and Instructional Materials**

IF

2
3 All textbooks and instructional materials used in the district shall be subject to board approval.

4
5 Textbooks and instructional materials shall support the district's instructional goals and learning
6 objectives. Textbook selection criteria shall be established by the board.

7
8 Challenges to textbooks and instructional materials shall be considered in a manner prescribed
9 by board policy.

10
11 Approved: January 20, 1982

12 Revised: May 15, 1991

13 Revised: March 16, 1994

14 Reviewed/Revised: June 12, 2001

15 Reviewed: April 26, 2011

16
17 **IF-R** **Textbooks and Instructional Materials**

IF-R

18
19 Selection Criteria: Textbooks and instructional materials shall provide

- 20
21
- 22 • an effective education for all students;
 - 23 • factual knowledge, literary appreciation, aesthetic values and ethical standards;
 - 24 • practice for students to develop abilities in critical thinking and communication;
 - 25 • information which helps students develop an appreciation of American cultural, ethnic and
26 racial diversity and balanced views concerning international, national, state and local issues
and problems; and
 - 27 • sufficient flexibility for meeting the special needs of individuals and groups.
- 28

29 The superintendent shall develop selection procedures which meet the above criteria and include
30 a review of available material by instructional staff members.

31
32 Challenges of Materials (See IKD, KN)

33 Any citizen or parent of any students in the district having a complaint about textbooks or other
34 instructional materials shall first notify the teacher in writing, identifying the part or parts of the material
35 deemed objectionable, and meet with the teacher and building principal.

36
37 The challenged materials shall not be removed from the classroom/media center as a result of the
38 initial meeting.

39
40 Review Committees

41 If the complaint is not resolved and the complainant wishes to pursue the objection, the complainant
42 must file a "Request for Reconsideration" form with the building principal. Within five school days of the
43 filing, a building level review committee will be appointed by the building principal to review the material
44 in question. The review committee shall consist of the principal, the library media specialist, two teachers,
45 and two citizens. The principal will act as chairperson. The challenged materials shall not be removed
46 from the classroom or media center by the review committee during the evaluation period, but, upon for-
47 mal request from the parents of that student, the student will be supplied with substitute material for
48 completing the course requirements.

49 **IF-R Textbooks and Instructional Materials**

IF-R-2

50
51 The following guidelines shall apply to the evaluation process

- 52
- 53 • examine and evaluate the materials as a whole, not on the basis of passages pulled out of con-
 - 54 text;
 - 55 • consider the district's policy, procedure and philosophy for selection of textbooks and in-
 - 56 structional materials;
 - 57 • weigh strengths and weaknesses and form opinions based upon the selection criteria, the appro-
 - 58 priateness of the materials to the reading ability and maturity level of the student, relevance to
 - 59 the curriculum and educational goals of the school; and
 - 60 • meet to discuss the material and prepare a written report of the decision to be completed within
 - 61 15 school days of the committee's appointment.
- 62

63 The written report shall be given to the complainant and copies directed to the executive director
64 of school improvement and the coordinator of media services. If the decision is to withdraw or discon-
65 tinue use of materials, the executive director of school improvement or coordinator of media services
66 will consider the report in deciding on appropriateness in other schools within the district. This consti-
67 tutes the first level of appeal.

68

69 If the complainant is dissatisfied with the decision, a second appeal may be filed with the execu-
70 tive director of school improvement within 10 school days of the complainant's receipt of the written
71 decision. A district-wide appeal committee consisting of one principal, the executive director of school
72 improvement, the coordinator of media services, two teachers, three certified staff members that include
73 teachers and media specialists, and three citizens shall be appointed by the executive director of school
74 improvement within five school days of the receipt of the second appeal to review the material in ques-
75 tion. The building principal will act as chairperson. None of the members of the second-level appeal
76 committee shall have served on the first-level review committee, and the staff members shall be ap-
77 pointed from the appropriate educational level, elementary or secondary, depending upon where the
78 challenge has originated.

79

80 Within 15 school days of the committee's appointment, the committee chairperson shall present a
81 written report containing the decision to the complainant with a copy given to the superintendent. Within
82 10 school days of receipt, the complainant has the right to appeal this decision to the board of education by
83 filing a written notice of appeal with the superintendent.

84

85 Within 45 days of receipt of the notice of appeal, the board of education will review the reports
86 from the appeal committees and provide a hearing for the complainant. This level shall constitute the third
87 and final level of appeal within the school district. The decision of the board of education shall be final.

88

89 Decisions may resolve complaints at any one of the levels as outlined in the preceding policy.
90 Nothing in this rule shall be construed as denying a student's rights as specified in Kansas statutes and ad-
91 ministrative regulations to opt out of certain parts of the curriculum.

92

93 Approved: January 20, 1982
94 Revised: May 15, 1991
95 Revised: March 16, 1994
96 Reviewed/Revised: June 12, 2001
97 Revised: April 26, 2011

2
3 The purpose of the 1-to-1 Chromebook initiative is to create a collaborative learning environ-
4 ment for all learners that is consistent with advances in technology and facilitates resource sharing, criti-
5 cal thinking, innovation, research, creativity, communication, collaboration, increased productivity and
6 mobile learning. It is the expectation of the board that district staff and community members will play a
7 role in the development of these effective and high quality educational experiences.
8

9 In furtherance of this goal, the board is supplying high school students with a Chromebook per-
10 sonal computing device. The Chromebook will allow student access to educational applications, web-
11 based tools and many other useful sites. The Chromebook is an educational tool not intended for gam-
12 ing, social networking or high-end computing and users will be expected to follow the district's Ac-
13 ceptable and Ethical Use of Technology policy (IIBG) as well as all other state and federal laws, board
14 policies and administrative procedures. The superintendent is directed to establish and publish adminis-
15 trative regulations, procedures and guidelines governing the issuance, care and use of the Chromebooks.
16 The implementation and maintenance of the 1-to-1 initiative shall comply with all federal and state laws
17 and administrative regulations governing student use of the Internet and other technology.
18

19 Approved: May 13, 2014

1 **IFBC Library Media Centers & Learning Materials**

IFBC

2
3 Selection of Learning Materials

4 Library media center materials shall be selected in accordance with the principles in the Library
5 Bill of Rights as interpreted for school libraries by the American Library Association. Selection in-
6 cludes the choice of new materials for purchase, determination of use to be made of gifts, and removal
7 from the collection of materials that have become obsolete or inappropriate. Library media materials
8 shall be evaluated before purchase, either through direct examination or by using reputable, profession-
9 ally prepared selection tools. Selection is made by the library media specialist and principal of the
10 school with due regard to suggestions from staff, students, and parents.

11
12 The media collections shall be developed systematically, be well balanced in coverage of sub-
13 jects, and include various types of content, materials, and formats. Materials shall be chosen for accura-
14 cy, quality, format, and authoritativeness. They shall be chosen on various reading levels, presenting
15 different points of view and representing fair and unbiased presentation of information. The criteria for
16 selecting materials are based upon the needs of the curriculum, the objectives of instruction, and the in-
17 terests, abilities and maturity levels of the students served.

18
19 The use of learning materials not selected according to established criteria requires prior admin-
20 istrative approval.

21
22 Approved: January 20, 1982
23 Revised: May 18, 1983
24 Revised: June 19, 1991
25 Revised: February 3, 1993
26 Reviewed/Revised: June 12, 2001
27 Revised: April 26, 2011
28

29 **IFBC-R Library Media Centers & Learning Materials**

IFBC-R

30
31 Procedures for Challenged Materials

32 See IF-R

33
34 Approved: January 20, 1982
35 Revised: May 18, 1983
36 Revised: June 19, 1991
37 Revised: February 3, 1993
38 Reviewed/Revised: June 12, 2001
39 Reviewed: April 26, 2011

1 **IFBH Outside Speakers (See IKB)**

IFBH

2
3 Outside speakers approved by the administration may be invited to meet with groups of students
4 as part of the educational process.

5
6 The board shall establish rules governing the selection and behavior of outside speakers.

7
8 Approved: May 15, 1991

9 Reviewed/Revised: June 12, 2001

10 Reviewed: April 26, 2011

11
12 **IFBH-R Outside Speakers**

IFBH-R

13
14 The building principal shall be informed whenever an outside speaker is invited into the school
15 to participate in classroom activities. The teacher/sponsor and building principal are expected to exer-
16 cise judgment regarding those who are being considered as speakers in the district.

17
18 Teachers/sponsors should encourage the use of outside speakers representing various points of view
19 in order to help students gain a more comprehensive understanding of any topic. The ideas presented and
20 the speaker invited to present them shall have a demonstrable relation to the curricular or extra-curricular
21 activity in which the participating students are involved.

22
23 Prior to appearance or participation, the outside speaker shall be informed of the requirements of
24 this policy and rules, and each speaker shall agree to abide by school and district rules and expectations.

25
26 The teacher/sponsor or any member of the school administration responsible for inviting the speaker
27 has the right and duty to interrupt or suspend any proceedings if the speaker, by his/her conduct, is judged
28 to have disregarded the agreement to abide by these regulations.

29
30 Approved: May 15, 1991

31 Reviewed/Revised: June 12, 2001

32 Revised: April 26, 2011

1 **IFC** **Community Resources**

IFC

2
3 The use of community resources is encouraged where educational objectives may be advanced.

4
5 School Volunteers (See KFD)

6
7 Approved: June 12, 2001

8 Revised: April 26, 2011

1 **IFCB Field Trips & Activity Trips**

IFCB

2
3 Field trips and activity trips may be approved by the principal when reasonable educational ob-
4 jectives can be established.

5
6 Approved: April 16, 1996
7 Revised: May 15, 1991
8 Revised: February 19, 1992
9 Reviewed/Revised: June 12, 2001
10 Reviewed: April 26, 2011

11
12 **IFCB-R Field Trips & Activity Trips**

IFCB-R

13
14 A field trip is defined as an extension of the classroom and conducted within the time frame of one
15 or two days within the state or states contiguous to Kansas. Activity trips are trips that are related to extra-
16 curricular activity.

17
18 Teachers planning to make field trips are expected to make written application to the principal stat-
19 ing goals and objectives, destination, means of transportation, departure and returning time, name and num-
20 ber of students going and names of chaperones. The principal shall require the teacher-sponsor to obtain
21 parental approval for each student making the trip. If the trip is overnight, the following safety procedures
22 must be followed:

23
24 Teachers considering a field trip as part of a unit of study must have an application on the princi-
25 pal's desk for his/her approval at least one week prior to the field trip. For activity trips, the principal shall
26 be notified of all plans at the earliest possible date.

27
28 A copy of each student's address, emergency telephone number, permission form, and medical au-
29 thorization signed by parents must be on file in the principal's office and a copy must accompany the spon-
30 sor on the trip;

31
32 The principal's file of student information cards shall be updated prior to the group's departure; and

33
34 Personnel trained in cardio pulmonary resuscitation and emergency treatment must be designated to
35 accompany the group for the entire trip and arrangements must be made to ensure the availability of first-
36 aid equipment.

37
38 Approved: April 16, 1996
39 Revised: May 15, 1991
40 Revised: February 19, 1992
41 Reviewed/Revised: June 12, 2001
42 Revised: April 26, 2011

1 **IFCC Extended Field Trips Out-of-State**

IFCC

2
3 Extended field trips for students in USD 305 must be planned carefully and designed to meet the
4 educational objectives of the course or educational activity. Field trips must be planned in advance, and
5 formal requests must be presented to the principal and the executive director of administrative and stu-
6 dent services for approval. The outcomes desired or expected from the trip must be weighed against the
7 loss of instructional time and impact on school programs, the travel time and distance involved, and the
8 cost and expenses for the trip.

9
10 Approved: April 16, 1986
11 Revised: May 15, 1991
12 Revised: February 19, 1992
13 Revised: May 20, 1992
14 Revised: June 12, 2001
15 Revised: February 27, 2007
16 Revised: November 13, 2007
17 Reviewed: April 26, 2011

18
19 **IFCC-R Extended Field Trips Out-of-State**

IFCC-R

20
21 Classes and Performances by Invitation/Application Field Trips

22 Requests for permission for any student or group of students to participate in out-of-state activi-
23 ties must be made by the teacher or sponsor on the “Field Trips Out-of-State Approval Form” and ap-
24 proved by the principal. Sponsors of school groups who wish to take their students on trips must work
25 with the principal to establish a schedule. Once every four years bands, orchestras, and other large
26 groups may take an extended field trip out of state upon invitation or acceptance of application. The
27 high school principals will then meet to coordinate their respective schedules between schools. Trips for
28 groups whose anticipated expenses will be under \$5,000 must be approved by the building principal and
29 the director of administrative and student support services. Groups whose anticipated expenses for the
30 trip are \$5,000 or more must also have the approval of the board of education.

31
32 Requests must be submitted to the executive director of administrative and student services by
33 September 10 for trips that will be taken during the spring semester or following summer. Requests for
34 fall semester must be submitted to the executive director of administrative and student services by April
35 10 prior to the fall semester. The final detailed itinerary for an approved activity must be submitted by
36 the teacher or sponsor to the principal at least 30 days prior to the departure date of the proposed trip.

37
38 All extended field trips require proper adult supervision with carefully defined duties and re-
39 sponsibilities for the teacher and parent sponsors prior to departure. As a general guideline, one sponsor
40 should be assigned for each group of 12 pupils and that sponsor shall be responsible for the supervision
41 of the same group during the trip.

42
43 Planning must include consideration for the following safety procedures: a copy of each stu-
44 dent’s address, emergency telephone number, permission form, and a notarized medical authorization
45 signed by parents must be on file in the principal’s office and the original must accompany the sponsor
46 on the trip and there must be access to first-aid and emergency response. The principal’s file of student
47 information cards shall be updated prior to the group’s departure.

50
51 Qualifying/Adjudicated Field Trips

52 Requests for permission for any student or group of students to participate in out-of-state activi-
53 ties for which they have qualified in prior competition or adjudication must be made by the teacher or
54 sponsor on the “Field Trips – Out-of-State Approval Form” and approved by the principal within 5 days
55 of notification of qualifying. Trips for groups whose anticipated expenses will be under \$5,000 must be
56 approved by the building principal and the director of administrative and student support services.
57 Groups whose anticipated expenses for the trip are \$5,000 or more must also have the approval of the
58 board of education.

59
60 Requests must be submitted to the executive director of administrative and student services at
61 least 5 days prior to the trip. The final detailed itinerary for an approved activity must be submitted by
62 the teacher or sponsor to the principal at least 5 days prior to the departure date of the proposed trip.
63

64 All extended field trips require proper adult supervision with carefully defined duties and re-
65 sponsibilities for the teacher and parent sponsors prior to departure. As a general guideline, one sponsor
66 should be assigned for each group of 12 pupils and that sponsor shall be responsible for the supervision
67 of the same group during the trip.
68

69 Planning must include consideration for the following safety procedures: a copy of each stu-
70 dent’s address, emergency telephone number, permission form, and notarized medical authorization
71 signed by parents must be on file in the principal’s office and the original must accompany the sponsor
72 on the trip and there must be access to first-aid and emergency response. The principal’s file of student
73 information cards shall be updated prior to the group’s departure.
74

75 Approved: April 16, 1986
76 Revised: May 15, 1991
77 Revised: February 19, 1992
78 Revised: May 20, 1992
79 Reviewed/Revised: June 12, 2001
80 Revised: February 27, 2007
81 Revised: November 13, 2007
82 Revised: April 26, 2011

1 **IHA** **Grading System**

IHA

2
3 All elementary and secondary schools will use a uniform grading system.

4
5 The uniform grading scale to be used in all classes which assign letter grades is

6
7 $100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59-0 = F$

8
9 Approved: January 20, 1982

10 Revised: May 15, 1991

11 Reviewed/Revised: June 12, 2001

12 Revised: April 26, 2011

1 **IHB Homework**

IHB

2
3 Homework should be recognized as a part of the total education program of the Salina Public
4 Schools. Homework must serve the purpose of reinforcing lessons introduced in the classroom. It must
5 be viewed as a method to help students learn the skills and concepts of the course, not as an end in itself
6 or as a means of discipline. When the teacher’s assistance is required, some study time should be pro-
7 vided during the class period.

8
9 Approved: January 20, 1982
10 Revised: May 15, 1991
11 Reviewed/Revised: June 12, 2001
12 Revised: April 26, 2011

13
14 **IHB-R Homework**

IHB-R

15
16 Homework in the Elementary Schools

17 It is the policy of the Salina Public Schools that most of the assigned work in the primary grades
18 be done in the classroom, where the teacher has the opportunity to supervise and direct student activities.
19 Modest assignments may be given to elementary students.

20
21 Homework in the Secondary Schools

22 As a general policy, the amount of homework will be increased as students advance from grades
23 six through twelve.

24
25 Students carrying more than four subjects regularly requiring homework are assumed capable of
26 carrying the load, and more time spent on homework for those students should be expected. Students
27 should be informed of the advisability for properly budgeting of time for long-range assignments such as
28 book reports, term or unit papers or special projects.

29
30 Approved: January 20, 1982
31 Revised: May 15, 1991
32 Reviewed/Revised: June 12, 2001
33 Revised: April 26, 2011

2

3

Class rankings will be computed for all high school grade levels each semester.

4

5 Approved: January 20, 1982

6 Revised: May 15, 1991

7 Reviewed/Revised: June 12, 2001

8 Reviewed: April 26, 2011

1 **IHD** **Honor Roll** (SEE JR et seq.)

IHD

2

3 Honor rolls will be prepared for grades 6-12.

4

5 Approved: January 20, 1982

6 Revised: May 15, 1991

7 Reviewed/Revised: June 12, 2001

8 Revised: April 26, 2011

9

10 **IHD-R** **Honor Roll**

IHD-R

11

12 An honor roll for each secondary school will be computed for each semester based upon a 3.0 or
13 better grade point average on a 4.0 scale. Students' names will be published on the honor roll if they
14 have attained a B grade average, or a 3.0 GPA for the semester, with no failing grades, subject to paren-
15 tal approval under the Buckley Amendment to the Education Act of 1972. (See JR et seq.)

16

17 Approved: January 20, 1982

18 Revised: May 15, 1991

19 Reviewed/Revised: June 12, 2001

20 Revised: April 26, 2011

1 **IHEA Make-Up Opportunities** (See JBD, JDD)

IHEA

2
3 Within time limits established by the administration, all teachers shall supply make-up work as-
4 signments when requested. The time limits shall be included in the staff and student handbooks each
5 year.

- 6
7 Approved: May 15, 1991
8 Reviewed/Revised: June 12, 2001
9 Reviewed: April 26, 2011

1 **IHF** **Graduation Requirements**

IHF

2
3 The board may adopt graduation requirements exceeding the minimums set forth by state regula-
4 tions. Unless otherwise provided herein, in order to qualify for graduation, the board requires each candi-
5 date to earn 24 academic credits of a type meeting state and district requirements.
6

7 Exceptions may be granted by the board to waive local graduation requirements that are in ex-
8 cess of the state minimum requirements for students on a case by case basis.
9

10 The board shall award a student a diploma if the student is at least 17 years old; is enrolled or
11 resides in the district; was in custody of the Secretary of the Kansas Department of Corrections
12 (KDOC), the Secretary for the Department of Children and Families (DCF), or a federally recognized
13 Indian tribe in this state at any time on or after the student’s 14th birthday; and has achieved at least the
14 minimum high school graduation requirements adopted by the state board of education.
15

- 16 Approved: August 1, 1984
- 17 Revised: May 15, 1991
- 18 Revised: March 14, 1995
- 19 Revised: May 9, 1995
- 20 Revised: February 25, 1997
- 21 Reviewed/Revised: June 12, 2001
- 22 Revised: November 25, 2003
- 23 Revised: April 12, 2005
- 24 Reviewed: October 28, 2008
- 25 Reviewed: March 29, 2011
- 26 Reviewed: August 28, 2012
- 27 Reviewed: October 8, 2013
- 28 Revised: November 10, 2015
- 29 Reviewed: November 8, 2016

30
31 **IHF-R** **Graduation Requirements**

IHF-R

32
33 The educational program in Salina shall provide learning experiences for all students to acquire
34 skills, knowledge, and attitudes which are necessary for a productive life in a changing society. The follow-
35 ing are the requirements to obtain a high school diploma:
36

<u>Subject Area</u>	<u>Units of Credits</u>
English Language Arts	4
Social Studies	
to include 1 credit in World History	3
to include 1 credit in American History	
to include .5 credit in American Government	
to include .5 credit in Economics	
(equivalent to Social Studies 1-4 at South High School)	
Mathematics	3
to include mastery of algebraic concepts	
Natural Science	3
to include 1 credit in Earth/Space Science	
to include 1 credit in Biology or Applied Biology/Chemistry	

50 **IHF-R Graduation Requirements**

IHF-R-2

51		
52	P.E. & Health	1.5
53	to include 1 credit in P.E. & Health in Grade 9	
54	Oral Communication	.5
55	Computer	1
56	Fine Arts	1
57	Electives	7
58	Total Requirements	24
59	(1 unit = 1 year or 2 semesters)	
60		

61 Credit will be awarded on the basis of satisfactory progress in learning for each semester. Individu-
62 al studies must be an in-depth extension of a subject or field and will be awarded credit equivalent to a se-
63 mester(s) of instruction. Transfer credits will be evaluated in accord with this system.

64
65 Transfer Students

66 A transfer student entering USD 305 must meet USD 305 graduation requirements to be eligible for
67 a diploma. Students who transfer out of district during their senior year and who wish to be eligible for a
68 USD 305 diploma must complete the USD 305 required course of study and credit requirement within that
69 same transfer year.

70
71 Correspondence Credit

72 Enrollment in correspondence courses for high school credit requires approval in advance by the
73 building principal. Correspondence courses will not be accepted as substitutes for required courses for
74 graduation. Correspondence credit will be accepted only from schools and institutions approved by the
75 State Board of Education.

76
77 Kansas State High School Equivalency Diploma

78 The board recognizes that some students may not be able to meet the graduation requirements indi-
79 cated. An option available to these students will be the General Education Development test. Students
80 passing the test will receive a Kansas State High School Equivalency Diploma. State regulations will be
81 followed in determining eligibility for G.E.D. testing.

82
83 USD 305 Diploma Completion Program

84 The Diploma Completion Program is available for adult students. Students enrolled in the Diploma
85 Completion Program must meet the Kansas State Graduation requirements of 21 units of credit as outlined
86 in KSDE Regulation 91-31-35.

87
88 Students who are 18 years of age or older may enroll in the Diploma Completion Program provided
89 one of the following conditions exists.

- 90 1. The student's cohort class has already graduated; or
- 91 2. The student has accumulated 13 units of credit or fewer and his/her cohort group has com-
92 pleted its junior year.

93
94 All students enrolled in the Diploma Completion Program must successfully complete a minimum
95 of .5 units of credit at the DCP to complete their graduation requirements regardless of the total number of
96 credits completed at the time of enrollment. Only the superintendent may approve exceptions to these en-
97 rollment provisions. Such exception shall be determined on a case by case basis.

98
99 Approved: August 1, 1984

100	IHF-R	<u>Graduation Requirements</u>
101		
102	Revised:	May 15, 1991
103	Revised:	March 14, 1995
104	Revised:	May 9, 1995
105	Revised:	February 25, 1997
106	Reviewed/Revised:	June 12, 2001
107	Revised:	November 25, 2003
108	Revised:	April 12, 2005
109	Revised:	October 28, 2008
110	Revised:	March 29, 2011
111	Revised:	August 28, 2012
112	Revised:	October 8, 2013
113	Reviewed:	November 10, 2015
114	Revised:	November 8, 2016

IHF-R-3

1 **II Educational Testing Program (See JR et seq.)**

II

2
3 The district educational testing program shall consist of multiple assessments. These assess-
4 ments shall include, as a minimum, individual teacher subject matter tests, district group achievement
5 tests, and state required tests.

6
7 Test Integrity

8 All staff and students are required to maintain integrity in the administration and completion of
9 student assessments. Those who are directly or indirectly involved in the administration of assessments
10 as part of the educational process have a professional responsibility to (1) take appropriate security pre-
11 cautions before, during, and after the administration of the assessment; (2) administer assessments ac-
12 cording to prescribed procedures and conditions and notify appropriate persons if any nonstandard or
13 delimiting conditions occur.

14
15 Reporting Testing Results

16 The superintendent shall report annually to the board the results of the district's academic
17 achievement testing program. State required test results shall be disaggregated as required by current
18 regulation and shall be reported annually to the board, district patrons and the State Board of Education.

19
20 Approved: January 20, 1982
21 Revised: May 15, 1991
22 Reviewed/Revised: June 12, 2001
23 Revised: February 27, 2007
24 Revised: November 13, 2007
25 Revised: April 26, 2011

1 **IIA Performance-Based Credits**

IIA

2
3 A student may earn credits towards high school graduation by demonstrating mastery of the
4 course outcomes and objectives through a performance assessment provided such an assessment has
5 been constructed by the district. The standards for passing the performance assessment shall be a
6 demonstration of mastery (80%) of at least 80% of the essential objectives.
7

8 A written request to demonstrate mastery of a class must be submitted by January 20 for a first
9 semester class and by September 20 for a second semester class. A student may not request a perfor-
10 mance assessment for credit of a class in which he or she is currently enrolled or has been enrolled.
11

12 The request is to be evaluated within 20 school days by a review committee composed of a
13 building administrator, a school counselor, a faculty member appointed by the principal and the stu-
14 dent's parent(s) or guardian(s).
15

16 If the request is approved, within the following 30 school days, the administrator, in consultation
17 with the instructor, will designate up to 10 school days in which the student will complete the perfor-
18 mance assessment that reflects mastery of course outcomes and objectives. The principal, in consulta-
19 tion with the instructor, will determine the setting and the timelines for the administration of the perfor-
20 mance test.
21

22 Credit for such classes shall be awarded the appropriate letter grade based on the district grading
23 scale. Students will be allowed only one opportunity to demonstrate mastery through the performance
24 assessment for credit of any particular class. It will not be the responsibility of the school or the instruc-
25 tor to provide instructional and/or review time for the student. However, the course outcomes and ob-
26 jectives, as noted in the district curriculum guide, will be made available.
27

28 Approved: November 25, 2003

29 Revised: April 26, 2011

1 **IIBG Acceptable and Ethical Use of Technology (See GAA and JCDA) IIBG**

2
3 The mission of the Salina Public Schools is to ensure that all students learn the skills necessary
4 to participate successfully in the communities in which they live. In keeping with that mission, the
5 board provides technology resources to its students and staff and supports the use of those resources for
6 educational and administrative purposes. The technologies provided, including, but not limited to, com-
7 puters, computer networks, Internet, electronic mail, online services and other applications such as so-
8 cial media networks and tools that facilitate access to information, resource sharing, research, collabora-
9 tive learning, communications and integrated technology instruction, shall be used in support of educa-
10 tion and other endeavors consistent with the district’s goals and objectives. All technology-based in-
11 structional materials, activities, and communication tools shall be appropriate for and within the range of
12 the knowledge, understanding, age, and maturity of students with whom they are used.
13

14 The superintendent is directed to develop regulations, procedures and guidelines which comply
15 with all federal, state and local laws and regulations governing schools and technology use. At a mini-
16 mum, these shall insure proper and safe use of district networks and the Internet by students, district
17 employees, partners or volunteers, and members of the community. Any use of technology provided by
18 the district must be done in compliance with such regulations, procedures and guidelines. Failure to do
19 so is considered a violation of this policy. USD 305 retains the right to discipline any student, up to and
20 including expulsion, and any employee, up to and including termination, for violations of this policy and
21 any associated procedures and regulations. Users who violate the policies, regulations or procedures
22 governing district technology use assume any and all legal responsibility for any violation of licensing
23 or other legal requirement associated with the use of district technology.
24

25 **IIBG-R Acceptable and Ethical Use of Technology IIBG-R**

26
27 The district’s computer systems, electronic devices, computer networks, online services and pe-
28 ripherals (“district technology”) are any configuration of hardware, software and contracted third party
29 technology service providers. District technology includes, but is not limited to, all of the computer
30 hardware, electronic devices, operating system software, application software, stored text and data files.
31 This includes electronic mail, local databases, externally accessed databases (such as the Internet), opti-
32 cal media, clip art, digital images, digitized information, cloud storage, communications technologies,
33 and new technologies as they become available. District technology issued to any students or employees
34 is the property of the district to be used for educational and administrative purposes only.
35

36 The use of district technology is a privilege, not a right. Persons shall have no expectation of pri-
37 vacy or confidentiality in the content of electronic communications or other computer files stored, sent
38 and/or received utilizing district technology. All persons using the district systems, online services or
39 district-provided access to the Internet are governed by board policies and district guidelines, procedures
40 and regulations regardless of whether the equipment used is personal or owned by the district. These
41 regulations, procedures and guidelines are provided to make all users aware of the responsibilities asso-
42 ciated with educational, efficient, ethical and lawful use of network resources. Failure to abide by any
43 related provisions may result in the termination of user privileges, denial of access to district technology,
44 and disciplinary action.

46
47 All materials or devices created as part of any assigned responsibilities or activities pursuant to a
48 user’s job duties shall be the property of the district.

49
50 Access

51 All users approved to use district technology must obtain an authorized account with a user ID
52 and log-in password from management information systems (MIS). The user to whom the user-ID and
53 password are assigned is responsible for their use or misuse. Both the user-ID and password must re-
54 main confidential, and the user shall not share either with any other person. At times, however, the
55 building administration may need access to an individual’s user account for emergent or time-sensitive
56 reasons. To the extent possible, written permission will be obtained from the account holder. Any user-
57 ID and password may be terminated at any time for any reason. All user accounts are considered the
58 property of the district.

59
60 The district expressly reserves the right at any time to review the subject, content and appropri-
61 ateness of electronic communications or other computer files including any district Internet or online
62 commercial account paid for, in whole or in part, by the district and remove them if warranted without
63 notice of any kind. Any violation shall be reported to school administration or law enforcement officials
64 as appropriate. To accommodate storage needs, the district may also remove any files, whether personal
65 or work-related, stored on its network.

66
67 Content found in on-line resources may contain defamatory, inaccurate, abusive, obscene, pro-
68 fane, sexually-oriented, threatening, racially offensive or illegal material. The district does not condone
69 its use and will not knowingly permit access to or usage of such material in the school environment.

70
71 Any statement of personal belief found on district technology is implicitly understood to be rep-
72 resentative of the author’s individual point of view and not that of the district, its employees or the par-
73 ticipating school. No representations to the contrary shall be published without written approval from
74 the superintendent.

75
76 The district makes no guarantees that district technology will be uninterrupted or error-free; nor
77 does it make any warranty, whether express or implied, as to the results to be obtained from use of the
78 service or the accuracy or quality of the information obtained on or by the network. Access to district
79 technology is provided on an “as is” basis without warranties of any kind. Neither the district nor any of
80 its agents or employees shall be liable for any direct, indirect, incidental, special or consequential dam-
81 ages arising out of the use of or inability to use district technology or out of any breach of any warranty.
82 This includes loss of data resulting from delays, nondeliveries, misdeliveries, system maintenance or
83 service interruptions caused by its own negligence or user errors or omissions. Use of any information
84 obtained via the Internet is at the user’s own risk and the district denies any responsibility for any com-
85 mercial transaction conducted through its systems.

86
87 Safety/Security

88 All users are governed by the security and safety regulations established by the district, its Inter-
89 net service provider and any third-party data storage provider contracting with the district. The district
90 shall operate a technology protection measure that blocks or filters Internet access (IIBGA).

92
93 This technology protection measure shall ensure no minor has access to visual depictions that are child
94 pornography or that are obscene, inappropriate or harmful. The district shall make every effort to re-
95 strict access to inappropriate materials and shall monitor the online activities of the end users. Principals
96 may file a request with MIS to unblock websites that they believe have significant educational value. If
97 the website is determined appropriate, the site will be unblocked for educational purposes.
98

99 All users assigned a computer or other electronic device owned by the district are responsible for
100 its security at all times. When in use, no computer or electronic device should be left unattended. In the
101 event of loss, whether accidental, negligent or intentional, the district reserves the right to charge any
102 authorized user of a district-owned computer or other electronic device the insurance deductible for re-
103 placement and/or refuse issuance of a replacement to the previously authorized user. Authorized users
104 are required to contact their building administrator when any loss or damage occurs, including theft. All
105 reports of theft, whether confirmed or suspected, shall be forwarded to appropriate law enforcement.
106

107 All student data shall be treated as confidential. All student data must be entered into the dis-
108 trict's database by appropriate employees only, and only school officials with a legitimate educational
109 interest in the information may have access to a student's educational data whether obtained through the
110 use of district technology or otherwise (JRB).
111

112 Software/Applications

113 All users are prohibited from installing personal software or applications on district-owned tech-
114 nology equipment. Any and all software/applications utilized for the district's educational or administra-
115 tive purposes will be previewed and/or evaluated by the superintendent prior to purchase or download.
116 Any user who fails to obtain the proper administrative approval before downloading soft-
117 ware/applications is responsible for any loss, damage, injury or claim arising directly from the purchase,
118 download, installation and/or use of the unauthorized software/application.
119

120 User Conduct

121 Proper use of district technology requires that district employees and students abide by the follow-
122 ing guidelines. All users of district technology shall
123

- 124 1. Communicate using district technology in a respectful manner consistent with state laws and dis-
125 trict policies governing the behavior of school employees and/or students and with federal laws
126 governing copyright.
127
- 128 2. Use district electronic mail, rather than personal electronic mail accounts, to conduct district busi-
129 ness or to complete educational activities.
130
- 131 3. Be responsible for all use of the networks under their accounts, regardless of whether access is
132 gained with or without the person's knowledge and/or consent.
133
- 134 4. Immediately notify the building administrator if the account holder suspects any unauthorized use
135 of his/her account. The account holder shall remain liable and responsible for any unauthorized
136 use from the time at which the account holder is aware of or reasonably should be aware of the
137

139
140 suspected unauthorized use until the district is notified and has a reasonable opportunity to act up-
141 on such notice.

- 142
- 143 5. Be responsible for any costs, fees, charges or expenses incurred under the person’s account in
144 connection with the use of district technology except such costs, fees, charges and expenses as the
145 district explicitly agrees to pay.
 - 146
 - 147 6. Ensure that student information shared electronically complies with the Family Educational
148 Rights and Privacy Act, the Kansas Student Data Privacy Act, as well as board policy regarding
149 student records (JR).
 - 150
 - 151 7. Be responsible for damages or the cost of correcting any damage to district technology for at-
152 tempts to harm or destroy data of another person. This includes, but is not limited to, “hacking”
153 or creating, loading or sharing malicious software, scripts or code (e.g. executable files (*.exe),
154 batch files (*.bat), command files (*.com), system files (*.sys)).
 - 155
 - 156 8. Abide by all district policies and regulations governing the use of social media.

157
158 **Inappropriate Use**

159 The following is a non-exclusive list of conduct prohibited while using district technology:

- 160
- 161 1. Generating, accessing, uploading, downloading, using, retaining or distributing any defamatory,
162 obscene, profane, sexually-explicit, pornographic, threatening or illegal content or materials.
 - 163
 - 164 2. Violating any federal, state or local law or administrative regulation or failing to follow any other
165 policies or guidelines established by the district or building administrators/supervisors.
 - 166
 - 167 3. Violating copyright or otherwise transmitting or using the intellectual property of another indi-
168 vidual or organization without permission, specifically including, but not limited to, the unlawful
169 downloading of music, movies, computer software or pictures.
 - 170
 - 171 4. Vandalizing, which is any unauthorized access and/or malicious attempt to damage computer
172 hardware/software or networks or destroying the data of another user, including creating, upload-
173 ing or intentionally introducing viruses.
 - 174
 - 175 5. Intentionally wasting limited resources, including, but not limited to, storage of excessive
176 amounts of personal electronic mail, movies, music and picture files on district computers or
177 servers.
 - 178
 - 179 6. Using district technology to create or access personal electronic mail accounts to engage in con-
180 duct that would violate any district policy.

181 **IIBG-R Acceptable and Ethical Use of Technology**

IIBG-R-5

- 182
- 183 7. Using the district’s network or computers for commercial purposes or for any personal financial
- 184 gain including, but not limited to, selling items and maintenance of a personal or business web-
- 185 site or electronic mail accounts.
- 186
- 187 8. Harassing, bullying, insulting or attacking others.
- 188
- 189 9. Accessing or transmitting electronic mail or other electronic files containing inappropriate and/or
- 190 offensive material that is aimed at members of any protected class (examples would include
- 191 jokes targeted at person(s) based upon gender, race, ethnicity, disability, etc.).
- 192
- 193 10. Using district technology to distribute messages to large groups of people for non-district pur-
- 194 poses, including, but not limited to, “everyone e-mails,” “mass e-mails,” “global e-mails,” and
- 195 “spam,” unless expressly approved by the superintendent.
- 196
- 197 11. Gaining unauthorized access to the files or other informational resources of other persons or enti-
- 198 ties without permission, whether stored on or off the district’s network.
- 199
- 200 12. Using others’ passwords without permission.
- 201
- 202 13. Invading the privacy of individuals and/or revealing personal information online about any other
- 203 district staff or student.
- 204
- 205 14. Installing equipment on or making modifications to district technology, such as altering the setup
- 206 of computers (e.g., desktops, icons, wallpapers, screensavers or installed software) without pre-
- 207 authorization from MIS.
- 208
- 209 15. Utilizing proxy sites or other means to circumvent the district’s filter and/or other security
- 210 measures.

211

212 Approved: June 12, 2001

213 Revised: November 25, 2003

214 Reviewed: July 22, 2008

215 Revised: October 28, 2008

216 Reviewed: December 8, 2009

217 Revised: April 26, 2011

218 Revised: November 13, 2012

219 Revised: May 13, 2014

220 Revised: October 14, 2014

2
3 The district shall implement and enforce both the federal and the Kansas Children's Internet Pro-
4 tection Acts (CIPA). The superintendent shall develop a plan which shall be on file with the board
5 clerk, in each school office, and on the district website. Copies shall be available to the public.
6

7 If the district is providing public access to any computer, the CIPA plan shall also implement and
8 enforce technology protection measures to ensure no minor has access to visual depictions that are child
9 pornography or that are obscene, inappropriate, or harmful. The superintendent shall ensure compliance
10 with CIPA by completing Federal Communication Commission forms as required.
11

12 **Children's Internet Protection Acts (CIPA) Plan**

13
14 The USD 305 plan shall, at a minimum,

- 15
- 16 • provide reasonable public notice including at least one public hearing;
 - 17 • install blocks or Internet filters to limit access and/or the transmission thereof by both minors and
 - 18 adults to child pornography or materials that are obscene, inappropriate or harmful;
 - 19 • monitor the on-line activities of students while at school, at district-sponsored activities, or while
 - 20 utilizing the district's network;
 - 21 • address issues related to the safety of minors when using e-mail, chat rooms, and other electronic
 - 22 communication;
 - 23 • educate students about appropriate on-line behavior, including interacting with other individuals
 - 24 on social networking websites and in chat rooms and cyberbullying awareness and response;
 - 25 • hinder unauthorized access (hacking) and other unlawful on-line activities by students;
 - 26 • prevent unauthorized disclosure, use or dissemination of personal information regarding minors;
 - 27 and
 - 28 • comply with the Children's Internet Protection Acts.
- 29

30 Approved: December 8, 2009

31 Reviewed: April 26, 2011

32 Reviewed: November 13, 2012

33 Revised: October 8, 2013

1 **IIBGB Computer Software Selection**

IIBGB

2
3 All computer software for instruction will be previewed and evaluated prior to purchase.

4
5 Instructional computer software must meet the following criteria:

6
7 present high-quality curriculum information aligned with the appropriate district objectives,
8 incorporate student learning strategies which have demonstrated effectiveness through electronic
9 means,

10 require active student involvement in the learning,

11 make good use of the computer's capabilities, i.e., activities which are not possible (constraints
12 of time, resources, etc.) without technology,

13 support and integrate into activities the district's improvement targets for all schools – reading,
14 problem solving, and writing, and

15 meet, not exceed, current hardware system capabilities.

16
17 Approved: May 16, 1985

18 Revised: May 15, 1991

19 Reviewed/Revised: June 12, 2001

20 Revised: December 8, 2009

21 Reviewed: April 26, 2011

1 **IIBGC On-Line Learning Opportunities**

IIBGC

2
3 Application

4 Students may apply for permission to enroll in an on-line course for credit. Applications for the
5 next academic year shall be submitted to the principal no later than April 20. The student and the stu-
6 dent's parents shall be informed of the administrator's decision in writing no later than June 1.

7
8 Student may not enroll in an on-line course as an alternative to any course offered by the high
9 school except 1) as an attempt to earn credit for a class already attempted but failed or 2) as an attempt
10 to complete a course of study during a suspension or expulsion.

11
12 Guidelines

13 The following guidelines shall be used by the administration:

- 14
15 1. Only approved courses shall be posted on student transcripts.
16 2. Approval of any course shall be based upon the course content and rigor, its length and
17 scope, its method of assessing knowledge acquired by the student, the qualifications of
18 the instructor and other appropriate factors.
19 3. Enrollment in an on-line course will be allowed only if an appropriately certified staff
20 member is available and willing to supervise the student's participation in the course.

21
22 Other Regulations or Guidelines

23 Approval by the administration shall also be based on Kansas State Department of Education
24 regulations and/or guidelines in effect at the time the student request is made.

25
26 Approved: November 25, 2003
27 Revised: December 8, 2009
28 Revised: April 26, 2011
29 Reviewed: November 13, 2012

1 **IJ** **Evaluation of Instructional Program** (See IC, ICA, II & MK) **IJ**

2
3 The superintendent may develop guidelines to evaluate a portion of the instructional program
4 each year. This evaluation shall be part of the district's school improvement efforts as required by cur-
5 rent regulation.

6
7 Approved: January 20, 1982
8 Revised: May 15, 1991
9 Reviewed/Revised: June 12, 2001
10 Reviewed: April 26, 2011
11 Revised: November 13, 2012

12
13 **IJ-R** **Evaluation of Instructional Program** (See IC, ICA, II & MK) **IJ-R**

14
15 The superintendent may annually establish program evaluation committees to study the district's
16 instructional program on a regular schedule. The superintendent may require reports from these pro-
17 gram evaluation committees which shall include the committee's recommendations for continuation,
18 modification or elimination of any part of the instructional program. The executive director of school
19 improvement may submit a comprehensive report from the committees to the board.

20
21 Approved: January 20, 1982
22 Revised: May 15, 1991
23 Reviewed/Revised: June 12, 2001
24 Reviewed: April 26, 2011
25 Revised: November 13, 2012

2
3 The board supports the goals of providing district students with sufficient knowledge of econom-
4 ic systems to make informed financial choices. In furtherance of this goal, the board directs the superin-
5 tendent to develop and implement a plan to incorporate outcome-based personal financial literacy educa-
6 tion into the district's instructional program.

7
8 The superintendent shall document district efforts to provide financial literacy education oppor-
9 tunities for district students and shall provide, upon request, feedback or information to the Kansas State
10 Department of Education in such efforts.

11
12 Approved: November 10, 2015

1 **IKAA Semester Examinations**

IKAA

2
3 Semester examinations are required in all high school courses at the conclusion of the semester.
4 All students are required to take semester examinations as scheduled unless exemptions are granted by
5 the principal. A student who misses an examination will be required to make up the test at the earliest
6 opportunity.
7

8 At the principal's discretion, an exemption from second semester examinations may be granted
9 to a student for a death in his/her immediate family, a very serious accident, injury, or incapacitating ill-
10 ness. The make-up test will be scheduled by the principal. If the principal grants an exemption from the
11 examination, the student's final grade will be awarded based upon his/her grade average earned to date.
12 Individual problems may be referred to the superintendent for clarification.
13

14 Approved: November 7, 1984
15 Revised: May 15, 1991
16 Reviewed/Revised: June 12, 2001
17 Revised: April 26, 2011
18

19 **IKAA-R Semester Examinations**

IKAA-R

20
21 A semester final examination shall not constitute more than 20 percent or less than 10 percent of
22 the semester grade. A first semester exam grade will be computed into the first two quarter grades, sec-
23 ond semester exam into third and fourth quarters, and reported on the grade report form accordingly.
24

25 All teachers are required to leave a copy of their final examinations and a scoring key with the
26 principal at the end of the second semester in the event that make-up exam is necessary. The examina-
27 tion will be graded and a final grade recorded on the permanent record as soon as possible.
28

29 The structure, amount of course coverage, style, and format of the examination will be left to the
30 discretion of the teacher.
31

32 Approved: November 7, 1984
33 Revised: May 15, 1991
34 Reviewed/Revised: June 12, 2001
35 Reviewed: April 26, 2011

2
3 Controversy arising from differences in values, beliefs, attitudes, and interests is inherent in a
4 pluralistic society. An important function of public education is to provide students with an understand-
5 ing of how controversial issues are dealt with in a democracy. This includes the opportunity to learn
6 about the issues, problems, and concerns of contemporary society, to form opinions, and to participate in
7 discussion of these issues and expression of opinion in the classroom.
8

9 The overriding educational purpose of teaching about controversial issues or using controversial
10 materials must be student achievement in the content standards rather than reaching conclusions as to
11 the correctness of any particular point of view. Therefore, instruction that involves controversial issues
12 and/or materials must be within the board adopted content standards and curricula.
13

14 Such instruction must be under the direction of a teacher who is familiar with the goals, objec-
15 tives, and limitations of this policy. In addition, the instruction must reflect due consideration of the ma-
16 turity of the students, the values of the community, sound professional judgment, and coordination with
17 the administration.
18

19 Study of Controversial Issues

20 Within this structure, teachers may use the study and discussion of controversial issues as appro-
21 priate to the attainment of course objectives directly related to content standards. Where controversial
22 issues are taught, teachers should make material available to student concerning the various aspects of
23 the issues. Teachers may express their own viewpoints and opinions; however, they have the obligation
24 to be objective and to present the several sides of an issue impartially.
25

26 Use of Controversial Materials

27 Controversial learning resources are subject to disagreement as to the appropriateness because
28 they refer or relate to controversial issues or present material in a manner or context which is itself con-
29 troversial. Examples of such materials include, but are not limited to, those that depict explicit sexual
30 conduct, graphic violence, drug use, or other socially undesirable behaviors, profanities, or materials that
31 are likely to divide the community along racial, ethnic, or religious lines. If a teacher has a question as
32 to whether a resource is controversial within the meaning of this policy, he or she shall contact the prin-
33 cipal.
34

35 It is required that teachers work cooperatively with their principals and other administrators in
36 the use of controversial learning resources. R, PG-13, or PG rated films and/or videos shall be consid-
37 ered controversial within the meaning of this policy and regulation and shall require prior approval of
38 the principal according to the guidelines listed below. R rated films and videos shall not be used in ele-
39 mentary and middle schools and at the high school level only with parental permission. X rated and
40 NC-17 rated films and videos shall not be used in USD 305.
41

- 42 • PG, PG-13 and R rated films and videos shall be considered controversial at the elementary and
43 middle school levels.
- 44 • R rated films and videos shall be considered controversial at the senior high level.

45
46 Approved: January 20, 1982
47 Revised: May 15, 1991
48 Reviewed/Revised: June 12, 2001
49 Revised: April 26, 2011

1 **IKCA Human Sexuality and AIDS Education**

IKCA

2
3 A parent, guardian or student eighteen years of age or older may remove the student from some
4 portion or all of Human Sexuality and AIDS classes included in the district's required curriculum.

5
6 Approved: May 15, 1991
7 Reviewed/Revised: June 12, 2001
8 Revised: February 27, 2007
9 Reviewed: April 26, 2011

10
11 **IKCA-R Human Sexuality and AIDS Education**

IKCA-R

12
13 Notice of Availability

14 Public notice of the availability of opt-out forms and Human Sexuality and AIDS curriculum
15 goals and objectives shall be made by means of building newsletters.

16
17 Opt-Out Procedure

18 Parents, guardians, or students as named above shall obtain the opt-out request form from the
19 building principal along with a written copy of the goals and objectives for the student's appropriate
20 Human Sexuality and AIDS class.

21
22 Following review of the curriculum goals, the requesting party must complete the opt-out form,
23 stating the portion(s) of the curriculum from which the student is to be excused, signing the form, and
24 returning it to the principal. The completed form will be kept on file in the principal's office.

25
26 Arrangements for class reassignment of the student excused from any portion or all of the Hu-
27 man Sexuality and AIDS classes through this policy shall be made by the principal or his/her designee.

28
29 Annual Request Required

30 Opt-out requests are valid only for the school year in which they are submitted.

31
32 Approved: May 15, 1991
33 Reviewed/Revised: June 12, 2001
34 Revised: February 27, 2007
35 Reviewed: April 26, 2011

1 **IKD Religion in Curricular or School-Sponsored Activities**

IKD

2
3 No religious belief or non-belief shall be promoted or disparaged by the district or its employees.
4 Students and staff should be tolerant of each others' religious views. Students and staff members may
5 be excused from participating in practices contrary to their religious beliefs unless there are clear issues
6 of overriding concern which prevent it.

7
8 Teaching About Religion

9 Teachers may teach about religion, religious literature and history but are prohibited from pro-
10 moting, expounding, criticizing or ridiculing a religion. Religious texts may be used to teach about reli-
11 gion, but the use of religious texts is prohibited if used to promote a particular religious doctrine.

12
13 Religion in the Curriculum and School Activities

14 In compliance with these rules, religious themes may be presented in the curriculum and as part
15 of school activities. Music, art, literature and drama having a religious theme or basis are permitted as
16 part of the curriculum or as part of a school activity if they are presented in a balanced and objective
17 manner and are a traditional part of the cultural and religious tradition of a particular holiday or field of
18 study. The emphasis on religious themes in the arts, literature and history should be only as extensive as
19 necessary for a balanced and thorough study of these areas. These studies should never foster any par-
20 ticular religious tenets or demean any religious beliefs or non-beliefs.

21
22 Religious Symbols in the Classroom

23 The temporary use of religious symbols such as a cross, menorah, crescent, Star of David,
24 crèche, symbols of native American religions or other symbols that are a part of a religious holiday are
25 permitted as a teaching aid if they are displayed as an example of a holiday's cultural and religious her-
26 itage.

27
28 Religious Holidays (See AEA)

29 Holidays which have a religious and a secular basis may be observed. School vacations shall
30 have a secular designation, e.g. Winter Vacation, Spring Break.

31
32 Graduation and Other Ceremonies

33 The district seeks to maintain traditions significant to the community. While recognizing the
34 significance of tradition, the board requires that graduation exercises and dedication ceremonies be secu-
35 lar in nature. Inspirational addresses which do not promote religion may be permitted at these ceremo-
36 nies.

- 37
38 Approved: January 20, 1982
39 Revised: May 15, 1991
40 Revised: March 17, 1993
41 Revised: December 1, 1993
42 Reviewed/Revised: June 12, 2001
43 Revised: April 26, 2011

1 **IKDA Religious Objections to Activities**

IKDA

2
3 A parent or guardian, or a student eighteen years of age or older, may request that the student be
4 excused from participating in activities for religious reasons. The parent, guardian, or adult student must
5 complete the district opt-out form for religious objections, stating the specific activity, the portion of the
6 curriculum in which the activity exists, and the reasons for the request. The request may be granted, or
7 denied, or partially granted and partially denied.
8

9 This policy shall not be interpreted to allow parents to prevent the dissemination of information
10 which parents find religiously objectionable. Rather, this policy only extends to actual participation by
11 their child in an activity, the performance of which is contrary to the child's religious teachings.
12

13 Approved: June 12, 2001

14 Revised: April 26, 2011
15

16 **IKDA-R Religious Objections to Activities**

IKDA-R

17
18 A parent or guardian, or a student eighteen years of age or older, seeking to opt-out from activi-
19 ties contrary to the child's religious teachings must complete the district's Activity Participation Opt-Out
20 Form regarding religious objections which is available in the board office. Parents desiring to opt-out
21 their children from activities due to religious reasons must return the completed and signed form to the
22 principal. The form must be submitted within a reasonable amount of time prior to the scheduled activi-
23 ty in order to allow time for the principal to consider the request. The completed form shall be kept on
24 file with the clerk and the superintendent shall receive a copy.
25

26 The principal shall review the request and determine whether the request should be granted or
27 denied. The principal shall notify the parents of the decision within a reasonable amount of time after
28 the request is submitted. If the parents are dissatisfied with the principal's decision, they may appeal, in
29 writing, to the superintendent.
30

31 If the opt-out request is granted, students who opt-out of activities for religious reasons may still
32 be required to view the activity, to learn the subject matter of the activity, or to discuss the activity. The
33 student may be reassigned during the activity or given alternative class assignments.
34

35 Opt-out requests must be submitted annually and are valid only for the school year in which they
36 are submitted.
37

38 Approved: June 12, 2001

39 Revised: April 26, 2011

1 **IKI** Lesson Plans

IKI

2
3 Each teacher shall develop, maintain and follow lesson plans which conform to the approved
4 curriculum, the district's educational goals and the expected student learning outcomes. Principals shall
5 establish methods to regularly review teacher lesson plans.
6

7 Approved: January 20, 1982

8 Revised: May 15, 1991

9 Reviewed/Revised: June 12, 2001

10 Reviewed: April 26, 2011

1 **ING Animals and Plants in the School**

2 **ING**

3 With the prior approval of the principal, animals or plants may be brought to school for instruc-
4 tional purposes.

5
6 If someone is injured by an animal or comes into contact with a toxic plant, the incident shall be
7 immediately reported to the administration by the supervising teacher. The principal shall notify the ap-
8 propriate persons.

9
10 Approved: January 20, 1982

11 Revised: May 15, 1991

12 Reviewed/Revised: June 12, 2001

13 Reviewed: April 26, 2011

14
15 **ING-R Animals and Plants in the School**

16 **ING-R**

17 To promote safety for students and instructors, staff shall adhere to standards published by the
18 Kansas Department of Health and Environment in the document “Animals in Kansas Schools: Guide-
19 lines for Visiting and Resident Pets.”

20
21 Under no circumstances are animals to be transported on school buses.

22
23 Domesticated animals must be inoculated against rabies at the owner’s expense before the stu-
24 dent may bring such animal to school. Animals must be adequately housed and cared for in screened
25 cages. Students’ handling of animals and plants must be under the direct supervision of the teacher.
26 Only the teacher or students designated by the teacher are to handle the animals.

27
28 Teachers must assume primary responsibility for the humane, proper treatment of any animal in
29 the classroom.

30
31 Teachers must be aware of federal and state laws regulating the handling of animals. (See KSA
32 21-4310)

33
34 If animals are to be kept in the classroom on days when classes are not in session, the teacher
35 must make arrangements for their feeding, care and safety.

36
37 Any experiments using live animals shall have prior approval of the principal and shall conform
38 to the humane standards recommended in the ASPCA Resource Guide for Teachers “Guidelines for
39 Student Experiments Involving Animals.”

40
41 If a staff member or student has been bitten or injured by an animal, the incident must be report-
42 ed immediately to the school office by the supervising teacher. Principals are to assume responsibility
43 to notify public authorities to have the animal impounded for observation. Principals will notify the par-
44 ents.

45
46 Approved: January 20, 1982

47 Revised: May 15, 1991

48 Reviewed/Revised: June 12, 2001

49 Revised: April 26, 2011