

IA PHILOSOPHY

All students deserve the opportunity, which education affords, to know what is possible for them in their lives, to shape their own destinies, and to positively influence the lives of others.

It is the responsibility of the district to develop capable, literate citizens of all students by nurturing them in important values, knowledge, and skills. The district will help students to know themselves and their traditions, to be responsible citizens, to earn livelihoods, and to enjoy learning throughout their lives.

All students will not learn all things equally well, but all should have opportunity to pursue the educational programs of the district. The district accepts the premise that the student is the center of the curriculum and that the instructional program should be tailored to fit a child-centered program of instruction.

The district views the educational process as a comprehensive program that must be undertaken in cooperation with other institutions of our society and will seek to establish and maintain strong ties with parents, community programs and other education agencies.

MISSION STATEMENT

Preparing Kids, Shaping the Future

Approved:

IAA ACADEMIC FREEDOM

The board of education seeks to educate young people in the democratic tradition: to foster recognition of individual freedom and social responsibility; to inspire meaningful awareness of, and respect for, the dignity of the individual and for the Constitutions of the United States and the State of Kansas; and to instill appreciation of the values of individual personalities. It is recognized that these democratic values can be transmitted best in an atmosphere that is free from censorship and artificial restraints upon free inquiry and learning and in which academic freedom is enjoyed.

Freedom of individual expression, consistent with the obligation to respect the rights of all others, shall be encouraged, thus safeguarding the learning climate for all pupils which is the paramount interest of the schools.

Academic freedom shall be guaranteed to pupils, and no arbitrary limitations shall be placed by teachers upon study, investigation, presentation and interpretation of facts and ideas concerning man, human society, the physical and biological world, and other branches of learning, when pursued in accordance with board policy, rules and regulations, and administrative approval.

It is recognized that academic freedom is the right of the learner, rather than the teacher, and that the teachers shall in no way act individually or in concert which would diminish, impair or impede the right of the pupil.

Approved:

IB GOALS AND OBJECTIVES

In prescribing courses of study for students during each year of the district's educational program, the district subscribes to the following goals and objectives:

Academic Development: Based upon individual needs, interests, and abilities, the academic program will assist all students to grow intellectually and to become more capable of thinking and doing for themselves. Realizing that today's students will live most of their lives in the twenty-first century, the instructional program will assist students to recognize the importance of life-long learning and to understand the impact of technology in contemporary life and the future.

Citizenship: All students will be assisted in the use of values, knowledge, and skills for understanding, perpetuating, and improving a democratic society and for developing a respect for the rights, opinions, and values of others, so they may live responsibly as a functioning member of our community and the world. Such traits as honesty, reliability, self-discipline, cooperativeness, competitiveness, and perseverance are important to continued scholarship, responsible citizenship and success in the workplace.

Physical fitness: All students will have the opportunity to know the importance of healthy bodies and minds and have opportunity to experience activities that will provide beneficial leisure-time activity as an adult.

Employment skills: Realizing that many students will seek employment upon completion of their formal schooling, students will be given the opportunity to engage in career-oriented preparation courses.

IB School Site Councils

IB

(See KA)

A site council shall be established in each district building. Each council shall be responsible for providing advice and counsel for evaluating state, school district, and school site performance goals and objectives and in recommending methods that may be employed at the school site to meet these goals and objectives. Discussions may include allocations of the school budget and administrative and management functions.

The membership of each council shall include, at a minimum, the building principal, and representatives of: teachers and other school personnel, parents of pupils attending the school, the business community, and community leaders.

The principal shall recommend site council members for board approval.

Each site council shall establish meeting schedules. Each council shall report to the board at least ____ times a year.

Approved: 07/11/2022

The board supports the use of pilot projects before any new instructional technique is implemented on a district-wide basis.

Pilot project means any research or experimentation program or project designed to explore or develop new, unproven teaching methods or techniques. All instructional materials, including teachers' manuals, audio/visual materials or any other supplementary instructional material to be used in connection with a pilot project shall be available for inspection by parents or guardians of students engaged in the program or project.

Pilot Project Evaluation

Before any pilot project proposal is submitted to the board for approval, an evaluation format shall be developed and included with the pilot project.

Student Surveys

Except as provided in board policy IDAE with regard to surveys about a student's or the student's parents' or guardians' personal beliefs or practices on issues such as sex, family life, morality, or religion, any instrument designed to survey students, either by district staff or by an outside agency or individual, shall be made available for inspection by parents or guardians before the survey is administered.

Approved: 10/13/2014

IC **Educational Program** (See ID, IDAA, IDAB, IDAC and IJ)

IC

The academic program shall assist students to grow intellectually, to master the curriculum objectives, and to prepare for further education or training. The board shall consider the district's basic educational program each year. And, when approved, the program shall constitute the district's basic curriculum.

Curricular Offerings

An outline of each curricular offering and the learning objectives to be mastered shall be developed. When approved by the board, they shall become a part of these policies and rules by reference.

Educational Goals and Objectives

District educational goals and curriculum objectives for the basic educational program shall be on file in the district office, and available for inspection upon request.

Additional Educational Programs

Additional educational programs shall be in one of the following categories:

Special Programs (IDAA), Support Programs (IDAB) and Exceptional Programs (IDAC).

Approved: 07/13/2020

ICA RESOURCES

The professional staff is encouraged to utilize every available resource in the development of a comprehensive curriculum.

Approved:

ICA-R RESOURCES

The superintendent shall have the responsibility to seek out available resources for use by the professional staff in the development of the district-wide curriculum.

Approved:

ICAA PERSONNEL

The board encourages the use of district professional personnel as well as resource personnel from outside the district in the development of a comprehensive curriculum and related materials.

Approved:

ICAA-R PERSONNEL

The superintendent shall submit to the board of education the proper budget requests for payment of fees and honorariums for the use of resource personnel at a reasonable time before the services of such personnel are utilized by the district.

Approved:

ICAB MATERIAL

The board recommends that the professional staff utilize and develop materials that will be of aid in the development of a curriculum to be approved by the board for use in the district.

Approved:

ICAC FINANCIAL

The board encourages the superintendent to continuously investigate the availability of funds other than district funds to defray expenses incurred in the development of a district-wide curriculum.

Approved:

ICB PLANNING

The board advocates a policy of continuous curriculum study.

Approved:

ICB-R PLANNING

The superintendent is encouraged to utilize resource personnel in a manner consistent with these policies. The superintendent is also encouraged to use school district patrons and students in a manner consistent with these policies.

The superintendent or his/her designated representative shall have the responsibility to organize the professional staff into appropriate committees to plan, study, modify, change or develop a district-wide curriculum.

Approved:

ICC RESEARCH

The superintendent or his/her designated representative shall develop a research and evaluation program that will provide the professional staff and the board of education with data to be used in the development of curriculum area. The use of research findings of other agencies, departments, colleges and universities is encouraged by the board.

Approved:

ICC-R RESEARCH

The superintendent will budget not more than 2% of the general operating budget for educational research and evaluation programs; accelerate implementation of such programs and exchange the information with the professional staff; encourage evaluation of technological advances' in education and support the use of tools or techniques that enhance the teacher's effectiveness or productivity; and develop a reasonable detailed budgeting system that includes periodic reviews designed to assist the board in policy planning and general oversight of the operation of the curriculum in the district.

Approved:

ICD PILOT PROJECTS

The use of pilot projects is encouraged by the board before district-wide implementation of any curriculum area is initiated.

All instructional material, including teacher's manuals, films, tapes, or other supplementary instructional material which will be used in connection with any research or experimentation program or project shall be available for inspection by the parents or guardians of the children engaged in such program or project. For the purpose of this policy, research or experimentation program or project means any program or project in any applicable program designed to explore or develop new or unproven teaching methods or techniques.

Approved:

ICD-R PILOT PROJECTS

The superintendent or his/her designated representative is encouraged to investigate the availability of outside funds to be used in financing any pilot project in the district.

Approved:

ICE PILOT PROJECT EVALUATION

Before any pilot project proposal is submitted to the board for approval, an evaluation format will be developed and included with the pilot project.

Approved:

ICE-R PILOT PROJECT EVALUATION (Cf. IJ-R)

The superintendent or his/her designated representative will develop evaluation instruments to be used in any pilot project. Such instruments shall include but shall not be limited to the following areas: type and form of data to be gathered; personnel to be used in the project; anticipated costs of the project; anticipated input in terms of hardware and software; anticipated outcomes in terms of student productivity, student achievement, teacher utilization and productivity, building use, non-certified staff use; standard tests to be administered, if any.

Approved:

ICF CURRICULUM ADOPTION

No course of study shall be eliminated or new course added without approval of the board nor shall any basic alternation or reduction of a course of study be made without such approval.

Approved:

ICF-R CURRICULUM ADOPTION

Professional personnel shall submit plans for changes in the curriculum to the appropriate committee for study.

Approved:

IDA BASIC PROGRAM

The board shall consider the basic program of the district each year, and, if approved, the program shall constitute the basic curriculum of the district. Handbooks outlining any course held in the district must be approved by the board in advance of the school year in which the courses are to become operative. When approved, said handbooks shall become a part of these policies and rules by reference.

GOALS AND OBJECTIVES

The district's goals and curricular objectives are on file in the district office and available for inspection as required by current law.

DRUG EDUCATION

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

The board has adopted a comprehensive drug and alcohol abuse and prevention program as part of the district's curriculum. The curriculum is age-appropriate and developmentally based to reach students in all ages and levels of education within the district.

A comprehensive program outlining the effects of drugs will be developed by the professional staff. The professional staff is encouraged to use resource materials developed by local, state and federal agencies.

IDA BASIC PROGRAM (continued)

Any student who voluntarily seeks assistance, advice or counseling from school personnel regarding drugs or drug abuse will not be disciplined by school authorities.

WORK-STUDY PROGRAMS

The board believes that work-study programs are worthwhile and encourages the certified staff and administration to cooperate with students and members of the business community who request to participate in such a program.

HOMEBOUND INSTRUCTION

It is the responsibility of the district to educate all school-age children who are located within the district. Therefore, if a child is unable to attend school because of lengthy illness or other causes, the parents may request homebound instruction under the following conditions:

Parents request homebound instruction from the superintendent or his/her representative;

Application form is forwarded to the family physician for his/her recommendation and signature;

The superintendent or his/her representative obtains a teacher for the student, and the director of special education files the necessary papers with the Division of Special Education, State Department of Education;

The principal then notifies the student's teacher and supplies the teacher with the student's status and the name of the homebound teacher, and

The reentering of the student to regular classes discontinues the homebound instruction.

IDA BASIC PROGRAM (continued)

CO-CURRICULAR ACTIVITIES

The board encourages the development of co-curricular activities compatible with these policies.

Any student who does not wish to participate in any required, school-sponsored activity must file a written statement with the superintendent requesting that the student not be required to participate in the activity. The written statement must be signed by one of the student's parents and must explain the reason(s) why the student should be exempt from participating in the activity.

Approved:

IDAA Special Programs (See AEB, IC, and JJ)

IDAA

In addition to the educational program, the district shall provide programs to meet special needs. These programs shall be outlined in the appropriate handbooks or other documents following board review and approval.

Partnerships/Work-Study Program

The board may approve partnership/work-study programs with business and/or educational institutions for the purpose of improving and/or expanding the quality of curricular offerings, and may approve opportunities for partnership organizations to assist with specified programs.

A periodic review of the partnership's goals and objectives shall be conducted.

Approved: 07/12/2021

Support Programs

IDAB

(See IC and LDD)

Support program information approved by the board shall be filed with the clerk and made available to staff as needed.

Drug Education

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

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

A student who voluntarily seeks assistance, advice or counseling from school personnel regarding drugs or drug abuse shall not be disciplined by school authorities because the student sought assistance.

Student Mental Health

The superintendent may develop and implement a student mental health awareness program. The superintendent shall identify community or area mental health agencies able to provide assistance.

Dropout Prevention

The superintendent may develop and implement programs to prevent students from dropping out of school or to encourage dropouts to return to school.

The staff shall incorporate the philosophy and goals of this policy into the schools' programs.

At-Risk Students

The superintendent shall be responsible for developing a program for identifying and working with at-risk students.

Guidance

The guidance program shall be organized to serve all students.

Counselor(s) shall provide guidance services consistent with district philosophy, job descriptions and board policies.

Homebound Instruction

Homebound instruction may be provided to a student as deemed necessary by the superintendent or by the student's Individualized Education Program (IEP) team or Section 504 team.

Approved: 02/13/2023

IDACA Special Education Services

IDACA

In accordance with the provisions of Federal and state law, it is the policy of this district to provide a free appropriate public education for every exceptional child (as defined by K.S.A. 72-3404) who is a resident of this district or attends a private or parochial school located in this district. Special education services are provided for such children, including individual educational programs offered in the least restrictive environment.

Child Find, Identification, and Eligibility

The district shall coordinate and maintain a system which schedules and structures available services for pupils who are referred to determine eligibility for special education services in accordance with procedural processes established in Federal and state law.

Actions and Due Process for Students

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

In the provision of special education and related services, the district will implement all Federal and Kansas statutes, rules, and regulations.

Approved: July 9, 2018

IDACB Section 504 Accommodations for Students

IDACB

In accordance with the provisions of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act, the district is committed to providing students with disabilities the opportunity to participate in and benefit from its programs and activities. Accordingly, the district will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. No district board member, employee, or contractor shall retaliate against any person because of his or her exercise of rights under Section 504.

Approved: 10/13/2014

IDAD**TITLE I PROGRAMS**

The board shall ensure the district's Title I programs operate in accordance with federal laws and conditions. The superintendent is responsible for administering the district's Title I programs; assessing the educational needs of all students, particularly the needs of educationally disadvantaged children; developing appropriate communication channels between all parties; developing in-service training for parents and staff; and developing appropriate evaluation procedures.

Annual Parent Meeting

The board shall designate at least one meeting date each year for the purpose of providing parents of Title I students an opportunity to meet with school personnel in order to participate in the design and implementation of the Title I program.

Approved:

IDAD-R REGULATION – TITLE I PROGRAMS

Parental Involvement Encouraged

Parents shall receive information about the Title I program, the curriculum, academic assessments, and required proficiency levels, and their right to request additional meetings. All parents of Title I students shall be invited to the meetings.

The board shall strongly encourage parental involvement in the district's Title I program. Included in these efforts shall be: activities that will educate parents regarding the intellectual and developmental needs of their children at all age levels including:

- Assistance in understanding.
 - State academic content and achievement standards;
 - How to monitor their child's progress; and
 - Title I regulations.
- Activities that include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, Parents as Teachers, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
- Implementing strategies to involve parents in the educational process, including:
Joint development of a school-parent compact that outlines the shared responsibilities of the school and the parent for high student achievement by:
 - Keeping families informed of opportunities for involvement and encouraging participation in various programs.

IDAD-R REGULATION – TITLE I PROGRAMS

- Providing access to educational resources for parent/families to use together with their children.
- Keeping families informed of the objectives of district educational programs as well as of their child’s participation and progress within these programs.
- Allowing parents reasonable access to staff that work with their children.
- Providing professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies.
- Promoting activities, which emphasize the importance of parent-school communication.

Activities to Enable Parental Participation

The district shall enable families to participate in the education of their children through a variety of roles. For example, family members shall be given opportunities to:

- Provide input into district policies that affect Title I programs and their children.
- Understand and participate in school improvement efforts.
- Volunteer time within classrooms and school programs.
- Perform regular evaluations of parent involvement at each school and at the district level.
- Provide access, upon request, to any instructional material used as part of the educational curriculum.
- Provide information in a language understandable to parents, if practical.

Scheduling for Parents’ Convenience

IDAD-R REGULATION – TITLE I PROGRAMS

The district shall, to the extent possible, schedule activities for parent involvement at times and places accessible to parents of Title I students and provide information in a format and language the parents understand.

Annual Evaluation

The district shall conduct with involvement of parents, an annual evaluation of the contents and effectiveness of the parental involvement policy IDAD. The district shall use the findings of the evaluation to design strategies for more effective parental involvement and to revise, if necessary, the policy IDAD.

Approved:

Proposed changes (if any) made to IDAD

Administrators and other school employees present:

Name	Title/Position	Building

Copies to: Clerk of the Board; Superintendent of Schools; School Principal

Approved:

(See BCBK, ICA, ICAA, II, and JR et seq.)

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

Student Data Restrictions

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

Annual written notice presented to parents and legal guardians of district students shall: 1) require parent or guardian’s signature; and 2) shall state student data submitted to and maintained by a statewide longitudinal data system only be disclosed as follows.

Student data may be disclosed to:

- The authorized personnel of an educational agency or the state board of regents who require disclosures to perform assigned duties; and
- The student and the parent or legal guardian of the student provided the data pertains solely to the student.

Student data may be disclosed to authorized personnel of any state agency, or to a service provider of a state agency, educational agency, or school performing instruction, assessment, or longitudinal reporting, provided a data-sharing agreement between the educational agency and other state agency or service provider provides the following:

- purpose, scope, and duration of the data-sharing agreement;
- recipient of student data use such information solely for the purposes specified in agreement;
- recipient shall comply with data access, use, and security restrictions specifically described in agreement; and
- student data shall be destroyed when no longer necessary for purposes of the data-sharing agreement or upon expiration of the agreement, whichever occurs first.

Student Privacy Policy

IDAE-2

*A service provider engaged to perform a function of instruction may be allowed to retain student transcripts as required by applicable laws and rules and regulations.

Destruction shall comply with the NISTSP800-88 standards of data destruction.

Unless an adult student or parent or guardian of a minor student provides written consent to disclose personally identifiable student data, student data may only be disclosed to a governmental entity not specified above or any public or private audit and evaluation or research organization if the data is aggregate data. “Aggregate data” means data collected or reported at the group, cohort, or institutional level and which contains no personally identifiable student data.

The district may disclose:

- Student directory information when necessary and the student’s parent or legal guardian has consented in writing;
- directory information to an enhancement vendor providing photography services, class ring services, yearbook publishing services, memorabilia services, or similar services;
- any information requiring disclosure pursuant to state statutes;
- student data pursuant to any lawful subpoena or court order directing such disclosure; and
- student data to a public or private postsecondary educational institution for purposes of application or admission of a student to such postsecondary educational institution with the student’s written consent.

Student Data Security Breach

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

Biometric Data

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

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

- provision of counseling or psychological services,
- conducting student threat assessments,
- completing student disciplinary investigations or hearings, or
- conducting child abuse investigations.

Select Student Surveys

No nonacademic test, questionnaire, survey, or examination containing any questions about the personal and private attitudes, values, beliefs, or practices of the student or the student's parents, guardians, family members, associates, friends, or peers that is administered during the school day shall be administered to any kindergarten through 12th grade student unless:

- the parent or guardian is notified in writing not more than four months in advance of the administration of such test, questionnaire, survey, or examination that such is to be administered; and
- the parent or guardian of the student gives consent through a written or electronic signature or, in the event of an immediate need, gives verbal consent for the student to participate.

Advance notification to a parent or guardian must include:

- A copy of the test, questionnaire, survey, or examination that is to be administered;
- Information on how the parent or guardian may provide written consent to authorize the student to take such test, questionnaire, survey, or examination;
- The name of the company or entity that produces or provides the test, questionnaire, survey, or examination to the school; and
- Whether the school will receive or maintain the resulting data and an explanation of how the school intends to use and maintain such data.

For written consent to be accepted, timely notice in compliance with the requirements of this policy must be provided, and the parent or guardian must have had an opportunity to review the information contained in the notice. Written consent must be provided separately for each individual test, questionnaire, survey, or examination that is to be administered. Prior to administering any such test, questionnaire, survey, or examination, a copy of it must be posted and maintained on the district's website.

A student has the right to refuse to take any test, questionnaire, survey, or examination as described herein at any time, regardless of receipt of parent or guardian consent to participate. Prior to administering any such test, questionnaire, survey, or examination, each student shall be informed that such student has the right to refuse to take it and that the student will not suffer any adverse consequences based on refusal to participate.

No personally identifiable student data shall be collected through any such test, questionnaire, survey, or examination.

Except as otherwise provided in this policy, the provisions of this subsection shall apply to any test, questionnaire, survey, or examination as described herein that is administered or proposed to be administered to any student by any employee of a school district, including, but not limited to, any administrator, teacher, counselor, social worker, psychologist, or nurse.

If, however, any district employee becomes aware that a student may be at risk of suicide by a credible report from the student, the student's peers, or another school district employee, the school personnel who are designated to administer a suicide risk assessment or screening tool may administer such risk assessment or screening tool in accordance with the provisions of this subsection to determine whether the student could be at risk for suicide. Such designated school personnel may include, but is not limited to, any administrator, teacher, counselor, social worker, psychologist, or nurse. Prior to the administration of any such risk assessment or screening tool, the designated staff member shall verbally notify the parent or guardian before the administration of such risk assessment or screening tool and obtain the consent of the parent or guardian.

If the designated staff member is unable to verbally notify the parent or guardian of the student and obtain consent after reasonable attempts to do so, the designated staff member may administer the risk assessment or screening tool without such consent. If a risk assessment or screening tool is administered without the parent or guardian's consent, as soon as contact with the parent or guardian is made, the designated staff member shall notify the parent or guardian of the administration of such assessment or screening tool and provide to the parent or guardian all information obtained from the risk assessment or screening tool administered to the student.

Approved: 07/11/2022

Annual Notice of Authorized Student Data Disclosures

In accordance with the Student Data Privacy Act and board policy IDAE, student data submitted to or maintained in a statewide longitudinal data system may only be disclosed as follows. Such data may be disclosed to:

- The authorized personnel of an educational agency or the state board of regents who require disclosures to perform assigned duties; and
- The student and the parent or legal guardian of the student, provided the data pertains solely to the student.

Student data may be disclosed to authorized personnel of any state agency, or to a service provider of a state agency, educational agency, or school performing instruction, assessment, or longitudinal reporting, provided a data-sharing agreement between the educational agency and other state agency or service provider provides the following:

- purpose, scope and duration of the data-sharing agreement;
- recipient of student data use such information solely for the purposes specified in agreement;
- recipient shall comply with data access, use, and security restrictions specifically described in agreement; and
- student data shall be destroyed when no longer necessary for purposes of the data-sharing agreement or upon expiration of the agreement, whichever occurs first.

*A service provider engaged to perform a function of instruction may be allowed to retain student transcripts as required by applicable laws and rules and regulations.

Unless an adult student or parent or guardian of a minor student provides written consent to disclose personally identifiable student data, student data may only be disclosed to a governmental entity not specified above or any public or private audit and evaluation or research organization if the data is aggregate data. “Aggregate data” means data collected or reported at the group, cohort, or institutional level and which contains no personally identifiable student data.

The district may disclose:

- Student directory information when necessary and the student’s parent or legal guardian has consented in writing;
- directory information to an enhancement vendor providing photography services, class ring services, yearbook publishing services, memorabilia services, or similar services;
- any information requiring disclosure pursuant to state statutes;
- student data pursuant to any lawful subpoena or court order directing such disclosure; and
- student data to a public or private postsecondary educational institution for purposes of application or admission of a student to such postsecondary educational institution with the student’s written consent.

As the parent or legal guardian of [name of student(s)], I acknowledge that I have been provided with notice of authorized student data disclosures under the Student Data Privacy Act.

Parent Signature

Date

IDBA HUMAN SEXUALITY

In recognition of the fact that 1)sexuality is fundamental to all life, and 2)is of primary importance in nature, in society, and in the life of every individual, and in recognition of the fact that the essence of education is the acquisition of knowledge related to those areas that are important in society and in the lives of individuals, the board accepts the responsibility to provide information concerning sexuality as a part of the educational opportunities available to students.

Although the public schools have a responsibility to provide information concerning sexuality, it is the family and church that provide the specific value system through which students translate knowledge into decisions and actions.

The goals of instruction related to sexuality are as follows:

- insure accurate knowledge about human reproduction, including conception, birth, prenatal care, with specific emphasis on the family unit and the responsibilities and consequences relating to sexual activity;

- adapt this information to the age and grade level of students;

- promote, encourage, and increase communication between parents and children;

- increase decision-making skills;

- provide information relating to sexually transmitted diseases;

- encourage abstinence from sexual intercourse;

- enhance and develop the student's self-esteem.

IDBA HUMAN SEXUALITY (continued)

Within the focus of these goals, and at appropriate age and grade levels, the information presented regarding human sexuality will include the following:

anatomy, physiology, and psychology of adolescence and sexual growth;

marriage and responsibilities of family life;

responsibilities of parents and child care;

dating and dating situations;

pregnancy, childbirth and birth control;

legal aspects of sexual conduct;

self-respect, self-control, and individual differences among people;

community resources;

awareness of abortion, rape, child abuse, incest, sexually transmitted disease, homosexuality and masturbation

The treatment of each of these topics will center around their influence on physical and mental health and the well-being of the individual and also on the social, ethical, and legal consequences relating to these topics.

Alternative activities will be provided for any student whose parents choose not to have their child participate in instruction dealing with human sexuality.

Personnel involved in instruction regarding human sexuality will conduct such instruction with maturity and discretion and in compliance with the spirit and intent of this policy. Personnel providing instruction in human sexuality will receive in-service training provided by the district before presenting information.

IDBA HUMAN SEXUALITY (continued)

The board will review and adopt the program developed in response to this policy. The superintendent shall be responsible for implementation and monitoring the program.

Approved:

IDBA – R GOALS OF HUMAN SEXUALITY AND AIDS EDUCATION

Human Sexuality and AIDS education is intended to:

1. Enhance the self-esteem of all students. A basic tenet of human sexuality education programs is that youngsters must believe in their own personal self-worth. Acceptance of self is the essential link to developing a respect for others. A self-respecting individual is accepting of his/her sexuality.
2. Increase the knowledge level of all students about human sexuality. Accurate knowledge about the biological, sociological, psychological, and ethical aspects of sexuality is necessary for understanding self and others. Accurate knowledge can dispel misinformation and is needed for responsible decision making.
3. Improve responsible decision-making skills of all students. The acquisition of knowledge is the foundation of all education, but knowledge alone does not lead to wise decision making. Clarifying and accepting personal and societal values, honing communication skills, coping with peer pressure, and considering possible consequences before acting are components of a human sexuality education program. Educating youth for a life of responsible decision making requires a program built upon accurate knowledge and human respect.
4. Improve the quality of life for all students. The ultimate goal of human sexuality education is to better enable people to live meaningful and satisfying lives. Knowledgeable individuals who are comfortable with themselves and their own sexuality are persons who will not feel the need to exploit others. Self –accepting persons capable of responsible decision making will be more likely to exhibit behavior that is consistent with society’s morals.

Elementary Standards for Human Sexuality and HIV/AIDS Education

KINDERGARTEN OBJECTIVES

1. To be able to name some helpful members in the community.
This objective is addressed through visits from the fire department (fire safety week) and the police department (identi-kid program)
2. To know that human beings grow at different rates.
Elementary Physical Education Curriculum
3. To know that they should not touch other children's blood
Nurse Curriculum
4. To wash hands after using the restroom and before eating
Nurse Curriculum

FIRST GRADE OBJECTIVES

1. The student will be able to differentiate between people who are potentially dangerous and those they can trust.
Elementary Counseling Curriculum
2. The student will begin to understand the variation of growth and development of human beings.
Elementary Physical Education Curriculum
3. The student will be able to talk about their actions and feelings.
Elementary Counseling Curriculum
4. The student will begin to understand and respect the attitudes and feeling of others.
Elementary Counseling Curriculum
5. To know that they should not touch other children's blood
Nurse Curriculum
6. To wash hands after using the restroom and before eating
Nurse Curriculum

SECOND GRADE OBJECTIVES

1. The student will be able to differentiate between people who are potentially dangerous and those they can trust.
Elementary Counseling Curriculum
2. The student will begin to understand the variation of growth and development of human beings.
Elementary Physical Education Curriculum
3. The student will be able to talk about appropriate language and manners as essential personal behavior at school and home.
Elementary Counseling Curriculum
4. The student will begin to understand the basic rules for working and playing with peers and adults.
Elementary Counseling Curriculum
5. To know that they should not touch other children's blood
Nurse Curriculum
6. To wash hands after using the restroom and before eating
Nurse Curriculum

THIRD GRADE OBJECTIVES

1. To show the importance of getting along with other people.
Elementary Counseling Curriculum
2. To be able to know what to do when going home after school to an empty house.
Elementary Counseling Curriculum
3. The student will begin to understand the variation of growth and development of human beings.
Elementary Physical Education Curriculum
4. To know that they should not touch other children's blood and the possible dangers.
Nurse Curriculum
5. To wash hands after using the restroom and before eating. Nurse Curriculum

FOURTH GRADE OBJECTIVES

1. To learn to differentiate between potentially harmful persons and those that can help (doctors, policemen, etc.)
Elementary Counseling Curriculum
2. The student will begin to understand the growth and development of human beings.
Elementary Physical Education Curriculum
3. To know that they should not touch other children's blood and the possible dangers.
Nurse Curriculum
4. To wash hands after using the restroom and before eating
Nurse Curriculum

FIFTH GRADE OBJECTIVES

1. To understand the differences and sameness of boys and girls, men and women.
Elementary Physical Education Curriculum/Nurse Curriculum
2. To gain an understanding of the reproductive and growth process in animals and humans.
Elementary Physical Education Curriculum/Nurse Curriculum/Science Curriculum
3. To begin to understand individual differences; as to heredity, puberty, menstruation.
Elementary Physical Education Curriculum/Nurse Curriculum
4. The students will define sexually transmitted diseases.
Elementary Physical Education Curriculum/Nurse Curriculum
5. The student will define AIDS and explain the prevention.
Elementary Physical Education Curriculum/Nurse Curriculum
6. Teach students how to say NO and keep their friends.
Elementary Counseling Curriculum

Secondary Human Sexuality and HIV/AIDS Education

SIXTH GRADE THROUGH EIGHTH GRADE CURRICULUM

Long Range Goal:

To enable each individual to progressively develop responsible behavior, positive self-esteem, and respect for others as they make decisions involving the use of their sexual freedom.

*The principal of each building retains the right to assign each indicator to a different curricular area to meet the needs of students, the schedule and course offerings.

1. To be able to understand the importance and interrelationship between heredity and environment.
Science Curriculum
2. To be able to describe the functioning of the human body as it relates to reproduction and its growth and development.
Science (Star) Curriculum
3. To be able to understand the need for a positive self-esteem for themselves and others.
Science (Star) Curriculum
4. To be able to make responsible decisions regarding their society's social values and ideals.
Science (Star) Curriculum
5. To be able to express and foster tolerance regarding differences in life styles, customs and beliefs in their community.
Middle School Counseling Curriculum
6. To know the differences and similarities of the physical, emotional, and social changes occurring during puberty in girls and boys.
Science (Star) Curriculum
7. To be able to demonstrate the knowledge of accurate information as to teenage pregnancy and sexually transmitted diseases.
Science (Star) Curriculum
8. Realize that true sexual freedom includes the freedom to say "no" to sex outside marriage.
Middle School Physical Education Curriculum

9. Identify various influences on sexual decision making.
Middle School Physical Education Curriculum
10. Describe various ways for teens to say “no” to sex.
Middle School Physical Education Curriculum
11. To help students learn and use a systematic decision-making process to make important decisions about social and sexual behavior.
Middle School Physical Education Curriculum

NINTH-TWELFTH GRADE OBJECTIVES

*These indicators are found in the 9th grade Physical Education Standards for Health

1. Realize that true sexual freedom includes the freedom to say “no” to sex outside of marriage.
2. Define human sexuality.
3. Identify various influences on sexual decision making.
4. Explain the physical, emotional, and psychological risks associated with premarital sexual activity.
5. Examine the physical, emotional, and psychological benefits to a teen lifestyle free from genitally arousing activity.
6. Describe various ways for teen to say “no” to sex.
7. List some of the responsibilities of parenthood.
8. Explain why adoption is a healthy alternative to abortion.
9. To help students develop a broad definition for sexuality.
10. To help students learn and use a systematic decision-making process to make important decisions about social and sexual behavior.

11. To explore the meaning of friendship and the impact of peer pressure within a friendship.
12. To explore ways to understand and enhance interpersonal relationships.
13. To encourage students to avoid social or sexual activity that they do not want or that is inconsistent with their values.
14. To encourage students to reduce their risk of getting and spreading sexually transmitted diseases.

Approved:

IDBA-R

HUMAN SEXUALITY EDUCATION PROGRAM
STUDENT EXCUSAL FORM

Notice to the Parents
Human Sexuality Education Program
Unified School District #113
Date _____

During the school year, the Physical Education instructor(s), Teacher's Names, will be implementing several units of Human Sexual Education into the regular Physical Education program. They normally schedule 4 weeks to cover some selected units from our selected curriculum "Sex Respect" or adopted textbooks. These units are in compliance with the district curriculum.

The overall goal of these units is to assist students to progressively develop responsible behavior, positive self esteem, and respect for others as he/she makes responsible decisions involving the possible use of his/her sexual freedom which includes the freedom to say "no" to sex outside of marriage.

If you have any questions about the content of this curriculum please feel free to visit the school and review the curriculum materials or call and talk to your child's Physical Education teacher. You do have the right to opt your son or daughter from this instruction if you choose. We do need you to check one of the boxes below to express your wishes as it pertains to your son or daughter.

Student Name _____ Grade _____

Yes, I give my child permission to participate in the Human Sexuality Education Program.

No, I would rather have my child do an alternative activity during the Human Sexuality Education Program.

Parent's signature _____ Date _____

IDBB DRUG EDUCATION

Drug education in the district schools will be based on the philosophy that drug abuse includes any physical or mental state resulting from the use of a drug for any purpose other than its medically prescribed use and that this mental and/or physical effect precludes realization of the educational potential of the individual.

The board believes that drug education must

be integrated into the curriculum at all levels;

treat drugs according to possible consequences of the use rather than their social acceptability;

recognize drug abuse as a social problem not subject to resolution by schools alone. (Cooperation with all agencies working toward resolution of the problem of drug abuse is expected.)

recognize that drug abuse often stems from a feeling of lack of self worth and alienation from society, and should therefore

- (1) provide students widespread opportunities for service within the community;
- (2) seek to eradicate the pressures in the schools that lead toward the use of drugs;
- (3) provide, without recrimination, assistance to students requesting aid in overcoming drug use by referring them to proper agencies;
- (4) provide decision-making skills and resistance techniques.

The superintendent will periodically review the district's drug education program and make recommendations to the Board.

Approved:

IDCF WORK-STUDY PROGRAMS

The board of education believes that work-study programs are worthwhile and encourages the professional staff and administration to cooperate with students and members of the business community who request to participate in such a program.

Approved:

IDCF-R WORK STUDY PROGRAMS

Participation by students in a work-study program will be handled by the principal or his/her designated representative on an individual bases. The following guidelines will be used in approving/rejecting applications from students or the business community for participation in a work-study program:

- (a) The student shall be under the direction and supervision of the school.
- (b) The student shall meet board of education policies pertaining to enrollment, attendance, absenteeism, and conduct.
- (c) A unit of credit shall be defined as a minimum of 150 clock hours of work experience.
- (d) The student shall be 16 by the time the academic year starts and be a junior in standing.
- (e) The student must be a full time student: 5 class hours + 2 hours of work experience credit.
- (f) Accumulative credit will be 4 units, 2 units a year, with no more than one credit per semester.
- (g) The school will not find students jobs, but must approve them.
- (h) The student must secure employer's consent to cooperate with evaluating work experience credit.
- (i) The student shall not work for their parents or guardians.
- (j) Enrollment in the program can begin at semester only.
- (k) The student must be to work within 30 minutes of dismissal from school.
- (l) The student must work during school time designated for this credit.
- (m) Credit earned must depend on satisfactory job performance as determined by the supervising teacher, principal and employer.
- (n) No letter grades will be given for credit earned.
- (o) The teacher-coordinator will develop appropriate records for maintenance of this program.

Approved:

IDE CO-CURRICULAR ACTIVITIES (Cf. JH)

The board of education encourages the development of co-curricular activities compatible with these policies.

Approved:

IDF INTERSCHOLASTIC ACTIVITIES

The board of education encourages the development of a well-rounded program administered by (these policies generally,) by rules approved by the Kansas State High School Activities Association and consistent with budget limitations or other restrictions of the school district.

Approved:

IDF-R INTERSCHOLASTIC ACTIVITIES

The superintendent or his/her designated representative shall develop qualifications and duties for a position to be entitled as “activities director.” Responsibility of the activities director shall include but not be limited to the following: organizing, planning, coordinating, administering all interscholastic athletics; arranging for transportation for all teams; participating in league meetings together with the superintendent, building principals and all coaches; preparing athletic budgets; preparing contracts with game officials; evaluating on an annual basis all district athletic programs and coaches.

The board of education of Prairie Hills Unified School District 113 wishes to state specifically their rules relative to athletics and interscholastic competition. It shall be the responsibility of the staff to maintain these rules.

The first consideration in any activity program shall be the welfare of the participants. No contest or practice is important enough to jeopardize the physical welfare of the participant.

The second consideration shall be for the mental and emotional welfare of the participants, with consideration of habits of behavior that might develop from their training. The contests are not important enough to jeopardize a natural adjustment of individual participants in their subsequent behavior whenever they might find themselves as partisan observers at an activity. In other words, athletic participation should develop participants into being better sports than they might have been without this training.

There is to be earnest consideration and a definite attempt toward the maintenance of friendly relations between schools and communities. The attitude of coaches is of

IDF-R INTERSCHOLASTIC ACTIVITES (continued)

utmost importance in this respect. They should, at all times, maintain a sportsmanlike attitude.

All athletic practice will be held outside of regular school hours.

The maximum distance any activity group can travel to participate in a regularly scheduled season game is 100 miles one way. (The board recognizes the problem of scheduling; however, they would like to keep within this limit when possible.) This does not include special meets or tournaments scheduled by the Kansas State High School Activities Association.

Activity insurance will be offered to all students participating in athletics and the district will pay the cost. This affects boys and girls participating in all activities.

Activities should be self-supporting as far as possible. Any money spent above the amount in the activity fund shall be made by purchase order approved by the superintendent.

All activity schedules must be approved by the principal and the superintendent.

The board shall pay the annual membership fee. Other membership fees will be paid by the district for use of the facilities by junior high and cross country teams.

Approved:

IDG ADULT EDUCATION PROGRAM

The board recognizes the value of adult education classes and places the general control of all such classes under the administrative staff. All fees charged shall be determined by the superintendent and approved by the board. These fees will take into consideration the size of the class, facilities, equipment used, and the instructor's time; therefore, the fees for different classes may vary accordingly.

Approved:

IEBA SELF-CONTAINED CLASSROOMS

All elementary schools in the district will be self-contained except for vocal and instrumental music and physical education.

Approved:

IEC CLASS SIZE

Student-teacher ratios in the district will be determined by class enrollment, teacher availability, budgeted limitations and facility utilization and shall not be subject to negotiations.

Approved:

IED SCHEDULING FOR INSTRUCTION

Class schedules will be developed each year in accordance with the needs of the students and these policies generally.

Approved:

IED-R SCHEDULING FOR INSTRUCTION

Grades 7-12 will conduct pre-enrollment activities in the spring of each year. The administrative team will develop and coordinate pre-enrollment activities each year in such a manner as not to disrupt the educational progress of any student for prolonged periods of time.

Approved:

IEE STUDENT SCHEDULES

Students will be enrolled in classes which conform to the master class schedule.

Approved:

IEE-R STUDENT SCHEDULES

The building principal and counselor will make every attempt to schedule students in the classes desired by the students.

Approved:

IEH INDEPENDENT STUDY

The board approves of a program of independent study.

Approved:

IEH-R INDEPENDENT STUDY

The superintendent or his/her designated representative together with a faculty committee shall develop guidelines that outline an independent study program. The superintendent and faculty committee shall also develop criteria to be used in the selection of students to participate in an independent study program.

Approved:

(Retype and file with clerk.)
USD _____
REQUEST FOR REVIEW OF A TEXTBOOK,
INSTRUCTIONAL MATERIAL,
OR
MEDIA CENTER MATERIAL

Request initiated by _____

Telephone _____ Address _____

Complainant represents: _____ self; or if a group:

Name of group _____

The material I object to is a: film ___ recording ___ magazine ___ pamphlet ___ textbook ___
other _____.

Book or other material _____

Author (if known) _____

Publisher (if known) _____

1. Are you familiar with the district policy, procedure and philosophy regarding selection of textbooks, instructional materials, and media center materials? ___ Y ___ N

2. Did you read or view all the material provided in the entire work? ___ Y ___ N If no, how did you select the parts for reading or viewing?

3. Please identify the objectionable material. (Please be specific; cite pages or items.)

4. What is the basis for your objection to the specific sections or parts identified?

5. What do you believe is the major theme of this material? _____

6. What would you recommend the school do with this material?

7. In its place, what material of equal educational quality would you recommend?

8. Additional comments: _____

Administrator

Signature of complainant

Date received: _____

Classroom Displays

IFA

(See IKD, IKDA and KN)

Materials displayed in and around a classroom are generally considered instructional materials and must comply with board policy. They may be selected by the classroom teacher but should be grade-level appropriate and align with the subject-matter being taught. Materials or displays not meeting these criteria are subject to removal by the principal.

Classrooms are not public forums for the display or distribution of political, religious, or personal viewpoints. Employees may not use classrooms for the posting or display of materials to promote or convey a political, religious, or personal message.

This policy does not require a principal to remove photos, decorations, or other personal items from a teacher's desk or surrounding area as long as the items do not disrupt the learning process.

Approved: 02/13/2023

IFA-R CLASSROOM MATERIALS

Each building principal will submit an instructional materials budget to the superintendent each year at a time designated by the superintendent. The instructional materials budget shall be compiled by the principal from requests submitted by each teacher.

The responsibility of selecting suitable classroom materials rests with each teacher limited only by the instructional materials budget for each building.

Approved:

IFAA TEXTBOOK SELECTION AND ADOPTION

The board will adopt all textbooks used in the district.

Approved:

IFAA-R TESTBOOK SELECTION AND ADOPTION

Textbook selection committees shall be comprised of all certified employees teaching in the subject area for which textbook revision is being considered. All elementary teachers shall serve on a committee when an entire elementary series is being considered for adoption. Principals shall serve as ex-officio members on each committee involving the adoption of textbooks to be used in their respective buildings. Each committee shall meet to select a member to serve as chairman. The Assistant Superintendent shall, prior to January 1, be responsible for (1) requesting examination copies of the necessary textbooks from publishers or their representatives; and (2) notifying all teachers to be involved in the textbook selection process. The principals shall be responsible for giving all teachers on a committee the opportunity to examine sample textbooks prior to said committee's meeting to form a recommendation. Each committee shall submit their recommendation in writing, on a form provided by the district, to the Principal(s) involved and the Assistant Superintendent any time prior to April 1. If possible, a first and second choice should be selected. If for any reason neither choice can be approved, the Assistant Superintendent shall notify the committee involved of the decision and the reasons for such. The selection process shall then begin again with a recommendation date of May 15. Approved textbooks shall be ordered as soon as approved but in no case later than June 1. Every effort shall be made to insure that the textbooks are available prior to the beginning of the school year.

Approved:

IFAB TEXTBOOK RENTAL

The Board of Education may establish a textbook revolving fund as authorized in K.S.A. 72-4107.

Rules and regulations will be established to operate the textbook rental program.

Approved:

IFAB-R TEXTBOOK RENTAL PROCEDURES

A uniform rental fee for all school textbooks in the district shall be set each July by the Board of Education on the recommendation of the Superintendent. This fee shall be published in the district newsletter and local media prior to the beginning of school.

The following procedures shall apply to the rental and use of district-owned books:

1. Students entering school in the fall or during the first semester will pay the full rental fee.
2. Students entering school at the beginning of or during the second semester will pay one-half the regular rental fee.
3. Students dropping out of school at the end of or during the first semester will be refunded one-half of the total paid.
4. Students dropping out of school after the opening of the second semester will receive no refund.
5. Principals may refund from the “petty cash” fund and claim reimbursement from the textbook rental fund.
6. No refund will be made for rearrangement of high school schedules.
7. Damage or abuse of school owned textbooks, other than normal wear and tear, will be charged to the student.
8. Students will pay a “fair value” for lost textbooks.

Textbooks shall be examined by teachers and principals during the fifth year of use to determine if longer use is possible. A written recommendation to the superintendent should be made by March 1. Condition, currency, cost of replacement books, and the solvency of the textbook rental fund shall be considered in arriving at a decision.

Approved:

IFAD USE OF TEXTBOOKS

The use of textbooks as the sole resource tool in the classroom is discouraged. The teachers are encouraged to develop, use, and maintain a relevant and up-to-date core of resource materials in the classroom.

Approved:

IFB INSTRUCTIONAL SERVICES

The board recommends the use of all instructional services available to the school district.

Approved:

IFBB RESOURCE TEACHERS

The board recommends the utilization of resource persons who are available in the community.

Approved:

IFBC INSTRUCTION MATERIALS AND MEDIA CENTERS
(See also KN, KN-R)

The principal functions of the media centers are to process and circulate materials and equipment through an orderly procedure and to provide reference and other services to students and faculty. The media specialists are committed to work toward excellence in providing students with resources so that they have the opportunity to achieve at their highest levels of performance.

Efforts are made so that the collection reflects the broad interests represented in the curriculum, complemented by enrichment materials in a variety of forms. To meet recommended standards, the administration and board of education must support the development of a collection adequate to meet curricular needs of the students. Such collection should be large enough so that materials can be placed in classrooms for extended periods of time, should be designed to provide for personal growth, and should be adequate for those engaged in independent study.

OBJECTIVES

The objectives for the district's media center(s) are as follows:

To participate effectively in the school program which will endeavor to meet the needs of the students, teachers, and patrons of the district;

To stimulate and guide students in their reading, viewing and listening so that they will become skillful and discriminating users of various types of media;

To provide an opportunity through media center experiences so that students will be able to develop helpful interests, to make satisfactory personal adjustments and to acquire desirable social attitudes;

IFBC INSTRUCTION MATERIALS AND MEDIA CENTERS (continued)

To work with teachers in the selection and use of media which will contribute to the teaching program;

To make available consultant services which will provide for the improvement of learning, instruction and the use of media resources and equipment;

To provide adequate equipment so that students and teachers will be able to make efficient use of media; and

To cooperate with teachers and administrators in programs which will promote the professional growth of the school staff.

CRITERIA FOR THE DEVELOPMENT OF MEDIA CENTER MATERIALS

COLLECTION DEVELOPMENT

The media collection should be developed systematically so that it is well balanced in coverage of subjects, types of material, and variety of content.

SELECTION CRITERIA

Materials will be chosen to support and supplement the curriculum, to promote wise use of leisure time, to develop literary discrimination and appreciation, and to encourage students to become productive citizens.

Materials will be chosen on various reading levels presenting different points of view concerning the problems and issues of the times.

Books and other instructional materials will be evaluated before purchase, either through direct examination or by consulting reputable, unbiased, professionally prepared selection tools. Accuracy, artistic quality, format, and authoritativeness will all be considered before making purchases of media.

The following criteria will be used as they apply:

- 1. Materials for media centers are selected by the professional media staff. Suggestions may be offered by faculty, parents, and students. Final selection is made by the media specialists of the school in which the center is housed. Professionally recognized reviewing periodicals, standard catalogs and other selection aids are used by the media specialists and the faculty to guide them in their selection.**
- 2. Learning resources shall support and be consistent with the general educational goals of the state and district and the aim and objectives of individual schools and specific courses.**
- 3. Learning resources shall meet high standards of quality in factual content and presentation.**
- 4. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.**
- 5. Physical format and appearance of learning resources shall be suitable for their intended use.**
- 6. Learning resources shall be designed to help students gain an awareness of our pluralistic society.**
- 7. Learning resources shall be designed to motivate students and staff to examine their own duties, responsibilities, rights, and privileges as participating citizens in our society, and to make informed judgments in their daily lives.**
- 8. Learning resources shall be selected for their strengths rather than rejected for their weakness.**
- 9. The selection of learning resources on controversial issues will be directed toward maintaining a diverse collection representing various views.**
- 10. Learning resources shall clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.**

The following kinds of material should be selected for the media center:

- 1. Materials integral to the instructional program.**
- 2. Materials appropriate for the reading level and understanding of students in the specific learning center.**
- 3. Materials reflecting the interests and needs of the students and faculty served by the media center.**
- 4. Materials warranting inclusion in the collection because of their literary and/or artistic value and merit.**
- 5. Materials presenting information with the greatest degree of accuracy and clarity possible.**
- 6. Materials representing a fair and unbiased presentation of information. In controversial areas, the media specialist, in cooperation with the faculty, should select materials representing as many shades of opinion as possible, in order that varying viewpoints are available to students.**

Approved:

**IFBC-R INSTRUCTIONAL MATERIALS AND MEDIA CENTERS
(See KN and KN-R)**

PURCHASE PROCEDURES

All orders for instructional materials other than textbooks, expendable materials and film rentals will be channeled through the person in charge of the media center or the building principal, as the case may be, to the purchasing officer of the district. Such materials would include all items to be cataloged and circulated, e.g., books, multi-media materials, records, slides, maps, posters, etc.

All purchases will be made in accordance with board policies.

At the beginning of each fiscal year, the person in charge of the media center or the building principal, as the case may be, will be informed of the amount of the media center budget and will operate within that budget.

The person in charge of the media center or the building principal, as the case may be, will assess the needs of the collection with the help and advice of teachers and with due consideration given to needs of the students. Final decisions as to the areas of emphasis in any given year will rest with the person in charge of the media center and the building principal.

GUIDING PRINCIPLES

- 1. Any resident or employee of the school district may raise objection to learning resources used in a school's education program, despite the fact that the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure, and observed the criteria for selecting learning resources.**
- 2. The principal should review the selection and objection rules with the teaching staff at least annually. The staff should be reminded that the right to object to learning resources is one granted by policies enacted by the Board of Trustees.**

IFBC-R INSTRUCTIONAL MATERIALS AND MEDIA CENTERS
(See KN and KN-R) (continued)

- 3. No parent has the right to determine reading, viewing, or listening matter for students other than his or her own children.**
- 4. School District #113 supports the *Library Bill of Rights*, adopted by the American Library Association. (A copy of the *Library Bill of Rights* is attached to this policy.) When learning resources are challenged, the principles of the freedom to read/listen/view must be defended as well.**
- 5. Access to challenged material shall not be restricted during the reconsideration process.**
- 6. The major criterion for the final decision is the appropriateness of the material for its intended educational use.**
- 7. A decision to sustain a challenge shall not necessarily be interpreted as a judgment of irresponsibility by the professionals involved in the original selection and/or use of the material.**

RECOMMENDATIONS

Recommendations received from the certified staff, students, and patrons will be placed in a consideration file and will be reviewed to ascertain whether they meet selection criteria as set forth by the board of education.

Teachers' professional advice will be solicited in making selections of materials. Person(s) in charge of media centers or the building principal, as the case may be, may order for that level or department from standard selection tools.

EVALUATION

The collection will be evaluated, from time to time, in relation to changing curriculum, new instructional methods, and current needs of teachers and students.

IFBC-R INSTRUCTIONAL MATERIALS AND MEDIA CENTERS
(See KN and KN-R) (continued)

SERVICE

Materials will be purchased throughout the school year as needed. Areas of emphasis will be determined by needs of each media center as judged by the person in charge of the media center or the building principal, as the case may be, within budgetary limits.

AUTHORITY

The board of education authorizes the district's professionally trained personnel to make selections for the media centers subject to board policies and rules.

GIFTS

All gift materials must meet qualitative standards of selection as stated above. Gift materials will be acknowledged and credit given in the media center records.

COMPLAINTS (See KN and KN-R)

If an individual or group in the community objects to the content of any item from a media center, the following procedures shall be followed:

A written and signed request for the reconsideration of the item shall be presented to the principal. A printed form (attached to these rules) is available for this purpose.

The principal shall notify the superintendent of the receipt of this request. The principal shall confer with the staff members concerned who may have requested or used these materials, thus determining the basis for selection and its significance to the curriculum and the individual needs of students.

A conference shall be scheduled with the complainant, the principal and staff members in an effort to re-evaluate the material.

If a re-evaluation satisfactory to all conferees cannot be resolved, the request shall be filed with the superintendent of schools. The final decision shall rest with the board of education, which is legally responsible for the selection of school materials.

IFBC-R INSTRUCTIONAL MATERIALS AND MEDIA CENTERS
(See KN and KN-R) (continued)

School Library Bill of Rights

We affirm the “School Library Bill of Rights” as endorsed by the Council of the American Library Association, July 1955.

School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians reaffirms the Library Bill of Rights of the American Library Association and asserts that the responsibility of the school library is as follows:

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creations.**
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.**
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.**
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.**

IFBC-R

INSTRUCTIONAL MATERIALS AND MEDIA CENTERS

(See KN and KN-R) (continued)

- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.**

- VI. Libraries, which make exhibit spaces and meeting rooms available to the public they serve, should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.**

**Adopted June 18, 1948.
Amended February 2, 1961, and January 23, 1980,
Inclusion of "age" reaffirmed January 23, 1996,
by the ALA Council.**

Approved:

IFBC-R INSTRUCTIONAL MATERIALS AND MEDICA CENTERS (cont.)

CITIZEN'S REQUEST FOR RECONSIDERATION OF A BOOK

Author _____ Hardcover _____ Paperback _____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____ Zip _____

Complainant represents: Self _____

(Name of Organization) _____

(Identify Other Group) _____

1. To what in the book do you object? (Please be specific; cite pages.)

2. What do you feel might be the result of reading this book? _____

3. For what age group would you recommend this book? _____

4. Is there anything good about this book? _____

5. Did you read the entire book? _____ What parts? _____

6. Are you aware of the judgment of the book by literary critics? _____

7. What do you believe is the theme of this book? _____

8. What would you like your school to do about this book?

_____ Do not assign it to my child.

_____ Withdraw it from all students as well as from my child.

_____ Send it back to the proper staff member for re-evaluation.

9. In its place, what book of equal literary quality would you recommend that would convey as valuable a picture and perspective of our civilization? _____

Date _____ Signature of Complainant _____

IFBDA PROFESSIONAL LIBRARIES

A professional library may be maintained in each school.

Approved:

IFBDA-R PROFESSIONAL LIBRARIES

The building principal will ascertain the titles of professional magazines, books, pamphlets and other such literature to be placed in the professional library in his/her building. A budget for professional libraries shall be included in the principal's attendance center instructional resource budget each year.

Approved:

IFBH RESOURCE SPEAKERS

The freedom to learn is no less desirable than the freedom of speech, press or assembly. One goal of education is to prepare students to participate constructively in a democracy and a pluralistic society; therefore, it is important that students develop an appreciation of different ideas and different people. It also important that they develop judgment and an ability to discern the difference between fact and opinion and to weigh arguments, slogans and appeals. Books, films and other media are valuable for giving students exposure to many differing ideas; however for effective learning, it is also useful to invite appropriate persons not on the staff to speak to, or to meet with, groups of students as part of the educational process.

No overall standard can be established which will automatically separate and exclude a person whose views or manner of presentation may actually obstruct the educational process or jeopardize the health and safety of students or staff. Yet, in an effort to uphold the students' freedom to learn while also recognizing obligations which the exercise of this freedom entails, the board does establish guidelines, found in IFBH-R, that govern the selection of resource speakers to be used in any attendance center in the district.

Approved:

IFBH-R RESOURCE SPEAKERS (Cf. IKB)

The teacher/sponsor and principal are expected to exercise judgment and to investigate fully those who are being considered as resource speakers in the district.

Teachers/sponsors should encourage the use of resource persons representing various points of view in order to help students gain a more comprehensive understanding of any topic.

The ideas presented and the resource person invited to present them shall have a demonstrable relation to the curricular or extra-curricular activity in which the participating students are involved.

Prior to appearance or participation, the resource speaker shall be given a copy of board policy and rules, and each speaker shall agree to abide by these regulations:

Profanity, vulgarity and lewd comments are prohibited;

Any language that calls for a student strike or that may incite a riot is prohibited; and

Smoking is not permitted while speaking or consulting with students.

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

Approved:

IFC **Community Resources** (See KFD)

IFC

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

The licensed staff shall maintain a list of suitable community resources which may be used for field trips and other excursions.

Approved: 08/12/2019

IFCA COMMUNITY RESOURCE GUIDES

The professional staff and administration may make every effort to cooperate with the community in the use of resources and personnel. Suitable planning is necessary and the superintendent or his/her designated representative and building principals shall develop a plan by which the schools may benefit from the community's resources.

Approved:

IFCB FIELD TRIPS AND EXCURSIONS

Field Trips and excursions are encouraged when a reasonable educational objective can be established.

Approved:

IFCB-R FIELD TRIPS AND EXCURSIONS

The teacher will notify the principal of each trip planned and of the resources needed in advance of the trips. Each building principal will develop appropriate forms to notify parents of forthcoming field trips and excursions. Said form shall include the nature of the trip, departure time, expected return time, names of sponsors, mode of travel, anticipated costs to the student (if any) and a space where a parent may ask that his/her child be excused, said parent to state the reasons for the requested exemption. A statement shall be included in said form that will provide for waiver of school district responsibility in case of accident.

Approved:

IFCD SCHOOL VOLUNTEERS

The use of school volunteers is encouraged whenever a legitimate educational objective may be advanced.

Approved:

IG GUIDANCE PROGRAM

The board of education believes that each student possesses unique capabilities and talents and that all students be respected for their expressed worth as individuals. Therefore, the guidance program shall be organized to meet the needs, interests, and abilities of all individual students with their own particular capabilities, their aptitudes, and their personalities. It is a school district goal to make each student an active participant in the learning process and not simply a passive absorber of knowledge.

The counselor shall perform guidance services within the guidelines of district philosophy and established policies of the board.

Approved:

IG-R GUIDANCE PROGRAM (Cf. JE)

A Statement of Guidance Personnel Responsibilities to Students

The counselor believes that each student has the right to be an individual and to be accepted as a member of our society.

The counselor will assure student access to informational services regarding scholarships, occupations, vocational and technical schools, as well as colleges and universities.

The counselor will provide test data information to students that will assist them in making vocational choices compatible with their interests, personalities and aptitudes.

The counselor understands that the actions of students denote an attempt by them to develop at their own pace in their environment as they observe it.

The counselor will provide services that enable students to develop self-understanding so that they may live with their own decisions in the problem solving process.

The counselor is available to every student.

The counselor will develop an attitude of trust and confidence in students to assist in the counseling process.

The counselor will attempt to provide part-time employment information and service programs in cooperation with the local community.

The counselor shall recognize problems that must be referred to other professional agencies for solution.

IG-R GUIDANCE PROGRAM (Cf. JE) (continued)

A Statement of Guidance Personnel Responsibilities to Parents

The counselor will provide parents with information about school policies and procedures, course offerings, educational and vocational opportunities and requirements, and resources that will contribute to the fullest development of their children.

The counselor will confer with parents on the student's four-year program and will confer with parents when changes in that program are to be initiated.

The counselor will provide financial aid information as well as scholarship program information to students and parents.

A Statement of Guidance Personnel Responsibilities to the Professional Staff

The counselor will help teachers in recognizing individual differences in students and assist the teachers in meeting the individual needs of students.

The counselor will provide in-service programs to the professional staff on test data, research information, and the teacher's role in guidance functions.

The counselor will share appropriate data with the professional staff, considering the due regard of confidentiality of student information.

The counselor will recommend guidance activities to be used in classroom planning and will act as a resource person in obtaining appropriate materials and information for implementing these activities.

The counselor, by promoting a better understanding of the student and his/her development will encourage teachers to be involved in conferences with students and parents.

The counselor will maintain an objective point of view in student-teacher relationships.

IG-R GUIDANCE PROGRAM (Cf. JE) (continued)

The counselor will assimilate community vocational and professional resources and make this information available to the teaching staff.

The counselor will assist teachers in making appropriate referrals for special services.

A Statement of Guidance Personnel Responsibilities to the Building Administrator

The counselor recognizes that the principal is the administrative leader in the school and seeks his/her support in the planning and development of services to ensure the success of the guidance function.

The counselor agrees to hold periodic consultation with the building administrator for support in all phases of the guidance program.

The counselor will present to the building administrator that pertinent information regarding student needs, abilities, and interests as related to the continued guidance program and curriculum development for the administrator's use in the planning and construction of the school's master schedule.

The counselor will be responsible for graphically illustrating grade distribution on appropriate scales for each class on a quarterly basis.

A Statement of Guidance Personnel Responsibilities to the Profession

The counselor should join those state and national organizations which promote guidance functions and which disseminate research data on program improvement.

The counselor will recognize his own personal characteristics and the effect of those characteristics in the counseling relationship.

IG-R GUIDANCE PROGRAM (Cf. JE) (continued)

The counselor will conduct in-service programs for the professional staff the first month in September of each school year.

The counselor should attend meetings of the professional guidance organization on the state level.

The counselor will establish a yearly program in advance planning with the building principal.

The counselor in conjunction with the principal will develop job targets for the guidance operation and confer monthly with the principal in the evaluation of job target progress.

GOALS AND OBJECTIVES

Goal: To provide information to students and parents that will meet educational, vocational, and personal-social student needs.

Objective: To see that every student and parent is familiar with graduation requirements and that they have been assisted in selecting a curriculum that will meet graduation requirements.

Evaluation of Objectives: Examination of four-year plans and parental/guardian approval.

Activities: Dissemination of student handbook; parent and student pre-enrollment orientation meeting of entering freshmen in the spring; a follow-up meeting in the fall; newsletter to parents for entering freshmen and new students; graduation requirements included in news releases; development of a tentative four-year plan for every student and approval by guardian or

IG-R GUIDANCE PROGRAM (Cf. JE) (continued)

parent; and parental acknowledgement of all student class changes before final approval is given.

Objective: To make information available to students concerning the world of work and to provide assistance to help them make tentative vocational choices.

Evaluation of Objective: Results of student assessment survey.

Activities: Orientation on job interview and application procedures; “career day” programs to introduce students to professions and vocations in the world of work; availability of all pertinent information; job visitation and personal interviews with employers; in-service training for lower and upper elementary teachers in career guidance information for students; and development and implementation of group and individual programs to show the interrelationship between self and the world of work.

Objective: To design, develop, implement and maintain a guidance procedure that will foster the development of and stress the value of the individuality of students.

Evaluation of Objective: Counselor observation.

Activities: Counselor’s availability to students at all times, ready to help students without appointment, creation of an atmosphere whereby mutual confidence, understanding, and respect may result in a helping relationship.

Objective: To assist students in the development of a positive self-image.

Evaluation of Objective: Counselor-teacher observation.

IG-R GUIDANCE PROGRAM (Cf. JE) (continued)

Activities: Courses for students in the development of a positive self-image, and teachers encouraged to provide positive information to parents about their children.

Objective: To secure the best help available for students who are not able to function effectively within the school system.

Evaluation of Objective: Counselor assessment.

Activity: Referral service.

Goal: To help students, parents and faculty members recognize personal and individual strengths of students.

Objective: To collect and interpret information about individual students which will help them to better understand and develop their own special interests, aptitudes, and abilities.

Evaluation of Objective: Faculty survey.

Activities: In-service training sessions by counselor with faculty members to help them understand and interpret test results and time made available to discuss problem students and consultation with faculty is encouraged.

Goal: To develop a follow-up program to determine the success of guidance services in the district.

Objective: To determine whether students have been properly advised in post-secondary educational endeavors.

Evaluation of Objective: Principal-counselor conferences at colleges, universities and vocational schools in the immediate area.

IG-R GUIDANCE PROGRAM (Cf. JE) (continued)

Activities: Post-high student discussion on the high school curriculum in relation to the prerequisites for college and vocational programs and the effectiveness of current district guidance services.

Objective: To keep in touch with district graduates for five years following their graduation.

Evaluation of Objective: The percentage of return of graduate surveys.

Activities: Annual survey on graduates for five years following graduation regarding what they are doing and where they are located; newsletter to graduates concerning the data gleaned from surveys; data from surveys to assist in curriculum planning.

Goal: To help students find their place in the curricular and extra-curricular program.

Objective: To enroll students in courses compatible with their tentative four-year plans.

Evaluation of Objective: Examination of four-year plans and current student schedules.

Activity: Student enrollment with the help of staff advisors using four-year plan and graduation requirements as an enrollment guide.

Objective: To encourage students to participate in extra-curricular activities based upon their interests.

Evaluation of Objective: Student assessment surveys.

Activity: Membership drives and publicity.

IG-R GUIDANCE PROGRAM (Cf. JE) (continued)

Objective: To provide opportunities for students to participate in placement services for part-time employment.

Evaluation of Objective: Observation and data on placed students.

Activities: Contacts with Chamber of Commerce and Merchants' Retail Committee for employment needs; dissemination of job opportunities to students.

Objective: To encourage students to participate in service projects in our community.

Evaluation of Objective: Observation and service data records.

Activities: Survey of need for volunteer services in our community; student participation in volunteer services encouraged through the school newspaper and group meetings.

Objective: To provide all parents and students new to the district with orientation programs.

Evaluation of Objective: Needs assessment instrument and faculty, counselor and administration observation.

Activities: Pre-enrollment of students with assigned teachers acting as advisors; student-parent orientation meetings to review curricular program course offerings, schedules, student handbooks, and school policies; news releases through local paper and radio station and through school paper concerning enrollment and orientation programs; one to one student assistance to new enrolling students.

Approved:

IHA GRADING SYSTEMS

There will be a uniform grading system district-wide. All grades will be posted on reporting forms provided by the superintendent.

Approved:

IHAA FINAL EXAMINATIONS

Final examinations may be given at the option of the building principal in every course in grades 7-12.

Approved:

IHB HOMEWORK

The use of homework as a means to discipline students is prohibited. Homework should be assigned on a need basis and should never exceed a child's capacity to complete in a reasonable time.

Approved:

IHC CLASS RANKINGS

Class rankings will be computed for seniors.

Approved:

IHD HONOR ROLLS

Honor rolls may be maintained for grades 7-12.

Approved:

IHD-R HONOR ROLLS (Cf. JR et seq.)

Two honor rolls will be computed at the high school level using all subject grades. To be eligible for inclusion in computation, a student must be enrolled in six or more subjects and receive no grade lower than a "C." The high honor roll will consist of those students having a grade point average of 4.00. The honor roll will consist of those students having a grade point average of 3.50 and above. To compute the honor rolls the following values are given to letter grades:

A	=	4.00
B	=	3.00
C	=	2.00
D	=	1.00
F	=	0.00

Approved:

IHEA MAKE-UP OPPORTUNITIES

Make-up of work will be allowed for excused absences only.

Approved:

IHEA-R MAKE-UP OPPORTUNITIES

All teachers will supply make-up work assignments when requested by the student or parents in cases of an excused absence.

Approved:

IHF Graduation Requirements (See JFCA)

IHF

The board may adopt graduation requirements exceeding the minimums set forth by state regulation. Unless otherwise provided herein, in order to qualify for graduation, the board requires each candidate to earn 25 academic credits of a type meeting state and district requirements beginning with the class of 2016.

Exceptions may be granted by the board to waive local graduation requirements that are in excess of the state minimum requirements for students on a case by case basis.

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

Other situations which may warrant waiver of graduation requirements in excess of the minimum requirements adopted by the state board include, but may not be limited to, the following circumstances:

- If such student is an adult learner whose four-year cohorts have graduated;
or
- if such student is attending an alternative school or program and has experienced high mobility, teen pregnancy, long-term illness, or other hardship conditions.

Approved: 09/14/2015

IHF

Content Area	Graduation Requirements (25 total units) Beginning with the Class of 2022
Language Arts	Required Units: 4.0 English 1, 2, 3 (1 unit each) Plus 1 unit of any district-approved Language Arts course
Mathematics	Required Units: 3.0 Any unique combination of district-approved Math courses.
Science	Required Units: 3.0 Physical Science and/or Chemistry (1) Biology 1 (1) Plus 1 unit of any district-approved Science course (1)
Social Science	Required Units: 3.0 World History (1) (Grade 9) American History (1) (Grade 10) American Government (1) (Grade 11)
Fine Arts	Required Units: 1.0 Any 1 unit of district-approved Fine Arts courses
Physical Education & Health	Required Units: 1.0 Physical Education/Health 1 (1) (Grade 9)
Consumer & Personal Finance	Required Units: 1.0 Any 1 unit of district-approved Consumer & Personal Finance courses

In addition to the sixteen required units of credit listed above, each student must complete, with a Grade of “D-” or better, a minimum of nine credits of the student’s choosing to fulfill the requirements for graduation for a total of 25 credits. Units of credit that count toward graduation requirements are those units completed during the ninth grade and subsequent years. With the approval of the Superintendent, full-time students participating in an on-campus Community College program, such as the HCC Western Center may be approved to pass seven elective credits. This would allow a student to graduate with a total of 23 credits.

Approved: 01/14/19

IIA Performance-Based Credits

IIA

A student may earn credits towards high school graduation by demonstrating mastery of the course outcomes through a performance instrument. The standards for designing and passing the performance instrument shall be set sufficiently high to ensure credits earned by such means shall be equivalent to those offered in the framework of the Carnegie unit.

A written request to “test out” of a class must be submitted prior to the beginning of each semester/year. A student may not request to “test out” of a class in which he or she is currently enrolled or has been enrolled.

The request is to be evaluated within 30 school days by a review committee composed of: a building administrator, a school counselor, a faculty member appointed by the principal and the students’ parent(s) or guardian(s).

If the request is approved, the course instructor will have 30 school days to design a performance instrument that reflects mastery of all course outcomes. Commercially available instruments may be used if they cover all course objectives. A performance instrument shall be approved by the principal. The principal, in consultation with the instructor, will determine the setting and the timelines for the administration of the instrument, as well as the criteria for successful completion of those tasks.

The student has 10 school days in which those designated tasks developed by the teacher and approved by the administration must be performed.

Credit for such classes shall be awarded only on a pass/fail basis. Students will be allowed only one opportunity to “test out” of any particular class. It will not be the responsibility of the school or the instructor to provide instructional and/or review time for the student. However, the outcomes, as noted in the district curriculum guide, and class syllabus will be made available.

Graduation Credit Through Integrated Coursework

The board may allow graduation credit for integrated academic or career and technical education course work. The teacher awarding academic credit shall be fully licensed and may work collaboratively with another instructor to develop a course plan for instruction. The teacher shall monitor the student’s progress and level of achievement. The plan will be reviewed periodically to maintain rigor and relevance.

Approved: 01/10/2022

IIA-R TEST SELECTION AND ADOPTION (Cf. JR et seq.)

The counselor may use tests other than those purchased and approved for use in the district if requested by individual students. Cost of administering such tests are to be borne by the student.

The following tests will be administered in the district:

“SRA Assessment Battery”	Grade 8	October
“Differential Aptitude Test”	Grade 9	October
Career Planning Program (ccp)	Grade 10	April

Approved: 04/02/2012

IIB TEST ADMINISTRATION

Each building principal in cooperation with the guidance counselor shall schedule individual and mass testing at times which will not disrupt the educational decorum of the school.

Approved:

Purpose

The district provides computer network and internet access for its students and employees. This service allows employees and students to share information, learn new concepts, research diverse subjects, and create and maintain school-based websites. The district has adopted the following Acceptable Use Guidelines to govern the conduct of those who elect to access the computer network or district Internet.

Acceptable Use Guidelines

Users shall adhere to the following guidelines of acceptable use:

- All use of the Internet will be in support of educational activities.
- Users will report misuse and breaches of network security.
- Users shall not access, delete, copy, modify, nor forge other users' e-mails, files, or data.
- Users shall not use other users' passwords nor disclose their password to others.
- Users shall not pursue unauthorized access, disruptive activities, nor other actions commonly referred to as "hacking," internally or externally to the district.
- Users shall not disclose confidential information about themselves or others.
- User shall not utilize unlicensed software.
- Users shall not access or permit access to pornography, obscene depictions, or other materials harmful to minors.

- Students shall not disable or attempt to disable Internet filtering software

Prohibitions

Although the district reserves the right to determine what use of the district network is appropriate, the following actions are specifically prohibited:

- Transferring copyrighted materials to or from any district network without the express consent of the owner of the copyright.
- Use of the network for creation, dissemination, or viewing of defamatory, factually inaccurate, abusive, obscene, profane, sexually oriented, threatening, harassing, or other material prohibited by law or district policy.
- Dissemination of personnel or student information via the network when such information is protected by law, including the Family and Educational Rights Act or Student Data Privacy Act.
- Utilization of the network to disseminate non-work-related material.
- Utilization of the network as a means for advertising or solicitation.

Monitoring

The school district reserves the right to monitor, without prior notice, any and all usage of the computer network and district Internet access, including, but not by way of limitation, e-mail transmissions and receptions. Any information gathered during monitoring may be copied, reviewed, and stored. All such information files shall be and remain the property of the school district, and no user shall have any expectation of privacy regarding his/her use of the computer network or the district Internet.

Internet Safety

In compliance with the Children's Internet Protection Act (CIPA) and the Kansas Children's Internet Protection Act, the school district will implement filtering and or blocking software to restrict access to Internet sites containing child pornography, obscene depictions, or other materials harmful to minors. The school district, however, cannot and does not guarantee the effectiveness of filtering software. Any student who connects to such a site must immediately disconnect from the site and notify a teacher. An employee who accidentally connects to such a site must immediately disconnect from the site and notify a supervisor. If a user sees another user is accessing inappropriate sites, he or she should notify a teacher or supervisor immediately. The school district administration reserves the right to prohibit access to any network or Internet it deems inappropriate or harmful. The school district shall instruct students regarding appropriate online behavior including cyberbullying.

Penalties for Improper Use

Access to the network and Internet is a privilege, not a right, and inappropriate use will result in the restriction or cancellation of the access. The school district has the right to make the determination of what constitutes inappropriate use and use as an educational tool. Inappropriate use may lead to any disciplinary and/or legal action, up to and including suspension and/or expulsion of district students and suspension and/or termination of employees. Law enforcement shall be notified of inappropriate use which may constitute a violation of Federal or state law, and such use may result in criminal prosecution.

Approved:10/13/2014

Unified School District # 113 – Prairie Hills

Board Policy

IIBG COMPUTER USE (See GAA and JCDA)

Use of District Computers/Privacy Rights Computer systems are for educational and professional use only. All information created by staff and students shall be considered district property and shall be subject to unannounced monitoring by district administrators. The district retains the right to discipline any student, up to and including expulsion, and any employee, up to and including termination, for violations of this policy.

Copyright (See ECH) Software acquired by staff using either district or personal funds, and installed on district computers, must comply with copyright laws. Proof of purchase (copy or original) must be filed in the district office.

Installation No software, including freeware or shareware, may be installed on any district computer until cleared by the network administrator. The administrator will verify the compatibility of the software with existing software and hardware and the administrator will also prescribe installation and de-installation procedures. Freeware and shareware may be downloaded only onto workstation floppy disks, not hard drives. Program files must have the Superintendent's approval to be installed on any district server or computer. Students shall not install software on district computers or computer systems.

Hardware Staff shall not install unapproved hardware on district computers, or make changes to software settings that support district hardware.

IIBG Computer Materials

Audits The administration may conduct periodic audits of software installed on district equipment to verify legitimate use.

Privacy Rights Employees and/or students shall have no expectation of privacy when using district e-mail or other official communication systems. Any e-mail or computer application or information in district computers or computer systems is subject to monitoring by the administration.

Ownership of Employee/Student-Produced Computer Materials Computer materials or devices created as part of any assigned district responsibility or classroom activity undertaken on school time shall be the property of the board. The board's rules governing ownership of employee or student-produced computer materials are on file with the clerk and are available upon request.

IIBG COMPUTER USE (See GAA and JCDA) (continued)

Use of District Computers/Privacy Rights

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Software acquired by staff using either district or personal funds, and installed on district computers, must comply with copyright laws. Proof of purchase (copy or original) must be filed in the district office

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Unified School District # 113 – Prairie Hills – Kansas Law

K.S.A. 21-3755. Computer crime; criminal computer access.

(a) As used in this section, the following words and phrases shall have the meanings respectively ascribed thereto:

(1) "Access" means to approach, instruct, communicate with, store data in, retrieve data from, or otherwise make use of any resources of a computer, computer system or computer network.

(2) "Computer" means an electronic device which performs work using programmed instruction and which has one or more of the capabilities of storage, logic, arithmetic or communication and includes all input, output, processing, storage, software or communication facilities which are connected or related to such a device in a system or network.

(3) "Computer network" means the interconnection of communication lines, including microwave or other means of electronic communication, with a computer through remote terminals, or a complex consisting of two or more interconnected computers.

(4) "Computer program" means a series of instructions or statements in a form acceptable to a computer which permits the functioning of a computer system in a manner designed to provide appropriate products from such computer system.

(5) "Computer software" means computer programs, procedures and associated documentation concerned with the operation of a computer system.

(6) "Computer system" means a set of related computer equipment or devices and computer software which may be connected or unconnected.

(7) "Financial instrument" means any check, draft, money order, certificate of deposit, letter of credit, bill of exchange, credit card, debit card or marketable security.

(8) "Property" includes, but is not limited to, financial instruments, information, electronically produced or stored data, supporting documentation and computer software in either machine or human readable form.

(9) "Services" includes, but is not limited to, computer time, data processing and storage functions and other uses of a computer, computer system or computer network to perform useful work.

(10) "Supporting documentation" includes, but is not limited to, all documentation used in the construction, classification, implementation, use or modification of computer software, computer programs or data.

(b) Computer crime is:

(1) Intentionally and without authorization gaining or attempting to gain access to and damaging, modifying, altering, destroying, copying, disclosing or taking possession of a computer, computer system, computer network or any other property;

(2) using a computer, computer system, computer network or any other property for the purpose of devising or executing a scheme or artifice with the intent to defraud or for the purpose of obtaining money, property, services or any other thing of value by means of false or fraudulent pretense or representation; or

(3) intentionally exceeding the limits of authorization and damaging, modifying, altering, destroying, copying, disclosing or taking possession of a computer, computer system, computer network or any other property.

(c) (1) Computer crime which causes a loss of the value of less than \$500 is a class A nonperson misdemeanor.

(2) Computer crime which causes a loss of the value of at least \$500 but less than \$25,000 is a severity level 9, nonperson felony.

(3) Computer crime which causes a loss of the value of \$25,000 or more is a severity level 7, nonperson felony.

(d) In any prosecution for computer crime, it is a defense that the property or services were appropriated openly and avowedly under a claim of title made in good faith.

(e) Criminal computer access is intentionally, fraudulently and without authorization gaining or attempting to gain access to any computer, computer system, computer network or to any computer software, program, documentation, data or property contained in any computer, computer system or computer network. Criminal computer access is a class A nonperson misdemeanor.

(f) This section shall be part of and supplemental to the Kansas criminal code. History: L. 1985, ch. 108, s 1; L. 1992, ch. 298, s 51; L. 1993, ch. 291, s 93; L. 1994, ch. 291, s 34; July 1.

Prairie Hills Unified School District #113

Please read the following carefully before signing. This is a legally binding document.

Acceptable Use of Computers and Networks:

USD #113 Employee's Agreement

Employees shall have no expectation of privacy when using district e-mail, computer application, or other official communication systems. E-mail messages shall be used only to conduct approved and official district business. All employees must use appropriate language in all messages. Employees are expected to conduct themselves in a professional manner and to use the system according to these guidelines or other guidelines published by the administration.

Any e-mail or computer application or information in district computers or computer systems is subject to monitoring by the administration. The district retains the right to duplicate any information in the system or on any hard drive. **Employees who violate district computer policies are subject to disciplinary action up to and including termination.**

I understand and will abide by the district guidelines and conditions for the use of the facilities of Prairie Hills Unified School District 113 and access to the Internet. I have received and read a copy of the district guidelines on computer used and the conditions of use for computer networks.

Employee Signature _____ Date _____

This form will be retained on file by authorized faculty designee for duration of applicable computer/network/Internet use.

Unified School District # 113 – Prairie Hills

Please read the following carefully before signing. This is a legally binding document.

Acceptable Use of Computers and Networks: Parents' / Student Agreement

I agree my child will abide by the district guidelines and conditions for the use of the facilities of Unified School District 113 – Prairie Hills and access to the Internet. I further understand any violation of the district guidelines is unethical and may constitute a criminal offense. Should my child commit any violation, his/her access privileges will be revoked. School disciplinary action and/or appropriate legal action shall/may be taken.

In order to make sure that all members of the Unified School District 113 – Prairie Hills community understand and agree to these rules of conduct, USD 113 requires you as a parent/guardian and student to sign the following statement:

I agree not to hold USD # 113 – Prairie Hills nor any of its employees nor any of the institutions or networks providing access to networks responsible for the performance of the system or the content or costs or any material accessed through it.

As a parent or guardian of this student, I have read the terms and conditions for Unified School District 113 – Prairie Hills facilities use and Internet access. I understand that this free access is designed for educational purposes. However, I also recognize that it is impossible to restrict access to all controversial materials and I will not hold Unified School District 113 responsible for materials acquired or sent *via* the network.

Parent's Signature _____ Date _____

I understand and will abide by the district guidelines and conditions for the use of the facilities of Unified School District 113 – Prairie Hills and access to the Internet. I further understand any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action shall/may ^a be taken.

I have received and read a copy of the district guidelines on computer use and the conditions of use for computer networks.

^a The school may choose one or the other, but be conscious of the fact that 'shall' means all students must be disciplined if they violate any of the rules.

Student Signature _____ Date _____

This form will be retained on file by authorized faculty designee for duration of applicable computer/network/Internet use.

Unified School District # 113 – Prairie Hills 'Netiquette' on the Internet

All users of the Unified School District 113 – Prairie Hills computers and networks are expected to abide by the generally accepted rules of network etiquette (netiquette).

Informal rules of behavior have evolved for the use of and communication on the Internet and other on-line services. These rules of behavior include, but are not limited to, the following:

1. Be polite. Do not write or send abusive messages to others.
2. Use appropriate language. Do not swear, use vulgarities or any inappropriate language.
3. Do not reveal your personal address or phone numbers or that of other students or colleagues.
4. Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities.
5. All communications and information accessible *via* the network should be assumed to be private property, which is subject to copyright laws.
6. Do not place unlawful information on any network system.
7. Keep paragraphs and messages short and to the point. Focus on one subject per message.
8. Do not use the network in such a way that would disrupt the use of the network by other users (e.g., downloading very large files during prime time; sending mass e-mail messages)
9. Do not give your password or access codes to anyone else, as they are your responsibility.

Unified School District # 113 – Prairie Hills

Consequences of Violation of Technology Policies

All of the policies and handbook procedures for acceptable use of computers and network are intended to make the computers and networks more useful to students and teachers. They are also intended to minimize the burden of administering the networks, so more time can be spent enhancing services.

Use of the computers for programs, software, e-mail, and to access telecommunications resources is a privilege, not a right. Violations of the policies and procedures of USD # 113 concerning use of computers and networks will result in disciplinary action.

Three levels of punishment may be enforced by the administration. While the levels may be implemented in order, **nothing prevents the administration from selecting any step depending on the facts and the severity of the violation.**

Examples of possible violations:

- *Deliberately accessing a pornographic site/material.*
- *Altering any system software or another's personal work, either locally or remotely.*
- *Using the network maliciously, as with hate mail, harassment, profanity, vulgar statements, or discriminatory remarks.*
- *Allowing anyone to use an account other than the account holder.*

Level 1: Violation:

Student would lose computer privilege/Internet access until a parent conference is held. Any additional loss of privileges as determined by the administration will be discussed in this conference.

Level 2: Pattern of abuse, repeated abuse or flagrant violations:

Student who, after a Level 1 violation, continues to engage in serious or persistent misbehavior by violating the district's previously communicated written standards of conduct may be removed from any computer/Internet privileges for the remainder of the school year or remaining school years and recommended for suspension.

Level 3: Expellable offense:

Student could be expelled from school if he/she engages in conduct on the Internet that contains the elements of the offense of criminal mischief, as defined by state and federal law. Any student expelled for misuse of technology will also lose computer privileges for the remainder of the school year or school years.

Staff Handbook

Employees shall have no expectation of privacy when using district e-mail, computer applications, or other official communication systems. E-mail messages shall be used only to conduct approved and official district business. All employees must use appropriate language in all messages. Employees are expected to conduct themselves in a professional manner and to use the system according to these guidelines or other guidelines published by the administration.

Any e-mail or computer application or information in district computers or computer systems is subject to monitoring by the administration. The district retains the right to duplicate any information in the system or on any hard drive. Employees who violate district computer policies are subject to disciplinary action up to and including termination.

Student Handbook

Students shall have no expectation of privacy when using district e-mail or computer systems. E-mail messages shall be used only for approved educational purposes. Students must use appropriate language in all messages. Students are expected to use the system following guidelines approved by teachers or the administration.

Any e-mail or computer application or information in district computers or computer systems is subject to monitoring by the staff and/or administration. The school retains the right to duplicate any information created by students in a computer system or on any individual computer. Students who violate these rules, or any other classroom rules relating to computer use are subject to disciplinary action up to and including suspension from school.

Please read the following carefully before signing. This is a legally binding document.

Consent to Use Portable Computer

I, _____, the parent or guardian of

_____ consent to and/or authorize for the school year 20__-20__ the following:

- 1) I grant permission for my child _____ to check out a laptop computer to bring home as needed for academic use.
- 2) I assume responsibility for any damage to, and responsibility for, the repair and or replacement of the computer while it is in my child's custody.
- 3) I assume responsibility for any unauthorized use of the computer while it is in my child's custody and will supervise its use to see that the computer is used only for academic purposes as assigned by school staff.
- 4) I will assume responsibility to pay for any damage, repair and or replacement for any damage done to district software which may result from my child's use of the laptop computer.
- 5) I will assume responsibility to pay for any damage, repair and or replacement for any damage done to district software which may result from a virus introduced as a result of my child's use of the laptop computer.
- 6) I will not allow my child to use the district's laptop computer to add, remove or copy any programs, software or information in a manner which may violate the copyright laws.
- 6) I have reviewed the attached Kansas law. ^a

Parent or Legal Guardian

Date

Parent or Legal Guardian

Date

^a(Include a copy of K.S.A. 21-3755 which deals with computer crimes.)

IIBGA Children's Internet Protection Act

IIBGA

The district shall implement and enforce an internet safety plan meeting the requirements of both the federal and the Kansas Children's Internet Protection Acts (CIPA). The superintendent shall develop a plan to implement the Children's Internet Protection Acts.

Such plan shall include technology protection measures and such other measures as deemed appropriate to address the following issues:

(1) Access by minors to inappropriate matter on the Internet and World Wide Web,

(2) The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications,

(3) Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;

(4) Unauthorized disclosure, use, and dissemination of personal information regard

(5) Measures designed to restrict minors' access to materials that may be harmful to them.

For the purposes of this policy, "minor" shall be defined to mean any student who is under 18 years of age. The board charges the superintendent to develop the CIPA implementing plan so that all of the protections provided by this policy and the corresponding plan may be afforded to all district students, regardless of their age.

If the district is providing public access to any computer, the CIPA plan shall also implement and enforce technology protection measures to ensure no minor has access to visual depictions that are child pornography, harmful to

IIBGA Children's Internet Protection Act

IIBGA

minors, or obscene. This plan shall be on file with the board clerk and in each school office with Internet access, and copies shall be made available upon request. The superintendent shall ensure compliance with CIPA by completing Federal Communication Commission forms as required.

Approved: 08/12/13

IIBGB ON-LINE LEARNING OPPORTUNITIES

Students may not enroll in an on-line course as an alternative to any course offered by the high school, except as an attempt to earn credit for a class already attempted but failed by the student.

Guidelines

The following guidelines shall be used by the administration:

1. Only approved courses shall be posted on student transcripts.
2. Approval of any course shall be based upon the course content and rigor, its length and scope, its method of assessing knowledge acquired by the student, the qualifications of the instructor and other appropriate factors.
3. Enrollment in an on-line course will be allowed only if an appropriately certified staff member is available and willing to supervise the student's participation in the course.
4. Suspended or expelled students (who have failed a class) may also apply for permission to enroll in on-line course work.

Other Regulations or Guidelines

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

Approved:

IIBGC Staff Online Activities (See GAF, GBU, IIBG, IIBGA, KGA) IIBGC

Employees are encouraged to use district electronic mail and other district technology resources to promote student learning and communication with parents of students and education-related entities. If those resources are used, they shall be used for purposes directly related to work-related activities. Technology-based materials, activities, and communication tools shall be appropriate for and within the range of the knowledge, understanding, age, and maturity of students with whom they are used.

District employees, including, but not limited to, classroom teachers and extracurricular activity coaches and sponsors, may set up blogs and other social networking accounts using district technological resources and following district policy and guidelines to promote communications with students, parents, and the community concerning school-related activities and for the purpose of supplementing classroom instruction. Social networking sites and other online communication options offering instructional benefits may be used for the purpose of supplementing classroom instruction and to promote communications with students and parents concerning school-related activities.

In order for district employees and activity sponsors to utilize a social networking site for instructional, administrative, or other work-related communication purposes, they shall comply with the following:

1. They shall request prior permission from the superintendent or the superintendent's designee.
2. If permission is granted, staff members will set up the site following any district guidelines developed by the superintendent and approved by the board. If the expenditure of district funds is required to complete the set-up or maintenance of the site, the requesting staff member shall present an itemized summary of such costs to the superintendent. Board approval shall be required prior to the expenditure of district funds for such purpose.
3. Guidelines shall specify whether access to the site must be given to school/district administrators and technology staff.
4. If written parental consent is not otherwise granted through acceptable use policy forms provided by the district, staff shall notify parents of the site and obtain written permission for students to become "friends" of the site prior to the students being granted access. This permission shall be kept on file at the school as determined by the principal.
5. Once the site has been created, the sponsoring staff member is responsible for the following:

- a. Monitoring and managing the site to promote safe and acceptable use and compliance with district policies; and
- b. Observing confidentiality restrictions concerning release of personally identifiable student information under state and federal law.

Staff members are discouraged from creating personal social networking accounts to which they invite current or future students to be friends. Employees taking such action do so at their own risk. All employees shall be subject to disciplinary action if their conduct relating to use of technology or online resources violates this policy or other applicable board policy, statutory, or regulatory provisions governing employee conduct or the protection of student record information; or if it impairs the staff member's job performance or effectiveness in the work setting. District staff shall endeavor to protect the health, safety, and emotional well-being of students and confidentiality of student record information both in the school setting and in their online actions. Conduct in violation of this policy, including, but not limited to, conduct relating to the use of technology, social networking, or online resources, may form the basis for disciplinary action up to and including termination from employment.

Approved: 08/12/13

IIC USE AND DISSEMINATION OF TEST RESULTS

Under no circumstances will the results of any individual or mass test be given to unauthorized people as defined in these policies. When interpreting individual or mass test results, great care must be given so as not to identify any individual.

Generalized results of mass testing may be given to parents and other authorized persons in the form of a report so long as adequate interpretation of said results accompanies the report. No report shall be given to any person without prior approval of the superintendent whose conduct in such matters is defined in these policies.

All test results must be stored in a secure place out of reach of unauthorized individuals.

Approved:

IIC-R USE AND DISSEMINATION OF TEST RESULTS (Cf. JR et seq.)

The custodian of student records is responsible for safe keeping of all test results. All test results must be secured in the school's safe at all times or in a file cabinet that can be locked when not in use.

Approved: 04/02/2012

IJ Evaluation of Instructional Program
(See IC, ICAA, ID, and II)

IJ

The superintendent may develop guidelines to evaluate the instructional program. This evaluation may be part of the district's school improvement efforts.

The superintendent may establish special curriculum committees to study the district's instructional program on a regular schedule. The superintendent may require reports from these committees which may include the committee's recommendations for improvement, modification, or elimination of any part of the instructional program. The superintendent may submit a comprehensive report from the committees to the board.

Approved: 07/13/2020

IJ-R EVALUATION OF INSTRUCTIONAL PROGRAM (Cf. ICE)

The superintendent may establish, on an ad hoc basis, special curriculum committees to study the school district's instructional program or any part thereof. The superintendent may request a report from such committees that shall include the committee's recommendations for any proposed changes, modifications or eliminations of any part of the instructional program. The superintendent will submit the report together with his/her recommendation to the board of education for approval, modification or rejection at a regular or special meeting of the board. The use of personnel other than the district's professional staff to evaluate the curriculum is authorized as out-lined in these policies.

Any costs encumbered by curriculum committees shall be borne by the school district.

Approved:

IKA Financial Literacy (See ID)

IKA

The board supports the goal of providing district students with sufficient knowledge of economic systems to make informed, financial choices. In furtherance of this goal, the board directs the superintendent to develop and implement a plan to incorporate outcome-based personal financial literacy education into the district's instructional program.

The superintendent shall document district efforts to provide financial literacy education opportunities for district students and shall provide, upon request, feedback or information to the Kansas State Department of Education on such efforts.

Approved: 09/14/2015

IKB CONTROVERSIAL ISSUES

If education is to remain a viable force, controversial issues cannot be ignored. Good teaching techniques provide, however, that adequate preparation on the part of student and teacher take place before controversial issues are explored. Every such question has two or more sides. It is therefore incumbent that teachers take pains to see that all issues, facets, and questions of any controversial subject are thoroughly studied.

Approved:

IKB-R CONTROVERSIAL ISSUES

Included in the area of controversial subjects are ideas, words, movies, still pictures, religions, books, social-economic aspects of life and political policies, theories and platforms, as an example. Teachers should be aware, therefore, that controversy may spring from the most innocuous beginnings and be prepared for it to the best of their ability.

Approved:

IKC TEACHING ABOUT RELIGION

Teachers may teach about religion, religious literature and history but are prohibited from teaching, expounding, criticizing or ridiculing a religion. Religious texts may be used to teach about religion, but the use of religious texts is prohibited if used to teach a particular religious doctrine or in any other way except as outlined above.

Approved:

IKD SCHOOL CEREMONIES AND OBSERVANCES (See IKC)

Recognition of Religious Beliefs and Customs

It is accepted that no religious belief or non-belief should be promoted by the district or its employees, and none should be disparaged. Instead, the district should encourage all students and staff members to appreciate and to be tolerant of each other's religious views. The district should utilize its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious belief. In that spirit of tolerance, students and staff members should be excused from participating in practices which are contrary to their religious beliefs unless there are clear issues of overriding concern that would prevent it.

The board recognizes that one of its educational goals is to advance the students' knowledge and appreciation of the role that religious heritage has played in the social, cultural and historical development of civilization.

Rules found in IKD-R will be followed by district employees.

Approved:

IKD-R SCHOOL CEREMONIES AND OBSERVANCES (See IKC)

Observance of Religious Holidays

The practice of the district shall be as follows:

The several federally recognized holidays throughout the year that have a religious basis may be observed in the public schools.

The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.

Music, art, literature and drama having a religious theme or basis are permitted as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.

The use of religious symbols such as a cross, menorah, crescent, Star of David, crèche, symbols of native America religions or other symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature.

The district's calendar should be prepared so as to minimize conflicts with religious holidays of all faiths.

Religion in the Curriculum

Religious institutions and orientations are central to human experience, past and present. An education excluding such a significant aspect would be incomplete. It is

essential that teaching about—and not of—religion be conducted in a factual objective and respectful manner. Therefore, the practice of the district shall be as follows:

IKD-R SCHOOL CEREMONIES AND OBSERVANCES (See IKC) (cont.)

The district supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities provided that it is intrinsic to the learning experience in the various fields of study and is presented objectively. The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced thorough study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.

Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.

Dedications, Ceremonies and Commencement

Traditions are a cherished part of the community life, and the district expresses an interest in maintaining those traditions that have a significance to the community. However, because of the current Supreme Court ruling, at all school sponsored events when student attendance is required, invocations and benedictions will not be used.

Approved:

IKE ASSEMBLIES

Each building principal may schedule assemblies as the needs of students and school dictate.

Approved:

IKE-R ASSEMBLIES

Each building principal shall develop a behavior code for students attending school assemblies.

Approved:

IKI LESSON PLANS

Each building principal may develop a building policy with rules concerning teacher lesson plans, their development, filing and use for his/her building.

Approved:

USD 113 WELLNESS POLICY – INSERT HERE

ING Animals and Plants in the School

ING

With the prior approval of the principal, animals or plants may be brought to school for instructional purposes.

If someone is injured by an animal or comes into contact with a toxic plant, the incident shall be immediately reported to the administration by the supervising teacher. The principal shall notify the appropriate persons.

Service Animals in the Schools

Service animals are permitted in the schools and on school property in accordance with federal law. In order for the district to accommodate the health and safety of our students and staff while maintaining our educational services, programs, and activities, employees and students are encouraged to notify their building administrator prior to bringing a service animal to school for the first time. Patrons or individuals attending functions or having short term business on school property are not required to provide advance notice to school staff in order to be accompanied by a service animal on school property.

Access to school buildings will not be denied to a service animal as long as the animal is individually trained and required to do work or perform tasks for the benefit of an individual with a disability. Such work or tasks must be directly related to the individual's disability. District staff shall not be responsible to provide care or control of a service animal, and any service animal which is out of control or is not housebroken may be excluded by district staff.

For the purpose of this policy, "service animals" is not deemed to include animals provided by the school for instructional purposes or for therapy or comfort animals.

Approved: 07/11/2022

ING-R ANIMALS IN THE SCHOOL

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

Skunks and bats are not to be permitted inside school facilities.

Teachers are to check with the school nurse regarding any known allergies existing among students in the classroom, prior to granting permission. If allergies exist, parents must be contacted for further direction.

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

Teachers must be aware of federal and state laws regulating handling of animals. (Cf. K.S.A. 21-4310)

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

Teachers with questions regarding proper care, feeding and handling of animals should contact appropriate resources. If little assistance is available, one should contact the nearest accredited professionally run zoological park or garden or the nearest humane society.

All experiments using live animals must have prior approval of the principal or his/her designated representative. Dissection of deceased animals should be limited to those preserved in formaldehyde or alcohol.

Animals (warm blooded mammals) capable of carrying rabies will be inoculated at school district expense before they may be handled by students unless prior verification of inoculation is provided. Handling by students must be on a voluntary basis.

ING-R ANIMALS IN THE SCHOOL (continued)

If a staff member or student has been bitten by an animal where skin has been pierced, the incident must be reported immediately to the school office by the supervising teacher. Principals are to assume responsibility to notify public health authorities and to impound the animal for observation. Public health authorities will determine the appropriate term of confinement of the animal and method of observation.

Approved: 04/02/2012