

IA Philosophy

IA

The board believes that each student should be inculcated with a deep sense of patriotism, common sense, and respect for his heritage, that he shall be provided with an environment designed to promote discipline that will affect respect for proper authority and stimulate the mind to learn.

In the practical application of this philosophy, opportunities shall be provided each student within the limits of his capacity to:

- Develop physical, mental and emotional health
- Develop moral and ethical values
- Develop an appreciation for his role in the family and in the community
- Develop skills for effective participation as a responsible citizen
- Develop skills for effective communication of ideas
- Develop knowledge and understanding of mathematics and the sciences
- Develop knowledge and understanding of economics
- Develop appreciation of the arts
- Develop appreciation and wise use of leisure time, and
- Develop a desire for learning.

Realizing that individuals live in a complex society, the board is hopeful that each student, in addition to the more academic preparations provided by the public schools, will have the opportunity for basic training in desirable moral and ethical values in preparation for assuming a useful role in society.

It is understood that all students will not learn all things equally well, but all should have an equal opportunity in the pursuit of and acquisition of knowledge. The board will attempt to balance its program to provide for the varied needs and interests of the student in its schools. The board accepts the premise that the student is the center of the school curriculum and that the instruction program should be tailored to fit a child-centered program of education.

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

Goals and Objectives

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

Academic Development

The academic program will assist students (depending upon their individual needs, interests and abilities) to grow intellectually and to think rationally.

Development of Desirable Qualities of Citizenship

Each student will be assisted to use knowledge and skills for perpetuating and improving a democratic society and for developing a respect for the rights, opinions and values of others so that the student may live as a responsible, mature, functional member of the community.

Improved Physical Fitness

The twofold purpose of physical fitness is to assist the development of healthy minds and bodies and to provide experiences in activities which will provide beneficial leisure time activities as adults.

Development of Employment Skills

Because many students will seek employment upon completion of their secondary schooling, all students will be given the opportunity to engage in career-oriented preparation courses.

Development of Moral and Cultural Values

The instructional program will attempt to assist students in understanding the various traditions and morals of other cultures.

Academic Freedom

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

Approved: USD 303 Board of Education April 6, 1992

IB School Site Councils (KS)

IB

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 twice a year.

Approved: USD 303 Board of Education July 11, 2022

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 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: USD 303 Board of Education July 13, 2020

ICA Pilot Projects

ICA

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: USD 303 Board of Education September 8, 2014

ICAA Teaching Methods (GRBC, ICA, IDAE, II, and IJ)

ICAA

Use of current research findings to improve instruction is required as a part of the district's school improvement efforts. Staff development programs will be designed to help teachers learn research-based instructional skills and to apply them in daily instruction.

Approved: USD 303 Board of Education September 13, 2010

ID Instructional Program (See BBG, CJ, CL, IC and IJ)

ID

All certified staff shall cooperatively develop an integrated, comprehensive, performance-oriented preK-12 Instructional Program, which will be composed of the specific courses and programs offered that allow students to meet the goals and objectives set forth in the educational program. The instructional program is to include district instructional goals and learning objectives and be based on valid educational research and current State Board of Education requirements. After board of education approval, district instructional goals and learning objectives shall be used by the staff as the basis for developing and implementing specific curricula. The superintendent shall develop a schedule for periodic curriculum reviews.

Modification

Additions, deletions or alterations to the Instructional Program shall be approved by the board.

Personnel

Outside resources and district personnel may be used in curriculum development.

Financial Resources

The board encourages the superintendent to secure federal, state and private grants, or other alternative funding sources for use in curriculum development. The certified staff is encouraged to use available commercial, public domain and community resources to assist in developing the instructional program and extending it beyond the traditional classroom setting.

Evaluation (See IJ)

Approved: USD 303 Board of Education September 13, 2010

IDAA Special programs (See AEB, IC, 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 curriculum offerings, and may approve opportunities for partnership organizations to assist with specified programs.

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

Approved: USD 303 Board of Education July 12, 2021

IDAB 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.

IDAB Support Programs**IDAB-2**

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: USD 303 Board of Education February 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: USD 303 Board of Education 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: USD 303 Board of Education September 8, 2014

IDAD Title I Programs**IDAD**

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 program; assessing the educational needs of all students, particularly the needs of educationally disadvantaged children; developing appropriate communication channels between all parties; to the extent practicable, providing full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under federal law in a format and language such parents/guardians can understand; 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 school year to provide 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: USD 303 Board of Education, March 10, 2014

IDAE Student Privacy Policy (See ICA)

IDAE

(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.

*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.

IDAE Student Privacy Policy (See ICA)

IDAE-5

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: USD 303 Board of Education July 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 _____ I acknowledge that I have been provided with notice of authorized student data disclosures under the Student Data Privacy Act.

Parent Signature

Date

Surveys: Parental Inspection Rights

Parents shall have the right to inspect any survey created by a third party before it is administered or distributed to students in the school. Prior to distribution, parents shall have the right to inspect any survey that seeks information about: political affiliations or beliefs of the student or the student's parent; mental or psychological problems of the student or the student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; religious practices, affiliations, or beliefs of the student or student's parent; or income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Written Permission Required

If such survey is funded in whole or in part by federal funds or if the survey concerns the student's or student's parents' or guardians' beliefs or practices on sex, family life, morality, or religion, shall not be administered without providing notice to and the express written consent of a parent or guardian. If the survey is not federally funded and does not cover the aforementioned topics, parents must be given direct notification of the survey and be provided with an opportunity to opt their child out of the survey. If the survey is part of the curriculum, parents shall have the right to inspect any instructional materials used in conjunction with the survey.

Physical Examinations

Prior to the administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school, scheduled by the school in advance and not necessary to protect the immediate health and safety of the student, the school shall provide parents with notice of the activity and provide parents with an opportunity to opt their child out of the activity. This requirement does not apply to routine dental, hearing and vision screenings required under Kansas law.

Parental Rights: Marketing Information

If the school collects, discloses or uses personal information from students for the purpose of marketing or selling that information, parents shall have a right to inspect any instrument used for the collection of such information before it is administered or distributed to students in school. Parents shall be provided with notice of such activities and provided with an opportunity to opt their child out of the activity. The requirements concerning activities involving the collection and disclosure of personal information from students for marketing purposes do not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary school and secondary schools.
4. Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Release of Information — FERPA Rights

Unless the information collected from students is designated as directory information and is maintained outside of a statewide longitudinal student data system, no information gathered about students shall be released to third parties without the express written consent of the parent or eligible student.

Approved: USD 303 Board of Education February 9, 2015

IDCE College Classes (See JBE and JQ)

IDCE

With parental permission, eligible students who can complete graduation requirements as prescribed by the board are eligible to be released from school during the regular school day to attend classes at a Regent's university, community college, technical college, vocational educational school or Washburn University.

Concurrent Enrollment

A student enrolled in grades 10, 11 or 12, or a gifted child in grades 9 through 12 who has demonstrated the ability to benefit from participation in the regular curricula of eligible postsecondary education institutions, may apply to the principal for permission to enroll at an eligible postsecondary education institution.

The district may enter into an agreement with the college for the purpose of allowing these students to receive dual credit.

Approved: USD 303 Board of Education September 8, 2008

IDE Partnerships**IDE**

The board may enter into partnership programs between the district or the schools of the district and business and/or educational institutions for the mutual benefit of the students, professional staff and outside organizations. Such partnerships may include, but are not limited to: adopt-a-school programs, cooperative vocational education agreements, or the lending of equipment.

Approved: USD 303 Board of Education April 6, 1992

IDE-R Partnerships**IDE-R**

For each partnership created within the district, a joint steering committee will be formed composed of at least the building principal or a district level administrator and a line-officer of the business or an appropriate administrator of the educational institution. The steering committee will have additional members representing staffs of both the school and the partner. Responsibilities of the steering committee will be to: determine appropriate goals and objectives, schedule meeting times, decide appropriate activities, and identify available resources to help meet the goals and objectives.

There will be an annual review of the partnership's goals and objectives by the steering committee. An annual report of this review will be made by the committee to the board.

Initial partnerships will be created for one year. After the initial year, a partnership may continue as long as there is mutual benefit to those involved and as long as the annual report of the joint steering committee recommends its continuance.

Approved: USD 303 Board of Education April 6, 1992

IDFA Athletics

IDFA

Any district elementary or middle school that includes any of the grades six through nine may conduct athletic practice during the school day only at times when one or more elective academic courses or a study period is offered to students.

District high school/s shall not conduct athletic practice during the school day, and practice shall not be counted for credit or as a part of the school term.

District schools shall neither offer credit for athletic practice nor count athletic practice as a physical education course.

Approved: USD 303 Board of Education November 10, 2003

IE Instructional Arrangements

IE

Each building principal shall organize the building for instructional purposes in a manner compatible with these policies/rules generally and in cooperation with the superintendent.

Class Size

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

Within the limits of practicality, class size should not exceed 20 pupils in grades K-3 or 25 pupils in grades 4-8.

Scheduling for Instruction

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

Student Schedules

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

Independent Study

The board advocates a program of independent study.

Approved: USD 303 Board of Education April 6, 1992

IE Instructional Arrangements

IE

Scheduling for Instruction

Grades 8-11 will conduct pre-enrollment activities in the spring of each year. The administration team will develop and coordinate pre-enrollment activities each year in such a manner as not to disrupt the education process of any student for prolonged periods of time.

Approved: USD 303 Board of Education April 6, 1992

IEB Charter Schools

IEB

The board may consider a petition for the creation of a charter school if the petition meets all requirements of current law and regulations.

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

Approved: USD 303 Board of Education October 13, 2004

IF Textbooks, Instructional Materials and Media Centers

IF

(See IKD and KN)

All textbooks, instructional materials and the selection criteria for district media center materials shall be subject to board approval.

Textbooks and instructional materials shall support the district's instructional program. Media center materials shall support and supplement the curriculum, promote wise use of leisure time, develop literary discrimination and appreciation, and encourage students to become productive citizens.

Selection Criteria: Textbooks and Instructional Materials

Textbooks and instructional materials shall provide:

An effective education for all students;

Factual knowledge, literary appreciation, aesthetic values, and ethical standards;

Practice for students to develop abilities in critical thinking, communication, mathematics, and science skill;

Information which helps students develop an appreciation of American cultural, ethnic and racial diversity, and balanced views concerning international, national, state, and local issues and problems; and

Sufficient flexibility for meeting the special needs of individuals and groups.

The superintendent shall develop selection procedures which meet the above criteria, which shall include a review of available material by appropriate staff members.

Selection Criteria: Media Center Materials

Materials shall be chosen for accuracy, artistic quality, format, and authoritativeness.

Materials shall be chosen on various reading levels presenting different points of view, including current issues.

Books and other media materials shall be evaluated before purchase, either through direct examination or by using reputable, unbiased, professionally prepared selection tools.

The media center(s) shall obtain, process, and circulate materials and equipment and provide references and other services to students and faculty. Media specialists shall work toward providing resources so that students have an opportunity to achieve high levels of performance.

Collection Development

The media collection shall be developed systematically, be well balanced in coverage of subjects, and include various types of materials and diverse content in multiple formats.

The collection shall reflect, enhance, and complement the broad interests represented in the curriculum. The collection should be large enough to allow materials to be placed in classrooms for extended periods of time.

Challenges of Materials

Any student, parent, or legal guardian of a student currently enrolled in the district having a complaint about textbooks, media center, or other instructional materials shall meet with the teacher, media specialist, or principal. If the concern is addressed to a teacher or media specialist, they shall report the matter to the principal. If the matter cannot be resolved, the principal shall notify the superintendent and ask the complainant to complete a request for review form which is available through building principals or at the district office. After receiving the completed form, the superintendent shall review and consider the request.

If the issue outlined in the request is not resolved after review by the superintendent, the requestor may seek review by the board. If the board chooses to consider the request, it shall forward all appropriate written materials to a review committee.

Composition of Review Committee

When a review committee is established to handle requests for review concerning textbooks, media center, or instructional materials, the review committee shall be composed of:

The building principal, library media specialist, two subject area specialists, two community members, and one student. If the request for review proposes that the material is inappropriate for minors, the student representative may be left off the committee. The superintendent shall be responsible for appointing review committee members, unless otherwise determined by the board on a case-by-case basis.

Purview of Review Committee

The review committee shall examine and evaluate the material as a whole; consider the district's policy, procedures, and philosophy for selection of textbook, instruction materials, and media center materials; weigh strengths and weaknesses; and form opinions based upon the selection criteria.

Written Report

Within 30 days of receiving access to the challenged materials, the review committee shall review the material and prepare a written report containing conclusions and recommendations for the board of education;

If the board receives simultaneous challenges of multiple material or if circumstances render the 30-day timeline impracticable, the board may extend the committee's deadline to complete its review.

No reviews will be conducted during summer break or when school is not in session for one week or longer. The timeline for any review shall be tolled during such breaks.

Board Review and Action

The board shall review the recommendation of the review committee within 30 days of receipt thereof and may accept the review committee's recommendation, reject the review committee's recommendation, or make its own determination regarding the challenged book or material.

The decision of the board is final.

Removing Challenged Materials

Challenged materials may be removed from use during the review period at the discretion of the superintendent.

Impact of Simultaneous Requests

If more than one request for review is received simultaneously, or, if one or more requests for review is received while another review is pending, timelines established in this policy may be extended by the superintendent or the board to allow the requests to be processed in turn. When more than one request for review is received on the same book or material, such requests may be consolidated to reduce redundancy in review at any stage of this process.

Approved: USD 303 Board of Education July 11, 2022

IF: TEXTBOOKS, INSTRUCTIONAL MATERIALS & MEDIA CENTERS

USD 303

REQUEST FOR REVIEW OF A TEXTBOOK, INSTRUCTIONAL MATERIAL, OR MEDIA CENTER MATERIAL

Request initiated by _____

Telephone _____ Address _____

Complainant represents: _____ self; or if 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? 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 or 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: _____

Approved: USD 303 Board of Education January 10, 2022

IFA 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: USD 303 Board of Education February 13, 2023

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, if any, 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 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 person in charge of the district's media center(s) are as follows:

- To participate effectively in the school program which will endeavor to meet the needs of 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 interest, to make satisfactory personal adjustment and to acquire desirable social attitudes
- 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 MaterialsCollection Development

The media collection should be developed systematically so that is well balanced coverage of subjects, types of materials 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, professionally prepared selection tools approved by the building principal and curriculum coordinator.

Accuracy, artistic quality, format and authoritativeness will all be considered before making purchases of materials.

Staff Libraries

A professional library may be maintained in each school building. The superintendent, in conjunction with building principals will ascertain the titles of professional magazines, books, pamphlets and other such literature to be placed in the professional library of a building. A budget for professional libraries shall be included in the instructional resource budget each year.

Review Committee for Patron Complaints Concerning Instructional Materials

The board will establish a review committee to handle complaints from patrons concerning instructional materials.

Approved: USD 303 Board of Education April 6, 1992

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 catalogued and circulated; e.g., books, film strips, loop films, records, slides, maps, posters, etc.

All purchased 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.

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.

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.

Service

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

Authority

The board authorizes the district's 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.

Procedures for Evaluating Challenged Materials (see IKC, IKD, KN)

The parent of any student in the district shall have the right to register a complaint about controversial reading materials or media

Supplemental material shall be substituted for completing the requirements of the course for that student.

The parent may notify the teacher in writing using the request for reconsideration form attached to these rules and schedule a meeting with the teacher and/or principal to set forth the part or parts of the assigned material which the parent finds to be objectionable.

Should the parent exercise the above right, the student shall not be penalized in any way in academic endeavors because of the complaint.

In the case of a complaint, the person receiving the complaint shall present the complainant with the request for reconsideration form (see IFBC-R), invite the complainant to file objections in writing and notify the building principal, the school library media specialist and the coordinator of learning resources that a complaint has been registered.

When the form has been completed and returned, the review committee composed of the building principal, media specialist, two subject area specialist and two community members will be asked to evaluate the material in question. Challenged materials shall not be removed from the classroom during the evaluation periods.

The following guidelines shall apply to the evaluation of material:

- To examine and evaluate the materials as a whole, not on the basis of passages pulled out of context;
- To check appropriate selection aids for evaluation of materials;
- To weigh strengths and weaknesses and form opinions based upon the selection criteria, the appropriateness of materials to the reading ability and maturity level of the student, the nature of its use in the educational program, relevance to the curriculum and educational goals of the school (see IKD)
- To meet to discuss the material and prepare a written report containing conclusions and recommendations within 30 days

- To direct a written report to the board; and
- To send the complainant a copy of the written report.

If the complainant is dissatisfied with the decision of the media review committee, an appeal of the decision may be made through the superintendent to the board for a hearing and final decision. The report shall be discussed with the board by the members of the medial review committee.

A Bill of Rights for Instructional and Library Materials

Schools are concerned with generating understanding American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens.

To this end, the board asserts that its responsibility for instructional materials and school library materials is as follows:

- To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
- To provide materials that will stimulate growth in factual knowledge, literacy appreciation, aesthetic values and ethical standards
- To provide a background of opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking
- To provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage and
- To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to ensure a comprehensive collection appropriate for the uses of the library.

Approved: USD 303 Board of Education April 6, 1992

CITIZEN'S REQUEST FOR RECONSDERATION OF CURRICULUM MATERIALS

Book or Other Material _____

Author _____

Publisher or Producer (if known) _____

Request initiated by _____ Telephone _____

Address _____ City _____ Zip _____

Complainant represents:

_____ Himself

_____ (Organization) _____

_____ (Other Group) _____

1. To what in the materials do you object? (Please be specific – cite pages or portions).

2. What do you feel might be result of reading or using the material?

3. For what age group would you recommend this material?

4. Is there anything good about this material?

5. Did you read or review the entire work? _____ What parts?

6. Are you aware of the judgment of this material by literary critics?

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

8. What would you like your school to do about this material?
_____ Do no assign it to my child.
_____ Withdraw it from all students.
_____ Re-evaluate it.

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

Signature of Complainant

IFBH Resource Speakers**IFBH**

Appropriate persons, not on the staff, may be invited to speak to, or meet with, groups of students as part of the educational process.

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: USD 303 Board of Education April 6, 1992

IFBH Resource Speakers**IFBH**

The teacher/sponsor and building administrator will approve those who are being considered as resource speakers in the district.

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: USD 303 Board of Education April 6, 1992

IFC Community Resources (See KFD)

IFC

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

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

Approved: USD 303 Board of Education July 14, 2008

IFCB Field Trips

IFCB

USD Approved Field Trips

Field trips may be approved by the principal when reasonable educational objectives can be established.

Advance requests for field trips including transportation and other resource needs shall be submitted by the teacher to the principal. Each building principal shall develop a form to notify parents of a forthcoming field trip. The form shall include the nature of the trip, departure time, expected return time, name of sponsor(s) and mode of travel. The form shall also include a space where a parent may ask that a child be excused and the reasons for the excuse.

Non-Sanctioned Field Trips

Non-sanctioned field trips organized by employees acting as independent contractors/agents involving students on a volunteer, self-supporting basis are not approved by the board and are not considered a part of the curriculum. Total responsibility for privately planned field trips or tours rests with the individual(s) and agency sponsoring them. The district assumes no legal or financial responsibilities for non-sanctioned field trips.

Every attempt should be made to schedule non-board approved trips during weekends and/or vacation periods. If travel arrangements necessitate that some school days are missed, normal procedures for staff and students absences must be followed.

If recruitment of students is sought through the school(s), the request for recruitment shall be made in accordance with those of private citizens. Recruitment efforts may not occur during class time or the employee's workday.

Approved: USD 303 Board of Education August 10, 2005

IFCC Overnight Accommodations

IFCC

During school district sponsored travel that requires overnight stays by students, separate overnight accommodations will be provided for students of each biological sex.

Definitions

“Biological sex” means the biological indication of male and female in the context of reproductive potential or capacity, such as sex chromosomes, naturally occurring sex hormones, gonads, and nonambiguous internal and external genitalia present at birth, without regard to an individual’s psychological, chose, or subjective experience of gender.

“School district sponsored travel” means any travel that is necessary for students to attend, participate, or compete in any event or activity that is sponsored or sanctioned by a school operated by the school district including, but not limited to, any travel that is organized:

By any club or other organization recognized by the school;

Through any communication facilitated by the school, such as email; or

Through fundraising activities conducted, in whole or in part, by school district employees or on school district property.

Notice to Parents

This policy will be provided to parents prior to a student’s participation in a school district sponsored activity or travel that requires overnight stays by students.

Approved: USD 303 Board of Education July 10, 2023

IHA Grading Periods and System

IHA

Kindergarten through 6th grade will utilize standards-based grading with the goal of showing mastery of the grade level standards. Each student will receive a rating each 9 week based on their mastery level of the individual standards taught and practiced in the classroom.

These ratings will be as follows:

M	=	Mastered
P	=	Progressing
I	=	Improvement Needed
U	=	Unable to demonstrate understanding
-	=	Instruction in this standard has not yet occurred

The uniform grading system for grades 3-12 is as follows:

A	exceeding the requirements of the instructor	90-100%	4 grade points
B	definitely above average	80-89%	3 grade points
C	average	70-79%	2 grade points
D	definitely below average	60-69%	1 grade point
F	unsatisfactory	below 60%	0 grade points
I	incomplete	temporary grade	no credit

An incomplete grade reverts to an “F” if work is not completed for grading purposes.

Any student who receives an “incomplete” grade on an assignment will normally have one week beyond the end of that particular grading period to fulfill the requirements to change the “I” to a letter grade. Any other arrangements concerning this regulation must be approved, in advance of the deadline date, by both the teacher and the principal.

If a student fails to satisfy the requirements to change the “I” to a letter grade, and if no other arrangements have been made, the incomplete assignment will automatically revert to an “F” one calendar week after the end of that particular grading period.

Approved: USD 303 Board of Education July 11, 2022

IHAA Final Examinations

IHAA

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

Approved: USD 303 Board of Education April 6, 1992

IHB Homework

IHB

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

Approved: USD 303 Board of Education April 6, 1992

IHC Class Rankings (cf. JR et seq)

IHC

Class rankings may be computed for seniors and others as approved by the building principals.

Approved: USD 303 Board of Education April 6, 1992

IHD Honor Rolls (cf. JR et seq.)

IHD

Honor rolls will be maintained for grades 7-12.

Grade Point Averaging

The grade point average shall be computed by dividing the total grade points earned by the number of subjects taken.

Points for non-weighted grading system shall be computed on the following basis: A=4, B=3, C=2, D=1, F=0, Incomplete=0. When an incomplete grade is changed, the grade point average shall be computed. "Incomplete" is not a passing grade. Points for the weighted grade point system shall be computed on the following basis: A=5, B=4, C=3, D=1, F=0.

Plus and minus marks shall be ignored in computer the grade point average.

Approved: USD 303 Board of Education April 13, 1993

IHE Promotion and Retention of Pupils**IHE**

The general policy of the district is to encourage and assist each elementary student to move along in a continuous growth pattern of academic achievement in harmony with his normal social and emotional development. Most of the students will require the normal allotted time to progress through the nine year kindergarten-elementary school curriculum. In arriving at a decision for retention of a student, the combined views of the teacher, principal, counselor and/or psychologist are taken into consideration along with those of the parents. The results obtained from standardized achievement tests and class work assignments will be important factors in the decision. The guiding philosophy for determining promotion or retention will be what is in the best interest of the student.

Approved: USD 303 Board of Education April 6, 1992

IHEA Make-Up Opportunities (See JBD, JDD)

IHEA

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

Approved: August 9, 2006

IHF Graduation Requirements

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 academic credits / district requirements as set forth in the Ness City High School Course Offerings Book and Student –Parent Handbook as approved by board.

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: USD 303 Board of Education July 13, 2015

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

II

The district educational testing program shall consist of multiple assessments. These assessments shall include, as a minimum, individual teacher subject after tests, district group achievement tests, and state required tests.

Test Integrity

The board requires all licensed staff members to protect the integrity of the student assessment process. Honest administration of the test and accurate reporting of student achievement to the board, the community and the State of Kansas is necessary to maintain accountability measures. All students and staff are required to maintain a high level of integrity in the administration and completion of student assessments.

Reporting Test Results

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

Approved: USD 303 Board of Education August 9, 2006

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

II-R

Testing Selection and Adoption

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

Use and Dissemination of Test Results

The custodian of student records is responsible for safekeeping all test results.

Academic Report

The superintendent shall report annually in writing to the board concerning the academic testing program of the district.

Approved: USD 303 Board of Education April 6, 1992

IIA Performance-Based Credit

IIA

The Board of Education of Unified School District No. 303 recognizes that some students may progress more rapidly than others and that some students may possess the knowledge taught or learned in some classes or grades. Therefore, the following policy sets forth the requirements a student must meet in order to receive credit for a class or grade by “testing out”.

1. Any student identified as gifted according to policy and rules of the local board and rules of the State Board of Education may request to test out.
2. Any student enrolled in the schools of USD 303 may request to test out provided he/she has maintained a 3.0 GPA (on a 4.0 scale) or better in all prerequisite classes or grades or has shown outstanding academic achievement and development as determined by the course instructor or classroom teacher.
3. The course proposed for test out must be one which is offered in the current curriculum. The tests must assess the goals and objectives of the course.
4. The student desiring to test out of a course, class or grade must notify the building principal in writing of his/her intent to “test out” and must do so forty-five (45) school days prior to the scheduled offering of the course, class or grade test. The request for “testing out” must be approved by the student’s parents or guardian.
5. To “test out” a student shall:
 - a. Take a standardized test with national norms for the subject or grade level and must score at or above the 90th percentile; and
 - b. Take a prepared final test for the class, subject or grade and must score at or above 90 percent on this test; and
 - c. Demonstrate those laboratory skills or oral comprehension of the class, course, or grade required in the class, course, or grade he/she is “testing out”; and
 - d. Present a written report on a subject assigned for the class or grade level to demonstrate a knowledge of subject matter and writing skills on a par with the class or grade, and to indicate the logical reasoning and understanding on a standard with the age level for the class or grade.
6. It is recommended but not required that an independent neutral third party administer the tests.

8. The student “testing out” must have the recommendation of a school team consisting of the counselor, classroom teacher in the content area, and building principal as to social maturity and readiness for the level of course work or grade level.
9. A student will be provided only on opportunity to test out of a grade or course offering.
10. Students who do not meet the minimum criteria for “testing out” credit as established by policy shall complete required or prerequisite course work through normal means.
11. A high school student will be limited to two course test outs per semester and an elementary student will be limited to testing out of one grade level per year.
12. A student must attend a full semester in the local district before being allowed to “test out” of a course, class or grade.
13. A student may “test out” of only one course or level per assessment.
14. Teachers will not be expected to tutor a student in preparation for the assessment.
15. Choosing to test out of a course may affect a student’s final GPA.

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.

Credit Through Alternative Educational Opportunities

Students enrolled in grades six through twelve may earn course credits through alternative educational opportunities with sponsoring entities. For the purposes of this policy, terms have the following meanings.

- “Alternative educational opportunity” means instruction that primarily occurs outside the classroom with a sponsoring entity.
- “Sponsoring entity” means a business, not-for-profit organization, nonprofit organization, trade association, parent of a student, teacher, or administrator that partners with a school district to provide an alternative educational opportunity to students.

Eligibility Requirements for Sponsoring Entities

The board may accept a proposal from a sponsoring entity if the alternative educational opportunity provided by the sponsoring entity provides an additional learning opportunity for students through a work-based, pre-apprenticeship, apprenticeship, internship, industry certification, or community program; and either the proposal is approved by the state board of education as an alternative educational opportunity, or it complies with the requirements of this policy regarding such opportunities.

Requirements for the Provision of Alternative Educational Opportunities

Each approved alternative educational opportunity with a sponsoring entity shall be managed and directed by a licensed teacher employed by the school district. The teacher may work collaboratively with the principal, the sponsoring entity, or another teacher to develop a course plan for instruction with learning outcomes identified. The teacher shall monitor the student's progress and level of achievement based on this plan. The plan will be reviewed periodically and adjusted as needed to promote a quality learning experience. The principal shall provide a report annually, or as requested, to the superintendent evaluating the additional educational opportunity provided to participating students and making recommendations to the superintendent on continuation, termination, or modification of the opportunity.

Processes for Submitting a Proposal for an Additional Educational Opportunity

Sponsoring entities wishing to partner with the district to provide additional educational opportunities to students, shall submit a proposal to the superintendent outlining the contact information and credentials of the person(s) that would be working directly with the student participants in this experience; educational goals for the partnership; any time, place, manner, and number of participant restrictions regarding how the learning opportunity would be provided; proposed learning outcomes for participating students; and any details regarding prerequisite coursework, certification, or experience a candidate for this experience should possess prior to entering the program.

Criteria for Evaluating Such Proposals

Prior to making a recommendation to the board on whether the district should partner with or continue to partner with a sponsoring entity, the superintendent shall review the proposed

alternative educational opportunity in comparison with the board approved curriculum and goals, consulting other

staff members as necessary in that process. Before recommending action to continue such partnership from year-to-year, the superintendent may seek and shall review any available reports on the opportunity provided by the principal in accordance with this policy.

The board should consider the recommendation of the superintendent in determining whether to partner with or continue partnership with a sponsoring entity. In order for the board to partner with a sponsoring entity and to maintain such partnership, the sponsoring entity must first meet the eligibility requirements as outlined in this policy.

Additional considerations weighing into the decision to partner with a sponsoring entity may include, but may not be limited to: whether the learning experience meets the curricular, rigor, and relevance needs of the student and/or the district; qualifications, experience, reputation, and responsibility of the sponsoring entity and/or individuals that would be working directly with students; related costs for the district, regarding the provision of transportation, equipment, human resources to monitor the experience, etc.; space and time constraints if the experience will be provided in district facilities; student and staff safety; the need for and/or availability of insurance coverage, as applicable; effect on other district course offerings and activities; and student interest. As the welfare of students is of paramount importance to the board, the district reserves the right to complete background checks on any individuals working directly with students on behalf of the sponsoring entity and to base decisions on entering or exiting such a partnership, in whole or in part, on the results thereof.

Determining the Course Credit that May Be Earned Through These Opportunities

The superintendent may develop procedures for review of the experience and the award of credit in accordance with board approved curriculum. The superintendent may award credit for the experience as deemed appropriate for district elective offerings based on meeting local standards for those offerings. In order for any alternative educational experience to be approved for credit in a state-required course, such experience must meet all applicable statutory, regulatory, and Kansas State Board of Education approved standards for award of such credit.

IIA Performance-Based Credit

IIA-5

State Reporting Requirements

The superintendent or the superintendent's designee shall make reports to the Kansas State Department of Education as required thereby. Such reports will include information regarding the alternative educational opportunities offered at each school, the names of sponsoring entities, the number of students participating in such opportunities, and credits earned.

Approved: USD 303 Board of Education July 11, 2022

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.

Use of District Computers and Devices/Privacy Rights

District issued computer systems and electronic devices (including, but not limited to, Smartboards, iPads, iTouches, iPhones, eReaders, and eBooks) are for educational and professional use only. All information created by staff or stored thereon shall be considered district property and shall be subject to unannounced monitoring by district administrators. Unauthorized access to and/or unauthorized use of the district server or security system (including, but not limited to, surveillance footage) is also prohibited. The district retains the right to discipline any student, up to and including expulsion, and any employee, up to and including termination, for violation of this policy.

Copyright

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

Installation

No software, including freeware and shareware, or other applications may be installed on any district computer or electronic device until cleared by the network administrator. The administrator will verify the compatibility of the software or application with existing software, hardware, and applications and prescribe installation and de-installation procedures. Program files must have the superintendent's approval to be installed on any district server or computer.

Hardware

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

Audits

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

E-mail 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, computer systems, or electronic devices is subject to monitoring by the administration.

IIBG Computer and Device Use

IIBG-2

Ownership of Employee Computer and Device Materials

Computer materials, devices, software, or applications created as part of any assigned district responsibility or classroom activity undertaken on school time shall be the property of the board.

Lost, Stolen, or Damaged Computers and/or Equipment

Students and staff members shall be responsible for reimbursing the district for replacement of or repair to district issued computers or electronic devices which are lost, stolen, or damaged while in the students' or staff members' possession.

Approved: USD 303 Board of Education, March 10, 2014

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 regarding minors; and
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 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: USD 303 Board of Education October 14, 2013

IIBGB On-Line Learning Opportunities

IIBGB

Application

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

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 may also apply for permission to enroll in on-line course work.

Other Regulations or Guidelines

Approval of online coursework shall be based on the requirements of Kansas Law, Kansas State Department of Education regulations and board credit requirements and/or guidelines in effect at the time the student request is made.

Approved: USD 303 Board of Education July 11, 2022

PROCEDURAL REGULATIONS
INTERNET PROTECTION PLAN
10/2001

USD 303 will continue to monitor and regulate the utilization of the network by providing a series of processes to assure compliance with federal regulation CIPA. The plan will incorporate the following procedures and resolutions of issues:

- A notice will be published annually for the public and also placed in the “Student-Parent” handbooks establishing an awareness of the expectations for use and consequence for violations of the internet system.
- A filtering system will be installed and maintained (updated) on an annual basis.
- USD 303 staff members will contribute to the monitoring of the computer network system as students use the technology in their respective classrooms.
- The district computer system manager will be responsible for meeting quarterly with the administrative staff to address problems and concerns generated from use of the internet. It will also be the purpose of the manager to make responsible adjustments to the district filter system.
- Violations of the system will be noted and individuals identified with proper disciplinary action assigned. The discipline shall be in compliance with the district wide code established for general computer use.
- All children and their parents will be provided an opportunity to sign a waiver for the release of any information produced by the student and subject to request for publication via e-mail, websites or other communication devices. The authority for the release of information produced by the student will be regulated by the parent of a student under age 18 years or by the student whose age is 18 years or above.

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/Superintendent} 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: USD 303 Board of Education October 14, 2013

IJ Evaluation of Instructional Program (cf. ICD, II, MK)

IJ

The evaluation of the curriculum and related services of the district is an on-going process. The superintendent or designated representative shall develop guidelines by which the instructional staff may evaluate the instructional program or parts thereof on an annual basis.

The superintendent may establish, , special curriculum committees to study the district's instructional program on a regular schedule. The superintendent may request a report from such committee 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: USD 303 Board of Education July 13, 2020

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: USD 303 Board of Education July 13, 2015

IKB Controversial Issues**IKB**

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 controversy has two or more sides; it is therefore imperative that teachers ensure that all issues, facets and questions of any controversial subject are thoroughly studied. Teachers should be aware that controversy may spring from the most innocuous beginnings and be prepared for it to the best of their ability.

Approved: USD 303 Board of Education April 6, 1992

IKB-R Controversial Issues**IKB-R**

Included in the area of controversial subjects are religions, ideas, words, movies, still pictures, books, socioeconomic aspects of life and political policies, theories and platforms.

Approved: USD 303 Board of Education April 6, 1992

Opt-Out Procedure and Form

Parents or guardians (or a student over eighteen years of age) who does not want the student involved in all or some portion of the district's Human Sexuality and STI education classes shall be provided a written copy of the goals and objectives for the student's appropriate Human Sexuality and STI class. Following review of the curriculum goals on file at the board of education office, the parent or guardian must complete the district opt-out form and state the portion(s) of the curriculum in which the student is not to be involved.

Opt-Out Form

Parents or guardians (or students eighteen years of age or older) may obtain the opt-out request form from the principal's office, completing and signing the form and returning the form to the principal's office. The signed form will be kept on file in the principal's office.

The building principal shall receive a copy of the signed form so the named student shall be excused from all or a portion of the Human Sexuality and STI classes. Arrangements shall also be made for class reassignment of the student during the opt-out period.

Annual Request Required

Opt-out requests shall be required annually and are valid only for the school year in which they are submitted.

Notice of Availability

Public notice of the availability of the Human Sexuality and STI curriculum goals and objectives shall be made by means of distribution at enrollment and newspaper articles.

Approved: USD 303 Board of Education July 11, 2022

HUMAN SEXUALITY

And

STI EDUCATION

I _____ parent/guardian of
_____ request that my child be
removed from those portions of the Human Sexuality/STI instruction noted below:

I have had the opportunity to review the curriculum goals and objectives or have had the opportunity to have them explained to me by a school official.

Date _____ Signature _____

Approved: USD 303 Board of Education July 11, 2022

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

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

Teaching About Religion

Teachers may teach about religion, religious literature and history but are prohibited from promoting, 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 promote a particular religious doctrine.

Religion in the Curriculum and School Activities

In compliance with these rules, religious themes may be presented in the curriculum and as part of school activities.

Religious Symbols in the Classroom

Temporary display of religious symbols is permitted as part of the curriculum.

Religious Holidays (See AEA)

Holidays which have a religious and a secular basis may be observed.

Graduation and Other Ceremonies

School ceremonies shall be secular in nature.

Approved: USD 303 Board of Education May 12, 2003

IKD-R Religion in Curricular or School-Sponsored Activities**IKD-R**Religion in the Curriculum and School Activities

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

IKD-R Religion in Curricular or School-Sponsored Activities

IKD-R-2

Religious Symbols in the Classroom

The temporary use of religious symbols such as a cross, menorah, crescent, Star of David, creche, symbols of native American religions or other symbols that are a part of a religious holiday are permitted as a teaching aid if they are displayed as an example of a holiday's cultural and religious heritage.

Religious Holidays (See AEA)

School vacations shall have secular designations, e.g., Winter Vacation, Spring Break.

Graduation and Other Ceremonies

The district seeks to maintain traditions significant to the community. While recognizing the significance of tradition, the board requires that graduation exercises and dedication ceremonies be secular in nature. Inspirational addresses which do not promote religion may be permitted at these ceremonies.

Approved: USD 303 Board of Education May 12, 2003

IKDA Religious Objections to Activities**IKDA**

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

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

Approved: USD 303 Board of Education May 12, 2003

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

A parent or guardian seeking to opt-out their child from activities contrary to the child's religious teachings must complete the district's Activity Participation Opt-Out Form regarding religious objections which is available in the board office. Parents desiring to opt-out their children from activities due to religious reasons must return the completed and signed form to the principal. The form must be submitted within a reasonable amount of time prior to the scheduled activity in order to allow time for the principal to consider the request. The completed form shall be kept on file with the clerk and the superintendent shall receive a copy.

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

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

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

Approved: USD 303 Board of Education May 12, 2003

**UNIFIED SCHOOL DISTRICT NO. 303
ACTIVITY PARTICIPATION OPT-OUT FORM
IKDA-R**

I, _____, (parent/guardian) request that my child,
_____, be excused from participating in certain activities for
religious reasons.

From what activity do you wish your child to be excused?

Identify where in the curriculum the activity exists. (Please identify the grade level, class,
building)

For what reason do you wish our child to be excused? (Please state the particular religious
objection to this activity, including the religious teaching you believe this activity violates.)

I understand that I am requesting the school to excuse my child from certain activities and that
my request is subject of review and determination by the school. I further understand that if my
request is granted, my child may still be required to view the activity, discuss the activity or may
otherwise be exposed to the subject matter of the activity.

Parent/Guardian Signature

Administrator Signature

Date Received

Approved: USD 303 Board of Education March 14, 1994

IKE Assemblies

IKE

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

Approved: USD 303 Board of Education April 6, 1992

IKE-R Assemblies

IKE-R

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

Approved: USD 303 Board of Education April 6, 1992

IKI Lesson Plans

IKI

Each building principal, in conjunction with the superintendent, is authorized to develop rules and regulations concerning the use and maintenance of lesson plans in each building in the district.

Approved: USD 303 Board of Education April 6, 1992

IKI-R Lesson Plans

IKI-R

Each building principal shall assume the responsibility of seeing that each teacher develops and maintains appropriate lesson plans.

Approved: USD 303 Board of Education April 6, 1992

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: USD 303 Board of Education July 11, 2022