

Board Policy I - Instructional

IA: Philosophy

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

The educational process shall be a comprehensive program undertaken in cooperation with parents, institutions and community programs.

Approved: October 12, 1998

IAA: Academic Freedom

Academic Freedom

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

Approved: October 12, 1998

IB: School Site Councils

A site council shall be established in each district building. Each coun-

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cil 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.

Each principal shall submit, for the board's consideration, names of individuals to be considered for appointment to the site council. The board shall appoint site council members.

Each site council shall establish meeting schedules that shall be subject to board approval. Each council shall report to the board at least one time each year. As required, the superintendent shall submit reports to the State

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Board of Education evaluating the effectiveness of each school site council.

Reports shall be reviewed by the board of education before submission to the state.

Updated: 8/9/04

IC: Curriculum Development (See IDA)

The certified staff shall cooperatively develop an integrated, comprehensive outcomes-oriented K-12 curriculum based on valid educational research and current State Board of Education requirements, and which includes goals and learning objectives for review and consideration by the board.

When approved by the board of education the district goals and learning objectives shall be used by the staff as the basis for developing and implementing instructional programs. The superintendent shall develop a schedule for periodic curriculum review on a subject-by-subject basis.

Modification

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

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Personnel

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

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 utilize available material and community resources to assist in developing the instructional curriculum and extending beyond the traditional classroom setting.

Evaluation (See IJ)

Approved: October 12, 1998

ICA: Pilot Projects ICA

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

For the purpose of this policy, pilot project means any research or experimentation program or project designed to explore or develop new, un-

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proven teaching methods or techniques. All instructional materials, including
teachers manuals; films, tapes or any other supplementary instructional ma-
terial which will be used in connection with a pilot project shall be available
for inspection by parents or guardians of the students engaged in the program
or project.

Pilot Project Evaluation

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

Approved: October 12, 1998

ICAA: Teaching Methods (See ICA)

The teaching staff is required to keep abreast of current and innova-
tive teaching methods. Use of current research findings to improve instruc-
tion is encouraged as a part of the district's school improvement efforts. With
prior administrative approval, experimentation with teaching methods is
permitted.

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Approved: October 12, 1998

IDA: Educational Program (See 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.

Curriculum Handbooks

Curriculum handbooks shall contain an outline of each basic course and the learning objectives to be mastered. Each handbook, when approved by the board, 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. (See CN)

Other Educational Programs

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Other educational programs provided by the district shall be in one of

the following categories:

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

Approved: October 12, 1998

IDAA: Special Programs

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

Partnerships

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

Work-Study Programs

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The certified staff and administration shall cooperate to develop objectives for a work-study program when requested by a student and a member of the business community.

Approved: October 12, 1998

IDAA-R Special Programs
Partnerships

When a partnership is created, a committee shall be formed with the minimum membership composed of the building principal, one teaching staff member, and a representative of the business and/or the educational institution. The committee shall be responsible for developing the partnership's goals and objectives, scheduling meeting times, deciding appropriate activities, and identifying available resources to help meet the partnership's goals and objectives subject to board approval.

An annual review of the partnership's goals and objectives shall be conducted by the committee and submitted in writing to the board.

Partnerships shall not exceed one year. However, continuation on

a year-to-year basis may be granted by the board if requested by the commit-

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tee in their annual report.

Work-Study Programs

Student participation in a work-study program shall be on an individual basis and shall be the responsibility of the principal. The superintendent shall develop guidelines for use when considering work-study applications from students or the business community for participation in a work-study program.

Approved: October 12, 1998

IDAB: Support Programs

In addition to the basic programs approved by the board, the district shall provide student support programs, 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 con-

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sequences 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 solely on the basis of seeking assistance.

Student Mental Health

Appropriate mental health awareness and suicide prevention programs shall be initiated and continued in the district.

The superintendent shall develop and implement a student mental health awareness program. If professionals necessary to carry out this program are not available within the school system, the superintendent shall

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identify community or area mental health agencies able to provide the necessary assistance and seek to establish a continuing cooperative relationship with the appropriate agencies.

Dropout Prevention

The programs to prevent students from dropping out of school, or to encourage dropouts to return to school shall be:

Reno County Alternate School

Reno County Learning Center

Hutchinson Daytime Alternate 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 meet the needs, interests

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and abilities of all students.

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

Homebound Instruction

If a child is unable to attend school because of lengthy illness or injury, homebound instruction may be provided if:

The parent makes the request for homebound instruction; and

the family physician recommends homebound instruction in writing.

The Director of Student Services approves placement in a homebound program.

The district shall be responsible for obtaining a teacher for the student, when appropriate, the director of special education is responsible for filing the necessary papers with the Division of Special Education, State Board of Education.

Approved: October 12,1998

IDAC: Exceptional Programs

In addition to the basic programs approved by the board, the district

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

Approved: October 12, 1998

IDAD: Title I Programs

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

Annual Parent Meeting

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

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the Title I program.

Approved: October 12, 1998

Updated: July 7, 2003

IDAD: Regulation-Title I Programs

Regulation - Title I

Parental Involvement Encouraged

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

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

- Assistance in understanding.
- State academic content and achievement standards;
- How to monitor their child's progress; and

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- Title I regulations.
- Activities that include promoting cooperation between the district and other agencies or school/community groups (such as parent-teacher groups, Head Start, Parents as Teachers, etc,) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development.
- Implementing strategies to involve parents in the educational process, including: Joint development of a school-parent compact that outlines the shared responsibilities of the school and the parent for high student achievement by:
Keeping families informed of opportunities for involvement and encouraging participation in various programs,
- Providing access to educational resources for parents/families to use together with their children.
- Keeping families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs,
- Allowing parents reasonable access to staff who work with their children.
- Providing professional development opportunities for teachers and staff to enhance their understanding of effective

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parent involvement strategies.

- Promoting activities, which emphasize the importance of parent-school communication.

Activities to Enable Parental Participation

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

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

Scheduling for Parents' Convenience

The district shall, to the extent possible, schedule activities for parent involvement at times and places accessible to parents of Title I students and

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provide information in a format and language the parents understand.

Annual Evaluation

The district shall conduct, with involvement of parents, an annual

evaluation of the contents and effectiveness of the parental involvement policy

IDAD, The district shall use the findings of the evaluation to design strategies

for more effective parental involvement and to revise, if necessary, the policy

IDAD,

Adopted: October 12, 1998

Updated: July 7, 2003

Title I Parent Involvement: Policy Development Meetings

Hutchinson Public Schools USD 308, Reno County, Kansas

Date of Meetings (fill out sheet for each meeting):

Parents Present (Est names, address, phone, child's name):

Name Address Phone Child's Name

Major Topics Discussed:

Proposed changes (if any) made to IDAD

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Administrators and other school employees present:

Name Title/Position Building

Copies: Superintendent of Schools, Assistant Superintendent, School Principal

Approved: October 12, 1998

Updated: July 7, 2003

IDAE: Addition of New Programs or Services

The board will consider requests for additions or enhancements to

programs or services which may have significant educational or fiscal impact

for the district. Requests for addition of programs or services may be submit-

ted by district administrative staff, other district staff or patrons of the dis-

trict.

Approved: October 12, 1998

IDAE-R: Addition of New Proerams or Services

Additions of new programs or services which are submitted to the

board for approval must be accompanied by materials which will include, but

not be limited to the following information. Supporting documentation may

be included at the request of the parties submitting the proposal or by the

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district's administrative staff: Additional Information may be required at the request of the board. All requests for new or additional programs shall be presented to the superintendent who will submit the request to the board.

Proposal for New Programs or Services

- A written description of the proposal
- Names of persons or groups submitting the proposal
- Reasons for the proposal

Data to indicate a valid need and how the proposal will meet this need

- Impact of the proposal

1. Budget impact for both startup and continuing costs including facilities, materials and equipment, staffing, staff development, evaluation, suggested sources of revenue to support the program including possible outside sources for startup costs

2. Professional impact including administrative duties and effect on existing programs such as shared facilities, shared equipment and resources, potential duplication, student conflicts, consistency with district goals and mission

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3. Community impact which meets expressed needs and possible reactions

4. Student impact which meets expressed needs and possible conflicts

5. Evaluation of the program including how evaluation will occur, who will evaluate, when it will occur and what are the expected results

Approved: October 12, 1998

IDAE: Head Start Programs

The board shall have general governance and management responsibility for operations of

Head Start Programs for which the district is the grantee designated in grants administered by the

United States Department of Health and Human Services in accordance with Head Start

Performance Standards and other applicable administrative regulations.

The board shall from time to time establish and adopt policies and procedures relating to

the governance and management of Head Start Programs in accordance with Head Start

Performance Standards. The Superintendent shall be responsible for supervising the

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administration and implementation of such policies and procedures.

Approved: January 7, 2005

UNIFIED SCHOOL DISTRICT No. 308 (HUTCHINSON)

IDAE

Head Start Program

Governance and Management Policies

POLICY COUNCIL

Responsibilities. The Policy Council shall provide parents and other community representatives

opportunity to participate in shared decision-making concerning the design and implementation

of Head Start programs operated by the District.

The Policy Council shall work in partnership with the District's administrative and management

personnel to develop, review and approve the policies and procedures in accordance with

applicable Head Start Program Performance Standards to:

Provide integrated procedures for consultation, approval and implementation of the Policy Council's responsibilities in cooperation with the District board;

2. Review and approve all Head Start Program funding applications and related

amendments prior to the submission thereof to the United States Department of

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Health and Human Services ("HHS");

3. Provide procedures to implement shared decision-making by the Parent Committees, Policy Council and the District's board and to resolve complaints about Head Start Programs;
4. Provide for program planning, including both short-term and long-term goals and objectives in consultation with members of the Parent Committees at each Head Start site, the District board and public and private community organizations;
5. Coordinate efforts to consult with other community organizations secure and expand resources to improve Head Start Programs;
6. Establish the number, membership criteria and means of recruiting and selecting the members of the Policy Council;
7. Provide education, assistance and training to members of the Policy Council and Parent Committees regarding the (a) application and implementation of applicable Head Start Program regulations and performance standards, (b) efforts to increase enrollment in Head Start Programs, (c) improve communications between the Parent Committees and Head Start Parents to ensure that Head Start Parents understand their rights, responsibilities and opportunities and are encouraged to participate in Head Start Program (d) developing and implementing program activities for Head Start Parents and assure that funds set aside from Programs funds are used to support parent activities;

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8. Govern the Policy Council's participation in the annual self-assessment of progress in carrying out Head Start Programs in accordance with applicable grant applications;

9. Review District recruitment criteria, personnel policies and make recommendations with respect to decisions to employ or terminate the District's Head Start Director, Head Start teachers and other personnel employed by the District primarily in connection with the District's Head Start Grantee Programs, including standards of conduct for Head Start Program staff, consultants and volunteers;

10. To assist in recruiting volunteer services from Head Start Parents, community residents and organizations and mobilizing community resources to meet identified needs of low-income Head Start Parents and children; and

11. Such other matters as the members of the Policy Council shall determine which are consistent with the intent and purposes of applicable Head Start Program Performance Standards and regulations.

[P.S. J304.50(a)(1), J304.50 (c) and (d)]

Membership. The Head Start Policy Council shall consist of representative Head Start Parents

of children currently enrolled in Head Start Programs designated by the Parent Committee for

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each site at which Head Start Program Services are provided by the District as Grantee. The

board shall designate one member of the Board to serve as a member of the Policy Council but,

otherwise, the members of the board shall not serve as members of the Policy Council.

The number and means of selecting the community representatives on the Policy Council shall be

determined by the Policy Council members designated by the site Parent Committees.

Community representatives must be reside or be employed within the boundaries of the District

or one or more of the other unified school districts within which the District operates Head Start

Programs and shall represent a broad cross-section of local businesses, public or private

community, civic, and professional organizations and others who are familiar with resources and

services for low-income children and families and may include parents of children formerly

enrolled in the District's Head Start Programs.

At all times, at least a majority of the members of the Policy Council shall be Head Start

Parents. The term "Head Start Parent" means a Head Start child's mother or father, other family

member who is a primary caregiver, foster parent, guardian or the person with whom the child

has been placed for purposes of adoption pending a final adoption decree.

All members of the Policy Council shall serve for not to exceed three one-year terms

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commencing as of August 1 in each year and ending as of July 31 of the succeeding year (a

"Program Year") and each member, including community representatives, shall stand for

election annually.

The Policy Council shall adopt appropriate bylaws, policies and procedures for carrying out its

responsibilities, subject to approval by the District's board..

[PS 1304.50(a)(1); 1304.50(a)(5); 1304(b)(1),(2), (3), (4),(5), (6) and (7)]

PARENT COMMITTEES

Membership. A Head Start Parent Committee shall be organized as soon as possible after the

commencement of each program year and maintained throughout the program year at each Head

Start Program site which shall consist exclusively of Head Start Parents who have a child or

children enrolled in the Head Start Program at such site and shall provide Head Start Parents the

opportunity to assist in the development of activities to address their interests and needs and

support the development of their children. To the extent possible, Parent Committees shall not

be dissolved until a Parent Committee is organized for the succeeding Program Year. A Program

Year commences as of August 1 in each year shall end as of July 31 of the succeeding year.

All Head Start Parents who have children enrolled in Head Start Programs at any site

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shall be

members of the Parent Committee for such site. A single Parent Committees shall serve both

Head Start and Early Head Start Programs at those sites at which such programs are provided

unless the Head Start Parents elect to establish separate Parent Committees for each program.

Members of Head Start Parent Committee may elect to designate sub-committees to facilitate in-

depth discussions of Head Start Program issues before such issues are considered by the Parent

Committee. Parent Committee meetings shall be conducted at times most convenient for the

greatest number of members in order to encourage participation by the greatest number of Head

Start Parents as possible. [PS 1304-50(a)(2),(3) and (5)]

Responsibilities. The Parent Committee shall advise the District's Head Start Program staff in

developing and implementing program policies, activities and services at the Head Start site and

plan, conduct and participate in informal and formal programs and activities for Head Start

Parents and Head Start Program staff personnel. Parent Committee members, within the

guidelines established by the Policy Council, shall participate in the recruiting and screening of

Head Start Program personnel employed by the District.

[PS 1304,50(e)]

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District Board of Education

The board is generally responsible for overseeing and assuring compliance by the District in its

role as Head Start Grantee with applicable federal laws and regulations including the Head Start

Performance Standards. In cooperation with the Policy Council, the board will implement

programs to educate members of the board and the Policy Council with respect to the Head Start

philosophy and the roles of board members, Policy Council members, Parent Committee

members and Head Start Parents in carrying out procedures for shared decision-making in

formulating and implementing Head Start Program policies.

The board also shall ensure that appropriate internal controls are established and implemented to

safeguard federal grant funds in accordance with applicable federal law and regulations.

[PS 1304-50(g)]

EXPENSE REIMBURSEMENT

The Policy Council shall prescribe policies and procedures consistent with District policies and

procedures for reimbursing Head Start Parents, members of the Policy Council and Parent

Committees and Head Start Program employees and volunteers for expenditures made in

connection with Head Start Programs including, but not limited to, reasonable and necessary

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travel, lodging and per diem expenses, child care expenses and such other expenses as the Policy

Council may approve. Such reimbursement shall be provided from Head Start Program funds to

encourage and enable Head Start Parents and others to participate fully in Head Start Program

activities and responsibilities

[PS 1304-50(f)]

DISPUTE RESOLUTION

The District board and Policy Council jointly shall establish written procedures for resolving

internal disputes, including appropriate impasse procedures in the event of disputes between the

Policy Council and the board. In no event, however, shall the board be obligated to engage in

binding arbitration or other means of dispute resolution which could impair the board's legal

obligation, or the legal obligations of the members of the board, to govern and conduct the

District's affairs and operations in accordance with Kansas law.

IDEA: Student Privacy Policy (See ICA)

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

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administration. The district shall provide parents notice of their rights under the Protection of Pupil Rights Amendment annually, at the beginning of each school year, and at any other time the school district policies in the area are substantially changed.

Approved:

July 28, 2003

IDAE Protection of Pupil Rights

IDEA-R

Protection of Pupil Rights Regulation

USD 308

Hutchinson Public Schools

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

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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, a survey that seeks this

information shall not be administered without the express written consent of the parent. If the

survey is not federally funded, parents must be given direct notification of the survey, through

U.S. mail or e-mail, and 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.

IDEA Regulations

Physical Examinations

Prior to the administration of any non-emergency, invasive physical examination or

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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

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products,

3. Cuniculum and instructional materials used by elementary schools and secondary schools

4. Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement infomlation about

students.

5. The sale by students of products or services to raise funds for school-related or education-

related activities,

6. Student recognition program

Release of Information - FERPA Rights

Unless the information collected from students is designated as directory information, no

information gathered about students shall be released to third parties without the express written

consent of the parent or eligible student. (See JRB)

First Reading: July 7, 2003

IDFA: Athletics

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

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is offered to students.

District high schools 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: October 12, 1998

Updated: July 7, 2003

IE: Instructional Arrangements

Each building principal shall organize the instructional program in a manner compatible with these policies.

Class Size

Class size shall be determined by: class enrollment, teacher availability, budget and facility limitations.

Scheduling for Instruction

Class schedules shall be developed to meet district instructional goals and learning objectives.

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Pre-enrollment

The administration shall develop and coordinate pre-enrollment activities each spring.

Approved: October 12, 1998

IEB: Charter Schools

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.

Updated: 8/9/04

IF: Textbooks, Instructional Materials and Media Centers

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

Textbooks and instructional materials shall support the district's instructional goals and learning objectives. Media center materials shall support and supplement, the curriculum, promote wise use of leisure time, develop

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literary discrimination and appreciation, and encourage students to become productive citizens.

Textbook selection criteria shall be established by the board.

Challenges to textbooks, instructional materials or media center materials shall be considered in a manner prescribed by board policy.

Approved: October 12, 1998

IF-R: Textbooks, Instructional Materials and Media Centers
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 skills.

Information which helps students develop an appreciation of American cultural, ethnic and racial diversity and balanced views concerning interna-

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tional; 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 instructional 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

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an opportunity to achieve high levels of performance.

Collection Development

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

The collection shall reflect, enrich 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 (See IKD, KN)

Any person having a complaint about textbooks, media center or other instructional materials shall meet with the principal. If the matter cannot be resolved the principal shall notify the superintendent and ask the complainant to use a request for review form which is available through building principals or at the district office. After receiving the completed form, the superintendent shall meet with the complainant to discuss the complaint.

If the complaint is not resolved at the meeting with the superinten-

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dent, the complainant may request that the board consider the complaint. If the board chooses to consider the complaint, it shall forward all appropriate written materials to a review committee.

Review Committee

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

A building principal, media specialist, two subject area specialists and two community members.

The committee's charge shall be:

To review the material and prepare a written report containing conclusions and recommendations within 30 days;

To direct a written report to the superintendent; and

To send the complainant a copy of the report.

The Review Committee shall

Examine and evaluate the material as a whole; consider the district's

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policy, procedure and philosophy for selection of textbook, instructional materials and media center materials; and

weigh strengths and weaknesses and form opinions based upon the selection criteria,

If the complainant is dissatisfied with the committee's recommendation, an appeal of the decision may be made to the board for a hearing and final decision. If an appeal is requested by the complainant, the superintendent shall request that the board schedule an appeal and shall prepare in advance of the appeal all appropriate documentation for the board's study.

Removing Challenged Materials

Challenged materials shall not be removed from use during the review period.

Approved: October 12, 1998

USD

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

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Request initiated by

Telephone

Address

Complainant represents: self; or if a group:

Name of group

The material 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 text

books, instructional materials and media center materials? Y N

2. To what in the material do you object? (Please be specific; cite pages or items.)

3. What do you feel might be the result of using this material?

4. Did you read or view all this material? If no, how were the parts selected for reading or

viewing?

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

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

7. In its place, what material of equal educational quality would you recommend that would convey as valuable a picture and perspective?

8. Additional comments:

Administrator

Signature of complainant

Date received:

IFBH: Outside Speakers (See IKB)

With administrative approval, outside speakers may be invited to meet

with groups of students as part of the educational process.

The board shall establish rules governing the selection and behavior

of outside speakers.

Approved: October 12, 1998

IFBH-R Outside Speakers

Outside speakers should be selected so that various points of view

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are presented.

Speakers shall be informed of this policy and its rules when they are invited to make a presentation.

Language cannot be used that calls for students to be disruptive.

The teacher/sponsor or any member of the school administration may interrupt or suspend any proceedings if the speaker is not abiding by these regulations.

With prior board approval an honorarium may be paid to outside speakers.

Approved: October 12, 1998

IFC: Community Resources

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

School Volunteers (See KFD)

Approved: October 12, 1998

IFC-R: Community Resources

The certified staff shall maintain a list of suitable community re-

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sources which may be utilized for field trips and other excursions.

Approved: October 12, 1998

IFCB: Field Trips IFCB

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

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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 schools(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.

Updated: 11-11-05

NOTE: This form must be signed and returned to the school by (date) if the student named below is to participate in the field trip or activity.

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Consent to Participate in Field Trip or Other Activity and Consent for Treatment

The parent and legal guardian of _____

give my consent for my child to participate in the field trip/other activity described here:

on

date, I further give my legal consent and authorize any representative of

School to authorize emergency medical treatment, including any necessary surgery or hospitalization, for my above-

named child, for any injury or illness of an emergency nature he/she incurred while participating in the field trip or

other activity noted above by any physician or dentist licensed in accordance with the provisions of the Kansas

Healing Arts Act, K.S.A 65-2801, and any hospital.

I agree to pay and assume all responsibility for medical and hospital expenses and any emergency services

incurred on behalf of my child.

I acknowledge and agree that

School is not responsible for any medical, hospital

expenses and/or other charges that are incurred in the medical treatment or hospitalization of my child. A photocopy

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of this document shall have the same force and effect as the original. If my child requires emergency medical

treatment, I understand that school personnel will make a reasonable attempt to contact me to seek my permission to

authorize that treatment. To facilitate contacting me, I agree to continue to provide current work and home phone

numbers to the school.

Parent or Legal Guardian

Date

Parent or Legal Guardian

Date

IHA: Grading System

The district shall have methods for assessing and reporting the quality

of student academic progress to parents as approved by the board.

Approved: October 12, 1998

IHB: Homework

Homework shall not be used as a means to discipline students. Home-

work shall be assigned as needed to reinforce lessons introduced in the class-

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room.

Approved: October 12, 1998

IHEA: Make-Up Opportunities (See JBD, JDD)

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: October 12, 1998

IHF: Graduation Requirements

The board may adopt graduation requirements beyond the minimums set

forth by regulation. Current graduation requirements are on file with the

clerk and may be reproduced in student handbooks and other appropriate

documents.

Approved: October 12, 1998

IIBG: Computer Use (See GAA and JCDA)

Use of District Computers/Privacy Rights

Computer systems are for educational and professional use only, All

information created by staff shall be considered district property and shall

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be subject to unannounced monitoring by district administrators. The district retains the right to discipline any student, up to and including expulsion and any employee, up to and including termination, for violations of this policy.

Copyright (See ECH)

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

Installation

No software, including freeware or shareware, may be installed on any district computer until cleared by the network administrator. The administrator will verify the compatibility of the software with existing software and hardware, and prescribe installation and de-installation procedures.

Freeware and shareware may be downloaded only onto workstation floppy

disks, not hard drives. Program files must have the Superintendent's ap-

proval to be installed on any district server or computer. Students shall not

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install software on district computers or computer systems,

Hardware

Staff shall not install unapproved hardware on district computers,

or make changes to software settings that support district hardware,

Audits.

The administration may conduct periodic audits of software installed on district equipment to verify legitimate use. Legitimate use is considered that use which aligns with district curriculum and course content or for communications carried out in connection with the employee's position in the school district.

Privacy Rights

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

Ownership of Employee Computer Materials

Computer materials or devices created as part of any assigned dis-

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strict responsibility or classroom activity undertaken on school time shall be the property of the board.

Approved: October 12, 1998

Updated: July 7, 2003

IIBG: Computer Use (See GAA and JCDA)
Staff Handbook

Employees shall have no expectation of privacy when using district e-mail or other official communication systems. E-mail messages shall be used only to conduct approved and official district business. All employees must use appropriate language in all messages. Employees are expected to conduct themselves in a professional manner and to use the system according to these guidelines or other guidelines published by the administration. The school district's communication system - both the e-mail system and the internet system are for use by school district employees to access information relevant to the person's position in the school district and to acquire information about the profession and or curriculum/grade level taught by the educator.

Any e-mail or computer application or information in district computers or computer systems is subject to monitoring by the administration, The district retains the right to duplicate any information in the system or on any hard drive, Employees

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who violate district computer policies are subject to disciplinary action up to and including termination.

Student Handbook

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

Any e-mail or computer application or information in district computers or computer systems are subject to monitoring by the staff and/or administration, The school retains the right to duplicate any information created by students in a computer system

or on any individual computer, Students who violate these rules, or any other classroom rules relating to computer use are subject to disciplinary action up to and including suspension/expulsion from school.

Approved: October 12, 1998

Updated: July 7, 2003

IJ: Evaluation of Instructional Program (See IC, ICA, II & MK)
The superintendent shall develop guidelines to evaluate a portion of the

instructional program each year. This evaluation shall be part of the district's

school improvement efforts as required by current regulation,

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Approved: October 12, 1998

IJ·R: Evaluation of Instructional Proeram (See IC, ICA, II & MK)

The superintendent shall establish special curriculum committees to

study the district's instructional program on a regular schedule. The superin-

tendent shall require reports from these committees which shall include the

committee's recommendations for improvement, modification or elimination of

any part of the instructional program, The superintendent shall submit a com-

prehensive report from the committees to the board.

Approved: October 12, 1998

IKB: Controversial Issues (See IAA)

When a controversial subject arises In the classroom, teachers may use

the opportunity to teach about the controversy.

Teachers shall ensure that various positions concerning any controver-

sial subject are presented and that students have the opportunity to freely dis-

cuss the topic.

Approved: October 12, 1998

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IKCA: Human Sexuality and AIDS Education

Opt-Out Procedure and Form

A parent or guardian (or student eighteen years of age or older) may use the district opt-out provision to remove the student from some portion or all of human sexuality and AIDS classes included in the district's required curriculum.

Approved:

IKCA-R: Human Sexuality and AIDS Education

Opt-Out Procedure

Following appropriate 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.

Any parent or guardian (or student over eighteen years of age) who does not want the student involved in all or some portion of the Human Sexuality and AIDS education classes of the district shall be provided a writ-

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ten copy of the district goals and objectives for the appropriate Human Sexuality and AIDS class to which the student is assigned. This information may be provided to the parent or guardian upon request prior to the opening of school.

Notice of the availability of the Human Sexuality and AIDS curriculum goals and objectives will be made to the public by means of handbooks and notification at enrollment.

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

The building principal will receive a copy of the signed form so the named student can be excused from all or a portion of the Human Sexuality and AIDS classes. In addition, arrangements shall also be made for class reassignment of the student during the opt-out period.

No parent or guardian (or student eighteen years of age) shall be

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allowed to make a written opt-out request prior to the opening day of class of the year the opt-out request applies. Opt-out requests shall be required annually and are valid only for the school year in which they are submitted.

Approved: October 12, 1998

IKD: Religion in Curricular or School Sponsored Activities

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.

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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: October 12, 1998

IKD-R: Religion in Curricular or School Sponsored 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

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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.

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

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ceremonies.

Approved: October 12, 1998

IKDA: Religious Objections to Activities

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: October 12, 1998

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IKDA-R: Religious Objections to Activities

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 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, or may be re-

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assigned 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: October 12, 1998

IKE: Assemblies

Each building principal may schedule assemblies as needed.

Approved: October 12, 1998

IKE-R: Assemblies

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

Approved: October 12, 1998

IKI: Lesson Plans

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

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Approved: October 12, 1998

ING: Animals and Plants in the School

With the prior approval of the principal, animals or plants may be brought to school for instructional purposes only. No person may bring his/her pet to school unless the animal is being used as part of an instructional lesson on the day the pet is present at school.

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,

Approved: February 6, 1999