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Note: Throughout this policy when *guardian* is used, it is with the intent that it refers to *legal guardian*.

The district is committed to implementing an Outcomes Based Educational philosophy through a planned, effective approach involving students, staff, parents, and community.

Approved: 7-13-92

A site council shall be established in each building in the district. 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. Discussion 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 two (2) times a year. As required, the superintendent shall submit reports to the State 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.

Approved: 8-9-04

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.

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: 8-9-10

The board encourages the use of pilot projects 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, unproven teaching methods of techniques. All instructional materials, including teachers' manual, films, tapes, or any other supplementary instructional material 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.

Student Surveys

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 / guardians before the survey is administered. (See IDAE)

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. (See IJ; JR et seq.)

Approved: 10-13-03

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: 8-9-10

All certified staff shall cooperatively develop an integrated, comprehensive, performance-oriented preK-12 Instructional Program which will be composed of the specified 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 Director of Curriculum and Instruction 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 Director of Curriculum and Instruction 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: 8-9-10

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

Partnerships/Work-Study Program

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

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

Approved: 8-9-10

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 are 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 programs to prevent students from dropping out of school or to encourage dropouts to return to school shall include the Alternate Learning Center and the Barton County Academy.

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 of all students.

Counselor(s) shall provide 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 Superintendent or principal, the student's IEP team, or a section 504 team recommend homebound placement, based on information indicating homebound instruction is medically necessary.

The principal 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 Student Support Services, State Board of Education.

Approved: 8-9-10

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

Approved: 8-9-10

The board shall ensure that the district's Title I programs operate in accordance with federal laws and conditions. The Director of Federal Programs 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 appropriate communication channels between all parties, developing inservice training for parents/guardians and staff, and developing appropriate evaluation procedures.

Annual Parent Meeting

The director shall designate at least one meeting date each year for the purpose of providing parents/guardians 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: 10-13-03

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

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

- Activities that include promoting cooperation between the district and other agencies or school / community groups (such as parent-teacher groups, Head Start, Parents as Teachers, etc.) to furnish learning opportunities and disseminate information regarding parenting skills and child / adolescent development.
- Implementing strategies to involve parents in the educational process, including: joint development of a school-parent compact that outlines the shared responsibilities of the school and the parent for high student achievement by:
 - Keeping families informed of opportunities for involvement and encouraging participation in various programs.
 - 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 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 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 Convenience of Parents / Guardians

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

Annual Evaluation

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

Approved: 10-13-03

Title I Parent Involvement: Policy Development Meetings
USD 428, Great Bend, Barton County, Kansas
BOE Policy IDAD

Date of Meeting (*Complete sheet for each meeting*): _____

Parents Present (*List name, address, phone, and student's name*):

Name	Address	Phone	Student's Name

Major Topics Discussed:

Proposed Changes (if any) Made to IDAD:

Administrators and Other School Employees Present:

Name	Title / Position	Building

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

Approved 10-13-03

The superintendent, the board, and the 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 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: 10-13-03

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/guardian;
- mental or psychological problems of the student or the student's family;
- sex behavior or attitudes;
- illegal, antisocial, self-incriminating, or demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relations;
- 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/guardian; 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/guardian. If the survey is not federally funded, parents/guardians 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/guardians 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/guardians 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/guardians 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(ren) 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 requirement.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum 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 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, no information gathered about students shall be released to third parties without the express written consent of the parent/guardian or eligible student. (See JRB)

Approved: 10-13-03

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: 9-08-08

District level and building level crises plans will be developed to provide for an organized, planned response to crises. Crisis situations are inevitable; thoughtful rational crisis management is the only defense.

Approved: 7-13-92

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 the outside organization. Such partnerships may include, but are not limited to, adopt-a-school programs, cooperative vocational education agreements, or the lending of equipment.

Approved: 7-13-92

The Board of Education must approve all partnerships established in the district and the related parameters such as goals, evaluations, steering committee memberships, types of activities, materials and equipment involved, advertising, etc.

Approved: 7-13-92

The district high school shall not conduct athletic practice during the school day, and practice shall not be counted for credit or as part of the school term.

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

Approved: 10-13-03

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 or designated representative.

Class Size

Student-teacher ratios in the district will be determined by class enrollment, teacher availability, budget limitations, and facility utilization.

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 that conform to the master class schedule.

Independent Study

The board advocates a program of independent study only as approved through the curriculum development process.

Approved: 7-13-92

Scheduling for Instruction

Grades 6-11 will conduct pre-enrollment activities in the spring of each year. The administrative team will develop and coordinate pre-enrollment activities each year in such a manner as not to disrupt the education process of any student for prolonged periods of time.

Student Schedules

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

Independent Study

A faculty committee shall develop guidelines which outline the framework of an independent study program and develop criteria to be used in the selection of students to participate in an independent study program. All independent study programs will then be submitted to the K-12 Curriculum Steering Committee for approval.

Approved: 7-13-92

Twenty-two (22) students in kindergarten and grades one and two, and twenty-eight (28) students in grades three, four, five, and six are considered maximum size. However, the superintendent, after discussion with the building principal, may consider student requests that, if approved, would exceed maximum class sizes.

Assignment of Students - First Day of Enrollment

1. If, at the close of the first day of enrollment, classes are larger than the maximum sizes, pupils will be shifted in this order:
 - a) Preference
 - b) Students who are eligible for transportation reimbursement will be required to attend an elementary school where there is room.
2. In case there are several transportation eligible students in an oversized class, the move shall be made as follows:
 - a) Preference
 - b) Those who do not have brothers and sisters in the building will be required to move first.
 - c) Those who live closest to a school to which they could be transported.
3. If this does not cut the class size to the maximum allowed, the following method should be used to do so: (These students are not eligible for transportation reimbursement.)
 - a) Preference: Those who have expressed a preference to attend in another building where there is room will be shifted.
 - b) Pupils without brothers and sisters.
 - (1) Those pupils who do not have brothers and sisters in the building and live *closer* to an available class than their own will be shifted.
 - (2) Those pupils who do not have brothers and sisters in the building and live *closest* to an available class will be shifted.
 - c) Pupils who come from families who have more than one child in the same school.

- d) The family or families living closest to a school where there is room in the class under consideration will be required to change the enrollment of their child or children to that school.

Assignment of Students - Late Enrollments

After the close of the first day of school, students who desire to enroll in classes of indicated maximum shall be required to enroll and attend an elementary school (class) where there is room. This includes those who did not meet the requirements for official enrollment on the day designated. Brothers and sisters may attend with them. This school may be of their choice. Transportation will not be furnished.

If it is determined during enrollment or after the close of the first day of school that classes are larger than the maximum size, non-resident students will be transferred to another school within the district, providing space is available.

Vacancies

Once a child has started with a group, all reasonable efforts should be made to have him/her continue with that group until the close of the year. However, when vacancies occur and parents have expressed a valid reason for wanting to move back into their own district, a priority list is used.

1. Proper Enrollees: Those pupils who officially enrolled on the assigned day but were shifted. If there are several, the child or family who travels the farthest to the out-of-district class is given first choice, etc.
2. Non-attenders: Those who were assigned to an out-of-district kindergarten, but did not attend.
3. New Pupils: Enrollees in chronological order of enrollment.
4. Transfers: Those who move within Great Bend during the year.

Approved: 5-8-00

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: 8-9-04

The board shall make every effort to provide quality instructional resources that meet the needs, interests, and goals of the students and faculty in the school system.

Textbooks/Materials Selection

The USD 428 outcomes based curriculum development process policy will outline the process and criteria for the selection of textbooks and materials to support the USD 428 outcomes based education curriculum.

The Director of Curriculum and Instruction shall present the textbooks/materials to the board for approval not later than April 15 for final decision during the May board meeting. This presentation will include a rating form for the textbooks/materials addressing minimum criteria as outlined below.

Approved: 7-13-92

Textbooks/Materials Selection

The following general criteria are to be applied to all educational materials acquisitions regardless of whether they are board purchases; a gift of materials; or the selection of materials with a monetary gift from an individual, group, or organization; or from another source.

- Correlated with curriculum guide outcomes and intent.
- Educational significance or purpose.
- Importance of the subject matter.
- Reputation and significance of the author/producer/composer/artist, etc.

- Clarity, adequacy, and scope of text.
- Validity, accuracy, objectivity, and appropriateness of text.
- Organization and presentation of contents.
- High degree of readability and/or comprehensibility.
- High degree of potential user appeal.
- High artistic quality and/or literary style.
- Format and price.
- Permanency.

Approved: 7-13-92

In light of parent or staff concerns, the following procedures shall be used by the complainant for registering the complaint.

- After a complaint is received regarding a textbook, the principal and the appropriate teacher shall meet with the complainant in order to hear the complaint and judge if the material meets the board's instructional materials selection policy and criteria for selecting textbooks.
- If the complaint is not resolved, the complainant must submit the criticism of the material in writing to the principal. The form *Request for Review of Instructional or Media Materials* shall be supplied by the principal to the complainant for registering the complaint. The form must be signed and dated; must include specific information as to the author, title, publisher; and must specifically define the nature of the objection.
- Action shall be deferred until the complaint has been considered through the curriculum development process. The Curriculum Steering Committee, judging whether the material meets the above principles, shall send its written decision to the complainant within a reasonable time.
- If the complaint is still not resolved, action shall be deferred until the complaint has been considered by a committee appointed by the superintendent. The committee, judging whether the material meets the above principles, shall send its written decision to the complainant within a reasonable time.
- If the complainant is not satisfied with the decision rendered by the committee, appeal may be made to the board for a final decision.

Approved: 7-13-92

The board recognizes the need for supplementary instructional materials to be used in classrooms and encourages the acquisition of such materials in each building. Major materials adoptions and pilot programs are to be addressed through the curriculum development process. Materials should be selected according to the following guidelines.

- 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, literary appreciation, aesthetic values, and ethical standards.
- To provide a background of information which will enable students to make intelligent judgments in their daily lives.
- To provide materials on opposing sides of controversial issues so that the 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.
- To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

Criteria for Selecting Material

The following general criteria are to be applied to all acquisitions:

1. Correlated with outcomes and intent of curriculum guides.
2. Educational significance of purpose.
3. Importance of the subject matter.
4. Reputation and significance of author/producer/composer/artist, etc.
5. Clarity, adequacy, and scope of text or audio-visual presentation.
6. Valid, accurate, objective, up-to-date, and appropriate text or audio-visual presentation.
7. Organization and presentation of contents.

8. High degree of readability and/or comprehensibility.
9. High degree of potential user appeal.
10. High artistic quality and/or literary style.
11. Format and price.
12. Permanence.

The above criteria shall also apply to any gift of materials or to the selection of material with a monetary gift from an individual or group.

Approved: 7-13-92

By participating in the district book rental program, all students may use textbooks on a rental basis. Books that are lost, defaced, or destroyed shall be charged to the student on a pro-rata basis, contingent upon the age of the book.

Students may also purchase any or all textbooks at the full purchase price.

Implementation of the textbook program shall be the responsibility of each building principal.

Approved: 7-13-92

All library materials are to be ordered by the librarian with administrative approval. Administrators, supervisors, faculty, and students are encouraged to suggest materials to be added to the library/media center collection and to share in evaluating materials being considered for purchase.

Reputable, unbiased, professionally acceptable selection tools and lists are to be examined and consulted when selecting materials.

Weeding

Weeding is the continuous process by which materials no longer useful are removed from the media collection. Weeding is carried out in order to keep the media collection relevant.

Evaluating Challenged Materials

The board believes that materials on controversial subjects should be carefully balanced to include various points of view, and that materials of sound factual authority should not be added to or removed from the library because of race, nationality, or the political or religious views of the author.

Approved: 7-13-92

As designated by the superintendent, it shall be the duty of audio-visual personnel in each building to supervise the care and operation of audio-visual equipment.

Teachers needing assistance in the operation and care of equipment are expected to check with the designated person in their respective buildings.

The following equipment shall be considered under these directions: all types of projectors, record players, tape recorders, video tape equipment, cameras, and some duplicating equipment.

Weeding

The librarian is delegated the responsibility for weeding the media collection. Faculty, library aides, volunteers, and the administration may recommend materials to be considered for discard by the professional media personnel.

The following categories of materials are the most obvious candidates for weeding.

- Too badly worn or damaged to be mended;
- Materials beyond the comprehension of the users;
- Those materials which contain information and illustrations that are outdated or perhaps no longer true;
- Multiple copies of materials no longer in demand may be reduced to two or three copies;
- Materials of questionable value, the contents of which add neither to the information nor appreciation of the user; and
- Media materials which have been superseded by new and revised materials.

Evaluating Challenged Materials

Review of challenged materials should be treated objectively, unemotionally, and as a routine matter. The following procedures shall be used by the complainant for registering the complaint.

- After a complaint is received regarding library material, the principal and the librarian shall meet with the complainant in order to hear the complaint and judge if the material meets the board's library/media center selection policy and criteria for selecting material.

- If the complaint is not resolved, the complainant must submit in writing the criticism of the material to the principal. The form, *Request for Review of Instructional or Library Materials*, shall be supplied by the principal to the complainant for registering the complaint. The form must be signed and dated; must include specific information as to author, title, and publisher; and must specifically define the nature of the objection.
- Action shall be deferred until the complaint has been considered by the curriculum development process, judging whether the material meets curriculum objectives and intent. A written decision shall be provided to the complainant within a reasonable time.
- If the complaint is still not resolved, action shall be deferred until the complaint has been considered by a committee appointed by the superintendent. The committee, judging whether the material meets the above principles, shall send its written decision to the complainant within a reasonable time.
- If the complainant is not satisfied with the decision rendered by the curriculum development process, appeal may be made to the board for a final decision.

Approved: 7-13-92

REQUEST FOR REVIEW OF INSTRUCTIONAL OR LIBRARY MATERIALS
Ref. BOE Policy IFBD

Title _____

Author _____

Publisher _____ Type of Material _____
(book, film, tape, etc.)

Request Initiated by _____

Street _____ City _____

State _____ Phone _____

Complainant Represents: Self _____

Name of Organization _____

Other Group _____

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

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

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

4. Is there anything good about this book / material? _____ What? *(Please be specific; cite pages.)*

5. Did you examine all of this material? _____ What parts? _____

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

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

8. What would you like your school to do about this material? *(Please mark your choice.)*
Do not assign it to my child. _____ Withdraw it from all students. _____

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

Please return this form to the Director of Curriculum and Instruction.

Signature of Complainant _____ Date _____

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

Approved: 7-13-92

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

All resource speakers are subject to approval by a building administrator.

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

- Profanity, vulgarity, and lewd comments are prohibited;
- Any language that calls for a student strike or any language that may incite a riot or otherwise influence students to behave in an unlawful manner is prohibited; and
- Smoking is not permitted while speaking or consulting with students.

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

Approved: 7-13-92

The board encourages the utilization of community resources in the instructional program of the school.

Use of Community Resource Persons

The use of community resource persons is encouraged where a legitimate educational objective may be advanced.

School Volunteers (Cf. KFD)

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

Approved: 7-13-92

The administrative and certified staff shall maintain and keep an up-to-date list of available resource people residing in the district. The certified staff shall also maintain and keep an up-to-date list of suitable community resources that may be utilized for field trips and other such excursions.

Use of Community Resource Persons

Under certain circumstances, community resource persons may be paid an honorarium or given a gift of appreciation if approved by the board in advance.

Approved: 7-13-92

USD 428 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.

Nonsanctioned Field Trips

Nonsanctioned 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 tour rests with the individual(s) and agency sponsoring them. The district assumes no legal or financial responsibilities for nonsanctioned field trips.

Every attempt should be made to scheduled 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 student 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 during the employee's work day.

Approved: 7-11-05

Definition -- A *field trip* is one which meets the following three conditions: (1) requires the students to leave the school grounds; (2) is an experiential extension of a class for which students receive academic credit; and (3) may have transportation provided.

Definition -- *Activity trips* are those taken by groups or organizations which have funds from the district activity accounts established at the building level or which receive funding from the school district or from approved fund-raising projects. Activity trips are categorized as follows: (1) trips for which all student expenses are paid; (2) trips for which partial expenses are paid [transportation]; and (3) trips for which the district pays no expenses.

Sponsors should obtain administrator approval within a reasonable amount of time prior to the date of the trip. Appropriate forms must be completed.

Students are responsible for making up work missed in other classes.

The trips should be adequately sponsored. Sponsors must be approved by the building administrator. On out-of-town trips, parent sponsors may be used in addition to teacher sponsors.

Field/Activity Trip Guidelines for Sponsors

1. The field/activity trip must be approved by the building principal and a *Request for Transportation* form submitted to the District Education Center no later than two weeks prior to the date of the field trip.
2. Parent permission forms must be secured and provisions made for the students who do not obtain parent permission.
3. Prior to the trip a written set of student guidelines and an itinerary with time frames must be provided for students and parents. Medical releases or emergency forms must be secured, if appropriate.
4. Sponsors are responsible for ensuring the safety, general welfare, and proper conduct of students at all times during a school-sponsored activity. Sponsors are expected to enforce *Student Field/Activity Trip Regulations* (see IFCB-R-3), normal school rules of student conduct, and any other rules and regulations appropriate to the situation.
5. Arrangements must be made for the adequate and proper adult supervision of students at *all* times—on or off the bus. Sponsors should take head count as often as appropriate for class supervision.
6. Student accident or injury and other emergencies should be anticipated. The principal or other appropriate administrator may be called *collect*.
7. Students who go on a field/activity trip are expected to leave and return by school conveyance. If a student must be released during a field/activity trip, the following criteria shall apply:
 - The student can be released ***only*** to a parent/guardian.
 - The parent/guardian must submit a written request to the principal and/or sponsor prior to the trip.
 - The student's release is contingent upon the approval of such request by the principal and/or sponsor.
8. The school bus driver should be informed of the itinerary and all relevant departure and return times. Trips should be planned in accordance with the requirements established for bus drivers by the I.C.C. for such things as rest periods for the driver. Side trips not related to the field trip's objectives should not be included in the itinerary. Transportation costs and all driver costs, including overtime, must be paid.
9. No overnight trips should be allowed except by special permission of the board.
10. Students must be aware they are responsible for making up all schoolwork missed in other classes during their absence for the field trip.

These guidelines are primarily for field trips. These and additional guidelines may be used by the athletic, music and fine art departments, debate, etc.

Student Field/Activity Trip Regulations

The following rules and regulations are provided to inform students of the school's expectations for their behavior. Sponsors are delegated all necessary authority to deal with misconduct or unacceptable behavior which occurs on a trip.

1. All school rules and regulations regarding student conduct are in effect during the duration of the field trip.
2. Only students who have returned a signed parent/guardian permission trip form are permitted to go on the trip.
3. Students must obey directions of sponsors at all times. If a student does not do so, it will result in disciplinary action. Parents may be required to pick up their son/daughter (at their own expense) in the event of misbehavior.
4. Students participating in a school-sponsored field trip using school transportation must return on the same school transportation unless arrangements are made with the principal or designated representative.
5. The following rules apply to passengers on a school vehicle.
 - No food or drink is permitted on a vehicle unless prior arrangements have been made by the sponsors.
 - Students are to remain seated while the vehicle is moving. If there is a seating chart, students are expected to remain in assigned seats.
 - Nothing goes out of the windows including hands, heads, feet, bodies, or voices.
 - Excessive noise and movement inside the vehicle are not permitted.
 - The vehicle is to be kept clean and free of vandalism.
6. Students are subject to school rules and regulations as well as the rules or laws of the state, community, and school visited. Shoplifting, drinking, drug and tobacco use, gambling, vandalism, or other serious misbehavior can result in legal action and/or disciplinary action by the proper school authorities.
7. Students are expected to be on time for departure and return and at all times during the trip.
8. Students are responsible for obtaining assignments and making up all schoolwork missed in classes during their absence on the field trip.
9. Dress is subject to school and sponsor approval. Clothing should be neat, clean, and in good taste for a school outing.

GRADES 9-12 APPROVED OUT-OF-STATE FUNCTIONS

The provisions of this policy extend to those students enrolled in grades 9, 10, 11, and 12 of Great Bend High School as well as sponsors and shall cover approved travel outside of Kansas for students and sponsors.

*See attachment for Sequential Responsibility.

Additional Provisions of Policy:

1. The district will pay expenses of Board of Education-approved sponsor(s) for trips outside the state of Kansas and within the continental United States.
2. School organizations traveling, with Board of Education approval outside the continental United States are expected to fund all expenses for the trip. In the event that A.I.F.S. (American Institute of Foreign Studies) or similar organizations are utilized to plan the trip, monies paid the sponsor(s) by A.I.F.S. will be applied to defray the cost of trip participants.
3. The Board of Education will give special consideration to trip requests to Canada and Mexico.
4. Foreign language trips require that eligible students must have completed one (1) year (two semesters) of foreign language study applicable to the program prior to participation in travel.
Sponsor(s) should have basic conversational skills applicable to the program.
5. Frequency of travel will be as follows.

Foreign Language

Trip-tour based travel:	Two year cycle
Home-based exchange program:	Two-year cycle for USD 428 students

Music

Vocal Music (small groups):	Two-year cycle
Instrumental Music and Vocal Music (large groups):	Three-year cycle

Other Groups

Other groups include those activities in which students have earned, through competition, the right to compete at the national level.

Yearly, if the honor has been earned

Sequential Responsibility

<u>Steps</u>	<u>Function</u>	<u>Responsibility</u>	<u>Submitted to</u>
1.	Notification of interest in travel out of state.	Sponsor	High School Principal
2.	Notification to District Education Center	High School Principal	Superintendent
3.	Approval to progress with plans or rejection of request.	Superintendent	High School Principal
4.	Complete outline of trip, including expenditures, funding, travel, itinerary, etc.	Activities Director	High School Principal
5.	Submitted to District Education Center to be an agenda item for BOE consideration.	High School Principal	Superintendent
6.	Board of Education action.	Board of Education	Superintendent
7.	Board action to high school.	Superintendent	High School Principal
8.	If BOE approves, details developed.	Activities Director and Sponsor(s)	High School Principal & District Education Center
9.	Progress reports.	High School Principal	Superintendent
10.	Progress reports.	Superintendent	Board of Education

TRIP INFORMATION

Request submitted by (Club, organization, etc.): _____

Sponsor(s): _____

Destination: _____

Length of trip (inclusive dates): _____

Date of last trip: _____

Destination of last trip: _____

Number of students scheduled for trip: _____

PROJECTED COSTS:

Meals:
_____ meals x \$ _____ per meal \$ _____

Lodging:
Number of rooms _____ x \$ _____
Room costs x _____ nights: \$ _____

Transportation:
Vehicle (_____) projected cost: \$ _____
Air fare (from _____) projected cost: \$ _____
Ground transportation projected cost: \$ _____

Educational Tours:
Number of tours _____ x
Cost per tour \$ _____: \$ _____

Miscellaneous Expenses:
_____ projected cost: \$ _____
_____ projected cost: \$ _____
_____ projected cost: \$ _____

ESTIMATED NEEDED FUNDS \$ _____

Field Trip Information

Student name: _____ Grade: _____ Teacher/Sponsor: _____

Field trip: _____ Date of trip: _____

Departure time: _____ Return time: _____ Mode of travel: _____

Emergency Contact Information

Parent name: _____ Phone number: _____

Comments: _____

Unified School District 428
Great Bend, Kansas

NOTE: This form must be signed and returned to the school by _____ (date).

**Consent to Participate in Field Trip or Other Activity
and Consent for Treatment**
(BOE Policy IFCB-R)

I, _____, the parent and/or legal guardian of _____, give my consent for my child to participate in the field trip / other activity on _____ (date) described here:

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 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

The guidance program shall be organized to meet the needs, interests, and abilities of all individual students each with their own particular capabilities, aptitudes, and personalities.

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

Approved: 7-13-92

The Board of Education encourages and supports the highest academic achievement possible for each student.

Approved: 7-13-92

The Board shall adopt a uniform grading system for use in the elementary and secondary grades at the time they approve school and student handbooks.

Approved: 9-8-03

Periodic reports shall be issued to the parents of all students regarding the academic progress of each student.

Approved: 7-13-92

Report cards shall be issued and/or conferences held for each student at the end of each specific grading period for each subject taken. Reasons for deficiencies and/or failures shall be given.

Informal Conferences

Teachers shall be available to students and/or parents/guardians for conferences concerning student academic achievement.

Scheduled Parent-Teacher Conferences

Parent/teacher conferences shall be held at least once each semester for each student at the elementary level and at least once a year for students at the middle school level.

Approved: 7-13-92

Homework shall be an extension of daily learning and provide the opportunity to practice skills and concepts learned at school.

Approved: 7-13-92

Class rankings shall be computed for seniors.

Approved: 2-10-97

Class rankings for seniors shall be based upon grade point averages (G.P.A.) using a modified 4.0 grading system. G.P.A. for class rank will take into consideration regular and weighted classes.

The rank in class of students in grades 9-12 at Great Bend High School will be determined according to the following guidelines.

1. Highest grade point average (G.P.A.)
2. If the G.P.A.'s are equal, the higher rank will be assigned to the student with the greater number of weighted classes.
3. If the G.P.A.'s and the number of weighted classes are equal, then all students equal in both categories will be ranked equally.
4. Year-long classes will be valued at one (1) credit.
5. Semester-long classes will be valued at one-half (1/2) credit.
6. A grading scale of A, B, C, D, and F will be used.

7. The following will be classified as weighted classes:

Advanced English III	Biology III
Advanced English IV	Human Anatomy & Physiology II
Advanced Placement English III	Advanced Chemistry I
Advanced English II	Advanced Chemistry II
Advanced Placement English IV	Physics
Debate II	Advanced Physics
Debate III	Spanish III
Debate IV	Spanish IV
Competitive Speech II	German III
Competitive Speech III	German IV
Competitive Speech IV	Computerized Accounting II
Algebra II	Computerized Accounting III
College Algebra	Journalism II: Newspaper
College Algebra / Trigonometry	Journalism II: Yearbook

8. The weighting system will be as follows:

<u>Weighted Classes</u>	<u>Unweighted Classes</u>
A - 4.25 points	A - 4 points
B - 3.25 points	B - 3 points
C - 2.25 points	C - 2 points
D - 1.25 points	D - 1 point
F - 0 points	F - 0 points

Approved: 02/24/05

Use of a variety of formats to recognize student achievement and improvements is encouraged.

Approved: 7-13-92

Each student is encouraged and shall be assisted to progress in a continuous growth pattern of academic achievement in harmony with normal intellectual, social, and emotional development.

Approved: 7-13-92

In arriving at a decision for the promotion, retention, or acceleration of a student, the viewpoints of the teacher(s), special services personnel, principal, and parents/guardians shall be considered. At the secondary level, credit requirements shall be considered as additional criteria for promotion or retention.

The final decision in any case pertaining to promotion or retention shall rest with the appropriate building principal.

Approved: 7-13-92

Students shall have the opportunity to make up schoolwork according to student/staff handbooks.

Approved: 7-13-92

The board may adopt graduation requirements beyond the minimum set forth by the State Board of Education.

Requirements for graduation, beginning with the incoming freshman class of fall 2005, include twenty-four (24) units of credit consisting of the following:

- Four (4) units of English communications.
- Three (3) units of mathematics.
- Three (3) units of science.
- Three (3) units of social science: Social Studies, U.S. History; and U.S. Government.
- One (1) unit of Physical Education.
- One (1) unit of Fine Arts.
- Nine (9) units of elective courses.

Approved: 02/24/05

Formal public graduation activities shall be conducted only at the high school level. Graduation exercises shall be under the control and direction of the building principal.

Approved: 7-13-92

All students who have completed the requirements for graduation shall be entitled to participate in graduation exercises unless participation is denied by the principal. In emergency situations, either the building principal or superintendent may make such determination.

Approved: 7-13-92

In order for consideration to be given to any early graduation request, the student must satisfactorily complete all state and local graduation requirements of subjects and credit units or their accepted equivalence. No student shall be allowed to graduate prior to the completion of the seventh semester of high school. Each request is to be determined by the high school principal on the merits of the individual circumstances; one case shall not set a precedent for others.

Approved: 2-8-99

The district educational testing program shall consist of multiple assessments. These assessments shall include, as a minimum, individual teacher subject matter 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: 9-11-06

The board 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 course by a test out procedure at the secondary level.

All programs for the academically talented or gifted students shall be managed in accordance with the policy and rules of the local board and the rules of the State Board of Education.

Approved: 9-12-94

Any secondary student identified as gifted or academically talented according to policy and rules of the board and the rules of the State Board of Education, or students possessing superior knowledge in a given subject area, may request a test out opportunity upon meeting the following guidelines.

1. To be eligible to participate in the testing program, a student must meet one of the following criteria: (a) Be identified as gifted and have an active Individual Educational Plan (IEP) on file; (b) Have a G.P.A. of 3.5 or above, accumulative; (c) Show superior talent necessary for the test out request. Teacher, counselor and parent recommendations and principal approval are required before test out may be granted.
2. A qualified student will be allowed to test out of any of the following courses:

English I, II, III	Geography
Spanish I, II	World History
French I, II	American History
German I, II	Constitution
Biology I	Psychology
Advanced Biology	Sociology
A & P Biology II, III	Algebra I
Advanced Topics in Chemistry & Physics	Geometry
Physical Science	Algebra II
Business Law/Consumer Economics	Trigonometry
Accounting I, II	Calculus

3. To receive test out credit, a student must be able to demonstrate superior ability in the subject area with a score of 85% or above on a departmental criterion-referenced final examination that is based on course exit outcomes. The examination will be kept on file in the principal's office or the office of the principal's designee. The department will develop alternate exams based upon the same course objectives and exit outcomes.
4. The criterion-referenced final exam shall be developed by a department representative working in conjunction with the respective K-12 Curriculum Area Committee and approved by the Curriculum Steering Committee. The examination will be kept on file in the principal's office or the office of the principal's designee and administered by the principal or the principal's designee.
5. The student must file a request to test out with the principal or the principal's designee at least fourteen days before the scheduled offering of the class or with special permission of the principal.
6. Prior to the test date, the student will meet with the Gifted Teacher, department representative, or counselor or principal's designee to receive goals, textbooks and test date.
7. A student will receive credit with a minimum score of 85% (All credit will be recorded on the transcript of the grade level at which the student is enrolled. Example: Algebra I recorded on ninth grade transcript of a ninth grade student). The transcript will reflect the name of the course, amount of credit and TEST-OUT designation. (No grade will be given for G.P.A. points.) Only pass credit will be given. If the student does not pass the test, no entry is to be made on the official transcript.
8. A student who attempts test out, but does not meet the minimum criteria as established, must complete the required course work as part of the regular schedule or summer schedule if offered. No second attempt will be approved for failure to meet the 85% criteria for that attempted class.
9. A student will be limited to test out of one (1) unit of credit per term. This may be a full year course or two (2) half-year courses. Exceptions to this limit may be approved by the principal.
10. Eligibility for test out will be available starting at the end of the eighth grade year or as indicated by the student's Individual Educational Plan (IEP).

Approved: 9-12-94

Use of District Computers / Privacy Rights

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

Copyright

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. 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.

Computer Materials

Audits

The administration may conduct periodic audits of software 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 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 district responsibility or classroom activity undertaken on school time shall be the property of the board.

Approved: 9-08-08

Staff Handbook

Employees shall have no expectations 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.

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

Student Handbook

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

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

Approved: 9-08-08

**UNIFIED SCHOOL DISTRICT 428
Board of Education Policy IIBG**

ELECTRONIC MAIL AND INTERNET ACCESS

STUDENT AGREEMENT

I understand that electronic mail (e-mail) and Internet access is being provided to me for educational use. I agree to abide by the Electronic Mail and Internet Access Policy in my use of these services.

Approved Activities

I will use the functions of the district's e-mail and Internet system as appropriate for educational purposes. In doing this, I will always act so as to ensure a positive public image for myself and the district. I will use the functions of the district's e-mail and Internet system to pursue educational activities of the district.

Disapproved Activities

I will not use the functions of the district's e-mail and Internet system to pursue educational or personal activities not sponsored or supported by the district. I will not use the district's e-mail and Internet systems to engage in activities that could harm the district, other students, or district employees, including but not limited to pornographic and hate services. I will not engage in hurtful or demeaning conversations with others through these media.

I understand that I am responsible for activities that are performed through my access to the district's e-mail and Internet system, and agree to not share this access with other individuals who have not been approved by the district for access. I agree to protect from disclosure any and all computer and telephone access codes and passwords that may be assigned to me. I understand a teacher or administrator may monitor any activity which occurs through this system, including material downloaded and stored on district computers. I understand that failure to abide by these guidelines can result in disciplinary action, up to and including expulsion.

Student Signature _____ Date _____

Approved: 9-08-08

**ACCEPTABLE USE OF COMPUTERS AND NETWORKS
Board of Education Policy IIBG**

ELECTRONIC MAIL AND INTERNET ACCESS

PARENT AGREEMENT

In order to make sure that all members of Unified School District 428 understand and agree to these rules of conduct, the district asks that you, as parent / guardian, sign the following:

I agree not to hold responsible Unified School District 428 nor any of its employees nor any of the institution's networks providing access to networks for the performance of the system or the content or costs of any material accessed through it.

As the parent or guardian of this student, I have read the terms and conditions for Unified School District 428's use of electronic mail and Internet access. I understand that this free access is designed for educational purposes. However, I also recognize that it is impossible to restrict access from all controversial materials, and I will not hold Unified School District 428 responsible for materials acquired or sent via the network.

Student's Name

Parent's Signature

Date

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

Approved: 9-08-08

UNIFIED SCHOOL DISTRICT 428
Board of Education Policy IIBG

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

EMPLOYEE AGREEMENT

I have read *Computer Use* (Policy IIBG) and *Policy/Regulation for Acceptable Use of Computers and Networks* (Policy IIBG-R), and I understand that the computers, network, e-mail, and Internet access provided by the district are provided for educational and business communication use. I agree to abide by all facets of *Computer Use* and *Policy/Regulation for Acceptable Use of Computers and Networks* in my use of district equipment and related services.

Approved Activities

I will use the computers and related peripheral equipment, as well as the functions of the district's e-mail and Internet systems, as appropriate for educational purposes and in accordance with *Computer Use* and *Policy/Regulation for Acceptable Use of Computers and Networks*. In doing this, I will always act so as to ensure a positive image for myself and the district.

Disapproved Activities

I will not install any hardware or software on any district computer without approval of the district's network administrator.

I will not use the functions of the district's e-mail or Internet access to pursue personal activities without administrative approval. I will not use the district's e-mail or Internet systems to engage in activities that could harm the district, students, or district employees, including but not limited to pornographic and hate sites and services. I will not engage in hurtful or demeaning conversations with others through these media.

I understand that I am responsible for activities that are performed through my access to the district's e-mail and Internet systems, and I agree not to share this access with other individuals who have not been approved by the district for access. I agree to protect from disclosure any and all computer and telephone access codes and passwords that may be assigned to me. I understand that all messages transmitted or stored on district computers are district property and are subject to review by the district administrators or authorized personnel at any time without notice.

I understand that failure to abide by *Computer Use*, *Policy/Regulation for Acceptable Use of Computers and Networks*, and these guidelines can result in disciplinary action, up to and including suspension and termination.

Employee Signature _____ Date _____

The district shall implement the Children's Internet Protection Act (CIPA). The superintendent shall develop a plan to implement the Children's Internet Protection Act. This plan shall be on file with the board clerk and in each school office with Internet access, and copies shall be available. The superintendent shall ensure compliance with CIPA by completing Federal Communication Commission forms as required.

Children's Internet Protection Act (CIPA) Plan Board of Education Policy IIBGA

The USD 428 plan shall, at a minimum:

- provide reasonable public notice including at least one public hearing;
- install blocks or Internet filters to limit access by both minors and adults to child pornography or materials that are obscene, inappropriate, or harmful;
- monitor the on-line activities of minors;
- address issues related to the safety of minors when using e-mail, chat rooms, and other electronic communication;
- as part of its internet safety policy, educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response;
- hinder unauthorized access (hacking) and other unlawful on-line activities by minors;
and
- prevent unauthorized disclosure of personal information regarding minors.

Approved: 7-13-09

The evaluation of the curriculum and related services of the district is an on-going process and will be addressed within the curriculum development process.

Approved: 7-13-92

The teaching staff is encouraged to keep abreast of current and innovative teaching methods. Experimentation is encouraged in the area of teaching methods. The building principal and superintendent must be informed by the teaching staff of any intended experimentation in the classroom. Pilot curriculum projects are to be addressed by the curriculum development process.

Approved: 7-13-92

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: 7-13-92

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

Approved: 7-13-92

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

Approved: 7-13-92

Use of Religious Materials

Religious materials may be used in the regular classroom to study the historical or cultural aspects of religion but such materials are prohibited if used to indoctrinate the practice of a religion.

Distribution of Religious Materials

The distribution of any religious materials, bound or unbound, is prohibited as part of the instructional program. Religious materials as prohibited herein may be described as, but not be limited to, the following: any version of the bible (including the Gideon Bible, translations of the Septuagint and the Apocrypha, Torah, Koran, or any other similar religious books of faith, pamphlets, sectarian or denominational books, tracts, papers, or other such materials including pictures, symbols, crosses, statues, or icons.

Religion in the Curriculum

Religious institutions and orientations are central to human experience, past and present. An education excluding such a significant aspect would be incomplete. It is essential that teaching about—and not of—religion be conducted in a factual, objective, and respectful manner. Therefore, the practice of the district shall be as follows:

- The district supports the inclusion of religious literature, music, drama, and the arts in the curriculum and in school activities provided that it is intrinsic to the learning experience in the various fields of study and is presented objectively.
- The emphasis on religious themes in the arts, literature, and history should be only as extensive as necessary for a balanced study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.
- Student-oriented expressions to questions or assignments that reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.

Approved: 7-13-92

Opt-Out Procedure and Form

Parents or guardians (or student over eighteen years of age) who do not want the student involved in all or some portion of the district's Human Sexuality and AIDS classes shall be provided a written copy of goals and objectives for the student's appropriate Human Sexuality and AIDS class.

Following review of the curriculum goals on file at the Board of Education Office, the parent or guardian must complete the district *Human Sexuality and AIDS Education Student Response Form* (Student Opt-Out Form) and state the portion(s) of the curriculum, if any, in which the student is not to be involved.

Human Sexuality and AIDS Education Student Response Form (Student Opt-Out Form)

Parents or guardians (or students eighteen years of age or older) shall obtain the Student Opt-Out Form from the building 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.

If so indicated on the signed form, the building principal will ensure the named student will be excused from all or a portion of the Human Sexuality and AIDS Education classes. Arrangements shall 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 Aids curriculum goals and objectives shall be made by means of distribution at enrollment.

Approved: 9-11-06



Unified School District 428

HUMAN SEXUALITY AND AIDS EDUCATION

Ref. IKCA

Dear USD 428 Parent:

Several units of study in Human Sexuality and AIDS Education are included in the curriculum for all students in grades K-12.

Copies of the complete K-12 Human Sexuality and AIDS Education Curriculum Guide are available in every school office. Parents are encouraged to review the Curriculum Guide and any or all materials that will be used to teach the program. To do so, please contact your school office.

Please be aware that as parents, you do have the right to request that your student not be included in the discussion of any or all of the Human Sexuality and AIDS Education topics or units. To exercise this right, please fill out the form below and return it to your school office.

**GRADES K-1
STUDENT RESPONSE FORM
HUMAN SEXUALITY AND AIDS EDUCATION**

Name of student _____ Grade _____

Yes, I do want my child to participate in the Human Sexuality and AIDS Education program.

No, I do not want my child to participate in the Human Sexuality and AIDS Education units marked below.

Growth and Development

Abuse and Violence

HIV / AIDS Education

Please return this completed form to the school office.

Signature of Parent or Guardian

Date

C1201 (grades K-1)

Approved by Board of Education 09-11-06



HUMAN SEXUALITY AND AIDS EDUCATION

Unified School District 428

Ref. IKCA

Dear USD 428 Parent:

Several units of study in Human Sexuality and AIDS Education are included in the curriculum for all students in grades K-12.

Copies of the complete K-12 Human Sexuality and AIDS Education Curriculum Guide are available in every school office. Parents are encouraged to review the Curriculum Guide and any or all materials that will be used to teach the program. To do so, please contact your school office.

Please be aware that as parents, you do have the right to request that your student not be included in the discussion of any or all of the Human Sexuality and AIDS Education topics or units. To exercise this right, please fill out the form below and return it to your school office.

**GRADES 2-6
STUDENT RESPONSE FORM
HUMAN SEXUALITY AND AIDS EDUCATION**

Name of student _____ Grade _____

Yes, I do want my child to participate in the Human Sexuality and AIDS Education program.

No, I do not want my child to participate in the Human Sexuality and AIDS Education units marked below.

- Growth and Development
- Sexual Reproduction and Responsibility
- Abuse and Violence
- HIV / AIDS Education

Please return this completed form to the school office.

Signature of Parent or Guardian

Date



HUMAN SEXUALITY AND AIDS EDUCATION

Unified School District 428

Ref. IKCA

Dear USD 428 Parent:

Several units of study in Human Sexuality and AIDS Education are included in the curriculum for all students in grades K-12.

Copies of the complete K-12 Human Sexuality and AIDS Education Curriculum Guide are available in every school office. Parents are encouraged to review the Curriculum Guide and any or all materials that will be used to teach the program. To do so, please contact your school office.

Please be aware that as parents, you do have the right to request that your student not be included in the discussion of any or all of the Human Sexuality and AIDS Education topics or units. To exercise this right, please fill out the form below and return it to your school office.

**GRADES 7-12
STUDENT RESPONSE FORM
HUMAN SEXUALITY AND AIDS EDUCATION**

Name of student _____ Grade _____

Yes, I do want my child to participate in the Human Sexuality and AIDS Education program.

No, I do not want my child to participate in the Human Sexuality and AIDS Education units marked below.

- Growth and Development
- Sexual Reproduction and Responsibility
- Abuse and Violence
- HIV / AIDS Education

Please return this completed form to the school office.

Signature of Parent or Guardian

Date

No religious belief or non-belief should 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 educational issues of overriding concern which prevent it. (See IKDA)

Teaching About Religion

Teachers may teach about religion, religious literature, and history but are prohibited from promoting, expounding upon, 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 this policy, religious themes may be presented in the curriculum and as part of 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.

Religious Symbols in the Classroom

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

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

Graduation and Other Ceremonies

School ceremonies shall be secular in nature. While recognizing the significance of tradition, the board requires that graduation exercises and dedication ceremonies be secular in nature.

Approved: 12-11-06

A parent/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/guardians to prevent the dissemination of information which parents/guardians 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: 05-12-03

A parent/guardian seeking to opt-out their child from activities for religious reasons must complete the district's Activity Participation Opt-Out Form (available at the District Education Center) regarding religious objections. 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: 05-12-03

ACTIVITY PARTICIPATION OPT-OUT FORM

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, and building.)

For what reason do you wish your 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 to 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

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

Approved: 7-13-92

Representatives of sectarian organizations and others speaking to all-school assemblies and any school-sponsored event shall comply with the “separation of church and state” doctrine as interpreted by the Supreme Court.

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

Approved: 7-13-92

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: 7-13-92

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

Approved: 7-13-92

The mission of Great Bend Unified School District 428 requires that a suitable program of educational experiences be provided that assures success for every student. To accomplish this purpose, the board recognizes that each school must effectively focus staff, time, and material resources to foster student learning appropriate to the varied educational needs of the school's student population.

Continuous and systematic improvements which focus on in-school factors that comprise an effective school must take place on the learning center level to maximize effective teaching and success for all students. The Board of Education recognizes that school improvement requires sustained effort over time to increase school effectiveness.

Approved: 1-11-93

To insure that all students receive the best educational experience, each learning center is to develop and maintain a continuous and systematic improvement process within the guidelines listed below.

1. A district-wide school improvement process is to be developed, implemented, coordinated, and evaluated by the superintendent or his/her designee.
2. The school improvement process shall be integrated into the overall planning model of the school system.
3. The school improvement process is to be carried out under the leadership of site councils that are established for each building.
4. The responsibilities of each site council are set forth in Board of Education Policy IB and IB-R.
5. The site council team is to submit annually to the superintendent, or his/her designee, a school improvement plan for review and approval and an end-of-year progress report.

6. The school improvement process will seek ways to utilize available resources more effectively within the school, the district, and the community to achieve the educational goals of the learning center.
7. The superintendent will annually report to the Board of Education on the school improvement process.

Approved: 1-11-93

Persons bringing animals and plants into the school must receive prior permission from the supervising teacher and the building principal. Animals, including all vertebrates and invertebrates, and toxic plants, such as poison ivy or sumac, may be brought into the classroom for education purposes.

This policy and its rules shall be published in the student handbook.

Approved: 7-13-92

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

Domesticated animals must be inoculated against rabies at the student's expense before the student may bring such animal to school. Animals must be adequately housed and cared for in screened cages. Handling of animals and plants by students must be on a voluntary basis. Only the teacher or students designated by the teacher are to handle the animals.

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

Teachers must be aware of federal and state laws regulating the handling of animals (Cf. KSA 21-4310). If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their feeding, care, and safety.

All experiments using live animals must have prior approval of the principal.

If an animal has bitten a staff member or student, the supervising teacher must report the incident immediately to the school office. The principal is to assume the responsibility of notifying public authorities to have the animal impounded for observation. The principal will attempt to notify the parents.

Approved: 7-13-92