

IA Philosophy

In order to fulfill the philosophy, goals and objectives of education adopted by the board, the professional faculty will accept the following mission statement as a philosophical foundation for the establishment of a sequenced instructional program. In addition, this statement will be accepted as a document out of which processes are established to adequately monitor and evaluate student progress and from which guidelines are available that pertain to appropriate techniques of instruction. The final section stipulates the extent to which professional educators will be accountable for the education of students enrolled in the district's schools and offers suggestions as to the level of accountability all employees may wish to assume.

Purpose of the Schools

Students enrolled in the district's schools will be nurtured toward becoming fully functioning and responsible individuals in society. To achieve that end, the schools shall help students become academically functional; aware of different cultural heritage's; aware of different career opportunities; conscious of good mental and physical health practices; appreciative of the fine, liberal and applied arts; respectful of self and others; aware of many academic and intellectual pursuits; and aware of various qualities and responsibilities associated with good citizenship.

Essential Goals for Student Learning

To achieve the purpose of the schools, the following learning goals are established --that students shall:

Demonstrate at least a minimum competency level, as determined within the guidelines of the curriculum guides, in oral and written communication, mathematics, social science, science, health, physical education and recreation, general vocational education and the fine arts;

Demonstrate, through daily activities in the school and community, a sensitivity to all groups in our culture;

Be able to identify and describe career possibilities (either those immediately after high school graduation or those requiring vocational training or a college education) toward which public school education has provided on initial preparation;

Demonstrate understanding of good mental and physical health concepts through knowledge of proper eating habits (nutrition), a balanced lifestyle and leisure time activities which enhance one's physical well-being;

Demonstrate a balanced appreciation of liberal, applied and fine arts by well-rounded participation in co-curricular opportunities offered in both elementary and secondary schools;

Display a positive self image by active participation in school programs and through maintaining a courteous demeanor with peers and adults in the schools;

Demonstrate the development of an inquiring and creative mind by participating in curricular and

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co-curricular activities designed to stimulate such an ability; and

Demonstrate responsibilities associated with good citizenship in our society by making appropriate contributions to the school community.

Recommended Instructional Techniques

In order to accomplish the above purpose and essential goals for student learning, teachers are encouraged to make use of the following techniques:

Provide for child/student centeredness in the classroom;

Maintain a well-balanced and sequenced program of studies, leading to specified skills and/or understanding;

Offer varied and interesting classroom activities;

Utilize lecture, inquiry-based instruction and drill exercises;

Utilize student involvement and decision-making through individualized forms of instruction;

Expand instructional resources through field trips, as allowed by board policy, other forms of travel and use of community resources; and

Encourage cooperative instructional efforts.

Acceptance of Accountability

To the extent that parents and patrons of the district actively support the public schools, their representatives on the board and the superintendent, all building-level teachers, administrators and support personnel will accept responsibility for the growth of students in the areas mentioned under the "purpose" and "goals" sections of this statement. In turn, all residents of the district, professional educators and laypersons will expect sufficient support for their efforts from the Kansas State Department of Education and all state teacher preparation institutions. The students will be accountable for taking advantage of opportunities and experiences in education provided by the district.

Goals and Objectives

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

Academic Development

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

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Development of Desirable Qualities of Citizenship

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

Improved Physical Fitness

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

Development of Employment Skills

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

Development of Moral and Cultural Values

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

Approved: May, 1994

1B School Site Councils (See KA)

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

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

Each site council shall establish meeting schedules that shall be subject to board approval. Each council shall report to the board at least annually.

Approved: September 2014

IB-R School Site Councils

The principal in each building shall submit suggested names of individuals to be named to a council for the board's consideration.

The board shall appoint the site councils.

Each council shall study the school's internal and external environment, including, but not limited to:

Student learning outcomes using state and local testing information;

Student behavior patterns;

Effective instructional practices used in the schools;

School climate and student attitude towards instruction;

Parent and community involvement and attitudes;

Staff development programs and their relationship to student learning.

Working with other education groups, each council may help develop and evaluate school improvement plans which contain the following components:

A plan for school improvement;

Improvement plan outcomes based on school profile data;

Evaluation methods to determine progress towards outcomes;

Methods to report progress to the board, the public and the State Board as required;

A monitoring system which meets State Board requirements for an audit.

Each site council shall establish subject, to board approval, when, where, and the minimum number of meetings that are to be held.

Each council shall report to the board at least 1.. times a year. The superintendent shall submit reports which evaluate the effectiveness of each school site council to the State Board of Education as required. Reports shall be reviewed by the district board before submission to the state.

Approved: November 9, 1992

IC Educational Program (See ID, IDAA, !DAB, IDAC and IJ) IC

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

Curricular Offerings

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

Educational Goals and Objectives

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

Additional Educational Programs

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

Special Programs (IDAA), Support Programs (!DAB) and Exceptional Programs (IDAC).

Approved:

KASB Recommendation - 6/04; 04/07; 6/10; 7/20

ICA Pilot Projects (See IDAE)

ICA

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

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

Pilot Project Evaluation

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

Student Surveys

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

Approved: September 2014

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

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: September 2010

ICF Curriculum Adoption

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

Certified personnel shall submit plans for changes in the curriculum to an appropriate committee for study, and any recommendations of said committee may be presented to the board for action.

Approved: May, 1994

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

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

Modification

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

Personnel

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

Financial Resources

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

Evaluation (See IJ)

Approved: September 2010

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

IDAA

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

Partnerships/Work-Study Program

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

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

Approved: 07/12/21

KASB Recommendation - 6/04; 4/07; 6/21

Support Programs

IDAB

(See IC and LOO)

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

Drug Education

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

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

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

Student Mental Health

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

Dropout Prevention

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

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

At-Risk Students

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

Guidance

The guidance program shall be organized to serve all students.

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

Homebound Instruction

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

Approved: 12/12/2022

KASB Recommendation - 6/04; 4/07; 12/22

IDACA Special Education Services

IDACA

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

Child Find, Identification, and Eligibility

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

Actions and Due Process for Students

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

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

Approved: September 2014

IDACB Section 504 Accommodations for Students

IDACB

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

Approved: September 2014

IDAD Title I Programs

The board shall ensure the district's Title I programs operate in accordance with federal laws and conditions. The superintendent is responsible for administering the district's Title I program; assessing the educational needs of all students, particularly the needs of educationally disadvantaged children; developing appropriate communication channels between all parties; to the extent practicable, providing full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under federal law in a format and language such parents/guardians can understand; developing in-service training for parents and staff; and developing appropriate evaluation procedures.

Annual Parent Meeting

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

Approved: March 2014

IDAE Student Privacy Policy
(See BCBK, !CA, !CAA, II, and JR et seq.)

IDAE

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

Student Data Restrictions

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

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

Student data may be disclosed to:

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

Student data may be disclosed to authorized personnel of any state agency, or to a service provider of a state agency, educational agency, or school

IDAE Student Privacy Policy

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performing instruction, assessment, or longitudinal reporting, provided a data-sharing agreement between the educational agency and other state agency or service provider provides the following:

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

*A service provider engaged to perform a function of instruction may be allowed to retain student transcripts as required by applicable laws and rules and regulations. Destruction shall comply with the NISTSP800-88 standards of data destruction.

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

The district may disclose:

IDAE Student Privacy Policy

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

Student Data Security Breach

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

Biometric Data

The district shall not collect biometric data from a student or use any device or mechanism to assess a student's physiological or emotional state, unless the adult student or the parent or legal guardian of the minor student

consents in writing. "Biometric data" includes measurable biological or behavioral characteristics that can be used for automated recognition of an individual, such as fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting.

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

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

Select Student Surveys

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

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

Nothing shall prohibit school counselors from providing counseling services, including the administration of tests and forms as part of student counseling services. Any information obtained through such tests or counseling services shall not be stored on any personal mobile electronic device which is not owned by the school district. Storage of such information on personal

laptops, tablets, phones, flash drives, external hard drives, or virtual servers not owned by the district is prohibited.

Students may be questioned:

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

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

Approved:

KASB Recommendation - 7/03; 6/04; 4/07; 6/14; 6/16

IDCE College Classes (See JBE and JQ)

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: 10/08

IDE Partnerships

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.

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

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

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

Approved: May, 1994

IDF Interscholastic Activities

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

Approved: May, 1994

IDF-R Other Activities

No pupil in either elementary or high school will be permitted to undertake any school enterprise or organization in the name of the school or any part of the school without the consent of the principal and under such faculty management as he may prescribe provided also that no student may hold any office or take part in any literary, musical, athletic or other contest or enterprise who is not in regular attendance and good standing in the school.

Approved: May, 1994

IDFA Athletics

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

Athletic practice for competition shall not be conducted during physical education classes or be counted for credit or as part of the school term.

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

Eligibility (Cf. IDF-R)

Approved: May, 1994

IE Instructional Arrangements

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 and shall not be subject to negotiations.

Scheduling for Instruction

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

Student Schedules

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

Independent Study

The board advocates a program of independent study

Scheduling for Instruction

Grades 8-11 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 desired by the students; and according to the student's academic ability; and according to the student's achievement scores.

Independent Study

Students who have advanced beyond all course offerings in a specific field, and who plan on pursuing this area as a possible career, will be granted permission by the principal upon the recommendation of the individual instructor to study independently during a specific period agreed upon by the principal and the instructor. The student taking an independent study course must realize that the teacher's primary obligation is to the previously enrolled students that are in the teacher's regular course, and the student must be able to work without disrupting the other class members.

IF Instructional Resources

Instructional Services

The board encourages the use of instructional services available to the district.

Teacher aides: If funds are available, the board recommends the use of teacher aides where practicable.

Resource teachers: The board encourages the utilization of resource persons who are available in the community.

Textbook Selection and Adoption

The superintendent or his/her designee makes the final consideration in the adoption of all textbooks to be used in the district.

It is the policy of the board to provide educational materials and equipment that support and enrich the curriculum and further achievement of the district's instructional goals.

The selection of textbooks, supplementary books and reference books is carried on continuously in order to keep up with the great expansion of knowledge and rapid changes going on in our world today.

Insofar as possible, all textbooks should present balanced views concerning the international, national and local issues and problems of our times.

Textbooks should:

Provide materials to stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;

Provide materials that will help students develop abilities in critical thinking and reading;

Provide materials that will develop and foster an appreciation of American cultural diversity and development;

Provide an effective basic education for all students and allow sufficient flexibility for meeting the special needs of individuals and groups.

The superintendent or his representative will develop administrative rules outlining a procedure to select textbooks which meet the above criteria. This process shall include a review of available material by instructional staff members. The recommendations resulting from each review will be given thorough consideration.

Any citizen who objects to the final selection should follow the procedures outlined in the board's policy on PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS (IFBC-R).

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

Classroom Materials

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

Textbook Selection and Adoption

Selection of textbooks for use in the district shall be a cooperative effort of the teacher(s) who will use the textbook and the curriculum committee.

The procedure outlined below will be followed for district-wide use **in** implementing the board's policy on the selection of textbooks, and supplementary instructional materials, hereinafter referred to simply as "textbooks." The procedure carries out the board's intention that the textbook selection process guarantees involvement of district staff.

Textbook needs **in** various subject matter areas will be considered on a cyclical basis, with science textbook needs receiving attention in the first August following the date of this rule. Thereafter, the staff will recommend textbook areas for study and adoption on a rotating basis at least every five years.

It should be noted that the selection procedure for each subject area covers one school year and that textbook selection procedures may be in process for two or more subject matter areas concurrently.

The district-level curriculum committees will include these members: a principal who will serve as chairman and one representative from each building in the district whose subject matter specialty corresponds to the subject matter area up for adoption. The superintendent and the other principals may serve as ex-officio members of the committee.

Within one month before school opens each year, the superintendent will meet with the district-level curriculum committee to determine textbook needs for the school year beginning one year hence. By the end of October, the committee will have concluded these activities:

Evaluated textbooks currently in use for relevance to current district instructional goals and for physical condition and supply;

Identified sources of alternate textbooks; and

Contacted publishing houses or producers for sample textbooks.

Between semesters, the committee chairmen will meet with the school principals to review the new sample textbooks and to distribute them among the district's schools.

School principals will have the responsibility for coordinating evaluation of the sample textbooks, using methods which include but are not limited to:

Establishing a building-level curriculum committee composed of teaching staff in the subject matter area up for adoption;

Requesting individual staff members in the appropriate subject area to evaluate the samples using standardized evaluation instruments prepared or obtained by the committee; and

Arranging, through the building level curriculum committee or individual teachers, to pilot several

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of the samples during the spring semester.

By the end of February, the principal will present to the district-level curriculum committee three recommendations from his school for each course up for adoption in each grade level in the current cycle. Each recommendation will be written and discuss the selection in terms of:

Overall purpose, including appropriateness for the course and grade level;

Cost in relation to budget;

Quality of writing and material;

Readability and popular appeal;

Format;

Timeliness or permanence; and

Reputation of the publisher/producer.

The district-level curriculum committee will review the recommendations from each building. By the end of March, the committee will present an analysis of the building-level committee recommendations to the superintendent. The analysis will include a list of the district-level committee's own recommendations for three textbooks in each course up for adoption in each grade level in the current cycle. The recommendation for each of the three textbooks in each area will indicate whether the textbook is the committee's first, second or third choice. It also will explain the reason for the choice in the same terms listed above.

At the April meeting of the board, the superintendent will present the recommendations of the district-level curriculum committee to the school board. At the May meeting, the board officially will consider the textbooks in the subject area up for adoption. The superintendent or representative will arrange for the purchase and delivery of the textbooks adopted by the board.

Lost, Damaged or Destroyed Student Textbooks

All students may use texts on a rental basis. The cost to the student for a lost or destroyed text will depend on the number of years the text has been used. The law provides that a system of fines and penalties may be established for lost or damaged books. The administration of such a system is, of necessity, up to the judgment and discretion of the teacher and principal. (See JS-R for the schedule of rental fees, refunds and damages.)

Outdated and Old Textbooks

If old texts are still in fairly good condition, they will be kept as reference books. Worn out and defaced books will be destroyed or sold to a paper company if possible.

Student Purchase of Textbooks

Any or all texts may be purchased from the district at the full purchase price or at a prorated price because of condition or age.

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Book Rental Requirements and Administration

A book usage record will be kept in all buildings for all students. The school name will be stamped in all books, and the books will be numbered. A record shall be kept showing the number of each book issued to each student. An inventory shall be kept of all rental books or sets of books.

Approved: January 1991

Classroom Displays

IFA

(See IKD, IKDA and KN)

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

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

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

Approved: 12/12/2022

KASB Recommendation - 12/22

IFBC Instructional Materials and Media Centers

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

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

Objectives

The objectives for the person in charge of the district's media center(s) are as follows:

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

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

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

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

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

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

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

Criteria for the Development of Media Center Materials

Collection Development

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

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Selection Criteria

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

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

Books and other instructional materials will be evaluated before purchase, either through direct examination or by consulting reputable, unbiased, professionally prepared selection tools approved by the building principal.

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

Staff Libraries

A professional library may be maintained in each school building.

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

Review Committee for Patron Complaints Concerning Instructional Materials

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

Approved: May, 1994

CITIZEN'S REQUEST FOR RECONSIDERATION OF CURRICULUM MATERIAL

Book or other material

Author (if known)

Publisher (if known)

Request initiated by

Telephone _____, Address

City _____ S.tate _____, Zip Code

Complainant represents himself, _____ Organization

(Identify other group)

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

2. What do 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 material?

5. Did you read or view the entire material? _____ What parts?

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

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

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

_____ ,Do not assign it to my child.

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

_____ Send it back to the curriculum committee for reevaluat'ion.

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

Signature of Complainant

Approved: May, 1994

IFBH Resource Speakers (Cf. IKB)

Books, films and other media are valuable for giving students exposure to many differing ideas, however, it is also useful to invite appropriate persons not on the staff to speak to, or meet with, groups of students as part of the educational process.

In an effort to uphold the students' freedom to learn while also recognizing obligations which the exercise of this freedom entails, the board does establish guidelines that govern the selection of resource speakers to be used in any attendance center in the district.

The teacher/sponsor and school building administrator are expected to exercise judgment regarding those who are being considered as resource speakers in the district.

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

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

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, may incite a riot or may 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 has the right and duty to interrupt or suspend any proceedings if the resource speaker, by his conduct, is judged to have disregarded the agreement to abide by these regulations.

Approved: May, 1994

IFC Community Resources (See KFD)

IFC

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

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

Approved: 09/19

KASB Recommendation - 6/04; 4/07; 6/19

IFCB Field Trips and Excursions

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

Approved: May, 1994

Overnight Accommodations

IFCC

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

Definitions

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

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

- By any club or other organization recognized by the school;
- Through any communication facilitated by the school, such as email; or
- Through fundraising activities conducted, in whole or in part, by school district employees or on school district property.

Notice to Parents

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

Approved: 6/23

KASB Recommendation – 6/23

IFCB-R Field Trips and Excursions

For definition purposes, a field trip is defined as an educational outing beyond the boundaries of the regular classroom to give meaning, vitality, and interest to the regular classroom. These trips may last up to or beyond a traditional school day.

An excursion is defined as an educational outing which lasts only during the traditional class period. Examples include: collecting insects, viewing homes, local businesses, etc. These activities have educational merit.

After School or Evening Field Trips

Field trips planned for after the school day must be concluded in time for elementary students to be returned to their school by 10:00 PM and for high school students by 12:00 midnight.

Sunday Trips

No elementary field trips can be scheduled on Sundays. The high school Principal must give prior approval for any Sunday field trips.

!!:12§

Elementary and secondary classes, secondary clubs, and secondary organizations, may take field trips and excursions which are primarily educational in nature.

Establishment of Reasonable Educational Objectives

The principal of the school building shall be the person who has the sole responsibility for deciding if a reasonable educational objective has been established for the trip. The principal must also decide if the requested trip is age appropriate and fits within the educational flow of the building's curriculum.

Distance

Field trips are restricted to a 60-mile radius from their school unless given prior permission by the Board of Education.

Non-school youth oriented trips within a 60-mile radius may be approved by the superintendent. All other non-school trips must have prior permission of the Board of Education. Sponsors of approved non-school trips will be responsible for gasoline consumed and must provide a certified bus driver.

All interscholastic activities will be scheduled within a 60-mile radius of the school unless prior Board approval has been granted.

Approved: October 11, 1993

IG Guidance Program

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.

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

The counselor is available to every student

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

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

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

A Statement of Guidance Personnel Responsibilities to Parents

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

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

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

A Statement of Guidance Personnel Responsibilities

To the Professional Staff

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

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

The counselor will share appropriate data with the instructional staff, with appropriate consideration and regard for the confidentiality of student information.

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

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

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

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

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

A Statement of Guidance Personnel Responsibilities to the Building Administrator

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

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

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

Approved: May, 1994

IHA Grading System

The board encourages a uniform grading system for the district.

Grade cards will be issued on Wednesday following the close of a nine weeks period on Friday during the last week of the school year.

To help establish a correlation between percentage grades the following system will be followed by all faculty members:

A - 100% to 90% - Superior Achievement.

B - 89% to 80 % -Very Satisfactory, Definitely Above Average.

C - 79% to 70 % - Represents Competent, Average Achievement.

D - 69% to 60% - Poor Achievement, But Is Passing On A Marginal Basis.

F - 59% and below - Definitely Unsatisfactory And Failing.

INC - Incomplete Work And A Grade Will Be Given If Work Is Completed According To Building Policy

Approved: January, 1997

IHAA Final Examinations

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

Approved: May, 1994

IHB Homework

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

Approved: May, 1994

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IHC

IHC **Class Rankings** (Cf. JR et seq.)

Class Rankings may be computed for seniors.

Approved: May, 1994

IHD **Honor Rolls** (Cf. JR et seq.)

Honor rolls will be maintained for grades 7-12.

HONOR STUDENTS: Will be recognized on the following basis each semester:

"A" Honor Roll - All grades are A's (4.00 average)

Elementary Honor Students

Will be recognized on the following basis each semester:

"A" Honor Roll -All grades are A's (4.00 average)

"A" Average Honor Roll - 3.99 to 3.61 average with not more than two grades.

"B" Honor Roll - 3.60 to 3.00 average with no "C" or "D" grades.

Attendance Honor Roll

Perfect Attendance - No absence or tardies of any classification.

Honorable Mention - No Absences only.

Secondary Honor Students

Will be recognized on the following basis each semester:

The top 10 percent of a class will be on the Superintendent's Honor Roll. The 10 next percent will be on the Principal's Honor Roll. The next 5 percent will be on the Faculty Honor Roll. Thus at least 25 percent or 1/4 of each class will be on an honor roll. If there is a tie between two or more students for a place on the honor roll, both students' names will be included. An uneven fraction of a percent will be rounded off to include another student on each honor roll.

Honors Classes

The honor roll will be computed using all courses. The following honors classes--English IV, Anatomy, Chemistry, Foreign Language, Physics, Government, Algebra II, Advanced Mathematics, and Geometry -- receive a one-point bonus on a four-point scale in computation of the honor roll and valedictorian and salutatorian election.

Students who have taken all honors classes available to them and have a 4.5 or better average in these classes and a 3.5 or better overall average will receive an honors diploma upon graduation.

Approved: May, 1994

IHEA Make-up Opportunities

All teachers will supply make-up work assignments when requested by the student or parents.

Approved: May, 1994

IHF Graduation Requirements (See JFC)

The board may adopt graduation requirements exceeding the minimums set forth by state regulation. Unless otherwise provided herein, in order to qualify for graduation, the board requires each candidate to earn 28 academic credits of a type meeting state and district requirements beginning with the class of 2015.

In order to graduate a student must receive credit in the following designated program areas:

<u>Program Area</u>	<u>Credits</u>
Language Arts	4
Social Science	3
Science	3
Mathematics - Minimum to Algebra or Applied (III) Algebra	3
<i>Students with IEP may be exempt</i>	
Humanities (Music, Art or Foreign Language)	1
Physical Education	1
Vocational Education (see list below)	4
Computer Applications	1 credit (beginning with the Class of 2019)
Consumer Education	1/2 credit
Human Growth Development	1/2 credit
Vo Ed Electives	2 credits {3 for Class of 2018 & prior}
Electives	9

A student must complete satisfactorily the full requirements of a course of study in order to receive credit.

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

The board shall award a student a diploma if the student is at least 17 years old; is enrolled or resides in the district; was in custody of the Secretary

of the Kansas Department of Corrections (KDOC}, the Secretary for DCF, or a federally recognized Indian tribe in this state at any time on or after the student's 14th birthday; and has achieved at least the minimum high school graduation requirements adopted by the state board of education.

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

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

Approved: November, 1995

Updated: 2001, 2008, 2010, 2015, August 2015

II Testing Program (Cf. JR et seq.)

There will be a basic testing program designed to evaluate the outcomes of the educational program and to provide information needed in working with individuals. The basic testing program will be supplemented by such individual tests as the need of the educational program and the district would seem to indicate. This program will be coordinated from kindergarten through grade 12 in order to provide continuity in the total program.

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.

Test Selection and Adoption (Cf. JR et seq.)

Psychological and guidance oriented tests may be selected for use in the district upon recommendation of the guidance counselor and building principal. The guidance staff is encouraged to develop such tests which measure local norms based on characteristics of students in the district. The use of personality-measuring tests will be used with great discretion.

Test Administration (Cf. JR et seq.)

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

Use and Dissemination of Test Results (Cf. JR et seq.)

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

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

All test results must be filed in a secure place not available to unauthorized individuals.

Approved: September, 2006

11-R Testing Program (Cf. JR et seq.)

Testing Selection and Adoption

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

Use and Dissemination of Test Results (Cf. JR et seq.)

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

Approved: May, 1994

IIBF Acceptable Use Guidelines (See IIBG, IIBGA, IIBGC)

IIBF

Purpose

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

Acceptable Use Guidelines

Users shall adhere to the following guidelines of acceptable use:

All use of the Internet will be in support of educational activities.

Users will report misuse and breaches of network security.

Users shall not access, delete, copy, modify, nor forge other users' e-mails, files, or data.

Users shall not use other users' passwords nor disclose their password to others.

Users shall not pursue unauthorized access, disruptive activities, nor other actions commonly referred to as "hacking," internally or externally to the district.

Users shall not disclose confidential information about themselves or others.

User shall not utilize unlicensed software.

Users shall not access or permit access to pornography, obscene depictions, or other materials harmful to minors.

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

Prohibitions

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

Transferring copyrighted materials to or from any district network without the express consent of the owner of the copyright.

Use of the network for creation, dissemination, or viewing of defamatory, factually inaccurate, abusive, obscene, profane, sexually oriented, threatening, harassing, or other material prohibited by law or district policy.

Dissemination of personnel or student information via the network when such information is protected by law, including the Family and Educational Rights Act or Student Data Privacy Act.

Utilization of the network to disseminate non-work-related material.

Utilization of the network as a means for advertising or solicitation.

Monitoring

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

Internet Safety

In compliance with the Children's Internet Protection Act (CIPA) and the Kansas Children's Internet Protection Act, the school district will implement filtering and or blocking software to restrict access to Internet sites containing child pornography, obscene depictions, or other materials harmful to minors. The school district, however, cannot and does not guarantee the effectiveness of filtering software. Any student who connects to such a site must immediately disconnect from the site and notify a teacher. An employee who accidentally connects to such a site must immediately disconnect from the site and notify a

supervisor. If a user sees another user is accessing inappropriate sites, he or she should notify a teacher or supervisor immediately. The school district administration reserves the right to prohibit access to any network or Internet it deems inappropriate or harmful. The school district shall instruct students regarding appropriate online behavior including cyberbullying,

Penalties for Improper Use

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

Approved: September 2014

IIBG Computer and Device Use (See ECH, JCDA and KBA)

Use of District Computers and Devices/Privacy Rights

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

Copyright

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

Installation

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

Hardware

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

Audits

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

E-mail Privacy Rights

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

Ownership of Employee Computer and Device Materials

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

Lost, Stolen, or Damaged Computers and/or Equipment

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

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 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 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: October 2008

IIBG-R Acceptable Use Policy for Information Retrieval Systems

USD 329 Mill Creek Valley is working to provide access to information retrieval systems for all students, faculty, and staff. "Information Retrieval Systems" is a term which includes all existing technologies related to computers and the Internet, as well as terms to be developed in the future relating to this technology. Students must have permission from at least one of their parents or guardians to access these information systems at school.

The use of information retrieval systems is a privilege, not a right, and inappropriate use will result in the cancellation of those privileges and/or disciplinary action by school officials. A student's activities, while using an information retrieval system in the school, must be in support of education and research, and consistent with the curriculum outcomes of USD 329 Mill Creek Valley. In addition, a student accessing an information retrieval system from a school site is responsible for all on-line activities entered into by the student. When using another organization's networks or computing services, students must comply with the rules appropriate for that network.

The following actions constitute unacceptable use of an information retrieval system, whether that use is initiated from school or any other site.:

using impolite, abusive, or otherwise objectionable language, in either public or private messages:

using an information retrieval system illegally in ways that violate federal, state, or local statutes:

placing unlawful information;

sending messages likely to result in the loss of the recipient's work;

sending chain letters or pyramid schemes to lists of individuals:

using for commercial purposes;

using for political lobbying;

changing any file that does not belong to the user;

sending or receiving copyrighted materials without permission;

knowingly giving one's password to others;

sending or receiving pornographic material, inappropriate text files, or files dangerous to the integrity of the network;

- **circumventing security measures on school or remote computers or networks;**
- attempting to gain access to another's resources, programs, or data;
- vandalizing or any malicious attempt to harm or destroy data of another user, which includes the uploading and **creation of computer viruses;**
- falsifying one's identity to others;
- giving your name, address, password, or personal information to other- use only your system ID;
- downloading or installing any commercial software, shareware, or freeware, unless directed to do so by school

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personnel;

- subscribing to Listservs, UseNet news, and discussion groups, unless allowed by school personnel.

Approved: April, 2000

IIBGA Children's Internet Protection Act

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

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

- (1) Access by minors to inappropriate matter on the Internet and World Wide Web,
- (2) The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications,
- (3) Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- (4) Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- (5) Measures designed to restrict minors' access to materials that may be harmful to them.

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

If the district is providing public access to any computer, the CIPA plan shall also implement and enforce technology protection measures to ensure no minor has access to visual depictions that are child pornography, harmful to minors, or obscene. This plan shall be on file with the board clerk and in each school office with Internet access, and copies shall be made available upon request. The superintendent shall ensure compliance with CIPA by completing Federal Communication Commission forms as required.

Approved: September 2013

IIBGA Children's Internet Protection Plan (CIPA) Plan

IIBGA

Children's Internet Protection Act (CIPA) Safety Plan

Goals:

It is the policy of USD 329 to take the following technology protection or other specified measures in order to better protect our district students from harmful online and electronically transmitted content:

- install blocks or Internet filters to the district network in order to limit access by both minors and adults to child pornography and visual depictions or materials that are obscene, inappropriate, or harmful to minors and/or the transmission thereof;
- monitor the online activities of students while at school, at school sponsored activities, or while utilizing the district's network, computer system, computers, e-mail system, or electronic devices having access to the Internet;
- address issues related to the safety of students when using e-mail, chat rooms, and other electronic communication;
- educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms as well as on cyberbullying awareness and response;
- hinder unauthorized access (hacking) and other unlawful on-line activities by students; and
- prevent unauthorized disclosure, use, or dissemination of personal information regarding minors, which shall include, but may not be limited to, personally identifiable information contained in student records; and
- comply with the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practicable, technology protection measures or Internet filters shall be used to block or filter the Internet or other forms of electronic devices from accessing child pornography as well as obscene, inappropriate, or harmful material given the age and maturity levels of district students. It is the district's goal to implement and enforce technology protection measures under this plan in such a way as to ensure no minor has access to visual depictions that are child pornography, harmful to minors, or obscene.

Subject to administrative approval, technology protection measures may be minimized only for bonafide research or other lawful purposes that are closely monitored by district staff.

Inappropriate Network Usage

To the extent practicable, steps shall be taken to promote the safety and security of users of the district's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, in accordance with CIPA, measures to prevent inappropriate network usage shall include frequent monitoring of the District's network, computer systems, and equipment to detect any unauthorized access to prohibited materials as described earlier in this plan, hacking, and other unlawful activities by students or staff members. Such monitoring shall also strive to detect unauthorized disclosure, use, and dissemination of personally identifiable information regarding students.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the District's staff to educate, supervise, and monitor appropriate usage of online computer network access to the internet in accordance with this policy and CIPA. If, during the course of such monitoring, a student or staff member discovers a violation of this policy, the student or staff member shall make a report as follows:

- 1) Students shall report suspected violation of this policy to any classroom teacher.
- 2) Staff members shall report suspected violations of this policy to their immediate supervisor when possible.

Disciplinary Measures

The district retains the right to discipline any student, up to and including expulsion, and any employee, up to and including termination, for violation of this policy.

Adoption

This Children's Internet Protection Act Safety Plan was adopted by the Board of USO 329 at a public meeting, following normal public notice and a hearing, on 09/09/13.

Approved: September 2013

THE CHILDREN'S INTERNET PROTECTION ACT TECHNOLOGY PLAN

The district's technology plan must be designed with input from district staff who have an understanding of the district's technology level and available resources. The elements of such plan shall include the following:

- 1) Clear Statement of Goals and a Realistic Strategy for Using Telecommunications and Information Technology to Improve Educational or Library Services;*
- 2) Professional Development Strategy to Ensure Staff Understands How to Use These New Technologies to Improve Education or Library Services;*
- 3) Assessment of the Telecommunication Services, Hardware, Software, and other Services that will be Needed to Improve Education or Library Services; and*
- 4) Evaluation Process that Enables the School or Library to Monitor Progress Toward the Specified Goals and Make Mid-Course Corrections in Response to New Developments and Opportunities as They Arise.*

****This Children's Internet Protection Act Technology Plan must be adopted by the Board of USO 329 at a public meeting, following normal public notice and a hearing. Documentation of such adoption including the date thereof (Month Day, Year) must be included in the plan language.*

Approved: September 2013

118GB Online Learning Opportunities

118GB

Application

Students may apply for permission to enroll in an online course for credit. Applications for the next academic year shall be submitted to the principal no later than May 15. The student and the student's parents shall be informed of the administrator's decision in writing no later than June 1.

Students may enroll in an on-line course as an alternative to any course offered by the high school, except as an attempt to earn credit for a class already attempted but failed by the student, or by administrator approval.

Guidelines

The following guidelines shall be used by the administration:

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

Other Regulations or Guidelines

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

Approved: October 2012



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

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

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

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

1. They shall request prior permission from the superintendent or the superintendent's designee.
2. If permission is granted, staff members will set up the site following any district guidelines developed by the superintendent and approved by the board. If the expenditure of district funds is required to complete the set-up or maintenance of the site, the requesting staff member shall present an itemized summary of such costs to the superintendent. Superintendent approval shall be required prior to the expenditure of district funds for such purpose.
3. Guidelines shall specify whether access to the site must be given to school/district administrators and technology staff.
4. If written parental consent is not otherwise granted through acceptable use policy forms provided by the district, staff shall notify parents of the

site and obtain written permission for students to become "friends" of the site prior to the students being granted access. This permission shall be kept on file at the school as determined by the principal.

5. Once the site has been created, the sponsoring staff member is responsible for the following:
 - a. Monitoring and managing the site to promote safe and acceptable use and compliance with district policies; and
 - b. Observing confidentiality restrictions concerning release of personally identifiable student information under state and federal law.

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

Approved: September 2013

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

IJ

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

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

Approved:

KASB Recommendation - 6/04; 4/07; 6/12; 6/19; 7/20

IKA Financial Literacy (See ID)

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

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

Approved: May 1994; August 2015

IKB **Controversial Issues**

If education is to remain a viable force, controversial issues cannot be ignored. Good teaching techniques provide, however, that adequate preparation on the part of student and teacher take place before controversial issues are explored. Every 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.

Approved: May, 1994

IKB-R Controversial Issues

Included in the area of controversial subjects are ideas, words, movies, still pictures, religions, books, socioeconomic aspects of life and political policies, theories and platforms are examples. 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: May, 1994

IKC Teaching About Religion

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

Approved: May, 1994

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 their child from some portion or all of human sexuality and AIDS classes that are included in the district's required curriculum.

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.

Opt-Out Procedure

Any parent or guardian (or student over eighteen years of age) that does not want their student involved in all or some portion of the Human Sexuality and AIDS education classes of the district shall be provided a written copy of the district goals and objectives for the appropriate Human Sexuality and AIDS class to which their child is assigned. This information may be provided the parent or guardian prior to the opening of school upon request.

Notice of the availability of the Human Sexuality and AIDS curriculum goals and objectives will be made to the public by means of written notice to parents of students involved in Human Sexuality and AIDS units.

Opt-Out Form

Parents or guardians (or students eighteen years of age or older) may complete the opt-out request by obtaining a copy of the district opt-out form from the clerk of the board 910 Ohio, Alma, KS 66401, completing and signing the form and returning the form to the superintendent. The signed form will be kept on file in the clerk of the board's office.

The appropriate building principal will receive a copy of the signed form so the named student can be correctly omitted 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 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.

HUMAN SEXUALITY
and
AIDS EDUCATION

OPT-OUT FORM

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

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

Date _____ Signature of Parent/Guardian _____

IKD School Ceremonies and Observances (See IKC)

Recognition of Religious Beliefs and Customs

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

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

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

Observance of Religious Holidays

The practice of the district shall be as follows:

The several holidays throughout the year which have a religious and a secular basis may be observed in the public schools.

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

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

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

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

Religion in the Curriculum

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

USD 329 Mill Creek Valley

The district supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities provided that it is intrinsic to the learning experience in the various fields of study and is presented objectively.

The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced thorough study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.

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

Dedications and Commencement

Traditions are a cherished part of the community life, and the district expresses an interest in maintaining those traditions which have had a significance to the community. While recognizing the significance of traditions, the board of education believes that its dedication ceremonies and commencement exercises should be secular in nature. Inspirational addresses, which do not promote religion, may be permitted at such ceremonies.

Because the baccalaureate service is traditionally religious in nature, it should be sponsored by agencies separate from the district.

Approved: May, 1994

IKE Assemblies

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

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

Approved: May, 1994

IKH Substitute Teaching (Cf. GBRJ)

The board encourages the administrative staff to secure qualified substitute teachers for use in the district.

The superintendent will compile a list of all substitute teachers available to the district and shall give each building principal a copy of said list prior to the beginning of school each year.

Each building principal shall secure substitute teachers for use in the building on a need basis and for the master list noted above.

Approved: May, 1994

IKI **Lesson Plans**

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.

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

Approved: May, 1994

ING Animals and Plants in the School

ING

1 Individuals bringing animals to school must follow the appropriate guidelines.

2 **Animals in the Classroom**

3 Staff that allow animals in the classroom for instructional purposes must fol-
4 low the guidelines for visiting and resident animals to identify appropriate animals
5 for classroom use, developing animal-based curriculum, regulating student contact
6 with animals, and properly caring for animals in the classroom environment. The
7 "Animals in the Classroom" guide will be provided to students, parents, or patrons
8 upon request to bring an animal to a building.

9 **Service Animals**

10 Service animals for ADA purposes are defined as dogs that are individually
11 trained to do work or perform tasks for people with disabilities. Examples of such
12 work or tasks include guiding people who are blind, alerting people who are deaf,
13 pulling a wheelchair, alerting and protecting a person who is having a seizure, re-
14 minding a person with mental illness to take prescribed medications, calming a per-
15 son with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or perform-
16 ing other duties. Service animals are working animals, not pets. The work or task a
17 dog has been trained to provide must be directly related to the person's disability.
18 Dogs whose sole function is to provide comfort or emotional support do not qualify
19 as service animals under the ADA.

20 Service animals for IDEA purposes may include species other than dogs. Use
21 of service animals for IDEA purposes shall be determined by the student's Individual
22 Education Plan.

23 Animals brought into school shall meet the criteria specified in the "Proce-
24 dure for Service Animals" guide available to students, staff, parents, or patrons upon
25 request.

1 Therapy Dogs

2 Staff may bring therapy dogs to work if the following criteria are met:

- 3 • The dog is registered by a therapy dog organization recognized by the
4 American Kennel Club. The staff member shall provide the building
5 administrator evidence of current registration on an annual basis.
- 6 • The staff member has completed a written request outlining the need,
7 benefits, and intended outcomes for using the therapy dog in the work
8 environment and the primary supervisor has authorized the use of the
9 therapy dog.
- The staff member complies with the "Animals in the Classroom" guide.

11 Plants in the School

12 Plants that may provoke an allergic reaction shall be brought into school only
13 for a specific educational purpose. They shall be handled with appropriate care.

Approved: July 1, 2001

Reviewed by Board Policy Committee: March 1, 2004

Reviewed by Board Policy Committee: January 16, 2007

Amended: March 12, 2007

Reviewed by Board Policy Committee: April 7, 2010

Amended: May 12, 2014

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Wabaunsee USD 329 acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a service animal in its school buildings, in classrooms and at school functions, as required by the Americans with Disabilities Act, 28 CFR Part 35 and K.S.A. 39-1108, subject to the following:

For the purposes of these procedures, "service animal" shall be defined in accordance with 28 C.F.R. 104 of the Americans with Disabilities Act as follows:

Service animal means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition and are not permitted under these procedures. (See exception for miniature horses below.)

The work or tasks performed by a service animal must be directly related to the handler's disability. Examples of work or tasks performed by a service animal must be directly related to the handler's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition. These procedures do not permit students to be accompanied by an animal for either of these purposes.

A service animal that accompanies an individual with a disability on school premises shall be housebroken and under the control of its handler. Service animals shall wear a harness, leash, or other tether at all times, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the animal's safety, effective performance of work or tasks, in which case the animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

At least ten (10) school days prior to the admittance of a service animal to a school, the individual with a disability or the parents of the student with a disability shall provide the following to the building administrator:

Written notification that the student intends to bring a service animal to accompany the individual in school, including that the animal qualifies as a service animal and describing the specific disability related work or task(s) the animal is trained to perform for the individual in school;

Documentation that the animal is spayed or neutered, in addition to annual documentation of up-to-date vaccinations (including Rabies, Bordetella, and DHLPPC - Distemper, Hepatitis, Leptospirosis, Parainfluenza, Parvovirus, Coronavirus) and appropriate municipal licensing.

The District is not responsible for caring for or supervising a service animal, including walking the animal or responding to the animal's need to relieve itself. The administrator of the building where the service animal is located will designate a specific area on the grounds for use of the animal. Students with service animals are expected to care for and supervise their animal. In case of a young child or student with disabilities who is unable to care for or supervise his service animal, the parent is responsible for providing care and supervision of the animal. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis in the discretion of the building administrator. The school district reserves the right, but is not required, to provide care and supervision of a service animal. Such decisions will be made by the building administrator on a case-by-case basis. If a dispute arises regarding the use of a service animal, all of the procedural safeguards of Section 504 are available.

These procedural safeguards include notice, an opportunity to review relevant records, an impartial hearing with opportunity for participation by the person's parents or guardian and representation by counsel, and a hearing review procedure.

Just as any person is liable for any harm or injury the person causes to other students, staff, visitors, and/or property, the owners of a service animal are liable for any harm or injury caused by the animal. The school district requires reimbursement for the cost of repairing any damages caused by any student, including damages caused by a service animal that accompanies a student. In addition, the school district does not indemnify any student or parent or assume responsibility for any personal injury caused by any student or by a service animal that accompanies a student.

Owners must keep service animals clean and groomed (to avoid shedding and dander) and treated for, and kept free of, worms, fleas, and ticks.

Exceptions. The district reserves the right to request an individual with a disability to remove a service animal from the premises if:

- (1) The animal is out of control or aggressive and the animal's handler does not take effective action to control it;
- (2) The animal is not housebroken or the animal's presence or behavior fundamentally alters the nature of the service or program the district provides (for example: repeated barking); or
- (3) The animal poses a direct threat to the health or safety of others that cannot be eliminated by reasonable modifications (for example: allergies to the service animal by other students or staff present in the location of the animal). The district may offer an alternative placement in another classroom or at another campus as a reasonable modification.
- (4) Documentation requested in these procedures is not provided within ten (10) school days of district request.

Miniature horses-In accordance with 28 C.F.R. 104 of the Americans with Disabilities Act, reasonable

modifications in these procedures may be made to permit the use of a miniature horse by an individual with a disability if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability.

Assessment factors. In determining whether reasonable modifications in these procedures can be made to allow a miniature horse into a specific facility, the district will consider-

- a The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- o Whether the handler has sufficient control of the miniature horse;
- o Whether the miniature horse is housebroken; and
- o Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

All other provisions and requirements of these procedures which apply to service animals, shall also apply to miniature horses.

If the district excludes a service animal under these procedures, the individual with a disability will still be given an equal opportunity to participate in district services, programs, or activities with appropriate accommodations, modifications, and supports, but without the presence of the service animal on the premises.

Animals in the Classroom

The study of animals in classrooms provides unique perspectives of life processes that are not provided by other modes of instruction. Studying animals enables students to develop skills of observation and comparison, a sense of stewardship, and an appreciation for the unity, inter-relationship, and complexity of life. This study, however, requires appropriate care of and respect for the animal and safety considerations for those caring for and studying the animal. These guidelines, developed by administrators and Special Education Coop Administration, were created to protect all of our students, staff, and the numerous others who assume responsibilities for teaching in our schools.

In all classrooms at all grade levels:

Parent, student, teacher, and school nurse communications are encouraged to ensure safety of severely allergic or immune-compromised students.

Reasonable accommodations shall be made for any student, staff member, or parent with a fear of animals to ensure the individual's sense of safety.

Animals that develop illness transmittable to humans, should be removed from classrooms.

Parents need to be notified of resident classroom pets and animal visits to elementary classrooms.

Parents with visiting animals must prearrange visits with teachers. No drop-ins allowed. Supervised hand washing after handling animals using soap or antibacterial products and proper hand washing procedures.

Classroom surfaces and animal cages are to be disinfected regularly; protective floor covering should be used when appropriate to protect carpet from stains and create a surface that can be disinfected effectively.

Gloves are recommended for cage cleaning followed by hand washing.

A "professional" animal handler is defined as one who is trained in handling the species of animal and is experienced in handling the individual animal.

Teachers are expected to be knowledgeable about the proper care of animals under study and are responsible for ensuring enclosures are kept in a sanitary condition; required wildlife collection permits must be current.

Animals may not be allowed to roam freely in the school or be transported on a school bus.

[Kansas Administrative Regulation 36-13-35 (1)]

The final decision for animals in the classroom is under the direction of building administrators.

All decisions must be in alignment with Board of Education policy and the attached guidelines.

Teachers with resident animals must have a current animal registration form on file with building principal. [See District form]

ING Animals and Plants in the School

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

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

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 a staff member or student has been bitten by an animal, the incident must be reported immediately to the school office by the supervising teacher. Principals are to assume responsibility to notify public authorities to have the animal impounded for observation. Principals will attempt to notify the parents.

Approved: May, 1994