Appendix 14

BOE Agenda Item Executive Summary

Date: January 22, 2024

Topic: Proposed Updates of Secondary Office, Learning Services, and Student Support Services Policies

Current Policy	Proposed	Title	Notes
P6326	NA	Course Credit - Secondary	Update to align with P6333 – Graduation Rule and Diplomas
P6327	NA	Issuing Credit for Travel and/or Field Experiences	Update to align with P6333 – Graduation Rule and Diplomas
P6334	NA	Graduation Requirements for Students with Disabilities	Update to align with P6333 – Graduation Rule and Diplomas
P6725	NA	Mathematics Education	Update to align with P6333 – Graduation Rule and Diplomas
P6791	NA	Physical Education	Update to align with P6333 – Graduation Rule and Diplomas
P6800	NA	Reading	Update to align with P6333 – Graduation Rule and Diplomas

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P6326 COURSE CREDIT - SECONDARY

BOARD POLICY:

Course credit is allowed for successful completion ('D' or better or the demonstration of proficiency of district course standards and indicators) of any approved course included in the *High School Program of Studies*, accredited correspondence course or district-sponsored alternative program. The assignment of letter grades will be based on student learning relative to district course standards and indicators.

Administrative Implemental Procedures:

1. Middle School
   a. ~~High school course credit shall not be awarded to middle school students for high school courses taken before completing the eighth grade regardless of where the course is taken.~~
   b. Enrollment of eighth graders or below in a high school course shall occur only because of exceptional achievement in a subject area, achievement which would make such acceleration appropriate. ~~No high~~ **High** school credit will be granted in this circumstance **after proficiency in course standards has been demonstrated**.
   c. An approved course of study is a course designated for students enrolled in grades 6, 7, and 8 in the *Middle School Program of Studies*.
2. High School
   a. Each high school shall organize its program on the basis of units of credit. Depending on the course and the nature of course delivery, units of credit will be awarded in increments of one full (1.0) credit, one-half (.5) credit or one-quarter (.25) credit.
   b. A Special Education ~~Individual Education Plan~~ **Individualized Education Program** (IEP) may allow a student more time for successful completion of a course.
   c. One-quarter (.25) consortium credit will be awarded for achieving proficient or higher status on state assessments, not to exceed one unit of credit.
3. High School – Summer School
   a. Original credit will be awarded for successful completion of PE. Foundations**, Health Foundations, Speech,** ~~(9211– 9212),~~ Financial Literacy ~~(7610)~~ and /or Government ~~(3350)~~.
4. Prior approval from the high school building principal is required to allow university course work to be accepted for high school course credit.

5. High school course credit is entered upon the student's permanent record only:
   a. After the student has successfully completed the course.
   b. After the student validates credit earned at a non-accredited institution once proficiency is demonstrated on the course standards and indicators in the next high-level course.
   c. After the student tests out of a course in a sequence of courses, the student shall receive credit upon successful completion of the next course in that sequence. The right to test out is gained through recommendation to the principal by the student's classroom teacher and other appropriate staff members, who shall include documented evidence to support a hypothesis of proficiency.
   d. After the student presents other evidence acceptable to the high school principal.

Administrative Responsibility: Secondary Education Office
Latest Revision Date: ~~May 2011~~ **December 2023**
Previous Revision Date: ~~September 2007~~ **May 2011** P6326
Reference: High School Program of Studies and Middle School Program of Studies

Updated administratively for alignment purposes: January 2014

P6327 ISSUING CREDIT FOR TRAVEL AND/OR FIELD EXPERIENCES

BOARD POLICY:

Unified School District 259 may grant credit to high school students participating in certain domestic and/or foreign travel experiences.

Administrative Implemental Procedures:

1. Travel experience for credit must be approved by the Assistant Superintendent of Secondary Schools.

2. Instruction, as defined by the Assistant Superintendent of Learning Services, must be an integral part of the travel and/or field experience.

3. Certificated employees must be involved in the instructional program and accompany students on the excursion.

~~4. Minimal instructional time as defined by Kansas Accreditation Regulations must be met.~~

5. In general, students will be limited to one-half unit of credit; however, students participating in extensive travel with accompanying instructional experiences may earn up to a maximum of one full unit of credit.

6. The procedure for reporting grades to the school where each participating student's records are kept will be similar to that procedure utilized in awarding summer school credit.

7. Students outside Unified School District 259 may participate and earn credit by following the procedures used to grant credit for summer school experiences. (Kansas Accreditation Regulations require that each student receive prior approval from the home school principal before enrollment.)

Administrative Responsibility: Secondary Education Office
Latest Revision Date: ~~March 2008~~ **December 2023**
Previous Revision Date: ~~June 1994~~ **March 2008** P6327

Updated administratively for alignment purposes: March 2021

P6334 GRADUATION REQUIREMENTS FOR STUDENTS WITH DISABILITIES

BOARD POLICY:

Students with disabilities may be graduated from high school and issued a diploma whenever they have completed established requirements.

Administrative Implemental Procedures:

1. Most students with disabilities must meet the basic requirements of Board Policy 6333 - Graduation Rule.

2. Students with more severe disabilities, unable to meet the basic requirements of 1 above, may be graduated and receive a diploma from the base high school, based upon ~~an alternate graduation plan~~ **classroom and course modifications as** developed by the IEP team and in accordance with due process procedures. Development of ~~an alternate graduation plan~~ **course modifications and adaptations** do not exclude students with more severe disabilities from participating in and earning appropriate credits for courses in the general education curriculum with appropriate modifications and adaptations. A student may receive a "Wichita High School" diploma if they are attending a program in a facility other than the base high school. ~~Verification of the completion of the alternative graduation plan will be provided to the principal.~~

3. **All students with disabilities will be expected to meet the minimum requirement for a Wichita high school credit-based diploma of 23 units of credit (see Board Policy 6333 - Graduation Rule), unless otherwise approved.**

4. **Classroom and course modifications and adaptations shall be determined on an individual basis by the child's IEP team based upon a student's needs, present levels of academic achievement, and functional performance. Students with more severe disabilities, as determined by the child's IEP team, may earn required credits through meeting IEP goals and exhibiting mastery on the Kansas Extended Standards for the course subject.**

   ~~The Alternate Graduation Plan will address a minimum of fifteen and one half (15.5) credits in the following required curriculum areas. These requirements are for 4 year cohort graduates of 2013 and beyond.~~

   ~~a. Language Arts (4 credits) – Annual IEP goals and objectives and/or the instructional program will address the Kansas Extended Standards for Reading and Writing. These standards, benchmarks and indicators include, but are not limited to, expressive communication skills, receptive communication skills, functional reading, and functional writing.~~

   ~~b. Mathematics (3 credits) – Annual IEP goals and objectives and/or the instructional program will address the Kansas Extended Standard for Mathematics. These standards, benchmarks, and indicators include, but are not limited to, computation skills, money skills, calendar and time-telling skills, and problem solving skills.~~

   ~~c. Social Studies (3 credits) – Annual IEP goals and objectives and/or the instructional program will address the Kansas Extended Standards for Government, Economics,~~

~~Geography and History. These standards, benchmarks and indicators include, but are not limited to, social skills, community living skills, and citizenship skills.~~

~~d. Science (3 credits) – Annual IEP goals and objectives and/or the instructional program will address the Kansas Extended Standards for Science. These standard benchmarks and indicators include, but are not limited to, self-help and food preparation skills.~~

~~e. Adapted Physical Education (1 credit) – Annual IEP goals and objectives and/or the instructional program will address the development of recreation and leisure skills, motor skills, sensory-motor skills and/or mobility needs of the student.~~

~~f. Fine Arts (1 credit) – Annual IEP goals and objectives and/or the instructional program will address functional elements of music, music appreciation, art, art appreciation, drama, and drama appreciation.~~

~~g. Financial Literacy (.5 credit) – Completed in Junior and Senior years. Annual IEP goals and objectives will address functional math skills related to money management, debt, credit and investments; long-term care insurance (health) and government aid supports may also be included.~~

~~The Alternate Graduation Plan will address at least seven and one-half (7.5) credits in the following elective curriculum areas.~~

~~h. Recreation and Leisure – Annual IEP goals and objectives and/or the instructional program will address the development of recreation and leisure skills, motor skills, sensory-motor skills and/or mobility needs of the student.~~

~~i. Vocational Education – Annual IEP goals and objectives and/or the instructional program will address the development of basic job skills, which may include but are not limited to, time on task, following directions, ability to work independently or as a team, assembly, skill sequence, job exploration, and job sampling.~~

~~j. General Community Functioning – Annual IEP goals and objectives and/or the instructional program will address the development of community functioning skills, which may include but are not limited to, transportation, access to and utilization of community services, appropriate behavior, and social skills.~~

~~k. Self Management and Home Living Skills – Annual IEP goals and objectives and/or the instructional program will address the development of self-management and home living skills which may include but are not limited to personal hygiene, clothing selection, cleaning, laundry, grocery shopping, and schedule planning.~~

~~l. One-half (.5) units of elective credit coming from approved CTE courses wherein annual goals and objectives or instructional program will address college and career-ready skills including an emphasis on integrated, competitive employment skills and acquisition.~~

~~The disabled student must meet the total credit requirements in the minimum seven fields of study as established by the BOE Policy 6333 - Graduation Rule, unless otherwise approved.~~

Administrative Responsibility: Student Support Services
Latest Revision Date: ~~November 2012~~ **December 2023**
Previous Revision Date: ~~November 2009~~ **November 2012** P6334

Updated administratively for alignment purposes: March 2021

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P6725 MATHEMATICS EDUCATION

BOARD POLICY:

Mathematics skills will be taught in all classrooms. Principals, teachers, and curriculum personnel will work cooperatively to upgrade and improve the mathematics program at all levels.

Administrative Implemental Procedures:

1. A well-balanced program K-12 stressing skills in computation, problem solving, communication, reasoning, and making mathematical applications as reflected by the approved Program Outcomes in Mathematics is a major goal.

2. The elementary and secondary mathematics departments of Learning Services will coordinate the mathematics program and provide consultation service, inservice activities, and experience in the preparation of teaching materials.

3. The prime responsibility of the administration and supervision of the mathematics program within each school rests with the principal.

4. The principal shall monitor the mathematics program in their building to ensure the time allocated for mathematics instruction in BOE Policy 6317 – Elementary Time Allotments, and for the secondary schools in P1225 – Organization of the School Day – Middle and High Schools, are being followed.

5. Funds for the purchase of support and enrichment materials for the mathematics program are included in the per student allocations for each school building.

6. A criteria committee is established to provide guidelines and criteria for adoption of textbooks and materials for the textbook adoption.

7. The Textbook Selection Committee will follow the procedures for adoption or readopting a mathematics program as outlined in P6020 – Textbook Adoption Procedures.

~~8. Procedures for proficiency tests and remediation are specified in P6333 – Graduation Rule and P6334 – Graduation Requirements for Students with Disabilities.~~

Administrative Responsibility: Learning Services
Latest Revision Date: ~~September 2006~~ **December 2023**
Previous Revision Date: ~~March 1999~~ **September 2006** P6725

Updated administratively for alignment purposes: March 2021

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P6791 PHYSICAL EDUCATION

BOARD POLICY:

Physical Education is that phase of the general educational program that contributes, primarily through movement experiences, to the total growth and development of each child. Motor Skill development and fitness education are the basis for standards-based Physical Education.

Physical Education is a curriculum requirement in grades K-5. At the middle school level, students must have one semester of classes or two semesters of classes every other day. At the high school level, ~~one unit~~ one semester of physical education and one semester of health is required for high school graduation. Upon completion of the middle school and high school requirements, physical education may be taken as an elective class.

Administrative Implemental Procedures:

1. The Department of Physical Education provides consultative services in working with school personnel to maintain a sound program.

2. The goals and objectives of the program are outlined in physical education curriculum guides for each level, based on a pre-K through 12 standards and benchmarks.

3. At all levels and in all activities, the overall program will comply with appropriate federal mandates.

4. The regular teacher of all physical education classes shall be licensed to teach physical education. In the absence of the regular teacher, a substitute teacher may be assigned.

5. The elementary school program should concentrate on fundamental movement, motor skills, social skills, and beginning fitness concepts based on district standards and benchmarks. A minimum of 90 minutes (60 minutes for half-day kindergarten) per week is recommended.

6. The middle school program should provide for personal wellness choices involving health, sports, games, and physical fitness activities based on district standards and benchmarks.

7. High school physical education should concentrate on activities that provide students with the knowledge and skills to enjoy a physically active, healthy lifestyle based on district standards and benchmarks.

8. Students may be excused on a limited basis from particular preplanned daily physical education activity or segment of the program.
   a. Notes written by the parent requesting the student be excused for a brief period of time for such reasons as illness, injury, medical or dental treatment will be honored.
   b. Long term requests to be excused from physical education for such reasons as broken bones, disease, or postoperative recuperation must be in writing and signed by proper medical authority.
   c. Upon written request of parents, students may be excused from the physical education program where participation violates religious beliefs.

d. The school principal or appropriate designee shall be responsible for assessing and acting upon any special requests to be excused from segments of the established program.

9. Each school has a yearly budgetary allocation for the purchase of equipment and supplies.

10. The elementary physical education weekly time allotments are outlined in BOE Policy 6317 - Elementary Time Allotments. Middle school allotments are one class period based on site schedules. Class periods in grades 9 through 12 shall be in accordance with regulations as prescribed in the Kansas State Department of Education booklet of Accreditation Regulations.

11. To ensure safety and maximum participation, refer to BOE Policy 1221 - Class Size, Numerical Standards – Secondary, and BOE Policy 1229 - Class Size, Numerical Standards - Elementary, for recommended maximum class sizes.

12. Physical activity should not be routinely used (i.e., running laps, pushups) or withheld (i.e. recess, physical education class) as a consequence.

Administrative Responsibility: Learning Services
Latest Revision Date: ~~November 2019~~ **December 2023**
Previous Revision Date: ~~December 2005~~ **November 2019** P6791

Updated administratively for alignment purposes: March 2021

P6800 READING

BOARD POLICY:

Reading instruction is required for all students (K-12). Reading skills are taught in all content subjects.

Administrative Implemental Procedures:

1. All teachers have a responsibility for research-based reading instruction.

2. Administrators, teachers, and curriculum personnel will work cooperatively to improve reading K-12.

3. Learning Services provides consultative services, inservice experience, and coordination of reading instructional procedures.

~~4. Procedures for proficiency tests and remediation are specified in BOE Policy 6333 – Graduation Rule.~~

4. Improvement of reading skills at the K-12 level comprises an essential part of the educational program.

Administrative Responsibility: Learning Services
Latest Revision Date: ~~December 2006~~ **December 2023**
Previous Revision Date: ~~March 1999~~ **December 2006** P6800

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