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# IA Philosophy IA

The mission of the Salina Public Schools is to be the best place to learn and work by embracing challenges, creating belonging, fostering pride and inspiring hope.

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

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

Approved: January 20, 1982
Revised: May 15, 1991
Revised: June 12, 2001
Reviewed: April 26, 2011
Revised: October 14, 2014
Revised: April 11, 2023

**IAA** **Academic Freedom** **IAA**

Academic Freedom

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

Approved: January 20, 1982
Reviewed: May 15, 1991
Revised: June 12, 2001
Reviewed: April 26, 2011
Reviewed: April 11, 2023

# IB School Site Councils IB

(See KA)

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

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

The principal shall recommend site council members for superintendent approval.

Each site council shall establish meeting schedules. Each council may make recommendations and proposals to the board.

Approved: January 6, 1993
Revised: June 12, 2001
Revised: July 12, 2005
Revised: April 26, 2011
Reviewed: October 14, 2014
Revised: October 11, 2022
Revised: June 10, 2025

# IC Instructional Program IC

(See CJ, CL and IJ)

All licensed staff shall cooperatively develop an integrated, comprehensive, performance-orientated 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 Kansas 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 may develop a schedule for periodic curriculum reviews.

Modification

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

Personnel

Outside resource 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 licensed 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.

Approved: January 20, 1982
Revised: May 15, 1991
Revised: June 12, 2001
Reviewed: April 26, 2011
Reviewed: October 13, 2020
Revised: August 13, 2024

# ICA Pilot Projects ICA

(See IDAE)

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

As required by the Protection of Pupil Rights Amendment (PPRA), 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. Further, pursuant to the Kansas Student Data Privacy Act (SDPA), no nonacademic test, questionnaire, survey, or examination containing any questions about the personal and private attitudes, values, beliefs, or practices of the student or the student's parents, guardians, family members, associates, friends, or peers that is administered during the school day shall be administered to any kindergarten through 12th grade students unless the requirements outlined in policy IDAE are followed.

Approved: June 12, 2001
Revised: November 25, 2003
Revised: April 26, 2011
Reviewed: October 14, 2014
Revised: April 11, 2023
Revised: April 8, 2025

**ICAA Teaching Methods** (See ICA) **ICAA**

All teachers are required to keep abreast of current and innovative teaching methods. Use of current research findings to improve instruction is encouraged as a part of the district's school improvement efforts. With prior administrative approval, experimentation with teaching methods is permitted.

Approved: June 12, 2001
Reviewed: April 26, 2011
Reviewed: April 11, 2023

## ICB Board Credit Hours ICB

The board of education may provide staff development training for certified staff which authorizes board credit hours for step placement on the salary schedule as defined in the negotiated agreement and the Professional Development Guidebook. Certified staff must have an Individual Development Plan that has been approved by his/her supervisor prior to the training. The Plan and the assessment of the training must be approved by the professional development council.

Each proposed activity shall include the title of the training, dates of training, expected outcome(s), and objective(s). All proposals shall be revised by the director of accreditation and professional learning in conjunction with the professional development council to determine their value to the school system.

Participation in staff development shall be encouraged to improve the skills of staff members in the district.

Approved: June 1, 1988
Revised: May 15, 1991
Revised: June 12, 2001
Revised: April 26, 2011
Revised: April 11, 2023

**IDA** **Educational Program** **IDA**

(See IC)

The academic program shall assist students to grow intellectually, to master the standards in the curriculum, and to prepare for further education or training. The board shall review the district's basic educational program on a regular basis. When approved, the program shall constitute the district's basic curriculum.

Curriculum

Curriculum shall contain the standards of each basic course and the learning goals to be mastered. Each curriculum, when approved by the board, shall become a part of these policies and rules by reference.

Educational Goals and Standards

District educational goals and curriculum standards for the basic educational program shall be on file in the district office and available for inspection upon request. (See CN)

Other Educational Programs

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

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

Approved: January 20, 1982
Revised: May 15, 1991
Revised: June 12, 2001
Revised: April 26, 2011
Revised: May 9, 2023

**IDAA Special Programs** **IDAA**

(See AEB, IC and JJ)

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 businesses 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: August 1, 1990
Reviewed: May 15, 1991
Revised: June 12, 2001
Revised: April 26, 2011
Revised: August 10, 2021

# IDAB Support Programs IDAB

(See IC and LDD)

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

Drug Education

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

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

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

Student Mental Health

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

Dropout Prevention

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

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

At-Risk Students

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

Guidance

The guidance program shall be organized to serve all students.

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: November 6, 1991
Revised: June 12, 2001
Revised: April 26, 2011
Revised: February 14, 2023

# IDAC Exceptional Programs IDAC

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

Approved: June 12, 2001
Reviewed: April 26, 2011
Reviewed: April 11, 2023

# IDACA Special Education Services IDACA

In accordance with the provisions of federal and state law, it is the policy of this district to provide a free appropriate public education for every exceptional child. 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: October 14, 2014
Revised: October 9, 2018
Revised: April 8, 2025

## 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: October 14, 2014
Revised: April 11, 2023

**IDAD Title I Programs** **IDAD**

The board shall ensure the district's Title I programs operate in accordance with federal laws and conditions, including implementing the following:

- The district will establish and operate programs, activities, and procedures for the involvement of parents in all Title I schools that are planned and operated with meaningful consultation with parents of participating children.
- The district will work with its schools to ensure that required school-level parent and family engagement policies are developed and that each school has a school-parent compact outlining shared responsibilities for improving student academic achievement.
- The district will incorporate this Parent and Family Engagement Policy into its overall Title I plan.
- To the extent practicable, the district will provide opportunities for informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- Parents will be informed of their right to request additional meetings and to provide input if the Title I plan is not satisfactory.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 90 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the statutory definition of "parent and family engagement," and expects that its Title I schools will carry out programs, activities, and procedures in accordance with the definition:
    - Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring
        - that parents play an integral role in assisting their child's learning;
        - that parents are encouraged to be actively involved in their child's education at school;
        - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
        - the carrying out of other activities.
- The school district will inform parents and parental organizations of the purpose and existence of the Kansas Parent Information Resource Center (KPIRC).

The board shall strongly encourage parental involvement in the district's Title I program. The superintendent is responsible for administering the district's Title I program.

Implementation of District-Wide Parent-Family Engagement Policy

The district will adopt and implement a plan to accomplish the required components of this policy.

Annual Parent Meeting

Parents shall receive information about the Title I program, the curriculum, academic assessments, and required proficiency levels, and their right to request additional meetings. All parents of Title I students shall be invited to the meetings. The board shall designate at least one meeting date each school year to provide parents of Title I students with an opportunity to meet with school personnel in order to participate in the design and implementation of the Title I program.

Annual Evaluation

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

Approved: December 13, 2011
Revised: April 11, 2023
Revised: September 8, 2026

## IDADA Title I Complaints IDADA

When individual parents, a community group, or members of the general public believe that there is a violation of Title I laws or regulations in the school district or an individual school within a school district, they have the right to file a complaint at the local, state, or national levels. Whenever there is a grievance or a complaint, the matter should be brought to the attention of local school officials to resolve the alleged violation or to promote community understanding of the issues involved in the complaint.

Approved: May 15, 1991
Revised: June 12, 2001
Revised: April 26, 2011
Reviewed: April 11, 2023

## IDADA-R Title I Complaints IDADA-R

Procedures at the Local Level

When a complaint is to be made at the local level, the procedures are as follows:

- A written record of the complaint shall be initiated stating the nature of the complaint and signed by the individuals initiating the action;
- A hearing committee shall be appointed by the superintendent. No fewer than three people shall be assigned to the committee, preferably the principal of the school and two Title I school parents.

Within fifteen (15) days following the receipt of a complaint, a hearing concerning the complaint shall be held by the appointed committee:

Recommendations of the committee shall address the complaint; and

A copy of the committee recommendations and administrative action shall be filed with the State/Federal Programs Administration Section, Kansas State Department of Education.

Approved: May 15, 1991
Revised: June 12, 2001
Revised: April 26, 2011
Reviewed: April 11, 2023

## IDAE Head Start Programs IDAE

The board shall ensure that the district's Head Start and Early Head Start programs operate in accordance with federal laws and guidelines. A board member shall be appointed to the Policy Council to ensure board participation in the development and evaluation of the Head Start programs. The Head Start director is responsible for administering the district's Head Start programs to ensure compliance with federal, state and local laws and regulations, assessing the educational needs of pre-school children, particularly the needs of economically and educationally deprived children, developing appropriate communication channels among all parties, developing inservice training for parents and staff, and implementing appropriate evaluation procedures. Annually, the program shall conduct a comprehensive self-assessment of its effectiveness and progress in meeting program goals and objectives and in implementing and complying with Federal regulations.

Approved: February 10, 1998
Revised: June 12, 2001
Revised: December 14, 2004
Reviewed: November 13, 2007
Revised: January 26, 2010
Reviewed: April 26, 2011
Reviewed: November 10, 2015

## IDAE-R Head Start Programs IDAE-R

Head Start staff, with Policy Council participation, shall conduct an annual self-assessment and a triennial community assessment to provide direction of the Head Start programs, including the program design and operation and long- and short-term planning goals and objectives.

The Head Start and Early Head Start funding applications will be prepared by the Head Start director in cooperation with the Head Start Policy Council and selected Head Start employees. All grant applications will be approved by the Head Start Policy Council before being submitted to the board. The board shall provide final determination of approval prior to the submission of such application to The Department of Health & Human Services.

The Head Start Policy Council shall have the authority, within the framework of federal guidelines, to establish the size of the Council, election procedures for parent members and the procedures for selecting community representatives.

The Head Start Policy Council shall set up and approve the program criteria defining Early Head Start and Head Start recruitment, selection, and enrollment priorities in accordance with the federal regulations.

It shall be the policy of the board to adhere to strict fiscal accountability procedures as outlined in board policies and rules. (See CF, DA)

An annual audit of the financial records shall be made. (See CF, DID)

**IDAE-R Head Start Programs** **IDAE-R-2**

All Head Start and Early Head Start staff shall be governed by the USD #305 Board Policy Handbook and the USD #305 Support Staff Handbook. All personnel policies specifically pertaining to Head Start and Early Head Start staff will be developed, reviewed, and approved by the Head Start Policy Council with approval from the board.

The Head Start director will share accurate and regular information for use by the governing body and the Policy Council about program planning policies and Head Start agency operations through a monthly written report that includes a financial report, program information summaries, enrollment information, and reports of meals and snacks provided through programs of the Department of Agriculture.

Throughout the year, the Head Start director will share with the board and Policy Council the annual self-assessment, including any findings and the improvement plan, the community-wide strategic planning and needs, communication and guidance from the Secretary of Health and Human Services, the program information report (PIR), and progress the program has made in carrying out the programmatic and fiscal provisions of the federal grant, including implementation of corrective actions.

The Head Start director will update the board on decisions made by the Policy Council about each of the following activities:

- Activities to support the active involvement of parents in supporting program operations, including policies to ensure that the Head Start agency is responsive to community and parent needs.
- Program recruitment, selection, and enrollment priorities.
- Budget planning for program expenditures, including policies for reimbursement and participation in Policy Council activities.
- Bylaws for the operation of the Policy Council.
- Program personnel policies and decisions regarding the employment of program staff.
- Standards of conduct for program staff, contractors, and volunteers and criteria for the employment and dismissal of program staff.
- Development of procedures for election of Policy Council members.

A report meeting the requirements of the Head Start Act shall be made available to the public annually.

The board and Policy Council will review results from Federal monitoring, including appropriate follow-up activities.

Approved: February 10, 1998
Revised: June 12, 2001
Revised: December 14, 2004
Revised: November 13, 2007
Revised: January 26, 2010
Reviewed: April 26, 2011
Reviewed: November 10, 2015

**IDAEA Head Start Internal Dispute Resolution** **IDAEA**

It shall be the policy of the board and the Head Start Policy Council to make every effort to act jointly, in timely fashion, and in good faith to resolve disputes.

Approved: February 10, 1998
Revised: June 12, 2001
Revised: December 14, 2004
Reviewed: November 13, 2007
Reviewed: April 26, 2011

**IDAEA-R Head Start Internal Dispute Resolution** **IDAEA-R**

Procedures

An impasse procedure will begin when either group declares in writing and with reason an impasse. Within 10 working days, impasse negotiation will begin between the Head Start director and a representative of both the board and the Policy Council.

If an impasse prevails, the Administration for Children and Families (ACF) Region VII office will be notified and a committee of five members will be appointed within 7 working days. The committee will be composed of two members appointed from the Head Start Policy Council and two members appointed by the board. The fifth member and chairperson shall be designated by the ACF Regional Office. The committee will be charged to reduce the dispute to writing and attempt negotiation and resolution within 14 days.

If impasse continues to prevail, arbitration binding to both groups, will be commenced within 14 working days and concluded within 28 working days unless an extension is agreed upon by both sides. The committee shall be composed of one board appointed representative, one Head Start Policy Council appointed representative and one mutually agreed upon arbitrator.

Neither party may communicate with arbitrators once selected except at formal meetings attended by all parties. Attempts to intimidate the arbitrator, obstruct or delay the arbitrator, or failure to comply with directions or timetables shall constitute grounds for immediate exclusion of such representative form the hearing process and be grounds for default judgment against the party. The Salina Head Start program shall assume the expenses of the arbitrator. Both parties shall provide clerical and other support as needed.

Approved: February 18, 1998
Revised: June 12, 2001
Revised: December 14, 2004
Reviewed: November 13, 2007
Reviewed: April 26, 2011

**IDAF Student Privacy Policy** **IDAF**

(See BCBK, ICA, ICAA, II and JR et seq.)

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

Student Data Restrictions

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

Annual written notice presented to parents and legal guardians of district students shall 1) require parent or guardian's signature, and 2) 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 parent or legal guardian of the student, provided the data pertains solely to the student.

Student data may be disclosed to authorized personnel of any state agency, or to a service provider of a state agency, educational agency, or school performing instruction, assessment, or longitudinal reporting, provide a data-sharing agreement between the educational agency and other state agency or service 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;
- 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; and
- 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 instructional level and which contains no personally identifiable student data.

The district may disclose

- student directory information when necessary and the student's parent or legal guardian has consented in writing;

- directory information to an enhancement vendor providing photography services, class ring services, yearbook publishing services, memorabilia services, or similar services;
- any information requiring disclosure pursuant to state statutes;
- student data pursuant to any lawful subpoena or court order directing such disclosures; and
- student data to a public or provide post-secondary education institution for purposes of application or admission of a student to such post-secondary educational institution with the student's written consent.

Student Data Security Breach

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

Biometric Data

The district shall not collect biometric data from a student or use any device or mechanism to assess a student's physiological or emotional state unless the adult student or the parent or legal guardian of the minor student consents in writing. "Biometric data" includes measurable biological or behavioral characteristics that can be used for automated recognition of an individual, such as fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics and handwriting.

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

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

Select Student Surveys

No nonacademic test, questionnaire, survey, or examination containing any questions about the personal and private attitudes, values, beliefs, or practices of the student or the student's parents, guardians, family members, associates, friends, or peers that is administered during the school day shall be administered to any kindergarten through 12$^{th}$ grade student unless

- the parent or guardian is notified in writing not more than four months in advance of the administration of such test, questionnaire, survey, or examination that such is to be administered; and
- the parent or guardian of the student gives consent through a written or electronic signature or, in the event of an immediate need, gives verbal consent for the student to participate.

Advance notification to a parent or guardian must include:

- a copy of the test, questionnaire, survey, or examination that is to be administered;
- information on how the parent or guardian may provide written consent to authorize the student to take such test, questionnaire, survey, or examination;
- the name of the company or entity that produces or provides the test, questionnaire,

survey, or examination to the school; and

- whether the school will receive or maintain the resulting data and an explanation of how the school intends to use and maintain such data.

For written consent to be accepted, timely notice in compliance with the requirements of the policy must be provided, and the parent or guardian must have had an opportunity to review the information contained in the notice. Written consent must be provided separately for each individual test, questionnaire, survey, or examination that is to be administered. Prior to administering any such test, questionnaire, survey, or examination, a copy of it must be posted and maintained on the district's website.

A student has the right to refuse to take any test, questionnaire, survey, or examination as described herein at any time, regardless of receipt of parent or guardian consent to participate. Prior to administering any such test, questionnaire, survey, or examination, each student shall be informed that such student has the right to refuse to take it and that the student will not suffer any adverse consequences based on refusal to participate.

No personally identifiable student data shall be collected through any such test, questionnaire, survey, or examination.

Except as otherwise provided in this policy, the provisions of this subsection shall apply to any test, questionnaire, survey, or examination as described herein that is administered or proposed to be administered to any student by any employee of a school district, including, but not limited to, any administrator, teacher, counselor, social worker, psychologist, or nurse.

If, however, any district employee becomes aware that a student may be at risk of suicide by a credible report from the student, the student's peers, or another school district employee, the school personnel who are designated to administer a suicide risk assessment or screening tool may administer such risk assessment or screening tool in accordance with the provisions of this subsection to determine whether the student could be at risk for suicide. Such designated school personnel may include, but is not limited to, any administrator, teacher, counselor, social worker, psychologist, or nurse. Prior to the administration of any such risk assessment or screening tool, the designated staff member shall verbally notify the parent or guardian before the administration of such risk assessment or screening tool and obtain the consent of the parent or guardian.

If the designated staff member is unable to verbally notify the parent or guardian of the student and obtain consent after reasonable attempts to do so, the designated staff member may administer the risk assessment or screening tool without such consent. If a risk assessment or screening tool is administered without the parent or guardian's consent, as soon as contact with the parent or guardian is made, the designated staff member shall notify the parent or guardian of the administration of such assessment or screening tool and provide to the parent or guardian all information obtained from the risk assessment or screening tool administered to the student.

Approved: November 25, 2003
Revised: April 26, 2011
Revised: October 14, 2014
Revised: November 8, 2016
Revised: July 12, 2022

## IDCA Summer Program/Extended School Year IDCA

Summer school/extended school year may be provided by the school district. Student fees will be determined by the administration and approved by the board.

The summer school/extended school year program will be under the direction of the director of student support services. The summer school/extended school year administration is appointed annually by the board and is responsible for selection of summer school staff, curriculum decisions, schedules, fees and records.

Local rules and regulations for summer school/extended school year will be developed by the administration and approved by the board.

Approved: January 20, 1982
Revised: March 18, 1987
Revised: May 15, 1991
Revised: October 20, 1993
Revised: June 12, 2001
Reviewed: November 13, 2007
Revised: April 26, 2011
Revised: May 9, 2023

## IDCE Enrollment in College Classes IDCE

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

With parental permission, eligible students who are on track to complete graduation requirements as prescribed by the board may be released by the building principal from school during the regular school day to attend an eligible postsecondary education institution (regent university, community college, technical college or private university).

Eligibility of Students

To be eligible for concurrent and/or dual credit course enrollment, students must meet the criteria established by the postsecondary institution. University fees for dual credit are the student's responsibility.

Approved: March 14, 1995
Revised: June 12, 2001
Revised: February 27, 2007
Revised: October 28, 2008
Revised: April 26, 2011
Revised: May 9, 2023

## IDFA Athletics IDFA

The board encourages the development of a well-rounded athletic program in compliance with board policy, rules approved by the Kansas State High School Activities Association and consistent with budget limitations or other restrictions of the district.

The district will maintain the activities that have been approved by the board.

Athletic practices shall not be conducted during the school day and practices shall not be counted for credit or as part of the school term.

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

Approved: January 20, 1982
Revised: May 15, 1991
Revised: June 12, 2001
Reviewed: November 25, 2003
Reviewed: January 8, 2008
Revised: April 26, 2011
Revised: May 9, 2023

## IDG Adult Education Program IDG

An adult education program may be initiated in accordance with the needs of the community, provided qualified instructors are available and minimum class limits are attained. Adult education programs shall be outlined in their respective handbooks or other documents following review and approval by the board. Adult education classes will be provided by the Salina Adult Education Center and partially funded and governed under the Workforce Investment Opportunities Act, Title II: Adult Education and Family Literacy Act, administered through the Kansas Board of Regents. Regulations concerning the adult education program will be developed by the administration and approved by the board.

Approved: January 20, 1982
Revised: May 15, 1991
Revised: June 12, 2001
Revised: April 26, 2011
Revised: May 9, 2023

# IE Instructional Arrangements IE

Each building principal shall organize the instructional program according to the district adopted curriculum. All students will enroll in their assigned attendance center at a time designated by the superintendent. Pre-enrollment shall be developed and scheduled each spring. Class size shall be determined by class enrollment, teacher availability, budget and facility limitations. Class schedules shall be developed to meet standards and district instructional goals.

Approved: May 15, 1991
Revised: June 12, 2001
Revised: April 26, 2011
Revised: May 9, 2023

**IEB** **Charter Schools** **IEB**

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

Approved: June 12, 2001
Revised: July 12, 2005
Reviewed: April 26, 2011
Revised: May 9, 2023

# IF Textbooks and Instructional Materials and Media Centers IF

(See IKD and KN)

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

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

Selection Criteria: Textbooks and Instructional Materials

Textbooks and instructional materials shall provide:

- an effective education for all students;
- factual knowledge, literary appreciation, aesthetic values and ethical standards;
- practice for students to develop abilities in critical thinking, communication, mathematics, and science skills;
- information which helps students develop an appreciation of American cultural, ethnic and racial diversity, and balanced views concerning international, national, state, and local issues and problems; and
- sufficient flexibility for meeting the special needs of individuals and groups.

The superintendent shall develop selection procedures, which shall include a review of available material by instructional staff members.

Selection Criteria: Media Center Materials

- Materials shall be chosen for accuracy, artistic quality, format, and authoritativeness.
- Materials shall be chosen on various reading levels presenting different points of view, including current issues.
- Books and other media materials shall be evaluated before purchase, either through direct examination or by using reputable, unbiased, professionally prepared selection tools.
- The media center(s) shall obtain, process, and circulate materials and equipment and provide references and other services to students and faculty. Media specialists shall work toward providing resources so that students have an opportunity to achieve high levels of performance.

Collection Development

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

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

Challenges of Materials

Any student, parent, or legal guardian of a student currently enrolled in the district having a complaint about textbooks, media center, or other instructional materials may initiate a challenge. Only challenges involving materials assigned to or made available to the qualifying student's grade level shall be considered.

To initiate a challenge, the student, parent, or legal guardian of the student shall first notify the teacher, media specialist, or principal in writing, identifying the part or parts of the material deemed objectionable, and meet with the teacher, media specialist, or principal.

Building-Level Review Committee

If the complaint is not resolved after the initial meeting and the complainant wishes to pursue the objection, the complainant must file a "Request for Reconsideration" form with the building principal. Within five school days of the filing, a building-level review committee will be appointed by the building principal to review the material in question. The review committee shall consist of the principal, the library media specialist, two teachers, and two citizens. The principal will act as the chairperson. If reasonable attempts to appoint a citizen member to the committee have failed, the principal should appoint a classified staff member as a replacement.

The following guidelines shall apply to the committee's evaluation process:

- examine and evaluate the materials as a whole, not on the basis of passages pulled out of context;
- consider the district's policy, procedure and philosophy for selection of textbooks and instructional materials;
- weigh strengths and weaknesses and form opinions based upon the selection criteria, the appropriateness of the materials to the reading ability and maturity level of the student, relevance to the curriculum and educational goals of the school; and
- meet to discuss the material and prepare a written report of the decision to be completed within 30 days of the committee's appointment.

The written report shall be given to the complainant and copies directed to the executive director of educational programs and the coordinator of media services. If the decision is to withdraw or discontinue use of materials, the executive director of educational programs or coordinator of media services will consider the report in deciding on appropriateness in other schools within the district. This constitutes the first level of appeal.

District-Level Review Committee

If the complainant is dissatisfied with the building-level committee's decision, a second appeal may be filed with the executive director of educational programs within 10 school days of the complainant's receipt of the written decision. A district-wide appeal committee consisting of one principal, the executive director of educational programs, the coordinator of media services, two teachers, three certified staff members that include teachers and media specialists, and three citizens shall be appointed by the executive director of educational programs within five school days of the receipt of the second appeal to review the material in question. The building principal will act as chairperson. None of the members of the second-level appeal committee shall have served on the first-level review committee, and the staff members shall be appointed from the appropriate educational level, elementary or secondary, depending upon where the challenge has originated. If reasonable attempts to appoint a citizen member to the committee have failed, the executive director of educational programs should appoint a classified staff member as a replacement. The committee shall review the materials following the committee's evaluation process outlined above.

Within 30 school days of the committee's appointment, the committee chairperson shall present a

written report containing the decision to the complainant with a copy given to the superintendent. Within 10 school days of receipt, the complainant has the right to appeal this decision to the board of education by filing a written notice of appeal with the superintendent.

Board-Level Review

Within 45 days of receipt of the notice of appeal, the board of education will review the reports from the appeal committees and provide a hearing for the complainant. This level shall constitute the third and final level of appeal within the school district. The decision of the board of education shall be final. Any materials that have been retained after being the subject of any of the above procedures may not be challenged again.

Challenged materials shall not be removed from the classroom or media center while a challenge is pending. Upon formal request from the parents/guardians of that student, the student will be supplied with substitute material for completing the course requirement.

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

If circumstances render the 30-day timeline impractible, the board may extend the committee's deadline to complete its review.

Decisions may resolve complaints at any one of the levels as outlined in the preceding policy. Nothing in this rule shall be construed as denying a student's rights as specified in Kansas statutes and administrative regulations to opt out of certain parts of the curriculum.

Impact of Simultaneous or Repeated Requests

If more than one request for review is received simultaneously, or if one or more requests for review are received while another review is pending, timelines established in this policy may be extended by the superintendent or the board to allow the requests to be processed in turn.

When more than one request for review is received on the same book or materials, such requests may be consolidated to reduce redundancy in review at any stage of the process outlined in this policy. Once a material or book is in the review process, the superintendent or the board may consolidate or reject the additional challenge based on the pending challenge.

Approved: January 20, 1982
Revised: May 15, 1991
Revised: March 16, 1994
Revised: June 12, 2001
Revised: April 26, 2011
Revised: July 12, 2022
Revised: August 13, 2024

# IFA 1-to-1 Chromebook IFA

The purpose of the 1-to-1 Chromebook initiative is to create a collaborative learning environment for all learners that is consistent with advances in technology and facilitates resource sharing, critical thinking, innovation, research, creativity, communication, collaboration, increased productivity and mobile learning. It is the expectation of the board that district staff and community members will play a role in the development of these effective and high quality educational experiences.

In furtherance of this goal, the board is supplying students with a Chromebook personal computing device. The Chromebook will allow student access to educational applications, web-based tools and many other useful sites. The Chromebook is an educational tool not intended for gaming, social networking or high-end computing and users will be expected to follow the district's Acceptable and Ethical Use of Technology policy (IIBG) as well as all other state and federal laws, board policies and administrative procedures. The superintendent is directed to establish and publish administrative regulations, procedures and guidelines governing the issuance, care and use of the Chromebooks. The implementation and maintenance of the 1-to-1 initiative shall comply with all federal and state laws and administrative regulations governing student use of the Internet and other technology.

Approved: May 13, 2014
Revised: May 9, 2023

**IFB** **Classroom Displays** **IFB**

(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: February 14, 2023

## IFBC Library Media Centers & Learning Materials IFBC

Selection of Learning Materials

Library media center materials shall be selected in accordance with the principles in the Library Bill of Rights as interpreted for school libraries by the American Library Association. Selection includes the choice of new materials for purchase, determination of use to be made of gifts, and removal from the collection of materials that have become obsolete or inappropriate. Library media materials shall be evaluated before purchase, either through direct examination or by using reputable, professionally prepared selection tools. Selection is made by the library media specialist and principal of the school with due regard to suggestions from staff, students, and parents.

The media collections shall be developed systematically, be well balanced in coverage of subjects, and include various types of content, materials, and formats. Materials shall be chosen for accuracy, quality, format, and authoritativeness. They shall be chosen on various reading levels, presenting different points of view and representing fair and unbiased presentation of information. The criteria for selecting materials are based upon the needs of the curriculum, the objectives of instruction, and the interests, abilities and maturity levels of the students served.

The use of learning materials not selected according to established criteria requires prior administrative approval.

Approved: January 20, 1982
Revised: May 18, 1983
Revised: June 19, 1991
Revised: February 3, 1993
Revised: June 12, 2001
Revised: April 26, 2011

## IFBC-R Library Media Centers & Learning Materials IFBC-R

Procedures for Challenged Materials

See IF-R

Approved: January 20, 1982
Revised: May 18, 1983
Revised: June 19, 1991
Revised: February 3, 1993
Revised: June 12, 2001
Reviewed: April 26, 2011

**IFBH Outside Speakers** (See IKB) **IFBH**

Outside speakers approved by the administration may be invited to meet with groups of students as part of the educational process.

The board shall establish rules governing the selection and behavior of outside speakers.

Approved: May 15, 1991
Revised: June 12, 2001
Reviewed: April 26, 2011
Reviewed: May 9, 2023

**IFBH-R Outside Speakers** **IFBH-R**

The building principal shall be informed whenever an outside speaker is invited into the school to participate in classroom activities. The teacher/sponsor and building principal are expected to exercise judgment regarding those who are being considered as speakers in the district.

Teachers/sponsors should encourage the use of outside speakers representing various points of view in order to help students gain a more comprehensive understanding of any topic. The ideas presented and the speaker invited to present them shall have a demonstrable relation to the curricular or extra-curricular activity in which the participating students are involved.

Prior to appearance or participation, the outside speaker shall be informed of the requirements of this policy and rules, and each speaker shall agree to abide by school and district rules and expectations.

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

Approved: May 15, 1991
Revised: June 12, 2001
Revised: April 26, 2011
Reviewed: May 9, 2023

**IFC** **Community Resources** **IFC**

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

School Volunteers (See KFD)

Approved: June 12, 2001
Revised: April 26, 2011
Reviewed: November 12, 2019

**IFCB Field Trips** **IFCB**

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

Advance requests for field trips, including transportation and other resource needs, shall be submitted by the teacher to the principal. High school students may not drive to or from field trips unless approved by the principal.

Parent Information

Each building principal shall require that written notice is provided to parents of a forthcoming field trip. The notice shall include the nature of the trip, departure time, expected return time, name of sponsor(s) and mode of travel. The written notice shall also provide a way for a parent to ask that a child be excused and to provide a reason(s) for the excuse.

Extended Field Trips Out-of-State

The superintendent may approve extended field trips for high school students. Extended field trips involving younger students must be approved by the board. All extended field trips, regardless of type, require proper adult supervision with carefully defined duties and responsibilities for the teacher and parent sponsors prior to departure. As a general guideline, one sponsor should be assigned for each group of 12 students and that sponsor shall be responsible for the supervision of the same group during the trip.

Planning must include consideration for the following safety procedures: a copy of each student's address, emergency telephone number, permission form, and medical authorization form signed by parents must be on file in the principal's office and the original must accompany the sponsor on the trip and there must be access to first-aid and emergency response. The principal's file of student information cards shall be updated prior to the group's departure. Overnight accommodations shall be made in accordance with the requirements of board policy IFCC.

Classes and Performances by Invitation/Application Extended Field Trips

Requests for permission for any student or group of students to participate in out-of-state activities must be made by the teacher or sponsor on the "Field Trips Out-of-State Approval" form and approved by the principal. Sponsors of school groups who wish to take their students on trips must work with the principal to establish a schedule. Once every four years bands, orchestras, and other large groups may take an extended field trip out of state upon initiation or acceptance of application. The high school principals will then meet to coordinate their respective schedules between schools. Trips for groups whose anticipated expenses will be under $5,000 must be approved by the principal and the executive director of educational programs. Groups whose anticipated expenses for the trip are $5,000 or more must also have the approval of the board.

Requests must be submitted to the executive director of educational programs by September 10 for trips that will be taken during the spring semester or following summer. Requests for fall semester must be submitted to the executive director of educational programs

by April 10 prior to the fall semester. The final detailed itinerary for an approved activity must be submitted by the teacher or sponsor to the principal at least 30 days prior to the departure date of the proposed trip.

Qualifying/Adjudicated Extended Field Trips

Requests for permission for any student or group of students to participate in out-of-state activities for which they have qualified in prior competition or adjudication must be made by the teacher or sponsor on the "Field Trips – Out-of-State Approval" form and approved by the principal within five days of notification of qualifying. Trips for groups whose anticipated expenses will be under $5,000 must be approved by the principal and the executive director of educational programs. Groups whose anticipated expenses for the trip are $5,000 or more must also have the approval of the board.

Requests must be submitted to the executive director of educational programs at least five days prior to the trip. The final detailed itinerary for the approved activity must be submitted by the teacher or sponsor to the principal at least five days prior to the departure date of the proposed trip.

Non-School Sponsored Field Trips

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

Every attempt should be made to schedule non-school sponsored trips during weekends and/or vacation periods. If travel arrangements necessitate that some school days be missed, normal procedures for staff and student absences must be followed. If overnight accommodations are necessary as part of the non-school sponsored trip, the accommodations will be made in accordance with the requirements of policy IFCC.

Planning and fundraising for non-school sponsored trips shall not occur during the school day. Printed materials shall show a disclaimer statement that the event is not school-sponsored and should not use school district logos, images or letterhead. Advertising or promotional materials shall not be produced using district copiers, printers or other resources.

Approved: April 16, 1996
Revised: May 15, 1991
Revised: February 19, 1992
Revised: June 12, 2001
Revised: April 26, 2011
Revised: May 9, 2023
Revised: August 8, 2023
Revised: April 8, 2025

# IFCC Overnight Accommodations IFCC

During school district sponsored travel that requires overnight stays by students, separate overnight accommodations will be provided for students of each biological sex. Trips involving overnight stays by students shall, generally, be limited to high school students. Any such trips, which involve the participation of younger students, must be approved by the board.

Definition

"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: August 8, 2023
Revised: April 8, 2025

## IHA Grading System IHA

All elementary and secondary schools will use a uniform grading system.

The uniform grading scale to be used in all classes which assign letter grades is

100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59-0 = F

Approved: January 20, 1982
Revised: May 15, 1991
Revised: June 12, 2001
Revised: April 26, 2011
Reviewed: May 9, 2023

## IHB Homework IHB

Homework should be recognized as a part of the total education program of the Salina Public Schools. Homework must serve the purpose of reinforcing lessons introduced in the classroom. It must be viewed as a method to help students learn the skills and concepts of the course, not as an end in itself or as a means of discipline. When the teacher's assistance is required, some study time should be provided during the class period.

Approved: January 20, 1982
Revised: May 15, 1991
Revised: June 12, 2001
Revised: April 26, 2011
Reviewed: May 9, 2023

## IHB-R Homework IHB-R

Homework in the Elementary Schools

It is the policy of the Salina Public Schools that most of the assigned work in the primary grades be done in the classroom, where the teacher has the opportunity to supervise and direct student activities. Modest assignments may be given to elementary students.

Homework in the Secondary Schools

As a general policy, the amount of homework will be increased as students advance from grades six through twelve.

Students carrying more than four subjects regularly requiring homework are assumed capable of carrying the load, and more time spent on homework for those students should be expected. Students should be informed of the advisability for properly budgeting of time for long-range assignments such as book reports, term or unit papers or special projects.

Approved: January 20, 1982
Revised: May 15, 1991
Revised: June 12, 2001
Revised: April 26, 2011
Reviewed: May 9, 2023

# IHC Class Rankings IHC

Class rankings will be computed for all high school grade levels each semester.

Approved: January 20, 1982
Revised: May 15, 1991
Revised: June 12, 2001
Reviewed: April 26, 2011
Reviewed: May 9, 2023

**IHD** **Honor Roll** (SEE JR et seq.) **IHD**

Honor rolls will be prepared for grades 6-12.

Approved: January 20, 1982
Revised: May 15, 1991
Revised: June 12, 2001
Revised: April 26, 2011
Reviewed: May 9, 2023

**IHD-R Honor Roll** **IHD-R**

An honor roll for each secondary school will be computed for each semester based upon a 3.0 or better grade point average on a 4.0 scale. Students' names will be published on the honor roll if they have attained a B grade average, or a 3.0 GPA for the semester, with no failing grades, subject to parental approval under the Buckley Amendment to the Education Act of 1972. (See JR et seq.)

Approved: January 20, 1982
Revised: May 15, 1991
Revised: June 12, 2001
Revised: April 26, 2011
Reviewed: May 9, 2023

# IHEA Make-Up Opportunities IHEA

(See JBD and JDD)

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

Approved: May 15, 1991
Revised: June 12, 2001
Reviewed: April 26, 2011

**IHF** **Graduation Requirements** **IHF**

(See JFCA)

The board may adopt graduation requirements exceeding the minimums set forth by state regulation. Unless otherwise provided herein, in order to qualify for graduation, students must earn 24 academic credits and complete two accomplishments that demonstrate the student will be a successful high school graduate that meet state and district requirements. This credit requirement shall apply beginning with those students who will enter the ninth grade in the school year following the effective date of the additional requirement.

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 the Department of Children and Families (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: August 1, 1984
Revised: May 15, 1991
Revised: March 14, 1995
Revised: May 9, 1995
Revised: February 25, 1997
Revised: June 12, 2001
Revised: November 25, 2003
Revised: April 12, 2005
Revised: October 28, 2008
Revised: March 29, 2011
Revised: August 28, 2012
Revised: October 8, 2013
Reviewed: November 10, 2015
Revised: November 8, 2016
Revised: June 11, 2024
Revised: March 10, 2026
Revised: September 8, 2026

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

(See JR et seq.)

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

Test Integrity

All staff and students are required to maintain integrity in the administration and completion of student assessments. Those who are directly or indirectly involved in the administration of assessments as part of the educational process have a professional responsibility to (1) take appropriate security precautions before, during, and after the administration of the assessment; (2) administer assessments according to prescribed procedures and conditions and notify appropriate persons if any nonstandard or delimiting conditions occur.

Reporting Testing Results

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

Approved: January 20, 1982
Revised: May 15, 1991
Revised: June 12, 2001
Revised: February 27, 2007
Revised: November 13, 2007
Revised: April 26, 2011

## IIA Performance-Based Credits IIA

A student may earn credits towards high school graduation by demonstrating mastery of the course outcomes through a performance instrument. The standards for designing and passing the performance instrument shall be demonstration of mastery (80%) of at least 80% of the standards.

A written request to "test out" of a class must be submitted prior to the beginning of each semester/year. A student may not request to "test out" of a class in which he or she is currently enrolled or has been enrolled.

The request is to be evaluated within 30 school days by a review committee composed of a building administrator, a school counselor, a faculty member appointed by the principal, and the student's parent(s) or guardian(s).

If the request is approved, the course instructor will have 30 school days to design a performance instrument that reflects mastery of all course outcomes. Commercially available instruments may be used if they cover all course objectives. A performance instrument shall be approved by the principal. The principal, in consultation with the instructor, will determine the setting and the timelines for the administration of the instrument, as well as the criteria for successful completion of those tasks.

The student has 10 school days in which those designated tasks developed by the teacher and approved by the administration must be performed.

Credit for such classes shall be awarded only on a pass/fail basis. Students will be allowed only one opportunity to "test out" of any particular class. It will not be the responsibility of the school or the instructor to provide instructional and/or review time for the student. However, the course outcomes, as noted in the district curriculum guide, and class syllabus will be made available.

Graduation Credit Through Integrated Coursework

The board may allow graduation credit for integrated academic or career and technical education course work. The teacher awarding academic credit shall be fully licensed and may work collaboratively with another instructor to develop a course plan for instruction. The teacher shall monitor the student's progress and level of achievement. The plan will be reviewed periodically to maintain rigor and relevance.

Credit Through Alternative Educational Opportunities

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

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

Eligibility Requirements for Sponsoring Entities

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

Requirements for the Provision of Alternative Educational Opportunities

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

Process for Submitting a Proposal for an Additional Educational Opportunity

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

Criteria for Evaluation Such Proposals

Prior to making a recommendation to the board on whether the district should partner with or continue to partner with a sponsoring entity, the superintendent shall review the proposed alternative educational opportunity in comparison with the board-approved curriculum and goals, consulting other staff members, as necessary, in that process. Before recommending action to continue such partnership from year-to-year, the superintendent may seek and shall review any available reports on the opportunity provided by the principal in accordance with this policy.

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

Additional considerations weighing into the decision to partner with a sponsoring entity may include, but may not be limited to: 1) whether the learning experience meets the curricular, rigor, and relevance needs of the student and/or the district; 2) qualifications, experience, reputation, and responsibility of the sponsoring entity and/or individuals that would be working directly with students;

3) related costs for the district regarding the provision of transportation, equipment, human resources to monitor experience, etc.; 4) space and time constraints if the experience will be provided in district facilities; 5) student and staff safety; 6) the need for an/or availability of insurance coverage, as applicable; 7) effect on other district course offerings and activities; and 8) student interest. As the welfare of students is a paramount importance to the board, the district reserves the right to complete background checks on any individuals working directly with students on behalf of the sponsoring entity and to base decisions on entering or exiting such partnership, in whole or in part, on the results thereof.

Determining the Course Credit That May Be Earned Through These Opportunities

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

State Reporting Requirements

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

Approved: November 25, 2003
Revised: April 26, 2011
Revised: April 12, 2022
Revised: July 12, 2022

**IIBE Use of Artificial Intelligence IIBE**

(See CN, GAAB, GAAC, GAACA, IIBG, JGEC, JGECA and KN)

Artificial intelligence (AI) technologies can provide valuable opportunities to enhance instruction, improve operational efficiency, and support student learning. The use of such technologies shall be used responsibly, ethically, and in compliance with applicable law and district policy.

The responsible use of AI in the district's educational and operational activities ensures transparency and accountability and protects the privacy and integrity of students and staff.

Definitions

Artificial intelligence (AI): Any system or software capable of generating, analyzing, or interpreting content or data in a manner that simulates human reasoning, including but not limited to generative text, image, audio, or video applications.

Generative AI: AI tools that produce new content based on prompts, including but not limited to written, visual, auditory, or coded outputs.

Approved Use of AI

The superintendent shall establish and maintain a list of approved AI tools permitted to be used throughout the district. Approved AI tools shall comply with all applicable and relevant laws including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), the Protection of Pupil Rights Amendment (PPRA), the Children's Online Privacy Protection Act (COPPA), the Children's Internet Protection Act (CIPA), the Kansas Student Data Privacy Act, district policies, and the district's cybersecurity standards and requirements. Approved classroom and administrative uses of AI shall be consistent with district instructional goals, operational needs, and policies, including those regarding acceptable use, bullying, and harassment. No approved AI application used shall collect, store, or transmit personally identifiable information without appropriate authorization and vendor safeguards.

While utilizing approved AI tools, staff and students shall comply with the following:

1. Demonstrate honesty, integrity, and responsibility in completing academic work, including only submitting and presenting work that represents the individual's own learning and understanding.
2. Use AI only to the extent that it supports learning without undermining the authenticity of an individual's efforts or the validity of the educational process.
3. Understand that AI technologies are only meant to supplement, not replace, human instruction, supervision, or judgment.
4. Use approved AI tools in a manner consistent with board policy, including Policy IIBG (Acceptable and Ethical Use of Technology), the Student Code of Conduct, and employee conduct requirements.
5. Properly cite or disclose the use of AI-generated content used in assignments, teaching materials, or official communications in accordance with this policy or risk disciplinary action or loss of credit for plagiarism.
6. Only use AI for idea generation, editing, or skill development when expressly permitted

by the teacher or administration.

Prohibited Uses

No staff member or student shall use AI in violation of board policy or applicable law, including, but not limited to, the following:

1. Violate academic integrity by generating or submitting work without appropriate authorization or citation.
2. Use AI to generate or substantially complete assignments, essays, or assessments without explicit authorization.
3. Use AI to fabricate sources, falsify data, or impersonate another individual.
4. Submit AI-generated work as a student's own or fail to cite or disclose the use of AI or AI-generated work.
5. Produce, alter, or distribute synthetic or manipulated content that misrepresents or harms individuals, commonly referred to as deepfakes.
6. Produce, alter, or distribute synthetic or manipulated content that violates school rules; individual rights, such as privacy, safety, reputation; or applicable law.
7. Access or disclose confidential or personally identifiable information in violation of law or district policy.
8. Circumvent district security systems or established procedures.
9. Use AI tools in violation of instructions or directives from teachers or administrators, board policy, or applicable law.

Violations of this policy shall be addressed in accordance with district disciplinary procedures and/or applicable law.

Training and Communication

The district shall provide ongoing professional learning for staff and guidance for students on the ethical, safe, and effective use of AI. Information about approved AI tools and acceptable practices shall be included in relevant staff and student handbooks.

Oversight and Review

The superintendent shall review this policy, the AI tool list, and any related administrative procedures annually to ensure continued compliance with law and alignment with board goals.

Approved: March 10, 2026

## IIBG Acceptable and Ethical Use of Technology IIBG

(See GAA and JCDA)

In keeping with the mission of Salina Public Schools, the board provides technology resources to its students and staff and supports the use of those resources for educational and administrative purposes. The technologies provided, including, but not limited to, computers, computer networks, Internet, electronic mail, online services and other applications such as social media networks and tools that facilitate access to information, resource sharing, research, collaborative learning, communications and integrated technology instruction, shall be used in support of education and other endeavors consistent with the district's goals and objectives. All technology-based instructional 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.

The superintendent is directed to develop regulations, procedures and guidelines which comply with all federal, state and local laws and regulations governing schools and technology use. At a minimum, these shall insure proper and safe use of district networks and the Internet by students, district employees, partners or volunteers, and members of the community. Any use of technology provided by the district must be done in compliance with such regulations, procedures and guidelines. Failure to do so is considered a violation of this policy. USD 305 retains the right to discipline any student, up to and including expulsion, and any employee, up to and including termination, for violations of this policy and any associated procedures and regulations. Users who violate the policies, regulations or procedures governing district technology use assume any and all legal responsibility for any violation of licensing or other legal requirement associated with the use of district technology.

The district's computer systems, electronic devices, computer networks, online services and peripherals ("district technology") are any configuration of hardware, software and contracted third party technology service providers. District technology includes, but is not limited to, all of the computer hardware, electronic devices, operating system software, application software, stored text and data files. This includes electronic mail, local databases, externally accessed databases (such as the Internet), optical media, clip art, digital images, digitized information, cloud storage, communications technologies, and new technologies as they become available. District technology issued to any students or employees is the property of the district to be used for educational and administrative purposes only.

The use of district technology is a privilege, not a right. Persons shall have no expectation of privacy or confidentiality in the content of electronic communications or other computer files stored, sent and/or received utilizing district technology. All persons using the district systems, online services or district-provided access to the Internet are governed by board policies and district guidelines, procedures and regulations regardless of whether the equipment used is personal or owned by the district. These regulations, procedures and guidelines are provided to make all users aware of the responsibilities associated with educational, efficient, ethical and lawful use of network resources. Failure to abide by any related provisions may result in the termination of user privileges, denial of access to district technology, and disciplinary action.

All materials or devices created as part of any assigned responsibilities or activities pursuant to a user's job duties shall be the property of the district.

Access

All users approved to use district technology must obtain an authorized account with a user ID and log-in password from management information systems (MIS). The user to whom the user-ID and password are assigned is responsible for their use or misuse. Both the user-ID and password must remain confidential, and the user shall not share either with any other person. At times, however, the building administration may need access to an individual's user account for emergent or time-sensitive reasons. To the extent possible, written permission will be obtained from the account holder. Any user-ID and password may be terminated at any time for any reason. All user accounts are considered the property of the district.

The district expressly reserves the right at any time to review the subject, content and appropriateness of electronic communications or other computer files including any district Internet or online commercial account paid for, in whole or in part, by the district and remove them if warranted without notice of any kind. Any violation shall be reported to school administration or law enforcement officials as appropriate. To accommodate storage needs, the district may also remove any files, whether personal or work-related, stored on its network.

Content found in on-line resources may contain defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, racially offensive or illegal material. The district does not condone its use and will not knowingly permit access to or usage of such material in the school environment.

Any statement of personal belief found on district technology is implicitly understood to be representative of the author's individual point of view and not that of the district, its employees or the participating school. No representations to the contrary shall be published without written approval from the superintendent.

The district makes no guarantees that district technology will be uninterrupted or error-free; nor does it make any warranty, whether express or implied, as to the results to be obtained from use of the service or the accuracy or quality of the information obtained on or by the network. Access to district technology is provided on an "as is" basis without warranties of any kind. Neither the district nor any of its agents or employees shall be liable for any direct, indirect, incidental, special or consequential damages arising out of the use of or inability to use district technology or out of any breach of any warranty. This includes loss of data resulting from delays, nondeliveries, misdeliveries, system maintenance or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the Internet is at the user's own risk and the district denies any responsibility for any commercial transaction conducted through its systems.

Safety/Security

All users are governed by the security and safety regulations established by the district,

its Internet service provider and any third-party data storage provider contracting with the district. The district shall operate a technology protection measure that blocks or filters Internet access (IIBGA). This technology protection measure shall ensure no minor has access to visual depictions that are child pornography or that are obscene, inappropriate or harmful. The district shall make every effort to restrict access to inappropriate materials and shall monitor the online activities of the end users. Principals may file a request with MIS to unblock websites that they believe have significant educational value. If the website is determined appropriate, the site will be unblocked for educational purposes.

All users assigned a computer or other electronic device owned by the district are responsible for its security at all times. When in use, no computer or electronic device should be left unattended. In the event of loss, whether accidental, negligent or intentional, the district reserves the right to charge any authorized user of a district-owned computer or other electronic device the insurance deductible for replacement and/or refuse issuance of a replacement to the previously authorized user. Authorized users are required to contact their building administrator when any loss or damage occurs, including theft. All reports of theft, whether confirmed or suspected, shall be forwarded to appropriate law enforcement.

All student data shall be treated as confidential. All student data must be entered into the district's database by appropriate employees only, and only school officials with a legitimate educational interest in the information may have access to a student's educational data whether obtained through the use of district technology or otherwise (JRB).

Software/Applications

All users are prohibited from installing personal software or applications on district-owned technology equipment. Any and all software/applications utilized for the district's educational or administrative purposes will be previewed and/or evaluated by the superintendent prior to purchase or download. Any user who fails to obtain the proper administrative approval before downloading software/applications is responsible for any loss, damage, injury or claim arising directly from the purchase, download, installation and/or use of the unauthorized software/application.

User Conduct

Proper use of district technology requires that district employees and students abide by the following guidelines. All users of district technology shall

1. Communicate using district technology in a respectful manner consistent with state laws and district policies governing the behavior of school employees and/or students and with federal laws governing copyright.
2. Use district electronic mail, rather than personal electronic mail accounts, to conduct district business or to complete educational activities.
3. Be responsible for all use of the networks under their accounts, regardless of whether access is gained with or without the person's knowledge and/or consent.
4. Immediately notify the building administer if the account holder suspects any unauthorized use of his/her account. The account holder shall remain liable and

responsible for any unauthorized use from the time at which the account holder is aware of or reasonably should be aware of the suspected unauthorized use until the district is notified and has a reasonable opportunity to act upon such notice.

5. Be responsible for any costs, fees, charges or expenses incurred under the person's account in connection with the use of district technology except such costs, fees, charges and expenses as the district explicitly agrees to pay.
6. Ensure that student information shared electronically complies with the Family Educational Rights and Privacy Act, the Kansas Student Data Privacy Act, as well as board policy regarding student records (JR).
7. Be responsible for damages or the cost of correcting any damage to district technology for attempts to harm or destroy data of another person. This includes, but is not limited to, "hacking" or creating, loading or sharing malicious software, scripts or code (e.g., executable files (*.exe), batch files (*.bat), command files (*.com), system files (*.sys)).
8. Abide by all district policies and regulations governing the use of social media.

Inappropriate Use

The following is a non-exclusive list of conduct prohibited while using district technology:

1. Generating, accessing, uploading, downloading, using, retaining or distributing any defamatory, obscene, profane, sexually-explicit, pornographic, threatening or illegal content of materials.
2. Violating any federal, state or local law or administrative regulation or failing to follow any other policies or guidelines established by the district or building administrators/supervisors.
3. Violating copyright or otherwise transmitting or using the intellectual property of another individual or organization without permission, specifically including, but not limited to, the unlawful downloading of music, movies, computer software or pictures.
4. Vandalizing, which is any unauthorized access and/or malicious attempt to damage computer hardware/software or networks or destroying the data of another user, including creating, uploading or intentionally introducing viruses.
5. Intentionally wasting limited resources, including, but not limited to, storage of excessive amounts of personal electronic mail, movies, music and picture files on district computers or servers.
6. Using district technology to create or access personal electronic mail accounts to engage in conduct that would violate any district policy.
7. Using the district's network or computers for commercial purposes or for any personal financial gain including, but not limited to, selling items and maintenance of a personal or business website or electronic mail accounts.
8. Harassing, bullying, insulting or attacking others.
9. Accessing or transmitting electronic mail or other electronic files containing inappropriate and/or offensive material that is aimed at members of any protected class (examples would include jokes targeted at person(s) based upon gender, race, ethnicity, disability, etc.).

10. Using district technology to distribute messages to large groups of people for non-district purposes, including, but not limited to, "everyone emails," "mass emails," "global emails," and "spam," unless expressly approved by the superintendent.
11. Gaining unauthorized access to the files or other informational resources of other persons or entities without permission, whether stored on or off the district's network.
12. Using others' passwords without permission.
13. Invading the privacy of individuals and/or revealing personal information online about any other district staff or student.
14. Installing equipment on or making modifications to district technology, such as altering the setup of computers (e.g., desktops, icons, wallpapers, screensavers or installed software) without pre-authorization from MIS.
15. Utilizing proxy sites or other means to circumvent the district's filter and/or other security measures.

Approved: June 12, 2001
Revised: November 25, 2003
Reviewed: July 22, 2008
Revised: October 28, 2008
Reviewed: December 8, 2009
Revised: April 26, 2011
Revised: November 13, 2012
Revised: May 13, 2014
Revised: October 14, 2014
Revised: April 8, 2025

# IIBGA Children's Internet Protection Acts IIBGA

The district shall implement and enforce both the federal and the Kansas Children's Internet Protection Acts (CIPA). The superintendent shall develop a plan which shall be on file with the board clerk, in each school office, and on the district website. Copies shall be available to the public.

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 or that are obscene, inappropriate, or harmful. The superintendent shall ensure compliance with CIPA by completing Federal Communication Commission forms as required.

## Children's Internet Protection Acts (CIPA) Plan

The USD 305 plan shall, at a minimum,

- provide reasonable public notice including at least one public hearing;
- install blocks or Internet filters to limit access and/or the transmission thereof by both minors and adults to child pornography or materials that are obscene, inappropriate or harmful;
- monitor the on-line activities of students while at school, at district-sponsored activities, or while utilizing the district's network;
- address issues related to the safety of minors when using e-mail, chat rooms, and other electronic communication;
- educate students about appropriate on-line behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response;
- hinder unauthorized access (hacking) and other unlawful on-line activities by students;
- prevent unauthorized disclosure, use or dissemination of personal information regarding minors; and
- comply with the Children's Internet Protection Acts.

Approved: December 8, 2009
Reviewed: April 26, 2011
Reviewed: November 13, 2012
Revised: October 8, 2013

# IIBGB Online Learning Opportunities IIBGB

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 April 20. The student and the student's parents or guardians shall be informed of the administrator's decision in writing no later than June 1.

Student may not enroll in an online 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.

Guidelines

The following guidelines shall be used by the administration:

1. Only administration-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 online 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 online coursework.

Other Regulations or Guidelines

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

Approved: November 25, 2003
Revised: December 8, 2009
Revised: April 26, 2011
Reviewed: November 13, 2012
Revised: October 11, 2022
Revised: June 9, 2026

# IIBGC Staff Online Activities IIBGC

(See GAF, GBU, IIBG, IIBGA and KGA)

Employees are encouraged to use district electronic mail and other district technology and resources to promote student learning and to communicate 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 utilized by employees with students shall be used in accordance with law and 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, administrators, classroom teachers, and extracurricular and co-curricular activity coaches and sponsors, may set up social media accounts using district technological resources, following district policy and procedures to promote and enhance communications with students, parents, and the community concerning school-related programs and activities as well as for the purpose of supplementing classroom instruction. Social media 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, as allowed by law and this policy.

Definitions

For purposes of this policy, a "social media platform" is any online website or application that permits a person to become a registered user, create an account or profile for the primary purpose of creating, sharing, or interacting with user-generated content that is publicly viewable. "Social media platform" includes, but is not limited to, Facebook, Instagram, Snapchat, TikTok, X (Twitter). "Social media platform" does not include:

- any online website or application whose primary purpose is educational;
- any platform approved by the board if such platform:
  - is owned, licensed, or contractually controlled by the school district;
  - allows for required user accounts;
  - allows communications to be monitored, archived, retained, or audited in compliance with policy or law;
  - is accessible to parents or guardians; and
  - used by employees in accordance with policy;
- email;
- direct messaging services that only share messages between a sender and a named recipient and does not display or post messages publicly or to users not identified as recipients by the sender of the message; and
- any online product or service that does not have school-specific features or identifiers and the predominant purpose is to post educational materials, news, resources and user comments, or other interactive functionality that is incidental to such predominant purpose.

For the purposes of this policy, "official school purposes" means the broadcasting or posting of public, one-way communications that pertain to school functions, activities, or events. "Official school purposes" does not include private communications, direct communications, or

two-way communications with any student.

Use of Social Media for District Purposes

In order for district employees to utilize a social media platform for instructional, administrative, or other work-related communication purposes, they shall comply with the following:

1. They shall request permission from the superintendent prior to using any social media platform for district purposes.
2. If permission is granted, staff members will set up the page or account following all district policy, administrative procedures, and directives. This shall include, but may not be limited to, limiting the employee to using only board approved social media platforms for official school purposes and giving administrative access and editing rights to designated district or school officials.
3. If the expenditure of district funds is required to complete the set-up or maintenance of the page or account, the requesting staff member shall present an itemized summary of such costs to the superintendent for appropriate approval.
4. Once the page or account is in use, the sponsoring staff member is responsible for the following:
    a. monitoring and managing the page or account to promote safe and acceptable use and compliance with district policies, administrative guidelines, directives, and applicable law; and
    b. observing confidentiality restrictions concerning release of personally identifiable student information under state and federal law.

Prohibitions Regarding Social Media Platforms

No employee of the district shall privately or directly communicate with any student through a social media platform, except as expressly permitted under this policy. This prohibition applies regardless of whether communication occurs during or outside the school day.

No employee shall require a student to use a social media platform for any assignment or extracurricular activity.

The provisions of this policy do not apply to any virtual school, as defined by Kansas law.

Uses of Social Media Platforms for Official School Purposes

The board may approve specific social media platforms for employee use for official school purposes, and employees are expected to utilize only board approved social media platforms in the performance of any district related work responsibilities, including the posting of information on behalf of district programs, clubs, and activities.

(See GAF, GBU, IIBG, IIBGA and KGA)

Board approved social media platforms may be used by employees only for the following purposes:

- posting or broadcasting one-way, public communications; and
- sharing general information related to school programs, activities, or events.

Employees shall not use social media platforms for any form of two-way interaction with students, including, but not limited to:

- private or direct messaging;
- comment-based conversations; or
- other two-way exchange of individualized messages with a student.

Other Online Platforms

Employees may communicate with students through platforms that are not classified as social media platforms, provided such use complies with board policy and applicable law.

These platforms may include:

- district email accounts;
- district learning management systems;
- board approved messaging, notification, or collaboration platforms; and
- direct messaging applications.

Training and Compliance

The superintendent shall provide training to employees regarding acceptable social media platform communication practices as necessary for implementation of new requirements and then periodically thereafter.

Disciplinary Actions

Staff members are strongly discouraged from creating personal social media accounts with which they connect with current or future students. 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, social media, or online resources violates board policy, administrative regulations and/or procedures, or supervisory directives; Kansas law regarding social media platform use by school employees; 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 protect the health, safety, and emotional well-being of students and confidentiality of student information both in the school setting and in their offsite, online actions. Conduct in violation of this policy, including, but not limited to, acts relating to the use of technology, any social media platform, or online resources, may form the basis for disciplinary action up to and including termination from employment.

Approved: June 9, 2026

**IIBGC Staff Online Activities** **IIBGC-4**

(See GAF, GBU, IIBG, IIBGA and KGA)

Revised: September 8, 2026

## IIBGD Computer Software Selection IIBGD

All computer software for instruction will be previewed and evaluated prior to purchase.

Instructional computer software must meet the following criteria:

- present high-quality curriculum information aligned with the appropriate district objectives,
- incorporate student learning strategies which have demonstrated effectiveness through electronic means,
- require active student involvement in the learning,
- make good use of the computer's capabilities, i.e., activities which are not possible (constraints of time, resources, etc.) without technology,
- support and integrate into activities the district's improvement targets for all schools – reading, problem solving, and writing, and
- meet, not exceed, current hardware system capabilities.

Approved: May 16, 1985
Revised: May 15, 1991
Revised: June 12, 2001
Revised: December 8, 2009
Reviewed: April 26, 2011
Revised: June 9, 2026

## IJ Evaluation of Instructional Program (See IC, ICA, & II) IJ

The superintendent may develop guidelines to evaluate a portion of the instructional program each year. This evaluation may be part of the district's school improvement efforts as required by current regulation.

Approved: January 20, 1982
Revised: May 15, 1991
Revised: June 12, 2001
Reviewed: April 26, 2011
Revised: November 13, 2012
Revised: November 12, 2019
Revised: October 13, 2020

## IJ-R Evaluation of Instructional Program (See IC, ICA, & II) IJ-R

The superintendent may annually establish program evaluation committees to study the district's instructional program on a regular schedule. The superintendent may require reports from these program evaluation committees which may include the committee's recommendations for continuation, modification or elimination of any part of the instructional program. The executive director of educational programs may submit a comprehensive report from the committees to the board.

Approved: January 20, 1982
Revised: May 15, 1991
Revised: June 12, 2001
Reviewed: April 26, 2011
Revised: November 13, 2012
Revised: November 12, 2019
Revised: October 13, 2020

## IKA Financial Literacy IKA

The board supports the goals 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 in such efforts.

Approved: November 10, 2015

## IKAA Semester Examinations IKAA

Semester examinations are required in all high school courses at the conclusion of the semester. All students are required to take semester examinations as scheduled unless exemptions are granted by the principal. A student who misses an examination will be required to make up the test at the earliest opportunity.

At the principal's discretion, an exemption from second semester examinations may be granted to a student for a death in his/her immediate family, a very serious accident, injury, or incapacitating illness. The make-up test will be scheduled by the principal. If the principal grants an exemption from the examination, the student's final grade will be awarded based upon his/her grade average earned to date. Individual problems may be referred to the superintendent for clarification.

Approved: November 7, 1984
Revised: May 15, 1991
Revised: June 12, 2001
Revised: April 26, 2011

## IKAA-R Semester Examinations IKAA-R

A semester final examination shall not constitute more than 20 percent or less than 10 percent of the semester grade. A first semester exam grade will be computed into the first two quarter grades, second semester exam into third and fourth quarters, and reported on the grade report form accordingly.

All teachers are required to leave a copy of their final examinations and a scoring key with the principal at the end of the second semester in the event that make-up exam is necessary. The examination will be graded and a final grade recorded on the permanent record as soon as possible.

The structure, amount of course coverage, style, and format of the examination will be left to the discretion of the teacher.

Approved: November 7, 1984
Revised: May 15, 1991
Revised: June 12, 2001
Reviewed: April 26, 2011

**IKB** **Controversial Issues** **IKB**

(See GAHB, GBU, IA, IFBH, IKD and IKDA)

When a controversial subject arises in the classroom, teachers may use the opportunity to teach about the controversy but shall take care to ensure that curricular content delivery remains the focus of the conversation.

Teachers shall ensure that various positions concerning any controversial subject are presented and that students have the opportunity to freely discuss the topic. Teachers are discouraged from expressing personal viewpoints during these discussions which would violate any board policy or Kansas law, such as engaging in prohibited political acts using district time or property.

Use of Controversial Materials

It is required that teachers work cooperatively with their principals and other administrators in the use of controversial learning resources. R, PG-13, or PG rated films and/or other digital media shall be considered controversial within the meaning of this policy and shall require prior approval of the principal according to the guidelines listed below. R rated materials shall not be used in elementary and middle schools and at the high school level only with parental permission. X rated and NC 17 rated films and digital materials shall not be used in USD 305.

- PG, PG-13, and R rated films and digital materials shall be considered controversial at the elementary and middle school levels.
- R rated films and digital materials shall be considered controversial at the senior high level.

Approved: January 20, 1982
Revised: May 15, 1991
Revised: June 12, 2001
Revised: April 26, 2011
Revised: March 10, 2026

## IKCA Human Sexuality Education IKCA

Opt-Out Procedure and Form

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

Opt-Out Form

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

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

Annual Request Required

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

Approved: May 15, 1991
Revised: June 12, 2001
Revised: February 27, 2007
Reviewed: April 26, 2011
Revised: May 9, 2023
Revised: March 10, 2026

# IKD Religion in Curricular or School-Sponsored Activities IKD

(See AEA, IF, IKDA and KN)

No religious belief or non-belief shall be promoted or disparaged by the district or its employees. Students and staff should be tolerant of each others' religious views. Students and staff members may be excused from participating in practices contrary to their religious beliefs, and staff members are responsible for ensuring proper notice and opportunity for opt-out is given in accordance with board policy IKDA, as applicable.

## Teaching About Religion

Teachers may teach about religion, religious literature and history but are prohibited from promoting, expounding upon, criticizing or ridiculing a religion. Religious texts may be used to teach about religion, but the use of religious texts is prohibited if used to promote a particular religious doctrine.

## Religion in the Curriculum and School Activities

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

## Religious Symbols in the Classroom

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

## Religious Holidays

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

## Graduation and Other Ceremonies

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

Approved: January 20, 1982
Revised: May 15, 1991
Revised: March 17, 1993
Revised: December 1, 1993
Revised: June 12, 2001
Revised: April 26, 2011
Reviewed: May 9, 2023
Revised: March 10, 2026

**IKDA Religious Objections to Activities** **IKDA**

(See IF and IKD)

The board recognizes parents have the fundamental right to direct the religious upbringing of their children. Furthermore, Kansas law supports the ability of a parent or person acting as a parent to request their child not be required to participate in a school activity which is contrary to the religious teachings of their child. To assist district staff in consistently accommodating these rights, the board adopts the following policy.

For the purposes of this policy, terms shall have the following meanings.

"Activity" shall be deemed to include, but may not be limited to, any academic assignment, curricular lecture, presentation or planned classroom discussion; classroom project; subject-specific instruction; direct exposure to assigned reading material (whether read to or by the class or assigned to the student for independent consumption); or assembly. This term shall not be interpreted to apply to an entire course of study, except when a course of study is an elective course not required for graduation and alternative courses are available for the student's enrollment and participation at the time of objection.

Parents or persons acting as parents shall be notified in advance and given the opportunity to opt their child out of any activity addressing topics that are known to be or are reasonably ascertainable to be contrary to the religious beliefs of the parents, persons acting as parents, or students themselves.

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

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

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

(See IF and IKD)

If the opt-out request is granted, the school may provide an appropriate alternative assignment or academic activity aligned with the same learning goals without penalty to the student.

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

Nothing in this policy shall be interpreted to allow a parent, person acting as a parent, or adult student to opt a student out of entire courses which have been deemed required graduation requirements by the board or by the state of Kansas, except as otherwise provided by law. Parents and persons acting as parents of middle or high school students are encouraged to assist students in monitoring available course offerings and their descriptions near enrollment periods in order to make appropriate course selections in line with state required graduation requirements while still accommodating the child's sincerely held religious beliefs.

Approved: June 12, 2001
Revised: April 26, 2011
Reviewed: May 9, 2023
Revised: March 10, 2026

## IKI Lesson Plans IKI

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

Approved: January 20, 1982
Revised: May 15, 1991
Revised: June 12, 2001
Reviewed: April 26, 2011

# ING Animals and Plants in the School ING

With the prior approval of the principal, animals or plants may be brought to school for instructional purposes. The superintendent may establish procedures to be followed for the care and treatment of classroom animals.

If someone is injured by an animal or comes into contact with a toxic plant, the incident shall be immediately reported to the administration by the supervising teacher. The principal shall notify the appropriate persons.

Service Animals in the Schools

Service animals are permitted in the schools and on school property in accordance with federal law. In order for the district to accommodate the health and safety of our students and staff while maintaining our educational services, programs, and activities, employees and students are encouraged to notify their building administrator prior to bringing a service animal to school for the first time. Patrons or individuals attending functions or having short-term business on school property are not required to provide advance notice to school staff in order to be accompanied by a service animal on school property.

Access to school buildings will not be denied to a service animal as long as the animal is individually trained and required to do work or perform tasks for the benefit of an individual with a disability. Such work or tasks must be directly related to the individual's disability. District staff shall not be responsible to provide care or control of a service animal, and any service animal which is out of control or is not housebroken may be excluded by district staff.

For the purpose of this policy, "service animals" is not deemed to include animals provided by the school for instructional purposes or for therapy or comfort animals.

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