

**2000 SERIES
INSTRUCTION**

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Goals

2000

The District's educational program will seek to provide an opportunity for each child to develop to his or her maximum potential. The objectives for the educational program are:

- To foster self-discovery, self-awareness, and self-discipline.
- To develop an awareness of and appreciation for cultural diversity.
- To stimulate intellectual curiosity and growth.
- To provide fundamental career concepts and skills.
- To help the student develop sensitivity to the needs and values of others and respect for individual and group differences.
- To help each student strive for excellence and instill a desire to reach the limit of his or her potential.
- To develop the fundamental skills which will provide a basis for life long learning.
- To be free of any sexual, cultural, ethnic, or religious bias.

The administrative personnel are responsible for apprising the Board of the educational program's current and future status. The Superintendent should prepare periodic reports that include:

- A review and evaluation of the present curriculum;
- A projection of curriculum and resource needs;
- An evaluation of, and plan to eliminate, any sexual, cultural, ethnic, or religious bias that may be present in the curriculum or instructional materials and methods;
- A plan for new or revised instructional program implementations; and
- A review of present and future facility needs.

Policy History:

Adopted on: 6/18/07

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Superintendent is responsible for making curriculum recommendations. The curriculum shall be designed to accomplish the learning objectives and goals for excellence consistent with the District’s educational philosophy, mission statement, objectives and goals.

Development and Assessment

A written sequential curricula shall be developed for each subject area. The curricula shall address learner goals, content and program area performance standards and District education goals, and shall be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and time lines for curriculum development and evaluations shall be developed as well.

The staff and administration will suggest materials and resources, to include supplies, books, materials and equipment necessary for development and implementation of the curriculum and assessment that are consistent with the goals of the education program.

In all program areas and at all levels, the District shall assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. The District will use assessment results to improve the education program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school.

All courses of instruction shall comply with state statutes and the rules of the State Board of Education.

Cross Reference: 2000 Goals
 2800 Objectives

Legal Reference: I.C. § 33-512A District curricular materials adoption committees
 I.C. § 33-1601 et seq. Courses of Instruction
 IDAPA 08.02.01 et seq. Rules of the State Board of Education

Policy History:
Adopted on: 6/18/07

Lesson Plan

2110

To insure proper planning and continuity of instruction, the Board requires that each teacher prepare lesson plans for daily instruction. To facilitate more effective instruction, lesson plans must be prepared at least 3 days in advance of the actual class presentation. The format for the lesson plan will be specified by the building principal and shall be reviewed on a regular basis. The plan book must be readily available when a substitute teacher is needed.

Careful planning should precede:

1. The opening of the school year;
2. The beginning of a project; and/or
3. The daily activities that address the needs of students

Planning should include:

1. Statement of objectives;
2. Procedures and strategies to be used;
3. Organizational materials and instruction;
4. Materials – basic and supplementary; and
5. Evaluation of students.

Planning should be creative and challenging as well as continuous. Additionally, planning should be flexible in order to meet the needs and abilities of students.

Policy History:

Adopted on: 6/18/07

Revised on: 11/17/08

Program Evaluation and Diagnostic Tests

2120

The Board strives to achieve efficiency and effectiveness in all facets of its operations. In order to achieve this goal, the Board shall strive to set forth:

1. A clear statement of expectations and purposes for the District's instructional program;
2. A provision for staff, resources and support to achieve the stated expectations and purposes; and
3. A plan for evaluating instructional programs and services to determine how well expectations and purposes are being met.

Parents who wish to examine any assessment materials may do so by contacting the Superintendent. Parental approval is necessary before administering an individual intelligence test or a diagnostic personality test. No tests or measurement devices containing any questions about a student's or the student's family's personal beliefs and practices in family life, morality and religion shall be administered unless the parent gives written permission for the student to take such test, questionnaire or examination.

Legal Reference: 20 U.S.C § 1232h Protection of Pupil Rights
I.C. § 1601 et seq. Courses of Instruction

Policy History:

Adopted on: 6/18/07

K-3 Reading Intervention

The District strives to ensure that all students read at or above grade level by the end of third grade. In order to achieve this goal the District shall establish a reading intervention program, in addition to core reading instruction, that is aligned with Idaho State Board of Education's Comprehensive Literacy Plan. The District's reading intervention program will include research-based literacy instructional practices, student engagement, and effective interventions.

Definition

Idaho has adopted the International Literacy Association definition of literacy. Literacy is defined as the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines in any context.

Intervention Program

The District will provide a research based reading intervention programs to all kindergarten through third grade students identified with a reading deficiency as determined by the statewide reading assessments.

The program will provide intensive development in phonemic awareness, phonics, fluency, vocabulary, text comprehension, and decoding intervention as applicable to the grade level. The District will monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs.

The program will provide a minimum of 60 hours of supplemental instruction for students in kindergarten through grade 3 who score below basic on the reading screening assessment and a minimum of 30 hours of supplemental instruction for students in kindergarten through grade 3 who score basic on the reading screening assessment.

Reading Improvement Plan

Any student in kindergarten through third grade who exhibits a deficiency in reading based upon the statewide assessment shall receive an individual reading improvement plan. Any student who has been identified as not proficient through a local literacy assessment may also be put on a reading improvement plan. The District shall notify parent(s) or guardian(s) as outlined below once the deficiency has been identified and request their participation in developing the plan.

The reading improvement plan shall be created by the teacher, principal, parent(s) or guardian(s), and other pertinent school personnel, including staff assigned library duties, if applicable, no later than 30 days after the identification of the reading deficiency. The plan will describe the reading intervention services the student will receive to remedy the reading deficit.

If, after a good faith effort, the District is unable to engage the parent(s)/guardian(s) in the development of the student's reading improvement plan within 15 days of notification, school

personnel may move forward with the creation of the student's reading improvement plan without parental participation.

Students who are on a reading improvement plan and have been identified through the statewide assessment to be at grade level may be transitioned off of the reading improvement plan. The District shall notify the parents or guardians in advance of transitioning students off of their reading improvement plan.

Parental Notification

The parent(s) or guardian(s) of any student in kindergarten through third grade who exhibits a deficiency in reading at any time during the school year shall be notified in writing of the student's reading deficiency.

The Board hereby directs the Superintendent or designee to assist schools with providing written notification to the parent(s) or guardian(s) of any student who has not met grade-level proficiency.

The initial notification must include the following:

1. A statement that his or her student has been identified as having a deficiency in reading and a reading improvement plan will be established by the teacher, principal, other applicable school personnel and the parent(s)/guardian(s);
2. A description of the current services that are provided to the student; and
3. A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student that are designed to address the identified areas of reading deficiency.

Following development of the plan, the parent(s)/guardian(s) will be provided with:

1. A description of the reading intervention and supplemental instructional services and support that will be provided to the student that are designed to address the identified areas of reading deficiency; and
2. Strategies for parent(s)/guardian(s) to use at home in helping their student to succeed in reading.

At the conclusion of each school year, or earlier if it has been determined that the student is proficient and is no longer in need of intervention, the parent or guardian will be updated on the student's progress, including any recommendation for placement.

Student Records

The assessment scores and interventions recommended and implemented shall be maintained in the permanent record of each student.

Reporting

Annually by October 1, the District shall report to the Idaho State Department of Education the following information on the prior school year:

1. By grade, the number and percentage of all students in grades kindergarten through third performing at the basic or below basic level on local and statewide assessments in reading; and

2. By grade, the number and percentage of all students in grades kindergarten through third performing at the proficient or higher level on local and statewide assessments in reading.

Legal Reference:	I.C. § 33-1614	Reading Instruction and Intervention
	I.C. § 33-1615	Reading Assessment
	I.C. § 33-1616	Literacy Intervention

Other Reference: Idaho Comprehensive Literacy Plan

Policy History:

Adopted on: 9/19/2016

Research Studies

2130

The District recognizes the value of participation in educational research. Studies using observation, surveys, and experimentation can aid in the improvement of the instructional program in the school system as well as growth in the profession and growth for individual teachers and researchers.

Simultaneously, the District recognizes that the amount of time available for student learning is limited and must be handled carefully. It is, therefore, important that only those research studies that are of the greatest value to the District should be allowed to be conducted in the school system.

All research proposals from outside sources will be submitted in prospective form, with the instruments attached, to the Superintendent at least three (3) weeks prior to the date on which the research study is to be conducted. The prospectus will include the researcher's name, address and phone number, as well as a description of the purpose of the study, the procedures to be used, the treatment of the data and the distribution of the study. The Superintendent will approve or disapprove all research studies. Approval will be based on educational significance, project design, and disruption to the regular school process. The primary criteria in approving research studies will be the value to the District. A final copy of the study will be provided free of charge to the District.

No test, questionnaire, survey, or enumeration containing questions about a pupil's or his parent's personal beliefs, practices in sex, family life, morality and religion will be administered without Board approval.

Policy History:

Adopted on: 6/18/07

Surveys - General

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in Board Policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party

Before the District administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one (1) or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Behavior or attitudes about sex;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request, and/or
2. Refuse to allow their child to participate in any survey requesting personal information.
The school shall not penalize any student whose parent(s)/guardian(s) exercise this option.

Instructional Material

A student's parent(s)/guardian(s) may, within a reasonable time of the request, inspect any instructional material used as part of their child's educational curriculum.

The term “instructional material,” for purposes of this policy, means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Collection of Personal Information from Students for Marketing Prohibited

The term “personal information,” for purposes of this section only, means individually identifiable information including: (1) a student’s or parent’s first and last name, (2) a home or other physical address (including street name and the name of the city or town), (4) telephone number, or (5) a Social Security identification number.

The District will not collect, disclose, or use student personal information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose.

The District, however, is not prohibited from collecting, disclosing, or using personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education-related activities;
6. Student recognition programs.

Notification of Rights and Procedures

The Superintendent or designee shall notify students’ parents/guardians of:

1. This policy as well as its availability from the administration office upon request;
2. How to opt their child out of participation in activities as provided in this policy;
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other material described in this policy.

This notification shall be given parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student, when the student turns 18 years of age or is an emancipated minor.

Cross Reference: 3500 Student Health
2520 Instructional Materials
3200 Student Rights and Responsibilities

Legal Reference: 20 U.S.C. 1232h Protection of Pupil Rights

Policy History:

Adopted on: 6/18/07

INSTRUCTION

Student and Family Privacy Rights – Consent Form

2140F

The Protection of Pupil Rights Amendment (PPRA), requires the District to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include student surveys, analyses, or evaluations that concern one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings (except those permitted under State law without parental notification). The following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and, for surveys and activities scheduled after the school year starts, the District will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and provide them with an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

[LIST ALL APPLICABLE SURVEYS AND SCREENINGS TO BE GIVEN IN THE UPCOMING YEAR, THE STUDENTS THEY WILL BE ADMINISTERED TO, THE DATE THEY WILL BE GIVEN, A DESCRIPTION OF THE SURVEY OR SCREENING, AND A STATEMENT OF WHETHER THE SURVEY WILL REQUIRE PARENTAL

CONSENT OR WHETHER PARENTS MUST ACTIVELY OPT THEIR CHILD OUT IF THEY DO NOT WISH FOR THEM TO PARTICIPATE.]

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to **[DESIGNATED OFFICIAL, ADDRESS]**. **[THE DESIGNATED OFFICIAL]** will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

I _____ (parent/guardian's name) give my consent for _____ (child's name) to take _____ (survey name) on or about _____ (date).

Parent's signature: _____

Please return this form no later than _____ (date) to the following school official:

[NAME AND MAILING ADDRESS]

Copyright

2150

The District recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or using of audio, visual or printed materials and computer software, unless the copying or using conforms to the “fair use” doctrine.

Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research.

While the District encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of District staff to abide by the District’s copying procedures and obey the requirements of the law. Under no circumstances shall it be necessary for District staff to violate copyright requirements in order to perform their duties properly. The District cannot be responsible for any violations of the copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the District’s procedures or is permissible under the law should contact the Superintendent. The Superintendent will assist staff in obtaining proper authorization to copy or use protected materials when such authorization is required.

Legal Reference: 17 USC 101 to 1010 Federal Copyright Law of 1976.

Policy History:

Adopted on: 6/18/07

Authorized Reproduction and Use of Copyrighted Material in Print

In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an article from a newspaper or periodical; a short story, short essay or short poem; or a chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper. A teacher may make multiple copies, not exceeding more than one (1) per pupil for classroom use if the copying meets the tests of “brevity, spontaneity and cumulative effect” set by the following guidelines. Each copy must include a notice of copyright.

1. **Brevity**
 - a. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
 - b. Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less, may be copied; in any event, the minimum is 500 words. (Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph.)
 - c. One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose or poetic prose.
2. **Spontaneity**. Should be at the “instance and inspiration” of the individual teacher.
3. **Cumulative Effect**. Teachers are limited to using copied material for only one (1) course in the school in which copies are made. No more than one (1) short poem, article, story or two (2) excerpts from the same author may be copied, and no more than three (3) works can be copied from a collective work or periodical issue during one (1) class term. Teachers are limited to nine (9) instances of multiple copying for one (1) course during one (1) class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

Performances by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations or collective works. “Consumable” works include: workbooks, exercises, standardized tests, test booklets and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers’ reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a “higher authority,” and students cannot be charged more than actual cost of photocopying. Teachers may use copyrighted materials in overhead or opaque projectors for instructional purposes.

Authorized Reproduction and Use of Copyrighted Materials in the Library

A library may make a single copy of an unpublished work which is in its collection; and a published work in order to replace it because it is damaged, deteriorated, lost or stolen, provided the unused replacement cannot be obtained at a fair price.

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one (1) article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use may subject the person to liability for copyright infringement.

At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated in "Authorized Reproduction and Use of Copyrighted Material in Print".

Authorized Reproduction and Use of Copyrighted Music

A teacher may make a single copy of a song, movement, or short section from a printed musical work that is unavailable except in a larger work, for purposes of preparing for instruction.

A teacher may make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song.

In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available.

Procedure History:

Promulgated on: 6/18/07

School Year / Calendar / Instructional Hours

2200

School Fiscal Year

The fiscal year of the school is from July 1 to June 30.

School Calendar

The Board annually shall establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays.

Holidays / Commemorative Days

School holidays shall include New Year’s Day, Memorial Day, Independence Day, Thanksgiving Day, and Christmas Day.

For those commemorative days that fall on a school day, the teachers and students shall devote a portion of the day on each such day designated in I.C. § 73-108.

Instructional Hours

The District shall provide the minimum number of instructional hours for students at each grade level as follows:

<u>Grades</u>	<u>Hours</u>
K	450
1-3	810
4-8	900
9-12	990

PIR Days

Not more than twenty-two (22) hours may be utilized for in-service teacher activities.

Legal Reference: I.C. § 33-512 Governance of schools
I.C. § 33-701 Fiscal year – Payment and accounting of funds
IDAPA 08.02.01.250.01 Required Instructional Time
IDAPA 08.02.01.250.03 Day In Session When Counting Pupils in Attendance

Policy History:

Adopted on: 6/18/07

School Closure

2210

The Superintendent or his/her designee may order the closure of schools in the event of extreme weather, facility failures or other emergency, in compliance with established procedures for notifying parents, students and staff.

Legal Reference: I.C. § 33-512 Governance of schools

Policy History:

Adopted on: 6/18/07

School Closure

2210P

All students, parents, and school employees should assume that school will be in session and buses running as scheduled, unless there is official notification from the Superintendent or his/her designee to the contrary. Such notice will be given via public media.

In the event that extremely cold temperatures, wind chill factors, snow, wind or other circumstances require a modification of the normal routine, the Superintendent or designee will make the modification decision prior to 6:00 a.m. and contact the public radio stations for broadcast to the community and will initiate the emergency fan-out communication procedure to all administrators.

Work Schedules and Responsibilities for School Closures

Superintendent

Only the Superintendent or designee shall have the authority to close schools. The Superintendent will be on duty throughout any existing or potential emergency situation, day or night. All orders that are of doubtful origin should be confirmed with the Superintendent.

Central Administrative Personnel

Central administrative personnel shall be expected to report for duty on their assigned shifts in the event of any school closure insofar as is safely possible. Additional hours may be required, especially of the Maintenance Supervisor, Business Manager and Personnel Director, depending on the nature of the emergency.

Building-Level Administrators, Non-Teaching “Exempt” Personnel, and Key Support Staff

All building-level administrators and non-teaching “exempt” personnel shall report for duty per their normal shifts or as otherwise directed each day during the school closure, together with the head custodian and at least one (1) secretary, insofar as is safely possible. The building administrator shall ascertain that the building has been adequately secured and that any child who mistakenly reports to school [in the event that school has been closed] is properly and safely cared for and returned home per district policy. The administrator and this minimal support staff shall notify other staff and/or other support employees of the situation, and shall respond to telephone questions. When the situation has been stabilized, the personnel who reported to work may choose to return home.

12-Month Classified Employees

In the event of a school closure, 12-month classified personnel may report for duty or not report for duty, as directed by their immediate supervisor or the Superintendent. Building secretaries and secretaries to the key central administrative personnel who are required to be on duty are expected to report for duty.

10- and 11-Month Classified Employees

Ten- and 11-month employees may report for duty or not report for duty as directed by their immediate supervisor or Superintendent.

Aides, Food Service Workers, and Other 9-Month Classified Employees

These employees work only those days when school is in session and are not expected to work when school is not in session. If school has been closed, 9-month employees should not report for duty unless otherwise directed by their immediate supervisor or the Superintendent.

Teachers (Teachers, Librarians, Psychologists, Counselors)

If schools are closed for weather or other emergency conditions, teachers are not expected to report for duty unless directed otherwise. In cases of school closures, it is customary for the days to be made up at another time; thus teachers will typically still fulfill their contract days.

Procedure History:

Promulgated on: 6/18/07

Pre-Kindergarten Programs

2220

The District may establish a pre-kindergarten program based on the premise that the District's teachers, support staff, and physical facilities can offer a quality of experiences that cannot be provided by area nursery schools. If it is not possible for the District to provide such a program for all four-year-old children in the District, those children in greatest need will be sought and identified.

The objectives of the program are to:

1. Identify children with incipient problems of a social, emotional, and/or physical nature, regardless of whether they are related to maturational development;
2. Provide an educational experience that will ameliorate or eliminate these problems at an early age, thereby deterring adjustment and/or learning problems from developing in subsequent years;
3. Identify children who do not have facility in the English language and provide experiences that enhance and accelerate the development of such a facility;
4. Identify children who would not otherwise attend a nursery school prior to entering public school and provide them with equal learning opportunities;
5. Provide experiences for the parents of these children through a volunteer aide program whereby they can become oriented to the task of the school and how their role as parents might relate to the task as it affects their children; and
6. Provide learning experiences in early childhood education and child care for high school students through cooperative arrangements with the District high school(s).

If any such program is instituted by the District, such program may be separate and apart from any services provided to pre-kindergarten students under the Individuals with Disabilities Education Act or other special education laws.

Policy History:

Adopted on: 8/20/12_

Revised on:

Grade Organization

2230

The District has instructional levels for Grades kindergarten through twelve. The grouping and housing of instructional levels in school facilities shall be according to plans developed by the Superintendent and approved by the Board.

Instructional programs shall be coordinated between each grade and between levels of schools.

A student will be assigned to an instructional group or a classroom that will best serve the needs of that individual while still considering the rights and needs of other students. Factors to be considered in classroom assignments are: class size, peer relations, student/teacher relations, instructional style of individual teachers, and any other variables that will affect the performance of the student.

The criteria for grouping should be based upon the learning goals and objectives being addressed and the student's ability to achieve those purposes.

Legal Reference: I.C. § 33-302 Classification of school districts

Policy History:

Adopted on: 6/18/07

Class Size

2240

The district will strive to achieve ratios consistent with the following state class size ratio goals:

<u>Grade Level</u>	<u>Number of Students</u>
Kindergarten	20
Grades 1, 2, 3	20
Grades 4, 5, 6	26
Junior High	160 per teacher
High School	160 per teacher

In Kindergarten and at the elementary level, a class shall be considered overloaded when it exceeds the following number of students:

- Kindergarten-1st Grade - 24
- Second (2nd), Third (3rd) Grades - 24
- Fourth (4th) – Sixth (6th) Grades - 29

The School District Board of Trustees recognizes that achieving the goal of this policy is dependent upon the financial ability of the District. Superintendent shall review overloaded class situations and may place an assistant in the classroom or offer other solutions to relieve overloaded class conditions.

Legal Reference: IDAPA 08.02.02.110

Policy History

Adopted on: 6/18/07

Pledge of Allegiance

2250

The school day shall begin with the Pledge of Allegiance. Participation shall be voluntary.

Policy History:

Adopted on: 1/26/98

Revised on: 11/19/07

Guidance and Counseling

2300

The District recognizes that guidance and counseling are an important part of the total program of instruction and should be provided in accordance with state laws and regulations, District policies and procedures, and available staff and program support.

The general goal of this program is to help students achieve the greatest personal value from their educational opportunities. Such a program should:

1. Provide staff with meaningful information that can be utilized to improve the educational services offered to individual students.
2. Provide students with planned opportunities to develop future career and educational plans.
3. Refer students with special needs to appropriate specialists and agencies.
4. Aid students in identifying options and making choices about their educational program.
5. Assist teachers and administrators in meeting academic, social and emotional needs of students.
6. Provide for a follow-up of students who further their education and/or move into the world of work.
7. Solicit feedback from students, staff and parents for purposes of program improvement.
8. Assist students in developing a sense of belonging and self-respect.

All staff shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to gender, race, marital status, national origin or handicapping conditions, including reasonable efforts and encouraging students to consider and explore "nontraditional" occupations.

Legal Reference: I.C. § 33-1212 Elementary school counselors
IDAPA 08.02.03.108 Guidance Programs

Policy History:

Adopted on: 6/18/07

Rationale. Students must go to school with minds and bodies ready to take advantage of the learning environment schools work so hard to develop. Good nutrition is a prime factor in the student's ability to learn. In addition to families, the school environment plays a vital role in shaping students' nutritional health throughout the growing years in the following ways:

- Students eat one or two of their meals in the school cafeteria;
- Classroom teachers provide factual instruction on human health and biology;
- Peer relationships and adult role models influence eating patterns and provide subtle but strong messages in body image development;
- Physical education and school sports programs strengthen students' bodies and often are sources of nutrition information; and
- School health services, guidance counselors and classroom teachers provide essential support for students' physical and psychological growth.

Nutrition services complement and enhance school health services. Nutrition services include screening, assessment, counseling/education and referral and follow-up services. Students who may benefit most from school-based nutrition services include:

- Children with special health care needs;
- Adolescents who are obese, underweight, follow a vegetarian diet or have other related issues (e.g., eating disorders);
- Students living in impoverished conditions with limited access to nutritionally adequate food; and
- Students who abuse substances such as food, drugs, alcohol and tobacco.

Optimally, nutrition services are provided on the school premises by a qualified nutrition professional who is recognized as a valued member of the health care team. The school nurse, food service director and teachers should work collaboratively to successfully integrate nutrition into the school's comprehensive health program.

Nutrition services are linked to physical education, school meals and health promotion programs in the school and community. At a minimum, the nutrition services program will:

- Provide standard nutrition screening;
- Establish a well-defined plan for follow up of students and referral to community-based services; and
- Provide recommendation for physical activities.

Nutrition-Related Health Problems. Headaches, stomach upsets, and general malaise, common complaints in the school nurse's office, may be a direct result of poor nutrition. Other nutritional concerns including restrictive dieting, distorted body images, eating disorders and obesity may have an indirect effect on learning, and be significant predictors of a teen's success in school.

School counselors and school health services staff shall consistently promote healthy eating to students and other staff. These professionals shall be prepared to recognize conditions such as

obesity, eating disorders, and other nutrition-related health problems among students and staff and be able to refer them to appropriate services.

Cross Reference: 8200 Healthy Lifestyles

Legal Reference: I.C. § 33-512 Governance of Schools

Policy History:

Adopted on: 6/18/07

Quality nutrition education that is presented creatively and is grade appropriate builds knowledge and skills throughout the child’s school experience. It addresses factual information and explores the health, social, cultural and personal issues influencing food choices. Nutrition and nutrition education are recognized as important contributors to overall health.

Comprehensive nutrition education programs extend beyond the classroom into the larger school environment. The school cafeteria serves as a laboratory where students apply critical thinking skills taught in the classroom. Physical education programs, after-school sports and school health services are appropriate avenues for nutrition education efforts. Students need to explore how 1) knowledge has purpose and meaning in their lives and 2) curriculum points to the connection within and across disciplines. Examples of how nutrition can be integrated into other classes are: discussing ethnic food practices in the context of history and geography; the study of essential nutrients in science and biology classes applying mathematical and technological skills to conduct dietary analysis; and addressing the wide range of social, cultural and psychological aspects of food in language and social studies classrooms.

The District has a comprehensive curriculum approach to nutrition in kindergarten through grade twelve. All instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate. The health benefits of good nutrition should be emphasized. These nutritional themes include but are not limited to:

- *Knowledge of food guide pyramid
- *Healthy heart choices
- *Sources and variety of foods
- *Guide to a healthy diet
- *Diet and disease
- *Understanding calories
- *Healthy snacks
- *Healthy breakfast
- *Healthy diet
- *Food labels
- *Major nutrients
- *Multicultural influences
- *Serving sizes
- *Proper sanitation
- *Identify and limit junk food

The District nutrition policy reinforces nutrition education to help students practice these themes in a supportive school environment.

All nutrition education will be scientifically based, consistent with the United States Department of Agriculture’s (USDA) Dietary Guidelines for Americans.

Nutrition education will be offered in the school cafeteria as well as in the classroom, with coordination between school foodservice staff and teachers. Teachers can display posters, videos, websites, etc. on nutrition topics.

Participation in USDA nutrition programs such as “Team Nutrition” is encouraged as the District conducts nutrition education activities and promotions that involve students, parents, and the community. The school nutrition team responsible for these activities will be composed of child

nutrition services staff, student services staff, school nurses, health teachers, and physical education coaches.

School Community. For a truly comprehensive approach to the school-based nutrition program and services, it is crucial that all members of the school community help to create an environment that supports healthy eating practices. Administrators, teachers, school foodservice and other personnel, parents and students need to be involved in this effort. Decisions made in all school programming need to reflect and encourage positive nutrition messages and healthy food choices. This includes coordination of nutrition education with the cafeteria and the promotion of healthy food choices in the cafeteria and all school events from fundraisers to rewards for positive classroom behavior.

Local Community. The effectiveness of school-based nutrition programs and services can be enhanced by outreach efforts in the surrounding community. Personnel should be familiar with the health and nutritional resources available through the town and local agencies. Contacts should be made with the health department, community nutrition programs, health centers, local food pantries and fitness programs. Once contact has been established, collaborative efforts should be made with other community agencies to positively influence the health and nutritional status of school-age children.

Schools will work with a variety of media to spread the word to the community about a healthy school nutrition environment, such as local newspaper and television stations.

Parent Involvement. The District will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the District's nutrition standards for individual foods and beverages. The district will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district will provide opportunities for parents to share their healthy food practices with others in the school community.

The District will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such support will include sharing information about physical activity and physical education through a website, newsletter or other take-home materials, special events, or physical education homework.

Parents are to be advised that their children are participating in a nutrition education or counseling experience, encouraging their support at home. Parent involvement can be in person or through communication sent to the home.

- Nutrition education will be provided to parents beginning at the elementary level. The goal will be to continue to educate parents throughout the middle and high school levels.
- Healthy eating and physical activity will be actively promoted to students, parents, teachers, administrators, and the community at registration, PTO meetings, Open Houses, Health Fairs, teacher in-services, etc.
- Nutrition education may be provided in the form of handouts, postings on the District website, or presentations at open houses that focus on nutritional value and healthy lifestyles.

Cross Reference: 8200 Healthy Lifestyles
 8230 District Nutrition Standards

Legal Reference: I.C. § 33-512 Governance of Schools

Policy History:

Adopted on: 6/18/07

Integrating Physical Activity into the Classroom Setting. For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- Opportunities for physical activity will be incorporated into other subject lessons; and
- Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Daily Recess. All elementary school students will have at least 15 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity and Punishment. Teachers and other school and community personnel will not use physical activity (e.g., running laps, push-ups) as punishment.

Cross Reference: 8200 Healthy Lifestyles

Legal Reference: I.C. § 33-512 Governance of Schools

Policy History:

Adopted on: 6/18/07

Health Enhancement Education

2320

Health, family life and sex education, including information about parts of the body, reproduction and related topics, shall be included in the instructional program as appropriate to the grade level and course of study. The instructional approach shall be developed after consultation with parents and other community representatives. Parents may ask to review the materials to be used and may request that their child be excluded from sex education class sessions without prejudice.

The Board believes that HIV/AIDS instruction is most effective when integrated into a comprehensive health education program. Instruction shall be developmentally appropriate to the grade level of the students and shall occur in a systematic manner. The Board particularly desires that students receive proper education about HIV before they reach the age when they may adopt behaviors that put them at risk of contracting the disease.

In order for education about HIV to be most effective, the Superintendent shall require that faculty members who present this instruction receive continuing in-service training that includes appropriate teaching strategies and techniques. Other staff members not involved in direct instruction but who have contact with students shall receive basic information about HIV/AIDS and instruction in the use of universal precautions when dealing with body fluids.

In accordance with Board policy, parents shall have an opportunity to review the HIV education program before it is presented to students.

Alcohol, Tobacco and Drug Education

Students shall receive education regarding the use of alcohol, tobacco and drugs. The Superintendent, or his/her designee, shall develop curriculum for use in health education that provides instruction to students in the areas of prevention, education, treatment, rehabilitation and legal consequences of alcohol, tobacco and drug use.

Legal Reference: I.C. § 33-1605	Health and Physical Fitness – Effects of Alcohol, Tobacco, Stimulants and Narcotics
I.C. § 33-1608 et seq.	Family life and sex education – Legislative policy
IDAPA 08.02.03.450	Health Standards

Cross Reference: 2307	Physical Activity Opportunities and Physical Education
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Policy History:
Adopted on: 6/18/07

Driver Training Education

2325

The District may offer a Driver Training Education Program when staffing and funding are available. Any such program will be conducted in compliance with all requirements in the Idaho Standards for Public school Driver Education and Training as approved by the State Board of Education on August 13, 2004.

Anyone residing in the District between the ages of fourteen and one-half (14 1/2) through twenty-one (21) years of age, irrespective of whether they are enrolled in the district, is eligible to enroll in the District’s drivers training program. Such program, in the discretion of the Board, may be conducted after school hours, on Saturdays or during regular school vacation periods. The District may offer a joint driver training program with other districts.

A fee shall be assessed to cover those costs that are not reimbursed by state funds, except that this fee may be waived or reduced for students whose families, by reason of their low income, would have difficulty paying the entire fee.

The purpose of the program is to introduce students to a course of study that leads to the eventual development of skills appropriate for a licensed driver. The traffic education program is designed to meet the criteria established by the State Department of Education.

Legal Reference: I.C. § 33-1701 et seq. Driver Training Courses
I.C. § 49-110 Definitions
I.C. § 49-307 Fee for Class D Driver’s Training Instruction Permit –
Class D Supervised Instruction Permit

Policy History:

Adopted on: 6/18/07

Revised on: 11/17/08



Community and Adult Education

2330

The District makes its resources available to adults and other non-students within the limits of budget, staff and facilities, provided there is no interference with or impairment of the regular school program. Community school, adult education and other offerings may be developed in cooperation with community representatives, subject to approval and authorization by the Board.

Policy History:

Adopted on: 6/18/07

INSTRUCTION

Parental Opt-Out Form for Sex Education

2340F

I, _____, parent/guardian of _____, request that my child be removed from class and/or student activities when planned instruction is given in the subject of sex education.

I understand a philosophy of abstinence is a part of and the underlying principal in all sex education instruction. Because this alone may not prevent pregnancies and sexually transmitted disease, the Board allows for instruction in sex education including AIDS awareness, sexually transmitted diseases, birth control, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgments of the instructor. This does not preclude giving impartial viewpoints on both sides of issues such as the right to an abortion or on the use of birth control methods.

Date

Signature of Parent/Guardian

Controversial Issues and Academic Freedom

2340

The District shall offer courses of study that will afford learning experiences appropriate to the level of student understanding. The instructional program shall respect the right of students to face issues, to have free access to information, to study under teachers in situations free from prejudice, and to form, hold, and express their own opinions without personal prejudice or discrimination.

The Board recognizes the need for the teacher to have the freedom to discuss and teach subjects and issues that may be controversial. Such subjects and issues may include but not necessarily be limited to (1) politics, (2) science, (3) health and sex education and (4) values and ethics.

Teachers shall guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, importance of fact, value of good judgment, and the virtue of respect for conflicting opinions.

The Board encourages and supports the concept of academic freedom, recognizing it as a necessary condition to aid in maintaining an environment conducive to learning and the free exchange of ideas and information.

The Board also believes that academic freedom carries with it a responsibility that is shaped by the basic ideals, goals and institutions of the local community. These standards are expressed via the goals and objectives of the adopted curriculum, by the adopted textbooks, by school board policy, and by the school's mission statement.

In the study or discussion of controversial issues or materials, however, the Board directs the teaching staff to take into account the following criteria:

1. Relative maturity of students;
2. District philosophy of education;
3. Community standards, morals and values;
4. The necessity for a balanced presentation; and
5. The necessity to seek prior administrative counsel and guidance in such matters.

As a consequence of its responsibility to guarantee academic freedom to both students and teachers, the Board expects that:

1. All classroom studies will be curriculum-related, objective, and impartial;
2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance, and that no one idea or viewpoint should necessarily prevail;
3. Teachers will not attempt, directly or indirectly, to limit or control students' judgment concerning any issue, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation;
4. Teachers will exercise professional judgment in determining the appropriateness of the issue to the curriculum and to the age and grade level of the students.

To this end:

1. The teacher shall be free to choose supplemental materials to support and enhance the regular classroom curriculum except in sex education instruction as outlined in item four of this section. To encourage the free flow of information and enhance student creativity, unplanned issues may be brought up in the classroom and briefly discussed.
2. The school shall provide for parents to have their child excused from a topic which may be contrary to their religious or moral values. This shall be done in writing by the parent and include an explanation of the conflict. The student may also request to be excused if the student personally finds the topic to be contrary to their religious or moral values. The student must explain in writing as to the nature of the conflict. The teacher will provide an alternative assignment if the request is approved by the teacher and principal.
3. The teacher shall notify parents when especially controversial issues may be discussed and that they may have their child excused if family religious or moral values so dictate. The teacher should have the principal view questionable materials, etc.
4. The School Board directs that a philosophy of abstinence shall be a part of and the underlying principal in all sex education instruction. However, it is recognized that this alone may not prevent pregnancies and sexually transmitted disease and therefore the School Board allows for instruction in sex education including AIDS awareness, sexually transmitted diseases, birth control, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgment of the instructor. This does not preclude giving impartial viewpoints on both sides of issues such as the right to an abortion or on the use of birth control methods.
5. When speakers are to be used, the principal must always give approval as outlined in the School Board Policy on "Controversial Speakers".

Cross Reference 2341 Controversial Speakers

Legal Reference: I.C. § 33-512 Governance of schools

Policy History:

Adopted on: 6/18/07

The Board encourages the use of outside speakers when the speaker's program is educationally sound, consistent with the curriculum, and follows District policies and procedures.

All speakers must be invited with the school principal's approval. If the subject is controversial the principal may also decide to engage speakers for both sides of the issue(s). In no instance shall a speaker who is known to advocate unconstitutional or illegal acts or procedures be permitted to address the students. Parents will be given the option to remove their student from certain discussions, and an alternative assignment will be given if the speaker is to address a classroom.

Controversial Speakers

The Board recognizes that visiting speakers may be of specific persuasions and that their topics may be controversial. If they are prohibited from speaking because of their points of view, academic freedom is endangered. Students need to examine issues upon which there is disagreement and to practice analyzing problems, gathering and organizing facts, discriminating between facts and opinions, discussing differing viewpoints and drawing tentative conclusions. The Board also recognizes that many topics are not suitable for younger or less mature students. When correctly handled, the use of controversial speakers becomes an invaluable component in accomplishing the goals of citizenship education. However, this places a serious responsibility on the professional staff members to correctly structure the learning situation involving a speaker.

Legal Reference: I.C. § 33-512 Governance of schools

Policy History:

Adopted on: 6/18/07

Controversial Speakers Procedure

2345P

No overall standard can be established which will automatically separate and exclude as a resource the person whose views or manner of presenting them may actually obstruct the education process or endanger the health and safety of students or staff. The Board, in an effort to uphold the students' freedom to learn while also recognizing obligations that the exercise of this freedom entails, establishes the following rules:

1. Selection of speakers and topics must be appropriate to the age and grade level of the students.
2. Selection of speakers and topics should be congruent with the curriculum of the course or function.
3. The teacher/sponsor and school building administrator shall investigate fully those proposed resource persons for whom the community may question the wisdom of his/her presence:
4. The teacher/sponsor or designee must give one-week prior notification to the principal or designee. The principal or designee may waive the one-week notification requirement if extenuating circumstances are present.
5. Minimal disruption to the normal flow of school operation is a high priority.
6. An attempt to provide a balance of viewpoints is recommended when dealing with controversial issues or candidates for public office.
7. No person who encourages or advocates breaking the law shall be invited to speak;
8. Teachers should ensure that the presentation and follow up is consistent with District approved programs and policies.
9. The teacher must retain primary responsibility for the instruction and supervision of students when using an outside speaker. The teacher must be present at all times when speakers are in the classroom.
10. Prior to his/her appearance or participation, the proposed speaker shall be given in writing and shall agree to abide by the following regulations:
 - a. Profanity, vulgarity and lewd comments are prohibited;
 - b. Tobacco use is prohibited;
 - c. The teacher/sponsor responsible for inviting the resource person, or any member of the school administration, has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering the safety of students and staff.
11. In the event an outside community speaker is denied access to the classroom, the teacher may request a meeting to be held between the Superintendent or designee, the principal or designee, and the teacher/sponsor. The meeting shall be held no later than five (5) working days from the date of the request for the meeting. The administrators shall review with the teacher/sponsor pertinent information concerning the request and render a final decision on the issue.

Legal Reference: I.C. § 33-512 Governance of schools

Policy History:

Adopted on: 6/18/07

In keeping with the United States and Idaho Constitutions and judicial decisions, the District may not support religion or endorse religious activity. At the same time, the District may not prohibit private religious expression by students. The purpose of this policy is to provide direction to students and staff members about the application of these principles to student religious activity at school.

Student Prayer and Discussion

Students may pray individually or in groups and discuss their religious views with other students, as long as they are not disruptive or coercive. The right to engage in voluntary prayer does not include the right to have a captive audience listen, to harass other students, or to force them to participate. Students may pray quietly in the classroom, except when they are expected to be involved in classroom instruction or activities.

Staff Members

Staff members are representatives of the District and must “navigate the narrow channel between impairing intellectual inquiry and propagating a religious creed.” They may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or an activity because of its religious content. They must remain officially neutral toward religious expression.

Graduation Ceremonies

Graduation is an important event for students and their families. In order to assure the appropriateness and dignity of the occasion, the District sponsors and pays for graduation ceremonies and retains ultimate control over their structure and content.

District officials may not invite or permit members of the clergy to give prayers at graduation. Furthermore, District officials may not organize or agree to requests for prayer by other persons at graduation, including requests from students. The District may not prefer the beliefs of some students over the beliefs of others, coerce dissenters or nonbelievers, or communicate any endorsement of religion.

Baccalaureate Ceremonies

Students and their families may organize baccalaureate services, at which attendance must be entirely voluntary. Organizers of baccalaureate services may rent and have access to school facilities on the same basis as other private groups but may not receive preferential treatment.

The District may not be identified as sponsoring or endorsing baccalaureate services. District funds, including paid staff time, may not be used directly or indirectly to support or subsidize any religious services.

Assemblies, Extracurricular and Athletic Events

District officials may not invite or permit members of the clergy, staff members, or outsiders to give prayers at school-sponsored assemblies and extracurricular or athletic events. District officials also may not organize or agree to student requests for prayer at assemblies and other school-sponsored events. Furthermore, prayer may not be broadcast over the school public address system, even if the prayer is nonsectarian, nonproselytizing, and initiated by students.

Student Religious Expression and Assignments

Students may express their individual religious beliefs in reports, tests, homework, and projects. Staff members should judge their work by ordinary academic standards, including substance, relevance, appearance, composition, and grammar. Student religious expression should neither be favored nor penalized.

Religion in the Curriculum

Staff members may teach students about religion in history, art, music, literature, and other subjects in which religious influence has been and continues to be felt. However, staff members may not teach religion or advocate religious doctrine or practice. The prohibition against teaching religion extends to curricular decisions that promote religion or religious beliefs.

School programs, performances, and celebrations must serve an educational purpose. The inclusion of religious music, symbols, art, or writings is permitted if the religious content has an historical and/or independent educational purpose that contributes to the objectives of the approved curriculum. School programs, performances, and celebrations cannot promote, encourage, discourage, persuade, dissuade, or discriminate against a religion or religious activity and cannot be religious or religious-holiday oriented.

Student Religious Clubs

Students may organize clubs to discuss or promote religion, subject to the same constitutionally acceptable restrictions that the District imposes on other student-organized clubs.

Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions that the District imposes on the distribution of other non-school literature. Outsiders may not distribute religious or other literature to students on school property, consistent with and pursuant to the District's policy on solicitations (Policy 4240).

Religious Holidays

Staff members may teach objectively about religious holidays and about the religious symbols, music, art, literature, and drama that accompany the holidays. They may celebrate the historical aspects of the holidays, but may not observe them as religious events.

Policy History:

Adopted on: 6/18/07

Interscholastic Activities

2360

The program of interscholastic activities shall include all activities relating to competitive sport or intellectual contests, games or events, or exhibitions involving individual students or teams of students of this District when such events occur between schools outside this District.

Although the District recognizes that there is some value in offering programs of interscholastic activities, interscholastic activities shall not be considered to be a property, liberty or contract right of any student; any and all interscholastic activities offered by the District shall not be deemed a “right” but rather is considered to be a “privilege.”

All facilities and equipment utilized in the interscholastic activity program, whether or not the property of the District, shall be inspected on a regular basis. Participants will be issued equipment that has been properly maintained and fitted.

An activity coach must be properly trained and qualified for an assignment as described in the coach's job description. A syllabus that outlines the skills, techniques and safety measures associated with a coaching assignment will be distributed to each coach.

The Board recognizes that certain risks are associated with participation in interscholastic activities. While the District will strive to prevent injuries and accidents to students, each parent or guardian will be required to sign an “assumption of risk” statement that indicates that the parents assume all risks for injuries resulting from such participation. Each participant shall be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A participant shall be free of injury and shall have fully recovered from illness before participating in any event.

Coaches and/or trainers may not issue medicine of any type to students. This provision does not preclude the coach and/or trainer from using approved first aid items.

Cross Reference: 3510 Administering Medication to Students

Legal Reference: I.C. § 33-512 Governance of schools

Policy History:

Adopted on: 6/18/07

Homebound, Hospital and Home Instruction

2370

A student absent from school for more than eight (8) consecutive days because of health or physical impairment will be provided the services of a teacher or an aide in the home or hospital. Appropriate educational services may begin as soon as eligibility has been established with a written statement from a licensed medical examiner and a written parental or guardian request.

Such students shall be included in calculating the average daily attendance

Legal Reference: I.C. § 33-1001 Definitions
I.C. § 33-1003A Calculation of Average Daily Attendance

Policy History:

Adopted on: 6/18/07

Response to Intervention, or RTI, is a student-centered framework that uses problem-solving and research-based methods to identify and address learning and behavior difficulties in students. The purpose of RTI is to provide quality instruction for ALL students with focused interventions for students who struggle or need enrichment. Schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions based on a student's responsiveness. RTI practices are proactive, incorporating both prevention and intervention for all levels from early childhood to high school. RTI may be used as part of the determination process for identifying students with specific learning disabilities or other disabilities.

There are four essential components of RTI:

- **Universal screening:** Universal screening involves brief assessments that are valid and reliable, and that demonstrate diagnostic accuracy for predicting learning or behavioral problems. Specific assessments are administered to all students three times per year at the elementary level. A screening process occurs upon entry at the secondary level.
- **Monitoring student progress to inform instruction:** Student progress monitoring involves regular, repeated measurement of performance to inform instruction of individual students. Use of data to frequently monitor student progress and make instructional decisions ensures that students are being instructed appropriately. Early detection of the effectiveness of an intervention is important to maximize the educational program for the student.
- **Use of multi-level prevention system:** In the RTI framework, the increasingly intensive instructional interventions are referred to as levels. The first level, or preventative level, involves whole-group instruction and universal screening and generally addresses the learning needs of approximately 80% of students. The second level, involves targeted, small-group, research-based interventions that meet the needs of approximately 15% of students. The third level offers the most intensive instructional interventions and serves about 5% of students. This most intensive level is individualized to target each student's area of need.
- **Use data to make decision:** Data from regular student progress monitoring is used by instructors to assess student performance over time, quantify student rates of improvement, evaluate instructional effectiveness, and, if needed, formulate effective individualized programs.

Policy History:

Adopted on: 11/21/11

Students in grades K-6 are tested using a universal screening tool. After the screening the student is progress monitored on a regular basis, to determine whether the placement in an RTI group has been successfully implemented. New students are to be screened within the first week of attendance. Building collaboration teams use the universal screening, ISAT data, attendance, and cultural environment status to determine need for reading, math, and/or language remediation. Students who are identified as “strategic” or “intensive” receive core/alternate core instruction and at least 30 minute of intervention instruction per day. Students identified as strategic are progress-monitored monthly while students identified as intensive are monitored bimonthly using the universal screening. Collaboration teams meet monthly to discuss monitoring data and determine placement.

Students in grades 7 through 12 who are score basic, below basic or “borderline” (3 point above Proficient) on ISAT Reading, Math, and/or Language are identified and evaluated by building staff collaboration team. New students are screened within the first week of attendance. The team uses current ISAT scores, previous ISAT scores, PLATO assessment data, attendance, behavior data, and cultural environment status to determine need for enhanced instruction. Identified students are placed in reading and math intervention classes or groups and participate in monthly monitoring through universal screening or PLATO

Each school in the District implements school-wide Positive Behavior Intervention Supports (PBIS). School Wide Information System (SWIS) is used to record behavior data in each building. The building PBIS team determines tier 2 and tier 3 interventions.

Procedure History:

Promulgated on: 11/21/11

Amended 11/19/12

In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students, so they can attain academic success. Students that have limited English proficiency (LEP) will be identified, assessed, and provided appropriate services.

The Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a Second Language instruction.

The Superintendent or his/her designee shall implement and supervise an LEP program that ensures appropriate LEP instruction and complies with applicable laws and regulations.

The Superintendent or his/her designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the LEP program, including:

1. Program goals.
2. Student enrollment procedures.
3. Assessment procedures for program entrance, measurement of progress, and program exit.
4. Classroom accommodations.
5. Grading policies.
6. List of resources, including support agencies and interpreters.

The District shall establish procedures for identifying students whose language is not English. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.

Students whose dominant language is not English should be enrolled in the District, upon proof of residency and other legal requirements. Students shall have access to and be encouraged to participate in all academic and extracurricular activities of the District.

Students participating in LEP programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The LEP program shall be designed to provide instruction that meets each student's individual needs based on the assessment of English proficiency in listening, speaking, reading, and writing. Adequate content-area support shall be provided while the student is learning English, to assure achievement of academic standards.

The LEP program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.

A student may be excluded from requirements to participate in Idaho's Direct Writing Assessment and in Idaho's Direct Mathematics Assessment if the following requirements are met:

1. The student has not been enrolled for two (2) full school years in an elementary school or secondary school in the United States.
2. The student scores less than a level four (4) on the state assessment used to determine English language proficiency
3. If the parent or guardian of the student and the student's teacher agree that such an assessment exclusion is educationally appropriate for the student.

At the beginning of each school year the District shall notify parents of students qualifying for LEP programs about the instructional program and parental options, as required by law. Parents will be regularly apprised of their student's progress. Whenever possible, communications with parents shall be in the language understood by the parents.

The District shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

Legal Reference: Title VI, Civil Rights Act of 1964
Equal Education Opportunities Act as an amendment to the Education
Amendments of 1974 Bilingual Education Act
20 U.S.C. §§ 7401, et seq., as amended by the English Language Acquisition,
Language Enhancement, and Academic Achievement Act
Title III, §§ 3001-3304 of HRI, No Child Left Behind Act of 2001, P.L. 107-
110
I.C. § 33-1618 Assessment Exception

Policy History:

Adopted on: 6/18/07

Program Goals

Students who qualify as Limited English Proficient will develop English proficiency within five years, meet the same academic content and academic achievement standards expected of all students, and have meaningful access to the educational program.

Definition of a Limited English Proficient Student

A limited English proficient student is defined as a student who:

1. Has a home language other than English **and**
2. Scores below the proficient level on the Idaho English Language Assessment (IELA).

Identification of a Limited English Proficient Student

School secretaries collect student data upon enrollment and forward student enrollment sheets to Programs Office. Any student whose enrollment sheet indicates a home language other than English is considered a potential LEP student and is assessed with IELA within two weeks of enrollment.

The LEP director notifies building administrators of students who qualify as Limited English Proficient. Test data and LEP files are maintained at Programs Office.

Meeting the Needs of LEP Students

The use of structured English immersion strategies is the district’s primary educational approach. LEP students are not segregated from their English-speaking peers except as necessary for individualized instruction. Content teachers are familiar with the student’s language proficiencies and use this knowledge to facilitate language and concept development. Strategies may included:

Language Experience Approach	Retelling a Story	Flow Charts
Activating Prior Knowledge	T-Charts	Videos/File/CD-ROM
Semantic Webbing/Mapping	Venn Diagrams	Story Maps
Timelines	Music	Labeling
Demonstrations	Captioning	Peer Buddy
Jigsaw	Corners	Think/Pair/Share
Cooperative Learning	Panel Discussions/Debate	K-W-L
Choral Reading/Read Around Groups	Field Trips	Games
Question-Answer Relationship	Multicultural Resources	Dialogue Journals
Modified Class Work	Interviews	Close Procedures
Survey, Question, Read, Recite, Review	Portfolios	Role Play

Classroom teachers treat LEP students in ways similar to how they treat high achievers in terms of opportunities to respond, help in responses, and positive feedback. Building administrators monitor LEP program delivery.

Teacher and paraeducator in-service activities and teaching materials are supported through district, state LEP, and Title I funds. Staff feedback and data analysis is used in determining professional development needs.

An Educational Learning Plan (ELP) is developed for any LEP student who has an accommodation on a statewide or district-wide assessment.

LEP students are identified and served through Gifted/Talented, Title I, and Special Education programs using state and local guidelines. They have equal opportunity to participate in extracurricular and non-academic activities.

Parents of LEP students are notified of the student's progress at least twice each quarter. Parents who do not understand English are notified of school matters in a language they can understand.

Students Exiting LEP Services

Students in the LEP program who score at least a 4 on the IELA and score at least "Basic" on Idaho Standards Achievement Tests (ISAT) are exited from the program. The student's performance is monitored for an additional two years. Students who fail to maintain English proficiency are re-admitted to the program.

Program Evaluation

The LEP program is evaluated annually by district stakeholders including parents, teachers, and administrators using student performance, teacher and parent observations, and test data.

Procedure History

Promulgated on: 6/18/07

The Idaho Digital Learning Academy (IDLA) is a legislatively created virtual school created to provide Idaho students with greater access to an assortment of courses while working in collaboration with public schools. IDLA offers educational opportunities that meet students' changing needs and grant the student flexibility of learning anytime, any place and at a pace that meets their individual learning styles.

The District will use IDLA classes to supplement its curriculum and to provide remedial academic support.

Site Coordinator

The District will assign an individual, employed by the District, as a Site Coordinator. The Site Coordinator is to regularly motivate and monitor the progress of the student. The role of the Site Coordinator is to:

- A. Advise the student on appropriate courses for registration.
- B. Ensure that the student is completing work on a timely basis, including checking grades online every three weeks.
- C. Proctor the final exam.
- D. Facilitate communications with the student's parent/guardian regarding course progress and the IDLA instructor.

Additionally, the Site Coordinator is a contact for the IDLA instructor and IDLA staff. A Site Coordinator shall be assigned to each building. Anyone selected as a District Site Coordinator shall successfully complete the IDLA online Site Coordinator Course. The cost of the IDLA online Site Coordinator Course shall be paid by the District.

Student and Course Selection

District administrators, counselors and teachers will identify those students who will benefit from IDLA classes.

At the discretion of the Principal or designee, students may be selected to take IDLA courses who:

- A. Need to make up credits in order to graduate on schedule;
- B. Are eligible for hospital or homebound programs;
- C. Are interested in advanced placement or dual credit courses;
- D. Want to supplement their curriculum by taking course(s) not offered at their school;
- E. Have scheduling conflicts;
- F. Want to accelerate their academic program by taking additional courses to facilitate early graduation;
- G. Are excused from being physically present on the campus of their school of record for an extended period of time;
- H. Make requests that are deemed appropriate by the principal.

Students may be denied the privilege of IDLA enrollment if their academic and behavioral record does not indicate the academic ability and self-discipline needed to succeed in online classes.

The parent, student and principal or designee must confer and agree that course(s) selected is (are) academically and developmentally appropriate for the student and that all prerequisites as determined by the student's school of record have been completed before registration in an IDLA course.

Ethical Conduct

Any student attending classes through IDLA shall adhere to the District's Acceptable Use policies 3270 and 3270P and any acceptable use policy implemented by IDLA. Additionally, the student and the student's parent/guardian shall agree to abide by the Acceptable Use form 3270F prior to IDLA classes beginning.

In the event of a violation of the acceptable use policy, plagiarism, or other disciplinary issues, IDLA will notify the District. The District shall take any disciplinary measures necessary as provided in District policy.

Tuition / Fees

The District shall abide by the IDLA Fees Policy Statement provided by IDLA. The District shall pay the IDLA cost associated with students who take IDLA classes as part of their normal school day. The District will pay the tuition and registration fees for eligible students.

If the student is enrolled in six or more credits or sufficient classes to qualify as fulltime in the home high school, the student is responsible for all tuition and registration fees to be paid to IDLA.

Grading

IDLA provides a percentage grade to the local school districts. The district transcribes the credit. The grade received from any IDLA class will be averaged into the student's GPA. The student will be granted high school credit when earned through the IDLA. Grade percentages in courses shall be based on such criteria as mastery of the subject, demonstrated competency, and meeting the standards set for each course.

Advanced Placement Designation on Transcript

If a student of the district takes an IDLA class, the district will specify on the student's transcript that the advanced placement course was taken through IDLA. The purpose for this is to ensure that the student's transcript reflects an approved provider of the advanced placement course, such as IDLA.

For all other requirements regarding IDLA, please refer to the Idaho Digital Learning Academy current year Fees Policy Statement or contact IDLA.

Legal References: IC § 33-5502 Creation – Legislative Findings – Goal
 IC § 33-5505 Definitions
 Paulson v. Minidoka School District No. 331, 93 Idaho 469, 470 (1970)

Policy History:

Adopted on: 6/18/07

Revised on: 11/17/08, 11/16/09

Special Education**2400**

The Board requires that the current Idaho Special Education Manual and all subsequent revisions to the manual as developed by the Idaho State Department of Education, Special Education Section, shall be the official manual of the District for providing special education services. The Manual will be available to the public at the Office of the Special Education Director. The Superintendent or designee will notify and receive prior approval from the State Department of Education for policies adopted by the Board that vary from the Idaho Special Education Manual.

Cross Reference: Section 504 Students #2410
 Disciplining Students with Disabilities #3360
 Student Records and Release of Student Directory Information #3570

Legal Reference: I.C. 33-2001 et seq., Individuals with Disabilities
Education Act, 20 U.S.C. 1400 et seq. 34 C.F.R. part 300 Handbook

Reference: Idaho Special Education Manual, 2015

Policy History

Adopted: 3/21/16

Section 504 of the Rehabilitation Act of 1973

2410

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include: notice, an opportunity for the student's parent or legal guardian to examine relevant records, an impartial hearing with opportunity for participation by the student's parent or legal guardian, and a review procedure.

Legal Reference: 29 U.S.C. § 794 Rehabilitation Act of 1973, Section 504
34 C.F.R. 104.36

Policy History:

Adopted on: 6/18/07

- (1) Impartial Due Process Hearing: If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagree with a decision of the District with respect to: (1) the identification of the child as qualifying for Section 504; (2) the District's evaluation of the child; and/or (3) the educational placement of the child, the parents of the student are entitled to procedural safeguards. The student shall remain in his/her current placement until the matter has been resolved through the process set forth herein.
- a. The District shall provide written notice to the parent or legal guardian of a Section 504 student prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services;
 - b. Upon request, the parent or legal guardian of the student shall be allowed to examine all relevant records relating to the child's education and the district's identification, evaluation and/or placement decision;
 - c. The parent or legal guardian of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian are in disagreement with the District;
 - d. Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three (3) business days of receipt of the same;
 - e. Within ten (10) days of receipt of the written request for an impartial due process hearing, the district shall select and appoint an impartial hearing officer that has not professional or personal interest in the matter. The District may select a hearing officer from a list of special education hearing examiners available at the State Department of Education.
 - f. Once the District has selected an impartial hearing officer, the District shall provide the parent or legal guardian and all other interested parties with notice of the person selected;
 - g. Within five (5) days of the District's selection of a hearing officer, a pre-hearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard and stipulate to undisputed facts to narrow the contested factual issues;
 - h. The hearing officer shall in writing notify all parties of the date, time and location of the due process hearing;
 - i. At any time prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the State Department of Education's list of trained mediators.
 - j. At the hearing, the District and the parent or legal guardian may be represented by counsel;
 - k. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriately equipped recording device or a court reporter. The District shall be allowed to present its case first. Thereafter the parent or legal guardian shall be allowed to present its case. Witnesses may be called

to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The hearing officer shall make all decisions relating the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions and decision;

- l. Within twenty (20) days of the hearing, the hearing examiner shall issue a written report of his/her decision to the parties;
 - m. Appeals may be taken as provided by law. The parent or legal guardian may contact the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695 or 5696.
- (2) Uniform Grievance Procedure. If a parent or legal guardian of the student allege that the District and/or any employee of the District has engaged in discrimination or harassment of the student, the parent or legal guardian will be required to proceed through the District's Uniform Grievance procedure.

Legal Reference: 34 C.F.R. 104.36 Procedural safeguards

Policy History:

Adopted on: 11/17/08

The District endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy the word “parent” also includes guardians and other family members involved in supervising the child’s schools.

Pursuant to federal law the District will develop jointly with, agree upon with, and distribute to parents of children participating in the Title I program a written parent involvement policy.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the program for the next school year. Proposed activities to fulfill the requirements necessary to address the requirements of parental-involvement goals shall be presented.

In addition to the required annual meeting, at least three (3) additional meetings shall be held at various times of the day and/or evening for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school’s Title I program, to the District level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child’s selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child’s progress. Parents will also receive guidance as to how they can assist at home in the education of their children.

Each school in the District receiving Title I funds shall develop jointly with parents of children served in the program a “School-Parent Compact” outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The “School-Parent Compact” shall:

1. Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state’s academic achievement standards;

2. Indicate the ways in which each parent will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time; and
3. Address the importance of parent-teacher communication on an ongoing basis with, at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Legal Reference: Title I of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6301-6514, as implemented by 34 CFR parts 200, 201, 203, 205, and 212
Improving America's Schools Act, P.L. 103-382, § 1112 Local Education Agency Plans
P.L. 107-110, "No Child Left Behind Act of 2001," Title I – Improving the Academic Achievement of the Disadvantaged, § 1118

Policy History:

Adopted on: 6/18/07

Title I Parent Involvement

2420P

In order to achieve the level of Title I parent involvement desired by District policy on this topic, these procedures guide the development of each school's annual plan designed to foster a cooperative effort among parents, school, and community.

Guidelines

Parent involvement activities developed at each school will include opportunities for:

- Volunteering;
- Parent education;
- Home support for the child's education;
- Parent participation in school decision-making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

Roles and Responsibilities

Parents

It is the responsibility of the parent to:

- Actively communicate with school staff;
- Be aware of rules and regulations of school;
- Take an active role in the child's education by reinforcing at home the skills and knowledge the student has learned in school;
- Utilize opportunities for participation in school activities.

Staff

It is the responsibility of staff to:

- Develop and implement a school plan for parent involvement;
- Promote and encourage parent involvement activities;
- Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement;
- Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Community

Community members who volunteer in the schools have the responsibility to:

- Be aware of rules and regulations of the school;
- Utilize opportunities for participation in school activities.

Administration

It is the responsibility of the administration to:

- Facilitate and implement the Title I Parent Involvement Policy and Plan;
- Provide training and space for parent involvement activities;

- Provide resources to support successful parent involvement practices;
- Provide in-service education to staff regarding the value and use of contributions of parents and how to communicate and work with parents as equal partners;
- Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Procedure History:

Promulgated on: 6/18/07

Title I Program Design

As the largest federal program supporting elementary and secondary education, Title I is intended to help ensure that all children have the opportunity to obtain a high-quality education and to reach proficiency in math and reading. Title I provides money to the school district based on the number of low-income children in the district. Schools in which at least 35% of students qualify for free or reduced lunches may operate targeted assistance programs. Schools with at least 40% free/reduced lunch count may operate school-wide programs. Title I funds are used to pay for *extra educational services* for children who are not proficient in reading and/or math.

Title I teachers at the secondary level must be certified in reading and/or math.

Targeted-Assistance Program

Purpose: The purpose of the Title I targeted assistance program is to improve math and reading achievement of Title I eligible students.

Requirements for Targeted Assistance Programs:

- Resources must be used to help eligible children meet state standards in math and reading. Students must be served in rank order of need starting with the most needy students. Each building must develop a rank order matrix that includes academic performance, Head Start participation within the previous two years, and economic, disability, migrant, Limited English Proficiency, neglected, delinquent, and homeless status. In order to create an effective program, only a small number of students (20 for each full-time equivalent staff) should be served.
- The Targeted Assistance plan must be part of the overall school improvement process. Parents of students eligible for Title I services must be represented in the process.
- Effective methods and instructional strategies must be based on scientifically-based research that strengthen the core academic program of the school. Services must provide additional assistance designed to address specific identified academic needs.
- Primary consideration must be given to extended learning time (rather than within the regular school hours) and to accelerated curriculum and applied learning. Title I services can not take the place of other math or reading instruction that would or does occur during the regular school day.
- The program must coordinate with and support the regular education program and include transition from early childhood programs.
- Instruction must be provided by staff meeting the definition of highly qualified staff. A minimum of 5% of all district funds must be designated specifically to support professional development that is tied to student achievement. In schools identified as “needing improvement”, at least 10% of the building’s allocation must be used for professional development activities.
- Strategies must be included to increase parental involvement and family literacy. At least 1% of district allocation must be for authentic parent involvement (not family fun nights). An annual meeting must be held during which parents of participating

children are informed of: the school's participation in Title I; curriculum used in Title I; state academic standards; state and local academic assessments; the right of the parents to be involved in their child's education; and opportunities to plan and participate in school parental activities. School personnel and parents will design a school-parent compact that outlines how parents, school staff, and students share the responsibility for improved academic achievement and how communication between teachers and parents occurs on an ongoing basis. Materials and training must be provided to help parents work with their children to improve their children's achievement. School personnel must receive training in valuing and utilizing contributions of parents and in building ties between parents and the school.

- The program must specifically coordinate and integrate with other reform strategies underway within the building and must be under ongoing review and revision to enable the eligible students to meet state standards.

Duties of Staff: School personnel who are paid with Title I funds may assume limited duties similar to duties assigned to personnel who are not paid with Title I funds, may participate in general professional development and school planning activities, and may collaboratively teach with regular education teachers if such teaching directly benefits participating Title I children. A program may serve eligible students with non-eligible students of similar educational needs in the same education settings where appropriate. Title I staff may not be responsible for conducting statewide assessments for non-participating students.

Plan Preparation: Plans must be updated prior to June 30 of each calendar year. Once the district's Title I director has reviewed and accepted the plan, the plan is submitted to State Department of Education for approval.

School-wide Program

Purpose: The purpose of the Title I school-wide program is to improve math and reading achievement of all low-performing students.

Planning: In order to implement a school-wide program an eligible school must first develop a comprehensive plan (in consultation with the school district and school support team with involvement from the community) for reforming the total instructional program in the school. The law requires a one-year planning period for new school-wide programs.

Use of Funds: Title I funds in a school-wide program school may be used to upgrade the entire math and reading program of the school. Title I funds can be used to serve all children. Title I funds may be commingled with other federal, state, and local funds to upgrade the entire educational program at the school.

Supplement: Title I funds may only be used to supplement the amount of funds that would otherwise be available from non-federal sources for the school.

Students Eligibility for Services: School-wide programs may use Title I funds to serve any and all children in the school.

School-Parent Compacts: School personnel and parents will design a school-parent compact that outlines how parents, school staff and students share the responsibility for improved academic achievement and how communication between teachers and parents occurs on an ongoing basis.

Procedure History

Promulgated on: 6/18/07

Instruction

Parental Rights

2425

The Board of Trustees encourages parents/guardians to be involved in their student's school activities and academic progress.

The Board of Trustees is mandated to adhere to laws, rules, and regulations including the Constitution of the State of Idaho; the rules of the Idaho State Board of Education (Idaho Administrative Procedures Act); the rules and regulations of the Idaho State Department of Education; the laws, rules, and regulations of the federal government and the U.S. Department of Education; as well as educational provisions outlined in the Idaho Code. These mandates include the requirement stated at Article IX, Section 1 of the Idaho Constitution that it is “. . . the duty of the Legislature of Idaho to maintain a general, uniform and thorough system of public, free common schools.”

Based upon the above provisions, as well as the State's mandated requirements for advancement and graduation, the District has established its practices, policies, and procedures as well as the approved curriculum and assessment program. The failure to follow the District's practices, policies, and procedures as well as the school's curriculum and assessment program amounts to the District's violation of State and/or federal laws, rules, and regulations, including but not limited to the failure to provide a general, thorough, free, and uniform system of public education as well as putting the District's operations and funding in jeopardy.

The mandates upon the District include State enacted parental rights legislation. The provisions and allowances in the Parental Rights legislation must be read consistent with and in conjunction with other existing State and federal education mandates. Therefore, parents, guardians, and students are expected to abide by the District's practices, policies, and procedures governing the operation of the schools which are required by various State and/or federal laws, rules, and regulations.

However, a student's parent/guardian has the right to reasonable academic accommodation if the accommodation does not substantially impact District staff and resources, including employee working conditions, safety and supervision on school premises for school activities and the efficient allocation of expenditures. The District will strive to balance the rights of parents/guardians, the educational needs of other students, the academic and behavioral impacts to a classroom, a teacher's workload and the assurance of the safe and efficient operations of the school.

If a parent has an objection to the District's implementation of various mandates through the District's practices, policies and procedures, or if a parent/guardian would like to request reasonable academic accommodation the appropriate avenue for the parent/guardian is to first seek to address such concerns through communication with the school's administration. Should that avenue not resolve the situation, a parent/guardian is free to address such concerns with the Board of Trustees in conformance with Board policy regarding public participation at Board meetings.

A parent/guardian who has an objection to their child's participation in the District's adopted curriculum and/or the District's implementation of practices, policies, and procedures in accordance with educational mandates, with the exception of sex education curriculum, as provided for in Idaho Code, and on the basis that it harms the child or impairs the parents' firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or program. A parent/guardian who chooses to not have their child participate in the provided educational activity, with the exception of sex education curriculum, shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to the District. The final decision as to the placement of such alternative educational activity shall be at the discretion of the District, with input of the parent, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined above.

Access to Learning Materials

Parents/guardians are entitled to review all learning materials, instructional materials, and other teaching aids used in the classroom of their student. Parents/guardian can request access to learning materials by contact the school's administration during school hours.

Notice

The District shall annually provide parents/guardians with notice of their rights as specified in this policy.

Cross Reference: 2340F Parental Opt-Out Form for Sex Education
 2420 Parental Involvement
 4105F Request to Address the Board

Legal Reference: Idaho Constitution Article IX
 I.C. § 32-1010 Intent of the Legislature – Parental Rights
 I.C. § 32-1012 Parental Right to Direct the Education of Children
 I.C. § 32-1213 Interference with Fundamental Parental Rights

Restricted I.C. § 33-6001 Parental Rights
 I.C. § 33-6002 Annual Notice of Parental Rights
 I.D.A.P.A. 08, Titles .01, .02, .03 and .04

Policy History:

Adopted on: 11/21/16

Philosophy

In accordance with the educational goals and objectives of the district, educators of Joint School District No. 171 recognize the unique value, needs and talents of individual students. The guiding principles of Enrichment Program are to provide high-performing and/or high-ability students with opportunities for exploring, experiencing, and expressing, as well as developing a sense of responsibility to themselves, to the school, to the community, and to a changing society. The emphasis of the program is to meet the unique cognitive and affective needs of the high performing/high ability students by providing differentiated, challenging and talent-nurturing opportunities for life-long learning.

Mission Statement

All students in Joint School District No. 171 have the right to an appropriate education that provides educational interventions that ensure challenging and continued growth.

Definition of Enrichment

Children identified for the Enrichment Program are those students who demonstrate or possess abilities for high-performance in intellectual, creative, or specific academic areas.

Definition of Talent Areas

Intellectual - evidenced by superior aptitude for:

- Understanding facts, concepts, generalizations and their relationships
- Identifying patterns
- Verbal and nonverbal reasoning
- Spatial perceptions
- Developing and evaluating ideas

Academic - evidenced by ability to master and demonstrate skills and concepts in one or more curriculum areas.

Creativity - evidenced by superior abilities in:

- Fluency, flexibility, originality, elaboration of ideas
- Divergent thinking skills
- Development and use of problem solving strategies

Goals

Goals of the Enrichment Program are:

- Identify children ages 5 through 18 with high performance or aptitude in any of the following areas: specific academic, intellectual, and creative.
- Help each child gain a realistic and healthy concept of self and personal strengths.

- Offer opportunities for each child to develop his/her special gift/talent to its greatest potential.
- Explore options for life-long learning.

Objectives

Objectives of Enrichment Program include:

1. Presenting content that is related to broad-based issues, themes or problems
2. Integrating multiple disciplines into the area of study
3. Allowing for the in-depth learning of a self-selected topic within the area of study
4. Developing productive, complex, abstract and/or higher-level thinking skills
5. Integrating basic skills and higher level thinking skills into the curriculum
6. Encouraging the development of self-understanding, i.e., recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between one's self and others

Options for Enrichment Students

The ideal enrichment program includes many options of curricular modification that are designed to meet student needs. Program options must provide challenging educational experiences for these students rather than just more of the same kind of experiences. One or more of the program opportunities described as follows may be appropriate for a student who is identified as an enrichment student. The goal of comprehensive programming is to provide appropriate educational opportunities and program flexibility.

Enrichment

Competitions - Organized opportunities for students to enter local, regional, state or national contests in a variety of areas.

Differentiated Curriculum - Curriculum designed to meet the needs of high ability students and differentiated according to content, process and product.

Enrichment in Regular Classroom - Experiences provided in regular classrooms that are more in-depth and supplemental to the established curriculum, and which are purposefully planned with the needs, interests and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material.

Independent Project - Research and development of self-selected topic.

Leadership Activities - Leadership activities may include community service, debate, public speaking, peer mediation, facilitating meetings and increasing awareness of leadership styles. Leadership activities may be in-school or extracurricular, may constitute a class or part of a class, and may be for credit or not for credit.

Learning/Technology Centers - A designated area or portable center designed to enrich, accelerate or introduce students to interests in a given content area.

Mentorships - A program that pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor and role model.

Seminar - Special courses where students focus on one area of study. Students research, discuss and debate specific topics related to the area of study.

Summer Programs - Enrichment and accelerated courses offered at various universities around the country. Students typically live on campus and benefit from interacting with others of similar ability.

Special Classes

Advanced Placement Courses - College-level courses provided at the secondary level for which students may receive college credit by examination (administered by the Advanced Placement Program of the College Board).

Correspondence Courses - High school courses taken by correspondence through an approved university.

Enrichment Classes - A group organized from one or more classrooms that meets on a regular basis to provide experiences beyond the established curriculum.

Honors Class - Differentiated curriculum and accelerated content designed for able students. These classes need not be limited to identified enrichment students.

Independent Study - Individually contracted in-depth study of a topic that may include solving real-life problems. High school students may meet periodically with a faculty advisor who provides guidance.

Interdisciplinary Studies - Classes that provide opportunities for the acquisition of a broad base of knowledge through the study of a wide range of subjects. Often content is organized around themes, broad-based issues and/or problems.

Interest Groups - Any group organized from one or more classrooms on the basis of interest in a topic, usually short term in duration.

Social/Emotional - Enables students to explore what it means to be highly talented and increase understanding of self.

Technology-Based Education - courses providing rigorous content and/or pace appropriate for enrichment students.

Flexible Pacing

Acceleration and/or Grade Skipping - Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.

Curriculum Compacting - The content and pacing of curriculum and instruction are matched to students' abilities and needs. A pre-assessment is made to determine what students already know, and students move ahead based on mastery.

Dual Enrollment - An opportunity to take college courses while in high school and receive both college and high school credit (Idaho Code '33-203).

Ways to Implement Flexible Pacing

Cluster Grouping - Any classroom with a group of identified enrichment students purposefully organized to provide planned differentiated instruction most of the time.

Cross-Grade Grouping - Opportunity for a student to work in an advanced grade level setting with one or more students sharing a similar readiness for the learning task and performance expectations.

Individualized Education Program - A program designed to meet the particular needs of an individual student.

Guidance and Counseling - Planned activities, sessions and policies that assist enrichment students in planning their academic career before, during and after high school, and that also addresses specific social-emotional needs of enrichment students.

Eligibility Criteria

Intellectual:

- 98th Percentile in at least two areas (reading, language arts, and/or math) in statewide and/or local assessment(s) or WISC, and
- Teacher rating of at least 60 points.

Academic:

- 95th Percentile in at least two areas (reading, language arts, and/or math) in norm-referenced achievement test(s), and
- Teacher rating of at least 60 points.

Creativity:

- 90th percentile in Torrance Tests of Creative Thinking and
- Outstanding portfolio or projects

Plan Development

The Enrichment Program team will conduct a review of student data to determine Enrichment Program eligibility. A student may qualify in more than one area. The Enrichment Program team, consisting of at least three individuals, will include a classroom teacher, a building-level administrator (principal or counselor), and a district-level staff (school psychologist, program director, or intervention facilitator). The Enrichment Program team, in cooperation with the student's parents, will develop a written plan for enrichment.

Eligibility is reviewed during the 3rd, 6th, and 8th grades.

Program Evaluation

Surveys will be completed periodically by parents, teachers and students involved in Enrichment Program. Results will be shared with building and district office administrators.

The district's Enrichment Program plan will be reviewed and revised every three years.

Procedure History

Promulgated on: 6/18/07

Instruction

Advanced Opportunities

2435

The District provides opportunities for students to begin earning credit for college and vocational programs and/or to take advanced placement or other college credit-bearing or professional certificate examinations while they attend school in the District.

Participation in the District's advanced opportunities program requires parent and student agreement to program requirements and completion of the State Department of Education's participation form documenting the program requirements found in 2435F.

In order to ensure that students have a chance to participate in advanced opportunity programs, the Board hereby directs the Superintendent to establish procedures with timelines, requirements for participation, and requirements for financial transactions, and transcription of credits.

Definitions

"Credit" means middle level or high school credit.

"Dual credit" means credit awarded to a student on his or her secondary and postsecondary transcript for the completion of a single course. Students may be allowed dual credit when approved in advance.

"Full credit load" means at least 12 credits per school year for grades 7 through 12 or the maximum number of credits offered by the student's school during the regular school day per school year, whichever is greater.

"Overload course" means a course taken that is in excess of a full credit load, including summer courses.

"School year" means the normal school year that begins upon the conclusion of the spring semester leading up to the break between grades and ends upon the beginning of the same break of the following year.

Fast Forward Program

The State's Advanced Opportunities funding, known as the Fast Forward program, provides students in the District with \$4,125 to use toward overload courses, dual credits, college credit-bearing examinations, and professional certificate examinations.

Students may access these funds in grades 7 through 12 for:

1. Overload courses, in an amount which may not exceed \$225 per overload course. A student must take and successfully be completing a full credit load within a given school year to be eligible for funding of an overload course. An overload course must be taken for high school credit to be eligible for funding.
2. Dual credits, in an amount which may not exceed \$75.00 per one dual credit hour.
3. Eligible college credit-bearing or professional certificate examinations.

To qualify as an eligible overload course for the program, the course must be offered by a provider accredited by the organization that accredits Idaho high schools and be taught by an individual certified to teach the grade and subject area of the course in Idaho. Eligible examinations include advanced placement (AP), international baccalaureate (IB), college-level examination program (CLEP), and professional-technical examinations.

The District shall make reasonable efforts to ensure that any student who considers participating in the District's advanced opportunities program understands the challenges and time necessary to succeed in the program. The District shall make such efforts prior to a student's participation in the program.

Parents of participating students may enroll their child in any eligible course, with or without the permission of the District, up to the course enrollment limits described in this policy. Each participating student's transcript shall include the credits earned and grades received by the student for any courses taken pursuant to this policy. For an eligible course to be transcribed as meeting the requirements of a core subject, as identified in administrative rule, the course must meet the approved content standards for the applicable subject and grade level.

The District will collaborate with publicly funded institutions of higher education in Idaho to assist students who seek to participate in dual credit courses or graduate high school early by enrolling in postsecondary courses.

Challenging Courses

The Board hereby directs the Superintendent or designee to develop criteria by which a student may challenge a course. The Superintendent will present the criteria for challenging courses to the Board for approval. If a student successfully meets the criteria then the student shall be counted as having completed all required coursework for that course.

If a student fails to earn credit for any course or examination for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for 1 similar course before any further reimbursements for the student can be paid. If a student performs inadequately on an examination for which the State Department of Education has paid a reimbursement, the building principal shall determine whether the student must pay for and successfully pass such examination to continue receiving State funding. Repeated and remedial courses or examinations are not eligible for funding through this program.

Advanced Opportunities Scholarship

Students who successfully complete grades 1 through 12 at least one year early may be eligible for an advanced opportunities scholarship, regardless of whether the District is participating in the mastery advancement program. A student shall be eligible if he or she:

1. Shows that he or she has met all of the graduation requirements of the District; and
2. Completes grades 1 through 12 curriculum in 11 or fewer years; and

A student is not required to graduate early and can choose to participate in dual credit or advanced placement classes upon meeting these criteria.

If an eligible student requests an advanced opportunities scholarship, the student shall be entitled to such a scholarship which may be used for tuition and fees at any publicly funded institution of higher education in Idaho. The amount of such scholarship shall equal 35 percent of the statewide average daily attendance-driven funding per enrolled pupil for each year of grades 1-12 curriculum the student avoids due to early graduation.

The District shall collaborate with publicly funded institutions of higher education in Idaho to assist early-graduating students in enrolling in postsecondary or advanced placement courses held in high school.

Legal Reference:	I.C. § 33-4601	Definitions
	I.C. § 33-4602	Advanced Opportunities
	IDAPA 08.02.03.106	Advanced Opportunities

Other References: <http://www.sde.idaho.gov/student-engagement/advanced-ops/index.html>

Policy History:

Adopted on: 11/21/16

INSTRUCTION

Advanced Opportunities Participation Form

2435F

This participation form allows students to participate in the *Fast Forward* program through the Idaho State Department of Education as authorized by *Idaho Code 33, Chapter 46: Advanced Opportunities*. By signing this form, the student and parent/guardian agree to the conditions and provisions of the program.

Students are allocated a total of \$4,125.00 to use in grades 7-12. Funds can be used towards:

1. Overload courses; high school credits taken in **excess** of the full credit load offered by the public high school, up to \$225.00 per course. Definitions of full credit load may vary between schools;
2. Dual credits; a maximum of \$75.00 per credit; and
3. Examinations; Advanced Placement, International Baccalaureate, College Level Examination Program, Professional Technical.

Students should meet with their guidance counselor to develop a 4, 5, or 6 year learning plan that will help them maximize this benefits of this program according to the student's college and career interests. Intentional selection of coursework is a critical element of these programs. All courses paid for by *Fast Forward* must be transcribed on the student's public high school transcript.

The parent/student understands that he/she will be held responsible for tuition and fees incurred as a result of participation in courses or exams taken from a college/university or other provider, and will be responsible for complying with policies and procedures set forth by the provider.

The Idaho State Department of Education will send payment for courses to the public Idaho post-secondary institution or the student's school district. Eligibility for payment is subject to the deadlines and procedures set forth by the District in partnership with course/exam providers. All payment requests must be submitted through the Advanced Opportunities portal according to

District guidelines.

If a student fails to earn credit for a course paid for by *Fast Forward*, the student must subsequently pay for a "like" course on their own before he/she is eligible for further *Fast Forward* funding. If a student performs inadequately on an examination paid for by *Fast Forward*, the local school district will decide whether the student may continue utilizing *Fast Forward* funding, or if she/he must pay for the cost of a "like" examination before using further funds. *Fast Forward* funds may not be used for repeated or remedial course work.

With the approval of the District students can track expenditures of their allocation by creating an account in the Advanced Opportunities portal.

This form will be retained by the District.

Student Name: _____

Date: _____

Student Signature: _____

Date: _____

Parent Name: _____

Date: _____

Parent Signature: _____

Date: _____

School Name: _____

School District: _____

Adopted: 11/21/16

In addition to regular classroom-based instruction, students may earn credit through the following means.

Virtual/Online Courses

The Superintendent is authorized to create a process for students enrolled in secondary schools to register for enrollment in online courses provided by accredited organizations as outlined by statute. At a minimum, such process for registration for online courses shall be accommodated through the District's normal registration process. Any such registration requests shall be made no later than thirty (30) days prior to the end of the term preceding the term in which online enrollment is sought.

The Superintendent is authorized to create a process for approval of student enrollment in online courses where the student's online credits or courses would exceed a total of 50% of credits or courses in which the student is enrolled for the term. Such permission will be granted at the discretion of the District.

Online courses may be counted as credit toward graduation.

Fractional Daily Attendance for Online Courses

When a student is participating in an online course subject to fractional counting, the student's average daily attendance while participating in such online course shall be counted as if the student was participating in courses provided by the District. Remission of funds to online providers subject to fractional average daily attendance, where applicable, shall follow the requirements of state law and regulation, including any identification of the fraction attributable to online course attendance.

Remission of funds to an online provider will be made within 30 days of receipt of funds from the State related to such online course, or identification of the fractional attendance attributable to attendance at such online provider, whichever comes later. [Note: there is no statutory guideline as to when such payment must be made. However, it is recommended that, to avoid claims for failure to pay, a reasonable time frame be chosen, such as 30 days.]

Correspondence Courses

The District will permit a student to enroll in an approved correspondence course from an institution approved by the State Department of Education, in order that such a student may include a greater variety of learning experiences within the student's educational program.

High school students may earn, through correspondence, a maximum of 14 units of academic credit to be applied toward graduation requirements. Only 14 units may be earned during any one (1) school year.

Only courses offered by institutions recognized by the Board will be accepted. The express approval of the principal shall be obtained before the course is taken.

Credit for correspondence courses may be granted provided the following requirements are met:

1. prior permission has been granted by the principal; and
2. the program fits the education plan submitted by the regularly enrolled student;

An official record of the final grade must be received by the school before a diploma may be issued to the student.

Cross Reference: 2700 - 2700P	High School Graduation Requirements
3030	Dual Enrollment
3050	Attendance

Legal Reference: I.C. §33-5501, et seq.	Idaho Digital Learning Academy
I.C. §33-1002A	Fractional Average Daily Attendance
I.C. §33-1627	Online Courses

Policy History:

Adopted on: 6/18/07

Revised on: 8/20/12

Library Materials

2500

Pursuant to State law, the Board has the duty and responsibility to equip and maintain a suitable library and to exclude therefrom all books, tracts, papers and catechisms of a sectarian nature. School library and classroom library books are provided primarily for use by District students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The building principal may assess fines for damaged or unreturned books.

District residents or parents/guardians of non-resident students attending the District may be allowed use of library books at the discretion of the building principal. However, such access shall not interfere with regular school use of those books. Use of the library books outside of the District is prohibited except for inter-library loan agreements with other libraries.

The District will not allow books, tracts, papers or catechisms of a sectarian nature in the library.

Any individual may challenge the selection of materials for the library/media center. The Uniform Grievance Procedure shall be utilized to determine if the challenged material is properly located in the library.

Cross Reference: 2530 Learning Materials Review
 4120 Uniform Grievance Procedure

Legal Reference: I.C. § 33-512 Governance of schools

Policy History:

Adopted on: 6/18/07

Selection of Library Materials

2510

The District has libraries in every school with the primary objective of implementing and supporting the educational program in the schools. It is the objective of these libraries to provide a wide range of materials on all appropriate levels of difficulty, with diversity of appeal and the presentation of different points of view.

The provision of a wide variety of library materials at all reading levels supports the District's basic principle that the school in a free society assists all students to develop their talents fully so that they become capable of contributing to the further good of that society.

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights, endorsed by the American Association of School Librarians in 1969.

The Superintendent is responsible for selection of library materials. Ultimate responsibility for the selection of library materials rests with the Board.

The Board, acting through the Superintendent, thereby delegates the authority for the selection of library materials to the principal in each of the schools. The principal further delegates that authority to the librarian in the school.

Policy History:

Adopted on: 6/18/07

Selection of Library Materials

2510P

The selection of library materials is a professional task conducted by the library staff. In selecting library materials, the librarian will evaluate the existing collection; assess curricula needs; examine materials and consult reputable, professionally prepared selection aids.

Weeding

When materials no longer meet the criteria for selection, they shall be weeded. Weeding is a necessary aspect of selection, since every library will contain works which may have answered a need at the time of acquisition, but which, with the passage of time, have become obsolete, dated, unappealing, or worn out.

Discarded materials will be clearly stamped:

“WITHDRAWAL FROM _____ PUBLIC SCHOOL LIBRARY”

Materials will be discarded in compliance with I.C. § 33-601. The Board may sell materials with an estimated value of less than \$1,000, without appraisal, by sealed bid or at auction if there is at least one published advertisement prior to such sale. If the Board, by unanimous vote of those members present, finds that the materials have an estimated value of less than \$500.00 and is of insufficient value to defray the costs of arranging a sale, the materials may be disposed of in the most cost-effective and expedient manner by an employee with such authority.

Gifts

Gift materials may be accepted with the understanding that they must meet criteria set for book selection.

Legal Reference: I.C. § 33-601 Real and Personal Property – Acquisition, Use or Disposal of the Same.

Procedure History:

Promulgated on: 6/18/07

Curricular Materials

2520

The term “curricular materials” is defined as “textbook, instructional media, including software, audio/visual media and Internet resources.”

The Board is legally responsible to approve and to provide the necessary curricular materials used in the District. Textbooks and instructional materials should provide quality learning experiences for students and:

- Enrich and support the curriculum;
- Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
- Provide background information to enable students to make intelligent judgments;
- Present opposing sides of controversial issues;
- Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;
- Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

The Board may adopt a curricular materials adoption committee for the purpose of advising the Board on selection of curricular materials for use within the District that are not covered by the state curriculum materials committee. At least one-fourth (1/4) of this committee must be comprised of persons other than public educators and trustees. All meetings of the committee shall be held in open session and be duly noticed.

Curricular materials may be made available for loan to students when the best interest of the District and student will be served by such a decision. Students will not be charged for normal wear. They will be charged replacement cost, however, as well as for excessive wear, unreasonable damage or lost materials. The professional staff will maintain records necessary for the proper accounting of all curricular materials.

Any person may submit oral or written objections to any curricular materials under consideration.

A complete and cataloged library of all curricular materials and all electronically available curricular materials adopted in the immediate preceding three (3) years shall be maintained at the state department of education.

Cross Reference: 2530

Learning Materials Review

Legal Reference: I.C. § 33-118A

Curricular materials – Adoption procedures

I.C. § 33-512A

District curricular materials adoption committees

IDAPA 08.02.03.112

Curricular Materials Selection

Policy History:

Adopted on: 6/18/07

Revised on: 11/17/08

Learning Materials Review

2530

Citizens objecting to specific materials used in the District are encouraged to submit a complaint in writing and discuss the complaint with the building principal prior to pursuing a formal complaint pursuant to the Uniform Grievance Procedure.

Learning materials, for the purposes of this policy, shall be considered to be any material used in classroom instruction, library materials, or any materials to which a teacher might refer a student as part of the course of instruction.

Cross Reference: Policy 4120 Uniform Grievance Procedure

Policy History:

Adopted on: 6/18/07

Selection, Adoption and Removal of Curricular Materials

2540

Curriculum committees will generally be responsible to recommend textbooks and major instructional materials for consideration by the Board for curricular materials that are not covered by the state curriculum materials committee. Recommendations will be made to the Superintendent, with a final decision being made by the Board. The function of the committee is to ensure that materials are selected in conformance with stated criteria and established district goals and objectives.

Selection and Adoption

The curricular materials adoption committee should develop, prior to selection, a set of selection criteria against which curricular materials will be evaluated. The criteria should include the following along with other appropriate criteria. Curricular materials shall:

- Be congruent with identified instructional objectives;
- Present more than one viewpoint on controversial issues;
- Present minorities realistically;
- Present non-stereotypic models;
- Facilitate the sharing of cultural differences;
- Be priced appropriately.

Removal

Curricular materials may be removed when they no longer meet the criteria for initial selection, when they are worn out, or when they have been judged inappropriate through the Learning Materials Review Process.

Procedure History:

Promulgated on: 6/18/07

Field Trips, Excursions and Outdoor Education

2550

The Board recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The Board also recognizes that field trips may result in lost learning opportunities in missed classes. Therefore, the Board endorses the use of field trips when the educational objectives achieved by the trip clearly outweigh any lost in-class learning opportunities.

Field trips that take students out of the state or on which students stay overnight must be approved in advance by the Board.

The Superintendent shall develop procedures for the operation of a field trip. Each field trip must be integrated with the curriculum and coordinated with classroom activities that enhance its usefulness.

No staff member may solicit students during instructional time for any privately arranged field trip or excursion without Board permission.

Policy History:

Adopted on: 6/18/07

INSTRUCTION
Joint School District #171

Field Trip Procedures

2550P

Each teacher contemplating a field trip must confer with the building principal before making any arrangement. After securing the principal's tentative approval the teacher shall obtain permission of an official of the institution or point of interest to visit. The teacher then is to complete a field trip application and secure the principal's signature.

The teacher must obtain advance written permission, using the district form, from the parent or guardian of each student going on a field trip.

The teacher must arrange for adequate supervision to insure proper student behavior and safety. Consideration shall be given to the length of the trip, the special needs of the group, and the gender of the group in determining adequate supervision.

The teacher must check the class roll before leaving school and again prior to returning to the place visited.

Field trip applications must be completed and received at the District Office no less than 10 school days prior to the actual trip date. No later than 5 school days after receipt of the application the District Office will notify the school of the approval or disapproval of the field trip.

The Board must approve field trips that take students out of the state or on which students stay overnight in advance. The superintendent shall have final authority to approve or disapprove all other field trip requests.

Requisition transportation through the building principal. Use of persons other than employees of the District to transport students either in district-owned or privately owned vehicles is prohibited due to lack of insurance coverage in such situation.

The transportation director will notify the building principal as soon as district transportation has been scheduled.

The superintendent shall have final authority to approve or disapprove all field trip requests.

Whenever plans for an approved field trip changes for any reason, the following persons shall be notified as soon as possible: principal; teacher requesting the trip; transportation director; and superintendent.

The driver is authorized to discontinue the trip and return to school, when in his/her judgment, continuing the trip would seriously endanger the passengers.

Procedure History:

INSTRUCTION
Joint School District #171

Contests for Students

2560

Contests may be made available to students by outside organizations through the schools, subject to certain limitations. The Administrator shall determine that the contest is not in conflict with nor will it diminish the primary educational aims of the schools and that it meets the needs and interests of students.

A state or local contest in which students participate shall be:

1. One that supplements and does not interfere with the regular school program.
2. One that is beneficial to youth in education, civic, social or ethical development.
3. One that makes it possible for individual students to work out contributions by their own efforts and does not invite dishonest collaboration.
4. One who's subject is not commercial, controversial, sectarian or concerned with propaganda. It must emphasize high moral standards, good citizenship and intellectual competence.
5. One from which no contestant shall be excluded because of race, color, creed, sex or payment of entry fee.
6. One which does not place an undue burden on students, teachers or the school, nor requires frequent or lengthy absence of participants from the school.
7. One sponsored by an organization engaged in a creditable or acceptable enterprise regardless of kind or amount of prizes offered. The contest or activity must not be used as a "front" for advertising a company name or product.

Contests will not be allowed unless they further the educational goals of the District.

Policy History:

Adopted on: 6/18/07

INSTRUCTION Joint School District #171

Use of Commercially Produced Video Recordings

2570

Purpose

The Board believes that movies, videos and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, it is the Board's purpose to have a policy that promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process and fostering community values.

Policy

It is Board policy to establish course curriculum and work in partnership with parents to promote an appropriate learning environment that reflects community values. Therefore, the following guidelines represent Board policy regarding how and when movies and videos may be used as an instructional strategy to supplement approved course curriculum.

Educational Relevance

The showing of movies and videos must be limited to a specific educational purpose. General selection criteria should include quality of the overall work, fair and accurate representation of the facts, the reputation and significance of the writer, director and/or performer and critical acclaim of the work itself. The use of movies and videos for incentive purposes must be approved by the building administrator and is limited to two days per school year.

Age Appropriate Movies

Elementary Level: Only G-rated movies may be shown without parental permission. However, parents must be notified that the movie will be shown in class. Any PG-rated movie to be shown at the elementary level requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

Junior High Level/Middle School: Only G-rated movies may be shown without parental permission. Any movie with a PG-rating to be shown at the junior high/middle school requires parent/guardian notification. Any movie with a PG-13 rating to be shown at the junior/middle school requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

High School: Only G, PG and PG-13 rated movies may be shown without parental permission. Only certain segments having a valid educational purpose of any R-rated movie may be shown.

Any segment of an R-rated movie to be shown at the high school requires a signed written consent from a parent/guardian that must be kept on file before the student may view the video.

The Board discourages the showing of an R-rated movie in school. However, the Board also recognizes that some segments of certain R-rated movies may have a valid educational purpose. Therefore, R-rated movies are not to be shown in their entirety, and segments may be shown only if no other means of instruction can present the information. Signed, written permission must be granted by a parent/guardian before the student may view the excerpt.

Administrator's Authorization

At least five (5) days prior to the showing, the instructor/teacher shall submit to the principal, in writing, the following information on the particular films:

1. Title and brief description
2. Purpose for showing the movie/video
3. Match with course objectives
4. Proposed date(s) of viewing
5. When and how parents will be notified, or if necessary, grant consent
6. Audience rating (G, PG, PG-13)

Copyright

All District employees must comply with federal copyright laws, as well as publisher licensing agreements. The legal requirements apply:

- Regardless of whether an admission fee is charged
- Whether the institute or organization is commercial or non-profit
- Whether a federal, state or local agency is involved.

An "Educational Exemption", also called the "face-to-face teaching exemption", is a precise activity which allows the legal use of movies in certain types of teaching. In order for a movie to be considered an Educational Exemption, all criteria must be met:

1. A teacher or instructor is present and the movie or video is shown in the course of face-to-face teaching activities;
2. The showing takes place in a classroom setting with only the enrolled students attending;
3. The movie is used as an essential part of the core, current curriculum being taught;
4. The showing of the movie or video is directly related and of material assistance to the curriculum and lesson objectives;
5. The movie being used is a legitimate copy, not taped from a legitimate copy or taped from television.
6. Recorded Programs from Network and Cable Television: Teachers may only show programs recorded off-air from network and cable television channels, according to the following guidelines:
 - a. Educators desiring to show television programs for instructional purposes should request the school library/media specialist to record the program at school with school recording facilities.

- b. A television program that is recorded off-air may be retained for 45 consecutive calendar days after the date of the recording. At the conclusion of this 45-day retention period, the recording must be destroyed or erased.
- c. During the first ten (10) consecutive school days of the forty-five (45) day period the recording may be used once by individual teachers in classrooms or similar places devoted to instruction, in the course of relevant teaching activities. The teacher may show the program again only once within this ten (10) school day period when instructional reinforcement is necessary.
- d. Teachers and other school officials who show television programs for entertainment purposes violate this policy as well as federal copyright law.
- e. After the first ten (10) consecutive days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include a broadcast program in the teaching curriculum, and may not be shown in the schools to students or for other non-evaluation purposes.
- f. Copies may be made from an off-air recording as necessary to meet the legitimate needs of teachers. However, all copies are subject to the provisions of this policy and must include the copyright notice on the broadcast program as recorded.
- g. Off-air recordings need not be used in their entirety, but recorded programs may not be altered from their original content nor may they be physically or electronically merged to constitute teaching anthologies.

Other Organizations Using School Facilities

In the event any outside organizations use a school facility and wish to show movies, videos or other audiovisual materials, it is only legally permitted if the school district itself has a Public Performance Site License from Movie Licensing USA. School district without such a license can be held liable if an outside organization involves them in copyright infringement by permitting movies, videos or audiovisual materials to be used in a district facility. Once licensed, the district may exhibit movies copyrighted by the studios as long as they are secured from a legal source such as a video rental store, school library or a personal collection.

Legal Reference:

The Copyright Act of 1976; Public Law 94-553, 90 stat. 2542: Title 17; Section 110(i)

Policy History:

Adopted on: 6/18/07

Revised on: 11/17/08

INSTRUCTION
Joint School District #171

Parental Movie Opt-Out/Consent Form

2570F

The Joint School District #171 Board of Trustees believes that movies, videos and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, the Joint School District #171 policy, Use of Commercially Produced Video Recordings, promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process and fostering community values. (See Policy 2570)

Parental Opt-Out Form for Movies, Videos, etc.

I, _____, parent/guardian of _____, request that my child be removed from class and/or student activities when the following movie(s) or videotape(s) is/are shown:

I have had the opportunity to review the materials mentioned above and have explained to my child why I do not wish to have him/her view it/them.

Parental Consent Form for Movies, Videos, etc.

I, _____, parent/guardian of _____, allow my child to view the following movie(s) or videotape(s) when it/they are shown in class:

_____	Rating: _____
_____	Rating: _____
_____	Rating: _____

I have had the opportunity to review the materials mentioned above and understand the ratings of said movies and videotapes as designated above.

Date

Signature of Parent/Guardian

Policy History:

Adopted on: 6/18/07

INSTRUCTION
Joint School District #171

Promotion/Retention

2600

The Board recognizes that students of the same age are at many intellectual and developmental levels and that these differences are a normal part of human development. Because of these differences, the administration and teaching staff are directed to make every effort to develop curricula and programs that meet the individual and unique needs of all students and allow them to remain with their age cohorts.

It is the philosophy of the District that students thrive best when placed or promoted to grade levels with other students who have compatible age, physical, and social/emotional status. It is our philosophy to promote students who demonstrate effort within those compatibilities. It is equally our philosophy and practice to retain students who do not make a reasonable effort to meet grade level expectations, as long as those expectations are commensurate with the individual student's ability and rate of learning.

If a parent insists on the child being retained or promoted, a notice will be placed in the child's file that the retention or promotion was a parent decision and not recommended by the school.

Policy History:

Adopted on: 6/18/07

INSTRUCTION

Joint School District #171

Middle School Credit

2605

State Department of Education requires credits at the middle school level in order “to ensure all students are prepared to be successful in high school and to increase academic engagement and student accountability for middle school students.” Within the guidelines set by the State, the District has implemented the following credit system.

In order to progress to the next grade level, students who are enrolled in grades 7 and 8 are required to:

1. Earn 80% of the possible credits each school year,
2. Earn a passing grade for at least one (1) semester in each of the classes attempted, and
3. Attend school faithfully with no more than 8 unexcused absences per semester.

Students who are not successful in meeting the criteria listed above will be required to make up credits through an alternative route as determined by the credit committee. The credit committee consists of two certified staff members and the building administrator. The alternative route may include use of IDLA, PLATO, Apangea, ISAT proficiency, minimum GPA, Friday school and summer school. Students who fail to satisfy the alternate route requirement by July 1st will not qualify for promotion to the next grade.

Any student receiving Special Education/Section 504 services maintains all rights and privileges provided under current Special Education/Section 504 laws. All necessary accommodations and adaptations must be met before a student can be considered failing. Alternate requirements will be determined by the student’s Individual Education Plan team.

Cross Reference: 2600 Promotion/Retention (L-8)
 2620 Grading and Progress Reports
 2620P Grading and Progress Reports
 3050 Attendance
 3340 Corrective Actions and Punishment
 3350 Detention

Legal Reference: Rules of the Board Governing Education 08.02.03.107

Policy History:

Adopted on: 1/24/11

INSTRUCTION
Joint School District #171

Progress Reports

2620

The Board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The issuance of grades and progress reports on a regular basis serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These reports shall be designed to provide information that will be helpful to the student, teacher, counselor and parent.

The Board directs the Superintendent to establish a system of reporting student progress and shall require all staff members to comply with such a system as part of their teaching responsibility. Staff members, parents and teachers shall be involved.

Policy History:

Adopted on: 6/18/07

INSTRUCTION
Joint School District #171

Grading and Progress Reports

2620P

Timberline, Cavendish, and Peck Elementary Schools

Kindergarten students will receive the following marks on report cards:

E Exemplary

S Satisfactory

N Needs Improvement

Students in grades K-3 may receive effort marks in some areas based on the E – S – N scale.

Letter grades will be used to report academic performance on report cards for students in grades 4-6 based on the following numerical values:

A	90-100%	4.0
B	80-89%	3.0
C	70-79%	2.0
D	60-69%	1.0
F	59% & below	0.0

Orofino Elementary School

School will develop and pilot a “Mastery Based” report card and grading system. The Mastery Based report card will report student success learning and passing benchmark standards as well as certain “non-learning” related characteristics

Grades 7-12

Letter grades will be used to report academic performance on report cards for students in grades 7 -12 based on the following numerical values:

Letter	GPA	
	Standard Class	Advanced Classes
A	90-100% 4.0	5.0
B	80-89% 3.0	4.0
C	70-79% 2.0	3.0
D	60-69% 1.0	2.0
F	59% & below 0.0	0.0

Advanced Classes include Pre-Calculus, Calculus, Physics, Chemistry, Spanish IV, Honors classes, Dual Credit College Classes, LCSC Tech Prep classes, and certain IDLA classes as identified by school counselors and approved by the Superintendent.

GPA's reported in the student data base will be based on the standard 0-4.0 rating system. Counselors may hand calculate student GPA's for students who take “Advanced Classes” and whose grades warrant consideration for honors cords and the Valedictorian and Salutatorian honor.

Grades for teacher instructional assistants (student aides) will be awarded on a Pass – Fail grade basis.

Parents will be informed with a written or electronic report at least six times a year as to the progress their children are making in school. They will be alerted and conferred with as soon as possible when a child's performance drops below 70%, when the child's attitude becomes unsatisfactory, or when the child's performance shows marked or sudden deterioration.

Grades are intended to show student knowledge in the content area or reflect completion of academic activities.

During a student's senior year, teachers will document that they have notified parents/guardians sufficiently in advance (so that the student has an opportunity to correct the grade deficiency) of the end of a grading period when a student is in danger of failing.

Procedure History:

Promulgated on: 10/15/07

Amended 8/20/12, 5/22/13, 12/12/16

INSTRUCTION
Joint School District #171

Parent-Teacher Conferences

2625

Parent-Teacher Conferences have been adopted by the District as a means of reporting student progress to parents in K - 12 grades. These conferences are to serve as a two-way method of face-to-face communication for the benefit of the child. They should not necessarily be confined to reporting, but may be planned for any occasion that will be helpful to the teacher, the child and the parent(s). They should afford an opportunity for sharing information and views designed to promote the welfare of the child.

Schedule for conferences, the number of conferences and general details shall be worked out to meet the needs of the parents, teachers, and students.

Policy History:

Adopted on: 6/18/07

INSTRUCTION
Joint School District #171

Homework

2630

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students; and should be evaluated and returned to students in a timely manner.

Teachers may give homework to students to aid in the student's educational development. Homework should be an application or adaptation of a classroom experience, and should not be assigned for disciplinary purposes.

Policy History:

Adopted on: 6/18/07

INSTRUCTION

Joint School District #171

High School Graduation Requirements

2700

The Board shall award a regular high school diploma to every student enrolled in the District who meets the requirements of graduation established by the District. The official transcript will indicate the specific courses taken and level of achievement.

The Board shall establish graduation requirements that, as a minimum, satisfy those established by the Board of Public Education (IDAPA 08.02.03.107). Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter ninth grade. Exceptions to this general rule may be made where it is determined by the Board that the proposed change in graduation requirements will not have a negative effect on students already in grades nine through twelve (9-12). The Board shall consider and vote on whether to approve graduation requirements as recommended by the Superintendent.

Effective with the graduating class of 2006, all students will show proficiency on the Idaho Standards Achievement Test (ISAT) as defined by State Board rules in order to graduate. (IDAPA 08.02.03.105.02). An “eligible” student who does not attain at least a proficient score prior to graduation may appeal to this Board for relief from the ISAT proficiency requirement. For definition of student eligibility and appeal procedure, see Administrative Procedure 2700P. At the discretion of the local school board, said student may be given an opportunity to demonstrate proficiency of the achievement standard through the “Secondary Route to Graduation” outlined at Policy 2715.

A student who possesses a disabling condition shall satisfy those competency requirements that are incorporated into the individualized education program (“IEP”). Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

To be considered for valedictorian or salutatorian, the student must have been continuously enrolled at that high school during his/her entire senior year and must have completed and passed one or more honors or college prep courses listed in the student handbook.

The selection of valedictorian and salutatorian is made after the seventh semester. Class rank is computed for all eight semesters.

The top 10% of the class (not to exceed 10 pupils) who have a “B” average or above will be recognized at the graduation ceremony by announcement or by some symbol of award on their gowns or mortar boards.

A student may be denied participation in graduation ceremonies. Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be awarded after the official ceremony has been held.

Cross Reference: Policy 2700P High School Graduation Requirements
Policy 2715 Secondary Route to Graduation

Legal Reference: IDAPA 08.02.03.105 Graduation from High School
IDAPA 08.02.03.107 High School Graduation Standards (Effective July
1, 2000)
IDAPA 08.02.01.250.02 Required Attendance

Policy History:

Adopted on: 6/18/07 Revised on: 11/19/07 Revised on:9/19/2016

INSTRUCTION

Joint School District #171

Graduation Requirements

2700P

All students graduating from Joint School District No. 171 shall meet the state and Joint School District No. 171 graduation requirements.

Only those students with necessary number of credits at the time of the graduation ceremony may participate in the graduation ceremony. Foreign exchange students who are eligible for a Certificate of Completion or Attendance and may be allowed to participate in graduation exercises.

As a further condition of participation in the graduation ceremony all indebtedness incurred by a person when he or she was a student must be paid. Furthermore, all books or other instructional material, uniforms, athletic equipment, advances on loans, or other personal property of the school district borrowed by the person when he or she was a student of the district must be returned.

The Superintendent shall have the authority to waive the payment of fees upon an adequate showing of financial need or other exigency.

Outstanding fees shall not cause delay in transferring school records to another school district or prevent a student from enrolling in any other school.

Publication of Graduation Requirements

Prior to registering for high school, each student will be provided with a copy of the current graduation requirements. Graduation requirements shall also be included in the student handbook.

Credits

Students shall be expected to earn a total of forty-six semester credits in order to complete graduation requirements. Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma.

The core of instruction is twenty-nine semester credits:

Graduation Requirement		
Language Arts and Communication		9 credits
English (language study, composition, literature)	8 credits	
Speech or Debate	1 credit	
Mathematics		6 credits*
Algebra I (or meets Algebra I standards)	2 credits	
Geometry (or meets Geometry standards)	2 credits	
Secondary Mathematics of the student's choice	2 credits	
<i>*(2 credits must be taken in the last year of high school)</i>		
<i>Students who have completed six credits of math prior</i>		

to the fall of their last year of high school, including at least two semesters of an Advanced Placement or dual credit calculus or high level course, are exempt from taking math during their last year of high school)

Science

Secondary Science 6 credits*
*(4 credits shall be laboratory sciences, dual credit computer science or dual credit engineering can be considered as either a math or science credit)

Social Studies

Government 2 credits
US History 2 credits
Economics 1 credit

Humanities

May include visual arts, music, theatre, dance, or world language aligned to Idaho content standards 2 credits

Health/Wellness

CPR is required to be taught in Health 1 credit

Electives

17 credits

Additional Requirements

Senior Project

Includes a written report and an oral presentation by the end of grade 12.

College Entrance Exam

Students must take either the ACT or SAT by the end of the student's 11th grade.

A student may elect an exemption in their eleventh grade year from the college entrance exam requirement if the student is:

1. Enrolled in a special education program and has an Individual Education Plan that specifies accommodations not allowed for a reportable score on the approved tests; or
2. Enrolled in a Limited English Proficient program for three (3) academic years or less.

Middle School Credit

Students must take pre-algebra before entering 9th grade.

A student will have met the high school content and credit requirement for any required high school course if:

- 1) the student completes any required high school course with a grade of C or higher before entering the ninth grade, and if
- 2) that course meets the same standards that are required in high school, and
- 3) and the course is taught by a properly certified teacher.

Parents of middle school students taking a course for high school credit must be notified that the course is available for high school credit and must be given the option as to whether or not the course is transcribed.

Alternative Programs

Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, university courses, correspondence courses, and online/virtual courses.

Credit for work experience may be offered when the work program is a part of and supervised by the school.

All classes attempted at District High School and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average and class rank. Credit shall be awarded only once regardless of repetition of the course.

Honor Roll

A student must have a minimum grade-point average of 3.0 to be placed on the honor roll. Specific information regarding honors at graduation is included in the student handbook.

Class Rank (Grade Point Average)

Class Rank is compiled from semester grades. Courses not eligible for GPA are designated with an asterisk on the report card.

Early Graduation

A student who completes all of the graduation requirements set forth by the District and the State Department of Education prior to the completion of eight semesters of school attendance in grades 9-12 may petition the Superintendent and Board for early graduation by submitting such a petition to the Superintendent through the building principal. The Superintendent shall submit the petition to the Board for endorsement and approval at the end of the quarter preceding the requested graduation date.

The Superintendent is authorized to create any procedures necessary to assist students to achieve early graduation as well create incentives for participation in any early graduation program.

The District has agreed to participate in the MAPP program, and the Superintendent is authorized to create any procedures necessary to comply with the MAPP Program.

The Superintendent is further authorized to create any procedures necessary for students participating in the Dual Credit for Early Completers program during their senior year of high school. A student participating in the Dual Credit for Early Completers program need not have completed a senior project prior to participating in the program. Attendance for students participating in such programs during the senior year of high school will be counted as normal for public school funding purposes.

Students graduating early or not eligible for Valedictorian or Salutatorian Honors.

Cross Reference: Policy 2710 Alternative Measure to the ISAT
Policy 2715 Secondary Route to Graduation
Legal Reference: I.C. § 33-1620, *et seq.* Mastery Advancement Pilot Program
I.C. § 33-1626 Dual Credit for Early Completers
IDAPA 08.02.01.350 Early Graduation
IDAPA 08.02.03.105 Graduation from High School
IDAPA 08.02.03.107 High School Graduation Standards

Procedure History:

Adopted on: 12/88

Revised: 3/16/98, 2/24/03, 10/18/04, 11/19/07, 6/21/10, 8/20/12, 11/28/16

Any high school student who completes the number of credits required by both the state and school district prior to finishing eight semesters of high school work may petition the School Board to graduate from high school upon completion of the necessary credits, providing he or she has endorsement and approval of the superintendent and building administrator.

The following procedures will be followed:

1. Requests to apply for early graduation must be student initiated through the principal. The deadline for making application for early graduation will be October 15 of the school year in which the student is eligible for early graduation. Any student making this request must have completed or be in the process of completing the required credits for graduation by the end of the semester in which the request has been made.
2. Conference with Counselor: The student will arrange a conference with the counselor to:
 - a. Review credits earned and requirements for graduation to determine whether or not early graduation is possible.
 - b. Discuss reason for requesting early graduation.
 - c. The principal and/or the counselor will schedule a meeting with the student and parents.
3. Student, Parent, and Principal Conference: At the parent, student, principal, and counselor meeting the following will be discussed:
 - a. Student reason for requesting early graduation.
 - b. The current curriculum available in the high school program that would aid the student's plans rather than early graduation.
 - c. Indicate to student and parent the routes students may take for fulfilling the requirements, for example, correspondence work.
 - d. Review application form.
 - e. After the conference, the parent will be notified of the student's eligibility to apply. The final decision rests with the parents and student.
4. Board Action: After receiving the signed application form, it will be presented to the superintendent for School Board action at the next regularly scheduled meeting. Each case considered by the Board will be upon its own individual merit with the following restriction the reason for early graduation will have to show a cause rather than just leaving school.
5. Graduation Exercises for Early Graduates: Students planning to participate in the high school graduation exercises must have all work completed by the end of the seventh semester. The school district will provide the cost of the diploma only. If caps and gowns are worn, students shall provide the expense.
6. Status of Early Graduated Students: Upon completion of requirements at the end of the semester, the early graduated student will be refunded a prorated portion of his/her activity fees if each has been paid, and will henceforth be considered as an adult in the attendance of all school extracurricular activities.

7. When calculating the aggregate average daily attendance, students graduating from high school prior to the end of the school year will have their ADA for the first semester counted as if they were in attendance during the second semester of the school year.

Early graduated students should not frequent the high school building except to conduct business with the principal in regards to their early graduation and in no way should disrupt the educational process, academic learning or discipline of the students.

Legal Reference: IDAPA 08.02.01.350

Policy History:

Adopted on: 5/9/77

Revised on: 11/19/07

Early Graduation Request

2705P

Student's Name: _____ School: _____

Birth Date: _____

Reason for requesting early graduation: _____

Projected date of graduation: _____

At a meeting held on _____, we discussed:

- the student's earned credit and the requirements for graduation,
- the student's reason for requesting early graduation,
- the current curriculum available in the high school program that would aid the student's plans rather than early graduation, and
- routes the student may take to fulfill the requirements.

This student has completed or is in the process of completing the required credits for graduation by the end of the semester in which this request is being made.

Student's Signature

Counselor's Signature

Parent's Signature

Principal's Signature

Parent's Signature

Procedure History:

Promulgated on: 4/28/08

Alternative Measure to the Idaho Standards Achievement Tests

2710

The Board hereby directs the Superintendent to research and make recommendations for the establishment and adoption by this local Board of alternative mechanisms to the ISAT to give certain students an opportunity to demonstrate proficiency of the achievement standards set by the State Board of Education. The alternative measure must:

- a. Be aligned at a minimum to tenth (10th) grade state content standards, and
- b. Be aligned to the state content standards for the subject matter in question, and
- c. Be valid and reliable, and
- d. Ninety percent (90%) of the criteria of the measure (or combination of measures) must be based on academic proficiency and performance, and
- e. Be submitted to the State Board of Education for review, comment and information

Appeal to Local Board for Alternative Measure

Before appealing to the local Board for use of an alternative mechanism to demonstrate proficiency of the Idaho High School Achievement Standards, a student must be:

- a. Enrolled in a special education program and have an Individual Education Plan (IEP), or
- b. Enrolled in a Limited English Proficient (LEP) program for three years or less, or
- c. Enrolled in the fall semester of the senior year.

Cross Reference: Policy 2700 & 2700P High School Graduation Requirements

Legal Reference: IDAPA 08.02.03.105 Graduation from High School
IDAPA 08.02.03.107 High School Graduation Standards

Procedure History:

Promulgated on: 6/18/07

Alternate Graduation Plan

2710P

A student in Joint School District No. 171 must meet state and district requirements for high school credits and must achieve a proficient or advanced score of the High School Idaho Standards Achievement Test (ISAT) in order to graduate. A student who has received a proficient or advanced score on another state’s exit exam does not have to take ISATs if that state’s exam has been approved by the Idaho State Board of Education.

A student who does not attain at least a proficient score prior to graduation may appeal to the local school board, and, at the discretion of the local school board, may be given an opportunity to demonstrate proficiency of the achievement standards through some other locally established mechanism.”

Before pursuing an alternate graduation route the student must:

- Be enrolled in a special education program and have an Individual Education Plan; or
- Be enrolled in a Limited English proficient program for three academic years or less; or
- Be enrolled in the fall semester of the senior year.

The student will continue to take ISAT during testing windows while working with the counselor/educational staff on an alternate route. Principals will report to the board at the May board meeting concerning students who qualify for graduation through the alternate graduation route.

The alternate demonstration of proficiency in Reading may be shown by completing the senior project and one of the following items:	The alternate demonstration of proficiency in Language Arts may be shown by completing the senior project and one of the following items:
ACT Reading 17 points or higher	ACT English 18 points or higher
SAT Verbal 311 points or higher	SAT Verbal 450 points or higher
COMPASS Reading 74 points or higher	COMPASS Writing 68 points or higher
PLATO FASTTRACK - Reading Assessment Skill Mastery at 10 th grade or higher	PLATO FASTTRACK - Language Arts Assessment Mastery at 10 th grade or higher
IEP Reading Goals Mastery (written to 10 th grade Power Standards)	IEP Language Arts Goals Mastery (written to 10 th grade Power Standards)
The alternate demonstration of proficiency in Math may be shown by completing the senior project and one of the following items:	English 10 SDE End of Course Assessment 80% or higher

ACT Math	19 points or higher
SAT Quant	460 points or higher
COMPASS Algebra	46 points or higher
PLATO FASTTRACK - Math Assessment	Mastery at 10 th grade or higher
IEP Math Goals	Mastery (written to 10 th grade Power Standards)
Algebra I SDE End of Course Assessment	80% or higher

Procedure History:

Promulgated on: 6/18/07

Revised: 11/21/11

Accreditation Objectives

2800

Accreditation Standards

The Board will comply with all accreditation standards established by the State Board of Education. The District uses the Northwest Accreditation Standards for secondary education, serving grades 9-12, as required by law. Accreditation is voluntary for elementary schools, grades K-8.

The District will timely submit an annual accreditation reports to the State Board of Education.

Continuous Progress Education

The Board acknowledges its responsibility for developing and implementing a curriculum designed to provide for sequential intellectual and skill development necessary for students to progress on a continuous basis from the elementary through secondary school.

The Superintendent is directed to develop instructional programs that will enable each student to learn at the student's best rate. The instructional program shall strive to provide for:

1. Placement of a student at the student's functional level;
2. Learning materials and methods of instruction considered to be most appropriate to the student's learning style; and
3. Evaluation to determine if the desired student outcomes have been achieved.

Each year, the Superintendent shall determine the degree to which such instructional programs are being developed and implemented. Accomplishment reports submitted annually shall provide the Board with the necessary information to make future program improvement decisions.

Legal Reference: I.C. § 33-119 Accreditation of Secondary Schools – Standards for
Elementary Schools
IDAPA 08.02.02.140 Accreditation

Policy History:

Adopted on: 6/18/07

Revised on: 11/17/08