

West Jefferson School District Policy Manual

Chapter 6 - EDUCATIONAL PROGRAM

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SERIES 600

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600 EDUCATIONAL PROGRAM

600.1 CURRICULUM PHILOSOPHY

The Board recognizes its legal responsibility to approve the curriculum, related materials, and resources to be used in District #253 Schools, and it declares its intention to select and maintain such materials in accordance with the laws of the state and rules of the State Board of Education.

The educational program of the District should challenge the academic and vocational interests and intellectual potential of the students and should adequately prepare them to meet State Achievement Standards. It is the teacher's responsibility to provide instruction based on the district's curriculum, state and federal mandates, and community expectations. Graduates should be sufficiently well educated to be effective citizens who contribute to society, are productive in the work force, and will continue their education in pursuit of their careers and interests.

Curriculum is concerned with what is taught. It is the sum of all school activities, which are maintained for the education of the youth of School District #253. District-approved curriculum should provide the basis of instruction for each individual subject. Essential and expected objectives should fill 80% of the available time. In the remaining time (20%), teachers should use extended objectives and alternative curriculum, enriching and adapting their teaching to meet the needs of individual students. Sound instructional practices should support the curriculum.

Policy History:

Adopted on: September 19, 1985

Revised on: February 6, 2003

601 GENERAL ORGANIZATION

601.1 SCHOOL CALENDAR

School Year - A school year shall not be less than 180 days in which school is in session.

Day in Session - A day on which the school is open and the pupils are under the guidance and direction of teachers in the teaching process or a day in which the students are in attendance for not less than one-half day and the teachers are on duty for the remainder of the day participating in in-service training, parent-teacher conferences, student counseling, etc. Such half-days of student attendance to count as a day in session shall be authorized by the Board and shall be limited to not more than six (6) half-days per school year or three (3) full days. A half-day shall constitute at least three (3) clock hours of school as defined above. A full day shall constitute a minimum of four (4) clock hours of school.

Average Daily Attendance - In a given school year, the average daily attendance for a given school is the aggregate days attendance divided by the number of days school was actually in session.

Membership - a pupil is a member of a school from the date he presents himself at school and is placed on the current roll until he leaves by reason of official withdrawal, moving from the District, or expulsion. If a student withdraws without notice, he shall be dropped the Friday following his last day of attendance upon verification of his having withdrawn.

Average Daily Membership - In a given year, the average daily membership for a given school is the aggregate days membership divided by the number of days school was actually in session.

School Week - a school week shall be Monday through Friday or any portion of this period. A Saturday shall not be counted as a "day in session" without prior approval from the State Board of Education.

Approved by State Board of Education, January, 1972.

Policy History:

Adopted on: September 19, 1985

602 PROGRAMS OF INSTRUCTION

602.1 MINOR CURRICULUM CHANGES

Minor curriculum should come from the needs and suggestions of the faculties. These changes should be developed by the faculty and the Superintendent informed of the plans. Before being instituted, the Administration must approve of the program. These changes need to be explained to the parents and their advice and concurrence gained.

Policy History:
Adopted on: September 19, 1985

602.2 MAJOR CURRICULUM CHANGES

Major curriculum changes should be developed in recognition of the needs of students. Suggestions might come from any group and administrators, teachers, patrons, and students need to be involved in developing new programs. After the plan has been developed and approved by the Superintendent it will be presented to the Board for their review and acceptance. If approved, a public relations program should be developed to keep the patrons informed.

Policy History:
Adopted on: September 19, 1985

602.3 ACCREDITATION

All elementary and secondary schools of West Jefferson School District will comply with the standards of accreditation provided by the Northwest Accreditation Association.

Accreditation reports will be submitted to the State Elementary/Secondary Accreditation Committee for review and recommendations for action.

Legal References:
Idaho Code: 33-1612; IDPA 08.02.02-140-Ot

Policy History:
Adopted on: September 11, 1997

603 INSTRUCTIONAL ARRANGEMENTS

603.1 TEXTBOOK SELECTION

Textbooks will be adopted following the recommended State Department of Education plan and will remain in effect and used for a five (5) year period.

The District Textbook Adoption Committee will review all textbooks being considered for use by West Jefferson School District. This committee will be composed of administrator (s), teachers, and parents who have children enrolled in the school district. The District may appoint other committee members as needed.

The District textbook adoption committee will make recommendations on textbook purchases to the board of trustees.

Legal Reference: IDAPA 08.02.03-100-11 e

Policy History:

Adopted on: September 11, 1997

603.2 AUDIOVISUAL AIDS

[Video/Movie Approval](#)

[Form for Individual Request for Review of Educational Materials](#)

All audiovisual materials should be selected on the basis of their instructional value. They should be selected to be age appropriate and used with discretion and care so as not to offend community values. They should be previewed by the teacher before they are presented to the class. The students should be given a specific purpose for hearing or viewing audiovisual materials; and upon completion, there should be a follow-up to obtain the maximum value that can result from the well-planned use of an audiovisual instructional aid.

In general, it is inappropriate to play popular music during an instructional period. Exceptions may include using popular music in a music class to meet the lesson's objective or using popular music as "quiet" background music during periods of independent practice in a shop or physical education class. The use of this type of music must be approved by the teacher and building principal. Music selected for dances should not contain lyrics with offensive messages. The volume of the music should never exceed that which may be physically harmful to the participants' ears.

The use of entertainment films during class time is prohibited. Films, which contain factual material, used to supplement curricular programs may be approved for classroom use by the building principal using the District Video/Movie Approval Form. All films that are shown as curricular supplement to school age students must be rated (G). A film with a "PG" rating may be shown if it is reviewed and approved by the building principal.

The use of entertainment films during class time is prohibited. Films, which contain factual material used to supplement curricular programs, may be approved for classroom use by the building principal using the District Video/Movie Approval Form. All films that are shown as a

curricular supplement to school age students must be rated "G". A film with a "PG" rating may be shown if it is reviewed and approved by the building principal.

Individuals who question the use of a specific audiovisual aid in the classroom must complete a form provided by the District and file it with the Superintendent. The Superintendent will use the process for complaints as outlined in District Policy 603.3.

Students are not required to view approved films even when used to supplement the curriculum. Students choosing not to view these films should be provided positive learning alternatives.

All schools must adhere to current copyright laws with regard to the use of audiovisual aids in the classroom.

Policy History:

Adopted on: October 10, 1996

603.3 LIBRARIES

School libraries in West Jefferson School District are to function as an integral part of the total educational program. The goal of the School District is to facilitate and expedite the realization and attainment of a quality, optimum education by each student. To reach this goal the following objectives have been established:

1. To provide an educationally functional and effective library program, which will meet adequately the developmental needs of the curriculum and the personal needs, goals, abilities, and creative potential of the students.
2. To provide informed and concerned guidance in the use of library services and resources which will personalize teaching and individualize learning.
3. To provide a planned, purposeful, and educationally significant program which will be integrated appropriately with the classroom teaching and learning program.
4. To provide library resources which will stimulate and promote interest in self-directed knowledge building.

Each school librarian is charged with the responsibility of identifying, ordering, and organizing materials which will implement, enrich, and support the educational programs of the schools, and meet the needs, interests, goals, concerns, and abilities of the individual students.

Administrators, supervisors, teachers, and students are encouraged to suggest materials to be added to the library collection and to share in evaluating materials being considered for purchase.

The criteria used in selecting media materials are as follows:

1. Education significance.
2. Need and value to the existing collection.
3. Reputation and significance of the author or producer.
4. Clarity, adequacy, and scope of text or audiovisual presentation.
5. Validity, accuracy, objectivity, up-to-datedness, and appropriateness of text or audiovisual presentation.
6. Organization and presentation of contents.
7. High degree of readability and/or comprehensibility.
8. High degree of potential user appeal.
9. High artistic qualify and or literary style.
10. Value commensurate with cost and/or need.

Individuals or groups wishing to include or exclude any printed or audiovisual material being used in West Jefferson Schools must file a complaint with the District Office using the approved forms. This process for dealing with each filed complaint will be as follows:

1. Where a parent requests to exempt his/her own child from using a piece of material, the initial review will be completed by the teacher(s) and principal with the principal having authority to grant or deny the request.
2. Where a complaint affects students outside the complainant's immediate family or where a complainant wishes to appeal the decision of the principal, a representative review committee will be established by the Superintendent.
3. The review committed should convene within 15 working days of the receipt of the written complaint, and complete its review within 30 working days of its initial meeting.
4. The decision of the committee should be by majority vote.
5. Appeals from the decision of the committee may be made through the superintendent to the Board of Trustees. The decision of the trustees shall be final.

Policy History:

Adopted on: October 10, 1996

Policy 603.4.1 Students and Staff Acceptable Technology User Policy

West Jefferson School District #253 is providing Users access to the district's electronic network. This network includes Internet access, computer services, videoconferencing, computer equipment and related equipment for educational purposes. The purpose of this network is to assist in preparing Users for success in life and work in the 21st century by providing them with electronic

access to a wide range of information and the ability to communicate with people throughout the world. This document contains the rules and procedures for Users' acceptable use of the West Jefferson School District #253 electronic network.

- The West Jefferson School District #253 electronic network has been established for a limited educational purpose. The term "educational purpose" includes classroom activities, career development, and limited high-quality self-discovery activities.
- The West Jefferson School District #253 electronic network has not been established as a public access service or a public forum. West Jefferson School District #253 has the right to place reasonable restrictions on material that is accessed or posted throughout the network.
- Parent/guardian permission is required for all Users under the age of 18. Access is a privilege — not a right.
- It is presumed that Users will honor this agreement they and their parent/guardian have signed. The district is not responsible for the actions of Users who violate them beyond the clarification of standards outlined in this policy.
- The district reserves the right to monitor all activity on this electronic network. Users will indemnify the district for any damage that is caused by Users' inappropriate use of the network.
- Users are expected to follow the same rules, good manners and common sense guidelines that are used with other daily school activities as well as the law in the use of the West Jefferson School District #253 electronic network.

General Unacceptable Behavior

While utilizing any portion of the West Jefferson School District #253 electronic network, unacceptable behaviors include, but are not limited to, the following:

- Users will not post information that, if acted upon, could cause damage or danger of disruption.
- Users will not engage in personal attacks, including prejudicial or discriminatory attacks.
- Users will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a student is told by a person to stop sending messages, they must stop.
- Users will not knowingly or recklessly post false or defamatory information about a person or organization.
- Users will not use criminal speech or speech in the course of committing a crime such as threats to the president, instructions on breaking into computer networks, child pornography, drug dealing, purchase of alcohol, gang activities, threats to an individual, etc.
- Users will not use speech that is inappropriate in an educational setting or violates district rules.
- Users will not abuse network resources such as sending chain letters or "spamming."
- Users will not display, access or send offensive messages or pictures.
- Users will not use the West Jefferson School District #253 electronic network for commercial purposes. Users will not offer or provide products or services through this network.
- Users will not purchase products or services through this network without proper administrative approval.

- Users will not use the West Jefferson School District #253 electronic network for political lobbying. Users may use the system to communicate with elected representatives and to express their opinions on political issues.
- Users will not attempt to access non-instructional district systems, such as student information systems or business systems.
- Users will not use any wired or wireless network (including third party internet service providers) with equipment brought from home. Example: The use of a home computer on the network or accessing the internet from any device not owned by the district. Exceptions to this must be cleared with the building administrator and district technology coordinator.
- Users will not use district equipment, network, or credentials to threaten employees, or cause a disruption to the educational program.
- Users will not use the district equipment, network, or credentials to send or post electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.

E-Mail

- E-mail for Users in the elementary and middle school grades will only be provided through a teacher or classroom e-mail account.
- High school Users may be provided with e-mail accounts with the approval of the building level administrator for specific educational projects or activities.
- Users will not establish or access Web-based e-mail accounts on commercial services through the district network unless such accounts have been approved for use by the individual school.
- Users will not repost a message that was sent to them privately without the permission of the person who sent them the message.
- Users will not post private information about another person.

World Wide Web

- Elementary School Level - Access to information for Users on the Web will generally be limited to prescreened sites that are closely supervised by the teacher.
- Middle and High School Level - Access to information for Users on the Web will generally be provided through prescreened sites and in a manner prescribed by their teachers.

Message Board/Usenet Groups (Note: Usenet access is not typically given to Users)

- The district will provide access to selected newsgroups that relate to subjects appropriate for educational use. Messages posted locally that are in violation of this policy will be removed. The district reserves the right to immediately terminate an account of a student who misuses the message boards or Usenet groups.

Real-time, Interactive Communication Areas

- Users may use chat or instant messaging, but only under the direct supervision of a teacher in an environment that has been established to support educational activities and has been approved by the district or individual school.

Websites

- High School Level - Users may be identified by their full name with parental approval. Group or individual pictures of Users with student identification are permitted with parental approval. Parents may elect to have their child assigned to the elementary/middle school level of use.
- Material placed on student Web pages are expected to meet academic standards of proper spelling, grammar and accuracy of information.
- Material (graphics, text, sound, etc.) that is the ownership of someone other than the student may not be used on Web sites unless formal permission has been obtained.
- All student Web pages should have a link back to the home page of the classroom, school or district, as appropriate.

Personal Safety

- Users will not share personal contact information about themselves or other people. Personal contact information includes address, telephone, school address, or work address.
- Elementary and middle school Users will not disclose their full name or any other personal contact information for any purpose.
- High school Users will not disclose personal contact information, except to education institutes for educational purposes, companies or other entities for career development purposes, or without specific building administrative approval.
- Users will not agree to meet with someone they have met online.
- Users will promptly disclose to a teacher or other school employee any message received that is inappropriate or makes the student feel uncomfortable

System Security

- Users are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use them. Under no conditions should Users provide their password to another person.
- Users must immediately notify a teacher or the system administrator if they have identified a possible security problem. Users should not go looking for security problems, because this may be construed as an illegal attempt to gain access.
- Users will not attempt to gain unauthorized access to any portion of the West Jefferson School District #253 electronic network. This includes attempting to log in through another person's account or access another person's folders, work, or files. These actions are illegal, even if only for the purposes of "browsing".
- Users will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- West Jefferson School District #253 will not attempt to access Web sites blocked by district policy, including the use of proxy services, software, or Web sites.
- West Jefferson School District #253 will not use sniffing or remote access technology to monitor the network or other user's activity.

Software and Files

- Software is available to Users to be used as an educational resource. No student may install, upload or download software without permission from the district technology department.
- A student's account may be limited or terminated if a student intentionally misuses software on any district-owned equipment.
- Files stored on the network are treated in the same manner as other school storage areas, such as lockers. Routine maintenance and monitoring of the West Jefferson School District #253 electronic network may lead to discovery that a student has violated this policy or the law. Users should not expect that files stored on district servers are private.

Technology Hardware

- Hardware and peripherals are provided as tools for student use for educational purposes. Users are not permitted to relocate hardware (except for portable devices), install peripherals or modify settings to equipment without the consent of the district technology department.

Vandalism

- Any malicious attempt to harm or destroy data, the network, other network components connected to the network backbone, hardware or software will result in cancellation of network privileges. Disciplinary measures in compliance with the district's discipline code and policies will be enforced.

Plagiarism and Copyright Infringement

- Users will not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were the Users'.
- District policies on copyright will govern the use of material accessed and used through the district system.
- Copyrighted material will not be placed on any system without the author's permission. Permission may be specified in the document, on the system or must be obtained directly from the author.

Videoconference

- Videoconferencing is a way that Users can communicate with other Users, speakers, museums, etc. from other parts of the country and the world. With videoconferencing equipment, Users can see, hear, and speak with other Users, speakers, museum personnel, etc. in real time.
- Videoconference sessions may be videotaped by district personnel or by another participating school involved in the exchange in order to share the experience between educational institutions.
- Users' voices, physical presence, and participation in the videoconference are transmitted to participating sites during each session. Rules and procedures relative to acceptable use and behavior by Users apply during all videoconference sessions.

Student Rights

- Users' right to free speech applies to communication on the Internet. The West Jefferson School District #253 electronic network is considered a limited forum, similar to the school newspaper, and therefore the district may restrict a student's speech for valid educational and or safety reasons. The district will not restrict a student's speech on the basis of a disagreement with the opinions that are being expressed.
- An individual search will be conducted if there is reasonable suspicion that a student has violated this policy or the law. The investigation will be reasonable and related to the suspected violation.

Due Process

- The district will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the district network.
- In the event there is an allegation that a student has violated the district acceptable use regulation and policy, the user will be provided with a written notice of the alleged violation. An opportunity will be provided to present an explanation before a neutral administrator (the student will be provided with notice and an opportunity to be heard in the manner set forth in the disciplinary code).
- Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network. Violations of the acceptable use regulation and policy may result in a loss of access as well as other disciplinary or legal action.
- If the violation also involves a violation of other provisions of other school rules, it will be handled in a manner described in the school rules. Additional restrictions may be placed on a student's use of his/her network account.

Limitation of Liability

- The district makes no guarantee that the functions or the services provided by or through the district network will be error-free or without defect. The district will not be responsible for any damage suffered, including but not limited to, loss of data or interruptions of service.
- The district is not responsible for the accuracy or quality of the information obtained through or stored on the network. The district will not be responsible for financial obligations arising through the unauthorized use of the network.

Violations of this Acceptable Use Policy

Violations of this policy may result in loss of access as well as other disciplinary or legal action. Users' violation of this policy shall be subject to the consequences as indicated within this policy as well as other appropriate discipline, which includes but is not limited to:

- Use of district network only under direct supervision
- Suspension of network privileges
- Revocation of network privileges
- Suspension of computer privileges
- Suspension from school
- Expulsion from school and/or
- Legal action and prosecution by the authorities

The particular consequences for violations of this policy shall be determined by the school administrators. The superintendent or designee and the board shall determine when school expulsion and/or legal action or actions by the authorities are the appropriate course of action.

604 PUPIL PROGRESS

604.1 GRADUATION REQUIREMENTS

Social Studies		
	World History 9	2*
	US History 10	2
	US History 11	2
	Government	2
	Economics	1
	Total Social Studies	9*
Technology		
	Keyboarding	1
	Technology Elective	1
	Total Technology	2

Humanities		
	Fine Arts	2
	Practical Arts	2
	Total Humanities	4
English		8
Math	2 credits must be taken the senior year.	6
Science		6
Speech		1
Health		1
PE		1**
Strategic Literacy or Language and Literature		1
	Required Credits	39***
Electives		12****
	Total Credits Required for Graduation	51
<p>* Beginning with the Freshman Class of 2012-13. **2 credits of PE are required for students who began their freshman year prior to the 2012-13 school year. One credit of PE is required beginning with the Freshman Class of 2012-13 ***Thirty-eight required credits apply to students who began their freshman year prior to the 2012-13 school year. Thirty-nine required credits apply to students who began their Freshman year in the fall of 2012. ****Thirteen elective credits are required for students who began their freshman year prior to the 2012-13 school year. Twelve elective credits are required of students who began their Freshman year in the fall of 2012.</p>		

Graduation requirements for West Jefferson High School shall be the standards and procedures established by the State Board of Education and District #253. All numbers are credit hours.

World History (Grade 9). US History - up to and including the civil war reconstruction (grade 10) U.S. History - includes 20th century history and affairs (grade 11). American Government - Also includes relevant connections to State and Local Governments (Grade 12).

Humanities - four (4) credits Two credits are required from the Fine Arts and 2 credits are required from Practical Arts. Please see the West Jefferson Course Catalog for a list of courses in each of these disciplines.

Science – six (6) credits The science requirements shall include 2 credits of Physical Science in the 9th grade and 2 credits of Biology in grade 10 or above. The other science credits can be satisfied with any additional science classes.

Health - Is required in grade 10. (Students may take health as juniors or seniors, but this is not a suggested practice). The health course in grade 7-9- 8 is to be retained.

Strategic Literacy or Language and Literature courses are intended to improve a student's vocabulary, critical-thinking and analysis skills, or reading rate and comprehension level. This course may include works of fiction and nonfiction (including textbooks). These courses provides a focus on time-management, offers strategies for note-taking and for understanding and evaluating the important points of a text.

Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later. A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACUPLACER, ACT or SAT. Scores must be included in the Learning Plan.

Senior Project. Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later. A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA.

On-line Classes. Two (2) on line credits as determined by the State Board of Education are required for students to graduate from high school. These requirements will be effective for all students who enter the ninth grade in the fall of 2012 or later. The administration is directed to provide an alternate measure for those students who may not be successful in an online learning environment. This measure must be defined in writing and signed by the parent, student, and building principal. The district will provide two on-line classes at no expense to the students. However, students who wish to fulfill this requirement with courses different than those offered by the district will be responsible for any additional costs. All online learning must meet the Idaho content standards.

Students must (1) pass the ISAT 10 or (2) meet a comparative standard approved by the District Board of Trustees. Each student receiving special education services will include as part of his/her IEP a statement of how the student will demonstrate proficiency in the Idaho Achievement Standards as a condition of graduation, if it is different than meeting proficiency under either #1 above or #2 below. Student enrolled in a Limited English Proficient Program (LEP) for three years or less are, if needed, able to automatically use the alternate #2 approach below. All other students must petition the board on a case by case basis.

(2) Data (in English and/or math and/or reading) from 11th and 12th grades shall be used to verify that students have earned at least 15 points based upon the following criteria:

Achievement Criteria	Advanced	Proficient	Basic	Below Basic	Score
	4 Points	3 Points	2 Points	1Point	
End of Course Exams	80% & Above	70%-79%	60%-69%	59% and Below	
Assignment Completion	80% & Above	70%-79%	60%-69%	59% and Below	
Subject Specific GPA	3.0 & Above	2.5 – 2.99	2.0 – 2.49	1.99 and below	
Plato Subject Tests	80% & Above	70%-79%	60%-69%	59% and Below	
Attendance : Average days absent per trimester (1 day = 4 periods)	0-4	5-7	8-9	10 or more	
Total Points Scored					
Total Points Available	17-20	13-16	8-12	7 and Below	

Jr. High School. If a student completes any high school course with a grade of C or higher before entering grade nine (9), and if that course is taught by a properly endorsed/highly qualified teacher and if it meets the same content standards that are required in high school, then the student has met the high school content area requirement for such course and it can be counted as an elective credit. However, the student must complete, in addition to the courses completed in Jr. High School, the required number of credits in all high school core subjects as previously identified in this policy.

Graduation requirements/Commencement

Senior tests must be completed and final grades recorded on report cards at least three (3) days prior to graduation. Students who have incompletes will not be allowed to participate in commencement exercises. All incompletes must be changed to a grade prior to the beginning of the next school year. Special consideration may be granted by the School Board if the student has an extended illness. Only students who meet the West Jefferson High School graduation requirements (attendance and credits) will be allowed to participate in commencement exercises.

Policy History:

Adopted on: January 11, 2001

Revised on: April 14, 2005

Revised on: May 11, 2006

Revised on: July 8, 2010

Revised on: January 13, 2011

Revised on: March 8, 2012

604.2 EARLY GRADUATION

1. Any high school student who completes the number of credits and exiting standards of both the State of Idaho and West Jefferson School District, prior to the completion of eight (8) semesters, on a traditional two semester per year system or twelve 12 trimesters may petition for early graduation. All students who apply for early graduation from West Jefferson High School must have completed 6 semesters or 9 trimesters of high school work.

2. Students must submit a request for early graduation to the board of trustees on or before June 30th of their Junior year.

3. When calculating the aggregate average daily attendance for the educational support program, students graduating from high school prior to the end of the school year will have their ADA for the first semester (second trimester) counted as if they were in attendance during the second semester (third trimester) of the school year.

Legal Reference: IDAPA Og.02.01---350

Policy History:

Adopted on: September 11, 1997

Revised on: July 10, 2003

Revised on: July 8, 2010

604.3 CORRESPONDENCE CREDIT

1. Correspondence Credit may be accepted toward High School Graduation for any student using the following guidelines:

a. The correspondence course must be approved by the High School Administration prior to enrollment.

b. No more than eight (8) credits or correspondence will be accepted toward High School Graduation. Idaho Digital Learning Academy, Duel Credit, or College Courses will be review by the High School Administration for graduation credit.

c. All correspondence courses will only be accepted from accredited academic institutions such as the Northwest Association of Schools and Colleges, State of Idaho Accrediting Agency or the State Board of Education.

No more than Four (4) Credits can be taken through an Alternative High School.

Policy History:

Adopted on: September 11, 1997

Revised on: July 10, 2003

May 11, 2006

604.4 PAROCHIAL SCHOOL SUBJECTS CREDIT

A student transferring to a public school from a parochial school may have the following courses accepted toward graduation:

- (a) Old Testament or Bible Literature-1/2 unit/1 semester credit
- (b) New Testament or Bible History-1/2 unit/1 semester credit

Policy History:

Adopted on: June 10, 1993

604.5 PARENT APPROVED STUDENT LEARNING PLAN

Students of grades 8-12 will maintain a parent-approved student learning plan for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendations from school personnel. It will be reviewed annually and may be revised at any time. Changes must comply with local policy, regulations and current curriculum being offered by the District.

The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes the list of courses and learning activities in which the student will engage while working toward meeting the districts' graduation standards.

Parents must be notified, by the school, of specific learning plans for their children. Parents must sign the student learning plan before official action can be taken by the school administration. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.

Legal Reference:

IDAPA 08.02.03-100-4 b, c.

Policy History:

Adopted on: September 11, 1997

604.6 USE OF TECHNOLOGIES

Technology will be integral to the curriculum, instruction and assessment throughout the preschool-12 system of West Jefferson School District. Technology moves communication to a

new dimension in an effort to lay the educational foundation for students to be able to participate comfortably in an increasingly technological society. Classroom activities will include instruction using multi-media, distant learning and other technologies.

A. Distance Learning/Cooperative Instructional Initiatives.

1. Definition: Distant learning is an educational method which takes place when students and teachers do not meet face to face and instead use television instruction that includes one way video with two way audio interaction by phone (such courses may be available through satellite transmission, cable transmission and public broadcasting), or audio-graphic instruction wherein several remote sites are connected with a central classroom using microcomputer with graphics, tablets, modems, and speaker phones; or computer instruction wherein a combination of print, video, computer-based materials, and computer based programs are used to provide individualized courses of study through electronic mail and on line testing.

2. High School students may accumulate up to twenty(20) semester credits of approved distance learning programs toward high school graduation.

3. Students must have adequate contact with a teacher or paraprofessional during the instructional process. Generally, the amount of contact time would correspond with other classes offered in the regular high school curriculum. Adequate time must be provided to allow teachers or paraprofessionals to answer student questions and provide feedback on assignments.

4. Distance learning instructors must comply with the requirements for teacher certification required by the State Board of Education and West Jefferson School District.

5. West Jefferson School District #253 will be responsible for the quality of the program offered through distant learning or cooperative instructional initiatives.

Legal Reference IDAPA 08.02.03-300

Policy History:

Adopted on: September 11, 1997

604.7 CREDITS, TRANSFER STUDENTS

Credits of students transferring from non-accredited schools will not be accepted in School District # 253. Grade placement for grades K through 8 will be made at the time students register for school. Principals will make the placement decision and shall test and evaluate achievement to determine placement Credits and records of transfer students, grades K-12, from approved or accredited schools will be accepted upon receipt of official transcripts.

Credits from schools which do not require the minimum time (hours) of instruction for each subject, as prescribed by State accrediting standards, may not be accepted or may be Reduced to reflect District class requirements.

Policy History:

Adopted on: June 10, 1993

604.8 Promotion and Retention

The measure of success and effectiveness of a school lies in the classroom, in the teacher-learning activities. Teachers need to accept all students, with whatever abilities or limitations and teach them. The evaluating and grading process is a human activity. The teacher can grade systematically, objectively, and carefully, but the final evaluation, indicating actual student growth, for promotion or retention needs to be carefully considered.

A. The following criteria should be considered when evaluating the progress of a student for promotion or retention purposes in grades K-6:

1. Effort and achievement as reflected by conferences with parent and grades as reported to parents on report cards.
2. Ability to pass the District's minimum skills test in reading, mathematics, spelling and writing.
3. Satisfactory attendance.
4. Student's attitude towards completing daily assignments. Students who "just sit" may be candidates for retention.
5. Decisions for retention should be agreed upon by the school (teacher, principal, etc.) and the parent, but the school reserves the right to make the final recommendation when there is a disagreement. The ultimate responsibility for the determining grade level placement (for students in grades K-6) rests with the parent.
6. The decision for promotion or retention of students who are in an identified Special Education Program will be made by the Child Study Team.

B. Retention in the Junior High

In grades 7-8, students advance based on the number of credits successfully completed. The following are minimum requirements for promotion to the next grade level:

1. A minimum of 70% or C- is required to earn a credit.
2. Students must earn 15 of a possible 18 of total credits.

3. Students must earn at least two Science and Social Studies credits and three math and English credits.
4. Students who do not meet the above standard may be dual enrolled in jr. high and high school classes during their ninth grade year until the standard has been met.

The Superintendent or designee shall develop procedures for students who do not meet the promotion requirements to assist students in progressing appropriately toward full enrollment in high school classes.

C. The grading of handicapped students in comparison with non-handicapped students is not considered appropriate. Grades for handicapped students should reflect the progress that the student has made from his individual needs and not be a reflection on his/her progress in comparison to non-handicapped students.

Any proposed retention of a handicapped student within the school system is considered a Child Study Team function.

The following are possible avenues for a handicapped student's program at the secondary level and are to be considered by the Child Study Team, but are not mandatory.

1. Identified handicapped students may receive a regular high school diploma with any differentiation of courses to be reflected on the transcript.
2. Handicapped students will continue to receive Math and English credit in the resource room if they qualify for placement. Resource room instruction would be given according to the individual educational strengths and weaknesses.
3. Depending on the judgment of the Child Study Team, handicapped students would possibly receive credit for work experience each semester. The work experience must be approved, supervised, and evaluated by school personnel.
4. The resource room teacher could work with the class room teacher and provide materials and suggestions for a modified curriculum if the Child Study Team feels that the student would require a modified curriculum in any of the required courses.
5. With administrative approval, the resource teacher may teach a section of a particular required course for identified handicapped students.

Policy History:

Adopted on: September 19, 1985

Revised on: March 21, 2013

604.9 PAYMENT OF FEES OR RETURNING PROPERTY

The Board of Trustees shall have the power and the ability to require as a condition of graduation, as a condition of issuance of a diploma or certificate, or as a condition for issuance of a transcript, that any or all indebtedness incurred by the person when he/she was a student be satisfied, or that all books or other instructional material, uniforms, athletic equipment, advances or loans, or other personal property of the school district borrowed by the person when he/she was a student of the district be returned. The board of trustees of the school district or its designated employees may excuse the requirements upon an adequate showing of financial need or other exigency and shall not delay the transfer of school records to another school district or enrollment of the student in any other school.

Legal Reference: 33-603

Policy History:

Adopted on: September 18, 1996

604.10 TITLE I/MIGRANT PARENTAL INVOLVEMENT

Statement of Guiding Principles:

The ultimate goal of West Jefferson School District #253 is to provide the best possible education to each student. In recognition of this goal, the District supports the Title I/Migrant program and intends to fulfill the needs of the students according to federal, state, and district mandates. To this end, the West Jefferson District will establish partnerships with the parents, students, and teachers. This partnership can promote high student achievement.

Ability level goals for the students will be distributed to all Title I/Migrant parents in the District. The expectation is that all the students will work toward these goals. It is recognized that some students may need the extra assistance available through the Title I/Migrant program to reach those goals.

Policy Review:

An advisory committee consisting of four parents, two teachers, and the Title I/Migrant Director, two principals and the superintendent will meet annually. This committee will discuss suggested changes. Suggestions for committee discussion will come from surveys presented to parents each school year. The discussion will include an assessment of parental involvement and what barriers to parental participation need to be removed. Language translation will be available to the advisory committee. Written notice of the meetings will be sent to all parents of Title I/Migrant students. Telephone calls will also be made when deemed necessary and appropriate, to encourage participation. Surveys will be mailed to parents not attending the meetings.

Parental Involvement:

There are many ways in which parents can become involved with their children's education. This school district values both the at-home contributions and those which take place at school and in the community. Many types of parental involvement are needed in a school-home partnership that help students succeed.

Parents are encouraged to contact teachers on a regular basis. Phone calls, letter, classroom visits and conferences are all part of this partnership. Parent volunteers are encouraged and appreciated by the school. If the parent has a concern about his/her ability to participate, training can be made available. Parents are also encouraged to take initiative in calling their child's teacher as needed. They may also call the school office and ask for a translator.

Teachers are encouraged to keep parents apprised of classroom developments, assignments, projects, etc. through notices sent home on a timely basis. All notices will be available in English or Spanish. Communication with parents through the Title I/Migrant program will include a newsletter distributed quarterly. There will be notices, phone calls, conferences, and home visits as necessary. Title I/Migrant may provide training to staff and parents on improving communication. Information which will create a better understanding of State Content Standards and help parents to help students to improve academic achievement will be provided.

School-Parent Compact:

According to the Title I/Migrant regulations, each school must share responsibility with parents for student performance by developing a school-parent-student compact. The compact is the key to student progress and as such, is a vital part of the student's education. The compact will outline how parents, teachers and students will share responsibility for promoting high student achievement. Parents will receive the compact from their child's teacher at Parent-Teacher Conference or at a time of registration. The compact will have a checklist of responsibility that teachers, parents, and students will each have for helping students to achieve their goals. Student responsibilities may vary by grade level. Students are encouraged to attend the Parent/Teacher Conferences with the parent. Parents are encouraged to discuss the compact with their children before signing.

Policy History:

Adopted: March 20th, 2014

604.11 CREDITS FOR JUNIOR HIGH STUDENTS TAKING HIGH SCHOOL MATH COURSES

Students of grades 7 and 8 at Terreton Junior High School, who are selected to take math at West Jefferson High School, shall receive one (1) credit for each semester completed.

The following guidelines are to be followed:

1. If there is sufficient enrollment space in the class, as determined by the teachers and principals, and the schedules permit, students may be allowed to attend.
2. Junior High students, who participate in this program, are under the grading system of West Jefferson High School.

Policy History:

Adopted on: December 13, 2001

604.12 Elementary Advanced Learners Program

Based upon available funding, the district will provide a program of instruction for advanced learners in grades 3-6. The basic structure of this program is as follows:

Time frame: This is a pull-out program combining grades three/four and five/six. Students will meet with the program's facilitator for one afternoon per week. The program will not run the first and last weeks of school or the week of Thanksgiving or the week before Christmas.

Eligibility: Students must meet the following criteria in order to qualify for this program:

- Teacher recommendation and . . .
 - Students in grades 4-6 who score advanced on the reading, math, and language ISAT tests. Students entering 3rd grade must score 150 or higher on the Second Grade Spring IRI.
 - If fewer than two students (in each grade level) who speak English as a second language do not qualify under criterion one, then these seats will be assigned to the English/Language learner(s) in grades 4-6 who have the highest combined ISAT reading, math, and language scores and to the student(s) in grade three with the next highest second grade IRI score.
 - If the percentage of either gender falls below 40% of the qualifying students (in each grade level) using criteria one and two, then students of the under-represented gender will be added to meet the 40% minimum on the basis of which students in grades 4-6 have the highest combined ISAT reading, math, and language scores and to the student(s) in grade three with the next highest second grade IRI score.
 - Students must meet the qualification standards each year.

Noted: The above scores may be adjusted annually by the administration.

- A parent/guardian must give written permission for a student to participate.

Curriculum: The curriculum is to be rigorous, flexible, and based upon the needs and readiness of students; it should reflect (but is not limited to) the following elements:

- The curriculum may include all subjects and related skill sets.
- Abstract and in-depth reasoning – application, analysis, synthesis, and evaluation.
- Research, writing, vocabulary enhancement, and reporting/presenting.
- Cause and effect relationships.
- Problem-based learning.
- Project-based learning.
- Leadership skills.
- Reflective journaling.

Policy History

Adopted on: July 8, 2010

605 CURRICULUM STANDARDS, ALIGNMENT AND ASSESSMENT

605.1 CURRICULUM STANDARDS, ALIGNMENT AND ASSESSMENT

Statement of Belief:

It is the policy of the board of trustees of this district to seek participation by all stakeholders in its responsibility for preparing students for the twenty-first century. This preparation includes aligning the curriculum to allow students to successfully achieve the standards adopted by this board, as measured by appropriate assessments.

Definitions:

Curriculum Standards and Assessment Committee: A district-wide committee responsible for developing a systematic approach to implementing the standards and assessments.

Grade Level and Department Teams: Teams of certificated staff members meeting for the purpose of evaluating the district's current curricula, developing objectives/strategies, and assessing student achievement.

Stakeholders: Those individuals in the district who have an interest in the implementation of curriculum standards.

Strategic Plan: The district's written plan, as approved by the board of trustees, setting forth the goals and objectives of the district, including, but not limited to, curriculum development.

Board of Trustees' Responsibilities:

The board will review and amend, as appropriate, the district's mission and belief statements to ensure that they present a compelling description of the future state of the district and the implementation of curriculum standards.

Superintendent's Responsibilities:

The Superintendent or designee is responsible for the overall facilitation of the district's

implementation of curriculum standards and assessments. Specific responsibilities include, but are not limited to:

1. Identify representatives from stakeholders groups and invite them to participate in the implementation process.
2. Amend strategic plan to ensure it includes the implementation of standards for all students.
3. Facilitate the development and/or review of an ongoing school improvement process for each school in the district, ensuring that all school improvement plans are aligned with the district's strategic plan and include the implementation of standards for all students.
4. Facilitate Leadership Team training in the district.
5. Appoint a curriculum Standards and Assessment Committee.
6. Coordinate the district's implementation process to ensure the district complies with the state requirements.

Curriculum Standards and Assessment Committee Responsibilities:

1. Define the roles and responsibilities of the various stakeholder groups.
2. Participate in Leadership Team training.
3. Establish district-wide goals for the implementation of the curriculum standards and assessments.
4. Identify and establish Grade Level Teams for each elementary grade and Department Teams for each secondary content area.
5. Oversee the Grade Level and Department Teams to ensure that the process by which the curriculum standards and assessments are developed and implemented is systematic and consistent with the district-wide goals.
6. Develop methods by which all stakeholders are given an opportunity to be educated regarding the curriculum standards and assessment implementation.
7. Develop a district assessment model and ensure that they are aligned with curriculum and student achievement standards.
8. Provide regular reports regarding the implementation of standards to the board of trustees.

Grade Level and Department Teams Responsibilities:

1. Review the grade level or department curriculum to determine whether there exists a consistency in the curricula in the five core content areas, as it is written, taught, tested and reported.
2. Review the grade level or department curriculum, as written, and the curricular materials and resources, including technology, and determine whether they are meaningful and consistent.
3. Collect data from a variety of sources, including test results, and analyze and interpret the data to determine the current status of the district's alignment of curriculum and assessment. Make appropriate adjustments as needed.
4. Outline specific and measurable objectives/strategies aligned to the applicable standards. Implement objectives/strategies and develop a method to measure impact on student learning over time.
5. Provide data and results of impact to the Curriculum Standards and Assessment Committee.

Individual Teacher Responsibility

1. To be aware of and engaged in curriculum planning related to one's individual teaching responsibilities.
2. It is the policy of the West Jefferson Board of Trustees that teachers teach all adopted curriculum and related programs with fidelity. It is understood that the district will adopt

research based programs that work best when they are taught as they are designed. Adapting a program to meet individual student needs is part of the teacher's basic responsibility. However, intentionally altering or ignoring a board adopted curriculum or program without prior Board approval is not authorized.

Notice of Policy:

The district will post a copy of this policy on the district website and the policy will be made available to all stakeholders at the administrative office of each school.

The district will conduct a public forum on standards implementation at a school board meeting each year.

Policy History:

Adopted on: February 13, 2002

Revised on: July 8, 2010

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