

CHALLIS JOINT SCHOOL DISTRICT #181

Policy and Procedure – 2000 Series

Instruction

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Curriculum Development and Assessment

2100

The Board is responsible for curriculum adoption and must approve all significant changes; including the adoption of new textbooks, new courses, and new remote learning programs; 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 curriculum 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 timelines 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 skill, the development of critical thinking and reasoning, and attitude.

The District will use assessment results to improve the educational program and use effective and appropriate tools for assessing such progress. This may include, but is not limited to:

1. Standardized tests
2. Criterion-referenced tests
3. Teacher-made tests
4. Ongoing classroom evaluation
5. Actual communication assessments such as writing, speaking, and listening assessments
6. End of year assessments
7. Samples of student work and/or narrative reports passed from grade to grade
8. Samples of students' creative and/or performance work
9. 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:

2800 Accreditation Objectives

Legal Reference:

I.C. 33-512A District Trustees - District curricular materials adoption committees

I.C. 33-1601 et seq. Courses of Instruction

IDAPA 08.02.01 et seq. State Board of Education – Rules Governing Administration

Policy History:

Adopted on: 10/11/04

Reviewed on 11/07/18

Revised on: 1/15/19, 9/2020

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 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 or computer plan 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
3. The daily activities that address the needs of students

Planning should include:

1. Statement of objective
2. Procedures and strategies to be used
3. Organizational materials and instruction
4. Materials-basic and supplementary
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: 10/11/04

Reviewed on: 11/07/18

Revised on: 7/13/09, 5/8/13, 1/15/19

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
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: 10/11/04

Reviewed on: 11/07/18

Revised on:

K-3 Reading Intervention

2125

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 program 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)/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)/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 parent(s)/guardian(s) in advance of transitioning students off of their reading improvement plan.

Parental Notification

The parent(s)/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)/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, other applicable school personnel and the parent(s)/guardian(s)
2. A description of the current services that are provided to the student
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;
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(s)/guardian(s) 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
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

[https://boardofed.idaho.gov/k_12/documents/2015%20Comprehensive%20Literacy%20PlanCOMPL
ETE%20FINAL%201-29-16.pdf](https://boardofed.idaho.gov/k_12/documents/2015%20Comprehensive%20Literacy%20PlanCOMPL
ETE%20FINAL%201-29-16.pdf)

Policy History:

Adopted on: 11/18
Reviewed on: 11/07/18
Revised on: 1/15/19

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: 10/11/04

Reviewed on: 11/07/18

Revised on:

Student and Family Privacy Rights

2140

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.

Personally identifiable information from student education records may be disclosed to an educational agency or institution in order to:

1. Develop, validate or administer predictive tests
2. Administer student aid programs
3. Improve Instruction

In such cases, the school or District shall enter into a written agreement with the receiving organization. The study must not allow identification of individual parents to students by anyone other than the representatives of the organization with legitimate interests in the information and the information must be destroyed when it is no longer needed for study purposes.

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
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 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
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 their physical address (including street name and the name of the city or town),
3. Telephone number
4. 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:

2520 Curricular Materials
3200 Student Rights and Responsibilities
3500 Student Health, Physical Screenings and Examinations
4175 Required Annual Notices
4250 Education Research in District Schools

Legal Reference:

20 U.S.C. 1232h Protection of Pupil Rights
34 CFR Part 99 Family Educational Rights and Privacy

Policy History:

Adopted on: 10/11/04
Reviewed on 11/07/18
Revised on: 1/15/19, 7/2020

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 physical or electronic 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. The Superintendent or designee is responsible for maintaining copies of permission granted for the use of copyrighted material.

Teachers will instruct students to respect copyright laws and to request permission when their use of material has the potential of being considered an infringement.

No information or graphics may be posted on any school system official website in violation of any copyright laws. The Superintendent or web maintenance designee is responsible for maintaining copies of permission granted for the use of copyrighted material on any school system official website.

Cross Reference:

8700 Computer Software

Legal Reference:

Pub. L. 94-553 Copyright Act of 1976

Policy History:

Adopted on: 10/11/04

Reviewed on: 11/07/18

Revised on: 11/9/10, 1/15/19, 9/2020

Copyright Compliance

2150p

Throughout this procedure, “copies” shall refer to electronic as well as physical copies.

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 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 2,500 words or excerpts from prose works less than 1,000 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 course in the school in which copies are made. No more than one short poem, article, story or two excerpts from the same author may be copied, and no more than three works can be copied from a collective work or periodical issue during one class term. Teachers are limited to nine instances of multiple copying for one course during one 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 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 ten percent 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. Printed musical works which have been purchased may be simplified provided that the fundamental character of the work is not distorted and that lyrics are not added or altered.

A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes.

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.

Recording of Broadcast Programs

Television programs may be recorded and used for instruction for up to ten days following recording. The recording may be retained for up to 45 days for teacher evaluation purposes. The recording may only be replayed for educational purposes in the classroom or a similar learning environment. No program may be recorded by or for the same teacher more than once and the recording may not be altered. A limited number of copies may be made for legitimate educational purposes. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

Authorized Reproduction and Use of Copyrighted Materials on Websites

No information or graphics may be posted on any school system official website in violation of any copyright laws. The Superintendent or web maintenance designee is responsible for maintaining copies of permission granted for the use of copyrighted material on any school system official website.

Teacher Instruction to Students for Reproduction and Use of Copyrighted Material

Teachers will instruct students to respect copyright laws and to request permission when their use of material has the potential of being considered an infringement.

Legal Reference:

Pub. L. 94-553 Copyright Act of 1976

Procedure History:

Adopted on: 11/9/10

Reviewed on: 11/07/18

Revised on: 1/15/19, 9/2020

Computer Science

2160

NOTE: Effective fiscal year 2020

The District shall ensure that all students in grades 9 through 12 have the opportunity to take at least one computer science course during normal instructional hours at the school at which they are enrolled.

Such courses shall be aligned with the Idaho content standards for computer science and may be delivered online, in person, or via a combination of both forms of instruction.

Legal Reference:

I.C. § 33-1634 Computer Science

IDAPA 08.02.03.105.01. Credit Requirements

Policy History:

Adopted on: 6/12/19

Reviewed on:

Revised on:

School Year, Calendar, and 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.

School hours will be maintained unless decreed otherwise by the Superintendent of Schools. Teachers shall not dismiss any class from school attendance prior to scheduled dismissal time without administrative approval.

Holidays / Commemorative Days

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

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

Instructional Hours

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

1. Kindergarten: 450 hours
2. Grades 1-3: 810 hours
3. Grades 4-8: 900 hours
4. Grades 9-12: 990 hours

Teacher In-service Days

Not more than 22 hours may be utilized for in-service teacher activities.

Legal References:

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: 10/11/04

Reviewed on: 2/14/05, 11/18

Revised on: 1/15/19

School Closure

2210

The Superintendent 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: 10/11/04

Reviewed on: 1/09/19

Revised on:

Weather-Related School Closure Procedure

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 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 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 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 and Business Manager depending on the nature of the emergency.

Building Level Administrators, Non-Teaching Exempt Personnel, & 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 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. An administrator or exempt employee who does not work a normal day shall then adjust his/her work year by memorandum to the Superintendent by the number of hours not worked on the day or days of school closure.

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. If a 12-month classified employee is unable to or does not report for duty, the employee shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

Ten- 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. If such employees do not report for duty, they shall complete a District leave request form to declare the day as either personal leave, vacation, or leave without pay.

Aides, Food Service Workers, and Other Nine-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, nine-month employees should not report for duty unless otherwise directed by their immediate supervisor or the Superintendent. Nine-month employees shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

Teachers (Including Counselors)

- If schools are closed for weather or other emergency conditions, teachers are expected to report for duty if conditions are safe, 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:

Reviewed on: 1/09/19

Revised on: 1/14/19, 9/2020

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

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.

Legal Reference:

Policy History:

Adopted on: 10/11/04

Reviewed on: 1/09/19

Revised on: 9/12/12,
1/14/19

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:

1. Class size, peer relations
2. Student/teacher relations
3. Instructional style of individual teachers
4. 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: 10/11/04

Reviewed on: 1/09/19

Revised on: 1/09/19

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
Alternative School 7th-12 th	18 average daily class load

The Challis School District Board of Trustees recognizes that achieving the goal of this policy is dependent upon the financial ability of the District. The 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: 10/11/04

Reviewed on: 1/09/19

Revised On:

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: 10/11/04

Reviewed on: 1/09/19

Revised on:

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 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.

Cross Reference:

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

Policy History:

Adopted on: 10/11/04

Reviewed on: 1/09/19

Revised on: 1/14/08,

5/2020

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.

Anyone residing in the District between the ages of 14 ½ through 21 years of age, irrespective of whether they are enrolled in the District, is eligible to enroll in the District's driver training program. Priority will be given to those students who are oldest and the maximum number of students enrolled in the program with one instructor shall be 25. If two instructors are employed, the maximum number of students shall be in accordance with the Idaho State Department of Education Driver Education Manual.

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.

No charge or enrollment fee shall be required of a student not enrolled in the District, unless public school students are required to pay such enrollment fees or charges.

A fee shall be assessed to cover those costs which are not reimbursed by state funds, except that this fee may be waived or reduced by the Principal 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.

Cross Reference:

3440 Student Fees, Fines, and Charges/Return of Property

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

IDAPA 08.02.02.230

Policy History:

Adopted on: 10/11/04

Reviewed on: 1/09/19

Revised on: 11/14/05, 6/14/06, 1/14/08, 3/17,1/14/19

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: 10/11/04

Reviewed on: 1/09/19

Revised on: 1/14/19

Digital Citizenship and Safety Education

2335

Technology will be integral to curriculum, instruction, and assessment. The District's educational system must lay the foundation for students to participate comfortably in an increasingly technological society. Classroom activities will include instruction using multimedia, distance learning, and other technologies.

The Superintendent will ensure that District students are educated on network etiquette and appropriate online behavior, including cyber-bullying awareness, digital citizenship, and online safety. Instruction will be given to students as appropriate to the educational and developmental needs of students.

The District may make use of the Idaho Attorney General's online safety program, titled Protecteens, which addresses online safety and cyber-bullying, in classroom discussions about digital citizenship, responsible online behavior, and consequences. The District may also make use of other materials on digital citizenship such as those found at CommonSenseMedia.org.

The Superintendent will ensure that teachers, administrators and other staff members responsible for supervising students' Internet use receive professional development, training, and resources in the following areas:

1. Monitoring of student online activities
2. Instruction of students in proper network etiquette
3. Instruction of students in discerning among online information sources and appropriate materials
4. Bullying and cyber-bullying awareness and response, in accordance with the District's bullying policy
5. Instruction of students on appropriate interaction in social networking websites and chat rooms

The District may use the following methods of providing instruction on appropriate online behavior and cyber-bullying awareness:

1. Incorporation of instruction into course objectives or daily lessons of planned instruction, as appropriate
2. Class assemblies or special instruction given in the school library or media center
3. Special technology courses that are required for students at various grade levels
4. Online tutorial programs required for students to use a district network account

The Internet Safety Coordinator or their designee will also make resources available to parents/guardians on teaching students about acceptable internet use, appropriate online behavior, network etiquette, cyber-bullying awareness and response, and appropriate use of social networking websites and chat rooms.

Cross Reference:

3270 District Provided Access to Electronic Information, Services, and Networks

3295P Hazing, Harassment, Intimidation, Bullying, Cyber Bullying

5265 Employee Responsibilities Regarding Student Harassment, Intimidation, and Bullying

Legal Reference:

I.C. § 18-917A Student Harassment – Intimidation - Bullying

P.L. 110-385 Broadband Data Services Improvement Act

Children's Internet Protection Act (CIPA) 47 U.S.C. § 254(h)(5)(B) -(C), 254(l)

Internet Safety 20 U.S.C. § 6777

Children's Internet Protection Act Certifications Required 47 C.F.R. § 54.520(c)(1)(i);

Policy History:

Adopted on: 10/10/2012

Reviewed on: 1/09/19, 11/2019

Revised on:

Controversial Issues and Academic Freedom

2340

The District shall offer courses of study which 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 which may be controversial. Such subjects and issues may include but not necessarily be limited to:

1. Politics
2. Science
3. Health and sex education
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
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 principle 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 view points 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:

2345p Controversial Speakers Procedure

Legal Reference:

I.C. § 33-512 Governance of schools

Policy History:

Adopted on: 10/11/04

Reviewed on: 1/09/19

Revised on: 1/14/19,

5/2020

Speakers in the Classroom and at School Functions

2345

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.

Speakers and/or presenters who use electronic technology devices for presentation must have the presentation previewed by the classroom teachers, district sponsor of the speaker/presenter, or building administrator. Where possible, district owned computers and projection devices should be used.

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: 10/11/04

Reviewed on: 1/09/19

Revised on: 2/13/12

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 which 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 politics
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 the 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, alcohol or drug 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 the students and staff
11. If the speaker and/or presenter who uses electronic technology devices for the presentation must have the presentation previewed by the classroom teachers, district sponsor or the speaker/presenter, or building administrator. Where possible, district owned computers and projection devices should be used
12. 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 working days from the date of the request for the meeting. The administrators shall review 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

Procedure History:

Promulgated on:

Reviewed on: 1/09/19

Revised on: 1/14/19

Student Religious Activity at School

2350

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, non-proselytizing, 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.

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.

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: 10/11/04

Reviewed on:

Revised on: 02/2019

Release Time Instruction

2355

For students in grades K through 8 (K-8), the District will not allow release time.

Upon application, students in grades 9-12 may be excused from school provided that no student will be excused in excess of four (4) periods in a school week or one hundred sixty-five (165) hours in any given school year.

The Board shall, in its sole discretion, determine release time(s).

Release time shall not interfere with the scheduling of classes, activities and programs of public schools. No credit shall be given for completion of courses during release time. Registration for release time programs shall not occur on school property.

The District is not responsible for the health, safety and welfare of a student participating in a release time program nor will the District be liable for acts, injuries or events occurring while:

- a) A student is being transported to and from release time programs; or
- b) While a student participates in release time instruction.

Legal Reference:

Article IX, § 6 Idaho Constitution Religious Test and Teaching in School Prohibited

I.C. § 33-519 Release for Religious Instruction

I.C. § 33-1603 Sectarian Instruction Forbidden

IDAPA 08.02.02.220 Release Time Program for Elementary and Secondary Schools

Policy History:

Adopted on: 10/11/04

Reviewed on:

Revised on: 5/11/2009, 02/2019

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 which 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 parent/guardians 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:

3416 Administering Medication to Students

Legal Reference:

I.C. § 33-512 Governance of schools

Policy History:

Adopted on: 10/11/04

Reviewed on:

Revised on:

Homebound, Hospital and Home Instruction

2370

A student absent from school for more than ten (10) 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 parent or guardian request.

Such students shall be included in calculating the average daily attendance.

Legal Reference:

I.C. § 33-1001 Definitions

I.C. § 33-1003 A Calculation of Average Daily Attendance

Policy History:

Adopted on: 10/11/04

Reviewed on:

Revised on:

English Learners Program

2385

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 programs is:

1. To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging state academic standards that all children are expected to meet;
3. To assist teachers (including preschool teachers), principals, and other school leaders, state educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
4. To assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
5. To promote parent/guardian, family, and community participation in language instruction educational programs for the parent/guardians, families, and communities of English learners.

Accordingly, 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 English Learner program which ensures appropriate English Learners 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 English Learners 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 dominant 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 English Learners programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The English Learners program shall be designed to provide instruction which 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 English Learners 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 either test is required to be given, if the following requirements are met:

1. The student has not been enrolled for two full school years in an elementary school or secondary school in the United States.
2. The student scores less than a level four on the state assessment used to determine English language proficiency.
3. If the parent/guardian 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 parent/guardians of students qualifying for English Learners programs about the instructional program and parent/guardian options, as required by law. Parent/guardians will be regularly apprised of their student's progress. Whenever possible, communications with parents or guardians shall be in the language understood by the parent/guardian.

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

Reporting

At the conclusion of every second fiscal year during which grant funds are received, the Superintendent or designee shall provide the Idaho Department of Education with a report, in a form prescribed by the Department describing the District's English Learner program and activities and providing the District's applicable demographic data.

Cross Reference:

4160 Parent/guardians Right-to-Know Notices

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 USC §§ 6811, et seq., the "English Language Acquisition, Language Enhancement, and Academic Achievement Act" as amended by the Every Student Succeeds Act of 2015

I.C. 33-1618 Assessment Exception

Policy History:

Adopted on: 10/11/04

Reviewed on:

Revised on: 1/14/08, 02/2019

Idaho Digital Learning Academy Classes

2395

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 grants the student flexibility of learning anytime, anyplace 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 provide an individual, employed by the District, as a site coordinator. The site coordinator is to regularly motivate and monitor the progress. The role of the site coordinator is to:

1. Advise the student on appropriate courses for registration.
2. Ensure that the student is completing work on a timely basis, including checking grades online every three weeks.
3. Proctor the final exam.
4. Facilitate communications with the student's parent/guardian/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.

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/guardian, 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. A contract will be signed by all parties to govern the student's IDLA process, 2395F.

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.

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.

Online courses are available for students to utilize to fill their schedule for the full seven courses. If there is not an elective or required class offered on our schedule for the student to take, Challis School District will cover the tuition cost for the course. If a student chooses for any reason to take a course through IDLA that is offered on the student's regular schedule, the student will be responsible for the tuition cost of that course. Payment will be due before enrollment.

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.

Policy Note: Some information to develop this policy was provided by the Idaho Digital Learning Academy.

Cross Reference:

3270-3270P Acceptable Use of Electronic Networks

Legal References:

I.C. § 33-5502 Creation—Legislative Findings—Goal

I.C. § 33-5505 Definitions *Paulson v. Minidoka School District No. 331*, 93 Idaho 469, 470 (1970).

Policy History:

Adopted on: 2/13/08

Reviewed on:

Revised on: 9/08/08, 02/2019

IDLA Contract

2395f

Name: _____

Date: _____

What IDLA course are you signing up for?: _____

Is it a dual credit course? **YES** _____ **NO** _____

Why have you decided to take an IDLA class? (This information is confidential- only to be seen by counselor and administration)

Are you taking an IDLA class due to conflicts in your schedule? If so, please explain:

Do you understand the responsibility of the student to maintain pace and stay on task during the IDLA hour you have been given during the school day? Do you understand it is also your responsibility to stay in contact with your IDLA teachers and if you have technology problems, call tech support? **YES** _____ **NO** _____

Questions?

Student signature: _____

Parent/Guardian signature: _____

Counselor signature: _____

Administrator signature: _____

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:

1. Notice;
2. An opportunity for the student's parent or legal guardian to examine relevant records;
3. An impartial hearing with opportunity for participation by the student's parent or legal guardian; and
4. A review procedure.

The Board directs the Superintendent to fulfill the following responsibilities:

1. To coordinate 504 compliance efforts;
2. To adopt and publish grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504; and
3. To notify students and others that the District does not discriminate on the basis of disability.

Cross Reference:

4120 Uniform Grievance Procedure

Legal Reference:

29 U.S.C. § 794 Rehabilitation Act of 1973, Section 504

34 C.F.R. 104.36 Procedural Safeguards

Procedure History:

Promulgated on:

Reviewed on:

Revised on: 02/2019, 5/2020

Section 504 of the Rehabilitation Act of 1973 Procedure

2410p

Impartial Due Process Hearing

If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagrees 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
3. The educational placement of the child

The parent/guardians of the student are entitled to certain 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 business days of receipt of the same;
- E. Within ten days of receipt of a written request for an impartial due process hearing, the District shall select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, the District may select a hearing officer from the list of special education hearing examiners available at the State Department of Education or any other person that would conduct the hearing in an impartial and fair manner;
- 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 days of the District's selection of a hearing officer, a prehearing 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 mutual 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 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 20 days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties;

Appeals may be taken as provided by law. The parent or legal guardian may contact the Office of Civil Rights, U.S. Department of Education, 915 Second Avenue Room 3310, Seattle, WA 98174-1099, (206) 607-1600.

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.

Procedure History:

Promulgated on:

Reviewed on:

Revised on: 02/2019

Parent and Family Engagement

2420

District Policy Development

The District may receive Title I funds only if it conducts outreach consistent with federal law to all parent/guardians and family members and implements programs, activities, and procedures for the involvement of parent/guardians and family members in programs assisted under Title I. Such programs, activities, and procedures shall be planned and implemented following meaningful consultation with the parent/guardians of participating children.

The District shall develop jointly with, agree on with, and distribute to, parent/guardians and family members of participating children a written parent/guardian and family engagement policy. The policy will establish the District's expectations and objectives for meaningful parent/guardian and family involvement, and specifically describe how the District will:

1. **Demonstrate Joint Development of Engagement Plan:** The District shall involve parent/guardians and family members in jointly developing the District's Plan; and
2. **Coordinate Assistance and Support:** The District shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District in planning and implementing effective parent/guardian and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parent/guardians and family members in education; and
3. **Coordinate with Other Programs:** The District shall coordinate and integrate its parent/guardian and family engagement strategies to the extent feasible and appropriate, with the District's other relevant federal, state, and local programs; and
4. **Conduct Annual Program Evaluation:** The District shall conduct, with the meaningful involvement of parent/guardians and family members, an annual evaluation of the content and effectiveness of its parent/guardian and family engagement policy in improving the academic quality of all its schools receiving Title I funds, including identification of:
 - A. The barriers to greater participation by parent/guardians in improvement plan activities (with particular attention paid to parent/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - B. The needs of parent/guardians and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - C. The strategies that will be implemented to support successful school and family interactions.
5. **Implement Evaluation Findings:** The District shall use the findings of the evaluation

performed pursuant to Paragraph 4, above, to design evidence-based strategies for more effective parent/guardian involvement, and to revise, if necessary, the District's parent/guardian and family engagement policy described herein; and

6. **Establish a Parent/Guardian Advisory Board:** The District shall involve parent/guardians in the activities of the schools receiving Title I funds, which may include establishing a parent/guardian advisory board comprised of a sufficient number and representative group of parent/guardians or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent/guardian and Family Engagement Policy.

School-Level Policy Development

Each Title I school shall jointly develop with, and distribute to, parent/guardians and family members of participating children a written parent/guardian and family engagement policy, agreed on by such parent/guardians, that shall describe the means for carrying out the requirements of paragraphs 1 through 4 below. Parent/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parent/guardians can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parent/guardians and the school. In the event a school has an existing parent/guardian and family engagement policy that applies to all parent/guardians and family members, that school may amend its policy, if necessary, to meet the requirements of this policy. Similarly, if the District has an existing district-level parent/guardian and family engagement policy that applies to all parent/guardians and family members in all schools served by the District, it may amend that policy, if necessary, to meet the requirements of this policy.

1. **Parent/Guardian Involvement:** All District schools receiving Title I funds shall:
 - A. Convene an annual meeting, at a convenient time, to which all parent/guardians of participating children shall be invited and encouraged to attend, to inform parent/guardians of their school's programs, to explain the requirements of this policy, and the right of the parent/guardians to be involved;
 - B. Offer a flexible number of meetings, such as meetings in the morning or evening;
 - C. Involve parent/guardians, in an organized, ongoing, and timely way, in the planning, review, and improvement of the District's and school's available programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and the joint development of the school-wide program plan, except that if a school has in place a process or procedure for involving parent/guardians in the joint planning and design of the school's programs, the school may use that process or procedure, if such existing process or procedure already includes an adequate representation of parent/guardians of Title I qualifying children;
 - D. Provide parent/guardians of participating children:
 - I. Timely information about qualifying programs;
 - II. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

- III. If requested by parent/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

- E. If the school-wide program plan is not satisfactory to the parent/guardians of participating children, the school shall submit any and all parent/guardian comments on the plan to the District at the time the school first makes the plan available to the District.

2. School-Parent/Guardian Compact to Achieve High Student Academic Achievement:

As a component of the school-level parent/guardian and family engagement policy developed under this policy, each school shall jointly develop with the parent/guardians of Title I children a school-parent/guardian compact that describes how parent/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parent/guardians will build and develop a partnership to help children achieve the challenging state academic standards. Such compact shall:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging State academic standards, and the ways in which each parent/guardian will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
- B. Address the importance of communication between teachers and parent/guardians on an ongoing basis through, at a minimum:
 - I. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - II. Frequent reports to parent/guardians on their children's progress;
 - III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - IV. Ensuring regular two-way, meaningful communication between family members and school staff and to the extent practicable, in a language that family members can understand.

1. **Empowering Parent:** To ensure effective involvement of parent/guardians and to support a partnership among the school, parent/guardians, and the community to improve student academic achievement, both the District and each school within the District:

- A. Shall provide assistance to parent/guardians of children served by the school or District, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of this policy, and how to monitor a child's progress and work with educators to improve the achievement of their children; and

- B. Shall provide materials and training to help parent/guardians work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent/guardian involvement; and
- C. Shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parent/guardians, in the value and utility of parent/guardian participation, and in how to reach out to, communicate with, and work with parent/guardians as equal partners, to implement and coordinate parent/guardian programs, and to build ties between parent/guardians and the schools; and
- D. Shall, to the extent feasible and appropriate, coordinate and integrate parent/guardian involvement in programs and activities with other available federal, state, and local programs, including public preschool programs, and conduct other activities, and
- E. Shall ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parent/guardians of participating children in a format and, to the extent practicable, in a language the parent/guardians can understand; and
- F. May provide necessary literacy training for parent/guardians from Title I funds in the event the District has exhausted all other reasonably available sources of funding for such training; and
- G. May train parent/guardians to enhance the involvement of other parent/guardians; and
- H. May arrange school meetings at a variety of times,
- I. May adopt and implement model approaches to improving parent/guardian involvement; and
- J. May establish a district-wide parent/guardian advisory council to provide advice on all matters related to parent/guardian involvement in programs supported under Title I; and
- K. May develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities;
- L. Shall provide such other reasonable support for parent/guardian involvement activities under this section as parent/guardians may request; and
- M. Shall inform parent/guardians and organizations of the existence of the program.

2. **Accessibility of Information for Parent:** In carrying out the parent/guardian and family engagement requirements of this policy, the District and participating schools, to the extent practicable, shall provide opportunities for the informed participation of parent/guardians and family members (including parent/guardians and family members who have limited English proficiency, parent/guardians and family members with disabilities, and parent/guardians and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such

parent/guardians understand.

Cross Reference:

4160 Parent/guardians Right to Know Notices

Legal Reference:

20 U.S.C. § 6311 State Plans

20 U.S.C. § 6312 Local Education Agency Plans

20 U.S.C. § 6318 Parent Involvement

Policy History:

Adopted on: 10/11/04

Reviewed on:

Revised on: 02/2019, 5/2020

Parent and Family Engagement Guidelines

2420p

In order to achieve the level of parent/guardian and family engagement outlined in District policy 2420, these procedures guide the development of each school's annual plan designed to foster a cooperative effort among parent/guardians, school, and community.

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

Volunteering

1. Parent/guardian education;
2. Home support for the child's education;
3. Parent/guardian participation in school decision-making.

The District will provide opportunities for professional development and resources for staff, parent/guardians and community regarding effective parent/guardian involvement practices.

Roles and Responsibilities

Students:

It is the responsibility of the student to:

1. Cooperate with school personnel and be responsible for their behavior;
2. Complete all homework assignments on time;
3. Participate to the best of their ability in all classes;
4. Read independently or with family on a regular basis; and
5. Let teachers, school counselors, and family know when they need help.

Parent/Guardians:

It is the responsibility of the parent/guardian to:

1. Actively communicate with school staff;
2. Be aware of policies, rules and regulations of the school and District;
3. Take an active role in the child's education by reinforcing at home the skills and knowledge the student has learned in school;
4. Take an active role in assuring that the child is prepared to attend school each day;
5. Utilize opportunities for participation in school activities.

Staff:

It is the responsibility of staff to:

1. Work with parent/guardians to develop and implement a school plan for parent/guardian involvement;
2. Promote and encourage parent/guardian involvement activities;
3. Effectively and actively communicate with all parent/guardians about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement;
4. Send information to parent/guardians of Title I children in a format and, to the extent practicable, in a language the parent/guardians can understand.

Community:

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

1. Be aware of policies, rules and regulations of the school and District; and

2. Utilize opportunities for participation in school activities.

Administration:

It is the responsibility of the administration to:

1. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District to plan and implement effective parent/guardian and family involvement activities to foster improved student academic achievement and school performance;
2. Provide training and space for parent/guardian involvement activities;
3. Provide resources to support successful parent/guardian involvement practices;
4. Provide in-service education to staff regarding the value and use of contributions of parent/guardians and how to reach out, communicate and work with parent/guardians as equal partners; implement and coordinate parent/guardian programs, and build ties between parent/guardians and the school; and
5. Send information to parent/guardians of Title I children in a format and, to the extent practicable, in a language the parent/guardians can understand; and
6. Develop jointly with, agree on with, and distribute to, parent/guardians and family members of participating children a written parent/guardian and family engagement policy; and
7. Coordinate and integrate its Title I parent/guardian and family engagement strategies with the parent/guardian and family engagement strategies of the District's other relevant programs; and
8. Create and support a Parent/Guardian Advisory Board comprised of a sufficient number and representative group of parent/guardians or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent/guardian and Family Engagement Policy; and
9. Ensure that each school in the District jointly develops with the parent/guardians of Title I children a school-parent/guardian compact that describes how parent/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parent/guardians will build and develop a partnership to help children achieve the challenging State academic standards and includes the requirements of District Policy 2420.

Procedure History:

Promulgated on:

Reviewed on:

Revised on: 02/2019, 5/2020

Parent/Guardian Rights

2425

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

The Board 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.

Parent/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 parent/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/guardian 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, on the basis that it harms the child or impairs the parent/guardians' firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or program. A parent/guardian/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/guardian, consistent with the requirements for advancement

and graduation and consistent with the reasonable accommodation requirements outlined above.

In the case of dual credit courses offered by an institution of higher education, academic accommodations and excusing students from objectionable assignments is solely at the discretion of the course provider and not the District. The District has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

Access to Learning Materials

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

Notice

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

Cross Reference:

2340F Parent Opt-Out Form for Sex Education
2420 Parent and Family Engagement
4105F Request to Address the Board
4175 Required Annual Notices

Legal Reference:

Idaho Constitution Article IX
I.C. § 32-1010 Intent of the Legislature – Parent Rights
I.C. § 32-1012 Parent Right to Direct the Education of Children
I.C. § 32-1013 Interference with Fundamental Parent Rights Restricted
I.C. § 33-6001 Parent Rights
I.C. § 33-6002 Annual Notice of Parent Rights
I.D.A.P.A. 08, Titles .01, .02, .03 and .04

Policy History:

Adopted on:
Reviewed on:
Revised on: 02/2019, 5/2020, 7/2020

Gifted and Talented Program

2430

The term “gifted and talented” means students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or the ability in the performing or visual arts and children of outstanding abilities who are capable of high performance and require services or activities not ordinarily provided by the District in order to fully develop such capabilities.

By law, the District is required to provide for special instructional needs of gifted and talented children enrolled in the District. The Board, in conjunction with the Superintendent and staff, shall develop the State required plan for the District’s gifted/talented program. The Plan shall include a philosophy statement, definition of giftedness, program goals, program options, identification procedures and a program evaluation. The District’s initial plan was submitted to the Department of Education on November 1, 1999. Pursuant to State Board mandate, the Plan will be updated every three years.

The Board designates the Superintendent to be responsible for development, supervision and implementation of the District’s gifted and talented program. Such program shall include, but not be limited to, the following:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The Superintendent shall establish procedures consistent with state guidelines for screening, nominating, assessing and selecting children of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

Legal References:

I.C. § 33-201 School Age

I.C. § 33-2001 Definitions

I.C. § 33-2003 Responsibility of school Districts for education of gifted/talented children

IDAPA 08.02.03.999 Gifted and Talented Programs

Policy History:

Adopted on: 10/11/04

Reviewed on:

Revised on: 11/15/05, 02/2019

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/guardian and student agreement to program requirements and completion of the District'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, 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 and outside of the regular school day, 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, career technical certificate examinations, and federal registered workforce training programs that lead to regional 'in demand' jobs.

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. Eligible dual credits, in an amount which may not exceed \$75 per one dual credit hour.
3. Eligible postsecondary credit-bearing.
4. Career technical education (CTE) examinations that lead to an industry-recognized certificate, license, or degree.

5. Eligible CTE workforce training courses up to \$500 per course and \$1,000 per year. Eligible training courses and costs will be maintained by the State Department of Education.

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.

Parent/guardians 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 shall establish timelines and requirements for participation in the program, including implementing procedures for the appropriate transcription of credits, reporting of program participation, and financial transaction requirements.

A student who has earned 15 postsecondary credits using the advanced opportunities program and wishes to earn additional credits must first identify his or her postsecondary goals. Advisors shall counsel any student who wishes to take dual credit courses that the student should ascertain for him/herself whether the particular postsecondary institution that he or she desires to attend will accept the transfer of coursework under this section

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 one 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. 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 curriculums in 11 or fewer years.
3. Applies within two years of graduating from a public school.

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:

Reviewed on:

Revised on: 02/2019, 11/2019

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 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 per course. Definitions of full credit load may vary between schools.
2. Dual credits; a maximum of \$75 per credit; and
3. Examinations; Advanced Placement, International Baccalaureate, and College Level Examination Program.
4. Career Technical Education (CTE) examinations that lead to an industry-recognized certificate, license, or degree;
5. Eligible CTE workforce training courses up to \$500 per course and \$1,000 per year; and
6. Federal, registered workforce training programs that lead to regional “in demand” jobs.

Students should meet with their guidance counselor to develop a 4, 5, or 6-year learning plan that will help them maximize the 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/guardian and student understands that he or 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 and 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 or 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 he or she 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/Guardian Name: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

School Name: _____

School District: _____

Online Courses and Alternative Credit Options

2440

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. 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 30 days prior to the end of the term preceding the term in which online enrollment is sought.

Online courses may be counted as credit toward graduation.

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 six units of academic credit to be applied toward graduation requirements. Only three units may be earned during any one school year. Exceptions must be approved by the Principal.

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; and,

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 Part-Time Attendance/Dual Enrollment
3050 Attendance

Legal Reference:

I.C. §33-5501, et seq. Idaho Digital Learning Academy

Policy History:

Adopted on: 10/11/04

Reviewed on:

Revised on: 12/12/05, 5/2020

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.

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: 10/11/04

Reviewed on:

Revised on: 4/10/19

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.

Legal Reference:

I.C. § 33-601 Real and Personal Property-Acquisition, Use or Disposal of the same

Policy History:

Adopted on: 10/11/04

Reviewed on:

Revised on: 4/10/19

Selection of Library Materials Procedure

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:

Adopted on:

Reviewed on: 4/10/19

Revised on:

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. This committee will consist of a trustee, administrator, secondary staff member, elementary staff member and a local patron.

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 costs, 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.

Curricular materials provided for dual credit courses offered by an institution of higher education are selected by the provider and not the District. The District has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

Cross Reference:

2530 Learning Materials Review

2540 Selection, Adoption and Removal of Curricular Materials

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: 10/11/04

Reviewed on:

Revised on: 2/14/05, 9/8/08, 4/10/19, 7/2020

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:

4120 Uniform Grievance Procedure

Policy History:

Adopted on: 10/11/04

Reviewed on:

Revised on: 4/10/19

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.

For dual credit courses offered through institutions of higher education, the selection, adoption, and removal of curricular materials is handled by the provider. The District has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

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.

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

Procedure History:

Adopted on:

Reviewed on:

Revised on: 4/10/19, 7/2020

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 which take students out of the state must be approved in advance by the Board. Overnight field trips may be allowed with Board approval only.

Building Principals have the authority to approve all other field trips.

Building Principals 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: 10/11/04

Reviewed on: 4/10/19

Revised on: 2/14/05

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.

The schools shall confine their participation in national contests to those national contests which are currently placed on the approved list published annually by the Committee on National Contests and activities of the National Association of Secondary School Principals.

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 whose 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: 10/11/04

Reviewed on:

Revised on: 4/10/19

Promotion/Retention (K-6)

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 which 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 fulfill academic requirements and demonstrate effort within those compatibilities. It is equally our philosophy and practice to retain students who do not make a reasonable effort to fulfill those academic requirements, 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/guardian 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.

For a student to be retained by the District, the regular classroom teacher must notify the student's parent/guardian of the possibility of retention no later than one week before the end of the third quarter of the current school year.

Policy History:

Adopted on: 10/11/04

Reviewed on:

Revised on: 5/14/07, 8/8/11, 4/10/19

Promotion/Retention (7-8)

2605

Challis Jr. High School Completion Requirements

The District has established a set of advancement requirements for 7-8 grade students which will act as a guide in helping students methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the following advancement requirements are required in the district.

1. To advance to 7th grade students must meet exit standards for 6th grade students and be in compliance with the District attendance policy upon leaving 6th grade.
2. Jr. High Completion Requirements (20 credits)

7th English/Reading	(2)	7th Social Studies	(2)
8th English	(2)	8th Social Studies	(2)
7th Math	(2)	7th Science	(2)
8th Math	(2)	8th Science	(2)
P.E.	(1)		
Computers	(1)		

(18) Required Credits

(10) Elective Credits

(20) Credits of (28) possible credits

3. To advance to the 9th grade, students must earn at least 20 credits attempted in 7th and 8th grades as outlined above and be in compliance with the District's attendance policy.
4. Students who have failed courses attempted in 7th, or 8th grade may make up the credits needed to achieve the minimum portion of credits attempted by retaking the necessary course(s) using one or more of the following options:
 - By retaking a required course that is offered and does not conflict with other required courses that semester.
 - During an elective class within the semester using IDLA
 - Correspondence course through BYU-Independent Study, IDLA or from an accredited program researched by the parent. Parents or guardians are responsible for all tuition and other associated fees for any course not taken during the regular school day.
5. It should be noted that the administration reserves the right to move a student on to 9th grade due to age, or other factors.

Cross Reference:

2600 Promotion/Retention

3050 Attendance Policy

Legal Reference:

IDAPA 08.02.03.107 Middle Level Credit System

Policy History:

Adopted on: 5/14/07

Reviewed on:

Revised on: 12/10/07, 4/11/11, 4/10/19, 7/2020

Advancement Requirements (9-12)

2610

The District has established a set of advancement requirements for 9-12 grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the following advancement requirements are required in the District:

1. A student who successfully completes any required high school course with a grade of C or higher prior to entering the 9th grade shall have that grade, and the number of credit hours assigned to the course, transferred to the student's high school transcript. The course must be from an accredited school recognized by the State Board of Education, must be taught by a certified teacher who meets the federal definition of highly qualified and must meet the same standards as those required in high school
2. To advance to the 10th grade, students must earn at least 12 credits in 9th grade, four credits of which must be in English, math or science
3. Failure to pass a 9th grade English, math or science class shall necessitate the failed course being retaken in the 9th grade even though the student may have earned enough credit to advance to the 10th grade
4. Students who have failed one or more 9th grade courses may get credit for that course by retaking it during the summer
5. A student who is retained in the 9th grade would normally have to repeat all classes. However, the junior and senior high Principal may allow the student to take one or more advanced courses.
6. Students may be retained at each grade level if the following year requirements are not met by August 30:
 - a) A minimum of 12 credits is required for advancement into the 10th grade
 - b) A minimum of 24 credits is required for advancement into the 11th grade
 - c) A minimum of 34 credits is required for advancement into the 12th grade

Cross Reference:

2700 High School Graduation Requirements

Legal Reference:

I.C. § 33-512C Encouragement of Gifted Students

IDAPA 08.02.03.105 High School Graduation Requirements

IDAPA 08.02.03.107 Middle Level Credit System

Policy History:

Adopted on: 10/11/04

Reviewed on:

Revised on:

11/9/10, 4/10/19

Grading and 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.

All grades shall be updated and recorded in the student information system by Monday evening of each week. Teachers are encouraged to plan ahead and record future assignments in the student information system.

A student who has finished a class but has yet to complete all of the required class assignments and/or examinations shall receive an incomplete on his/her report card at the end of the grading period. If, two weeks after the grading period, the required assignments and/or examinations remain unfinished, the student shall receive a permanent grade of "F", signifying that the student has failed to meet the requirements of the course. Extensions of the two-week period may be granted by the building Principal or Superintendent of Schools only under special circumstances.

A student who has finished all required assignments and/or examinations for a course, but who fails to meet the attendance requirements set by the Board of Trustees, shall receive an "NC" on his/her report card at the end of the grading period.

The following grading system will be used for recording student marks in their permanent files and the assigned values will be used when figuring grade point averages and class ranking.

Grade point averages are computed by assigning letter grades the following values:

A	4.0
B	3.0
C	2.0
D	1.0
F	0.0

Pass/fail grades received in class will not be used to calculate grade point averages and will not affect selection of valedictorian and salutatorian.

A notice of deficiency will be mailed to parents of students who are either failing or receiving a "D" grade. Notices may be mailed anytime during the nine-week grading period in which a student's progress is unsatisfactory.

Policy History:

Adopted on: 10/11/04

Reviewed on:

Revised on:

5/8/13, 4/10/19

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: 7/11/2005

Reviewed on: 4/10/19

Revised on:

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: 10/11/04

Reviewed on: 4/10/19

Revised on:

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 which, 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 12th. The Board shall consider and vote on whether to approve graduation requirements as recommended by the Superintendent.

To graduate from Challis High School, a student must have satisfactorily completed four years of attendance in grades nine through 12th. Highly unusual exceptions may be considered by the Principal, such as a student exchange program in a recognized school.

A student who possesses a disabling condition shall satisfy those competency requirements which 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.

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

Legal Reference:

I.C. § 33-4601, *et seq.* Advanced Opportunities

I.D.A.P.A. 08.02.01.250.02 Required Attendance

I.D.A.P.A. 08.02.01.350 Early Graduation

I.D.A.P.A. 08.02.03.105 High School Graduation Requirements

Policy History:

Adopted on: 10/11/04

Reviewed on:

Revised on: 4/10/1

High School Graduation Requirements

2700p

Publication of Graduation Requirements

Prior to registering in 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 48 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 required by the State of Idaho is 29 semester credits:

Secondary 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

*(Two credits must be taken in the last year of high school in which the student intends to graduate unless the student has.

1. Earned 8 or more high school credits of mathematics that include Algebra II or higher level of mathematics before their senior year; and
2. Has completed 6 or more high school math credits prior to the fall of their last year of high school, including 2 semesters of an Advanced Placement or dual credit Calculus or higher-level course

For the purposes of this procedure, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six credits of high school level mathematics.)

Science - 6 credits*

- Secondary Science
- Physical Science
- Biology
- Chemistry
- Anatomy & Physiology
- Physics
- Natural Science & Environmental Science

*(4 credits shall be laboratory sciences)

Dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, including AP Computer Science and dual credit computer Science courses may be counted as a mathematics credit if the student has completed Algebra II

(or equivalent integrated mathematics) standards.

**Students who choose to take Computer Science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit*

Social Studies - 5 credits

- Government = 2 credits
- US History A = 2 credits
- US History B = 2 credits
- Economics = 1 credit

Arts and Humanities - 2 credits

- Interdisciplinary humanities, visual and performing arts, or;
- Foreign language

Health/Wellness = 1 credit*

*(For students who enter 9th grade in Fall 2015 or later, each student shall receive a minimum of 1 class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course.

Additional Core = 2 credits

- Math, Science, English, Social Studies

Electives/Other College Preparation = 17 credits

Senior Project

All four major components must meet requirements in order for students to satisfactorily complete the Senior Project graduation requirement.

1. Portfolio
2. Research Paper
3. Project
4. Presentation

Jr. High School Credit

If a Jr. High school student completes any required high school course with a grade of C or higher before entering the 9th grade, and if that course meets the same standards that are required in high school and the course is taught by a teacher certified to teach high school content, then the student has met the high school content area requirement for such course. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript and the student's parent or guardian shall be notified in advance when credits are going to be transcribed. However, the student's parent or guardian may elect to not have the credits and grade transferred to the student's high school transcript. The student still must complete the required number of credits in all high school core subjects identified above in addition to the courses completed in Jr. High school, unless the student is a participant in the Advanced Opportunities Fast Forward Program.

College Entrance Examination

A student must take one of the following college entrance examinations before the end of the student's 11th grade year: **COMPASS, ACT, or SAT.**

A student may elect an exemption in their 11th 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;
2. Enrolled in a Limited English Proficient program for three academic years or less;
3. Enrolled for the first time in grade 12 at an Idaho high school after the spring statewide administration of the college entrance exam; or
4. Eligible to take an alternative assessment. In this case the student may instead take the ACCUPLACER placement exam during their senior year.

A student who misses the statewide administration of the college exam during the student's 11th grade year may instead take the examination during his or her 12th grade year if the student:

1. Transferred to an Idaho school district during his or her 11th grade year;
2. Was homeschooled during his or her 11th grade year; or
3. Missed the spring statewide administration of the college entrance exam for a documented medical reason.

Senior Project

A student shall complete a senior project that includes a written report and oral presentation by the end of grade 12. Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school to work internship programs at the discretion of the District. The project must include elements of research, development of a thesis using experiential learning or integrated project-based learning experiences, and a presentation of the outcome. Additional requirements for the senior project are the discretion of the District.

Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to satisfy this requirement.

Idaho Standards Achievement Tests (ISAT)

In addition to obtaining the necessary credits as outlined above, a student will take the Idaho Student Achievement Test (ISAT) as defined by State Board of Education Rules.

Civics Test

Beginning with the class of 2017, all secondary students must successfully pass the civics test or alternate path. "Civics test" as used herein means the 100 questions used by officers of the United States Citizenship and Immigration Services as a basis for selecting the questions posed to applicants for naturalization.

Any student who participates in a United States Government and Politics course and an associated college credit-bearing examination shall be deemed to have met this requirement.

The District will determine the method and manner in which to administer the civics test. A

student may take the civics test, in whole or in part, at any time after enrolling in grade 7 and may repeat the test as often as necessary to pass the test. The District will document on the student's transcript that the student has passed the civics test.

The applicability of this requirement for students who receive special education services will be governed by the student's Individualized Education Plan.

Waiver of Requirement

Graduation requirements generally will not be waived under any circumstances. However, in rare and unique hardship circumstances, the Principal may recommend, and the Superintendent may approve minor deviation from the graduation requirements.

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 Challis 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 3.20 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 or Flexible Schedule

A student may, at the student's option and upon notification to the student's school, be relieved from completing their remaining high school graduation requirements and apply for a flexible schedule or graduate early if the student:

1. Is at least 16 years of age;
2. Maintains a cumulative 3.5 grade point average;
3. Obtains permission from a parent/guardian, if under the age of 18;
4. Achieves a college and career readiness score;
5. Files the following with school:
 - A. Notification of their intent to take a flexible schedule OR graduate early;
 - B. The student's participation portfolio; and

C. An essay of at least one page explaining why the student wishes to have a flexible schedule which must include the future plans using the flexible schedule OR early graduation;

6. Completes the following:

A. The required civics test;

B. The economics credit, government credits, and senior project required to graduate. A student's senior project may describe the student's experience in achieving a college and career readiness score and a detailed explanation of the student's future plan.

Students eligible for a flexible schedule may be relieved from high school graduation requirements in order to:

1. Take elective courses, career technical education programs, or course courses selected by the student which are available within the District;
2. Participate in apprenticeships or internships;
3. Act as a tutor at any grade level; or
4. Engage in such other activities identified by the Board.

A student who is granted a flexible schedule must adhere to the plan submitted to the school as a part of their eligibility. Students who are under 18 may be modify their plan with the approval of the student's parent/guardian.

The Superintendent is authorized to create any procedures necessary to assist students to achieve early graduation or flexible schedule as well create incentives for participation in any early graduation program. Students who opt for a flexible schedule may apply for Advanced Opportunities funding. Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

Participation in graduation ceremonies is a privilege extended to students. Students may be denied the right to participate.

Cross Reference:

Policy 2710 Alternative Measure to the ISAT

Legal Reference:

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:

Promulgated on: 10/11/04

Reviewed on:

Revised on: 7/11/05, 11/5/07, 4/10/19, 11/2019, 7/2020

Graduation Requirements For Transfer Students

2701

In an attempt to adjust Challis Joint School District #181 graduation requirements so as not to work a hardship on transfer students who have attended schools that have less than seven periods each day, the following policy will be effective immediately: "All students must meet all requirements of the Idaho State Department of Education and in addition must have acquired passing grades in 92 percent of the possible classes that they could have taken in the regular school day for which they were registered.

Home Instruction Credit

As the Department of Education has given the authority to grant or reject credit earned through home instruction course to the local District, the following criteria will be used to assess said credit:

1. The student petitioning for acceptance must enroll in Challis High School by the beginning of the eleventh (11th) grade.
2. The student must meet minimum requirements on Statewide Achievement Testing before final acceptance will be granted i.e.: within one (1) standard deviation of the mean on the Test of Achievement and Proficiency (TAP) and three (3) on the Direct Writing Assessment.
3. The student must present a "transcript" of home taught courses with exact course names, hours taught, grades, etc. This document will be used to evaluate and to determine which classes would be required and how many credits would be needed for graduation for CHS. It is suggested that home schools use certified correspondence courses of District-approved curriculum, and certified teachers to insure that essential skills are being addressed.
4. Home schools should be aware that Idaho law requires that anyone receiving any diploma (GED included) must have successfully completed a course in U.S. Government.

Procedure History:

Promulgated on: 10/11/04

Reviewed on:

Revised on: 4/10/19

High School Graduation Requirements STEM

2705

STEM Diploma

The Board may award a STEM Diploma to every student enrolled in the District who meets the requirements of graduation established by the District and also completes the following:

1. Eight credits in mathematics
2. Eight credits in science
3. Five credits in the students' choice of any or all subjects of science, technology, engineering, or mathematics taken through IDLA when not offered at Challis Jr. Sr. High school

The official transcript will indicate the specific courses taken and level of achievement.

Cross Reference:

2700 High School Graduation Requirements

2700P High School Graduation Requirements

Legal Reference:

I.C. § 33-523 STEM Diploma

I.D.A.P.A. 08.02.01.250.02 Required Attendance

I.D.A.P.A. 08.02.01.350 Early Graduation

I.D.A.P.A. 08.02.03.105 High School Graduation Requirements

I.D.A.P.A. 08.02.03.1802 STEM Diploma Math Exemption

Policy History:

Adopted on: 4/10/19

Revised on:

Reviewed on:

Participation in Commencement Exercises

2720

Statement of Policy

A student's right to participate in the commencement exercises of the graduating class at Challis High School is a privilege. As such, participation in this ceremony is reserved for those members of the graduating class who have completed all of the state and local requirements for graduation before the date of the ceremony. Students who complete their requirements after the date of commencement exercises will receive their diploma at that time.

Organization and Content of Commencement Exercises

The school administration shall exercise plenary control over all aspects of any graduation ceremony held within the District. The school administration may invite graduating students to participate in high school graduation exercises according to academic class standing or class officer status. Any student who, because of academic class standing, is requested to participate may choose to decline the invitation.

Students selected to participate may choose to deliver an address, poem, reading, song, musical presentation, or any other pronouncement of their choosing. The Principal shall review and approve the student's address, poem, reading, song, musical presentation, or any other pronouncement of their choosing prior to its presentation to the audience attending the graduation ceremony to ensure that there is no conflict with the Establishment Clause found in the First Amendment to the United States Constitution, The Idaho Constitution or the laws of the state of Idaho.

Legal Reference:

United States Constitution-1st Amendment
Art. IX, Sec. 6, Idaho Constitution – Religious Test and Teaching in School Prohibited
I.C. § 33-1603 Sectarian Instruction Forbidden
I.C. § 33-512 Governance of Schools
I.C. § 67-5909 Acts Prohibited

Policy History:

Adopted on: 10/11/04

Reviewed on:

Revised on:

7/11/05, 4/10/19

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, as required by law.

The District will timely submit an annual all 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 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
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: 10/11/04

Reviewed on: 4/10/19

Revised on: 9/08/08