

Section 2000

INSTRUCTION

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INSTRUCTION

2000

Goals

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

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

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

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

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2100

Curriculum Development and Assessment

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

Development and Assessment

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

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

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

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

Cross Reference:	2000	Goals
	2800	Objectives

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

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2110

Lesson Plan

To insure proper planning and continuity of instruction, the Board requires that each teacher prepare lesson plans for daily instruction. To facilitate more effective instruction, lesson plans must

be prepared at least several days in advance of the actual class presentation. The format for the lesson plan will be specified by the building principal and shall be reviewed on a regular basis. The plan book must be readily available when a substitute teacher is needed.

Careful planning should precede:

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

Planning should include:

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

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

Policy History

Adopted on: January 9, 2008

Revised on: Aug. 13, 2008

INSTRUCTION

2112

Required Course Offerings by Schools

Jefferson Joint School District No. 251 authorizes the Superintendent or designee to establish a curriculum that outlines course offerings and curriculum guides. Schools must offer, subject to availability of staff, student enrollment, and appropriate facilities, the courses outlined in those documents.

The Superintendent or designee may grant exemptions from portions of this policy for special and alternative schools or programs.

Legal Reference: I.C. 33-506(1) Organization and governance of board of trustees

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2113

USE OF CURRICULUM

Instructional personnel are required to teach the curriculum in the Jefferson Joint School District No. 251. In the implementation of the curricula, teachers shall utilize appropriate instructional methodologies and materials necessary to meet a wide variety of student needs.

Discipline for violation of this policy may involve actions up to and including dismissal.

Legal Reference: I.C. 33-506(1)

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2114

Student Publications Oversight

As part of its curricular offerings, School District #251 may offer opportunities for students to participate in activities such as student newspaper, yearbook, and other similar curricular-related activities. As such, these activities are not a public forum. School administrators and classroom teachers are expressly authorized by the Board of Trustees to review and regulate the contents of such school publications.

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2120

Program Evaluation and Diagnostic Tests

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

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

Parents who wish to examine any assessment materials may do so by contacting the Superintendent. Parental approval is necessary before administering an individual intelligence test or a diagnostic personality test.

Cross Reference: 2140 Student and Family Privacy Rights
3575 Student Data Privacy and Security

Legal References: 20 USC § 1232(h) FERPA: Protection of Pupil Rights
IC § 33-1601, *et seq.* Courses of Instruction
IC § 33-6000 Parental Rights

Policy History:

Adopted on: January 9, 2008

Revised on: August 9, 2023

Research Studies

The Jefferson School District 251 recognizes the value of participation in educational research. Studies using observation, surveys, and experimentation can aid in the improvement of instructional programs in the school system as well as growth in the profession 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 be allowed to be conducted in the school system.

All research proposals from outside sources shall be submitted in prospective form, with the instruments attached, to the Superintendent at least three weeks prior to the date on which the research study is to be conducted. The prospectus must 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 shall approve or disapprove all research studies. Approval shall be based on educational significance, project design, and lack of 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 shall be provided free of charge to the District.

Research studies making use of any survey, test, questionnaire, enumeration, or measuring device shall comply with all applicable requirements noted in Policy 2140.

Cross Reference:	2120	Program Evaluation and Diagnostic Tests
	2140	Student and Family Privacy Right

Legal References:	IC § 33-6000	Parental Rights
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Policy History:

Adopted on: January 9, 2008

Revised on: August 9, 2023

Student and Family Privacy RightsSurveys - General

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.

Any noncurricular-related survey, well-being questionnaire, or health screening must be approved by the Superintendent or designee before it is administered by an employee to any student. For the purposes of this policy, noncurricular survey shall mean surveys other than those conducted as part of a student's course of study.

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; or
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 or students by anyone other than 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; and
3. Regardless of the subject matter of the questions.

Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one 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; or
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

In the case of such surveys, the student's parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request, and/or

2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercises this opt out option.

In the case of surveys, tests, or measuring devices on the following topics, the survey shall be provided to the parent(s)/guardian(s) and written parental permission shall be obtained before the survey is administered to the student.

1. A student's sexuality;
2. Sex;
3. Religion;
4. Personal political beliefs;
5. Mental or psychological problems;
6. Personal family information; and
7. Individual or family financial information.

For the purposes of this policy, personal family information means any of the information in this list or any personally identifiable information as defined in Policy 3575 about a student or any of their immediate relatives.

The employee overseeing any test, measurement device, survey, questionnaire, or screening for which such permission is required shall maintain documentation that all required parental and/or administrative permission has been given.

Instructional Material

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

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

Collection of Personal Information from Students for Marketing Prohibited

The term "personal information," for purposes of this section only, means individually identifiable information including:

1. A student's or parent's first and last name;
2. A home or other physical address, including street name and the name of the city or town;
3. Telephone number; or
4. A Social Security identification number.

The District shall 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; and
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 District 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 an opt-out 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 to 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 References:	2520	Selection, Adoption, Use, and Removal of Curricular Materials
	3200	Student Rights and Responsibilities
	3500	Student Health, Physical Screenings, and Examinations
	3575	Student Data Privacy and Security
	4175	Required Annual Notices
	4250	Education Research

Legal References:	20 USC § 1232h	FERPA: Protection of Pupil Rights
	34 CFR Part 99	Implementing FERPA
	IC § 33-6001	Parental Rights

Policy History:

Adopted on: January 9, 2008

Revised on: September 13, 2017

Revised on: August 9, 2023

Student and Family Privacy Rights – Consent Form

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

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sexuality, including but not limited to sex behavior or attitudes;
4. The student's sex;
5. Illegal, anti-social, self-incriminating, or demeaning behavior;
6. Critical appraisals of others with whom respondents have close family relationships;
7. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
8. Religion, including but not limited to religious practices, affiliations, or beliefs of the student or parents;
9. Individual or family financial information, including but not limited to income;
10. Personal family information.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes ("marketing surveys"). The following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and, for surveys and activities scheduled after the school year starts, the District will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and provide them with an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to Superintendent or designee. You will be notified of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

Student and Family Privacy Rights – Consent Form

I _____ (parent/guardian's name) give my consent for _____ (child's name)

to take _____ (survey name) on or about _____ (date).

Parent's signature: _____

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

Jefferson School District 251
Superintendent's Department
3850 E 300 N
Rigby, ID 83442

Form History:

Form Adopted: August 9, 2023

Form Reviewed:

Copyright

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

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

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

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

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

Policy History

Adopted on: July 15, 2010

Revised on:

Copyright Compliance**Authorized Reproduction and Use of Copyrighted Material in Print**

In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an article from a newspaper or periodical; a short story, short essay or short poem; or a

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

1. **Brevity**

- a. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
- b. Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less, may be copied; in any event, the minimum is 500 words. (Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph.)
- c. One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose or poetic prose.

2. **Spontaneity.** Should be at the “instance and inspiration” of the individual teacher.

3. **Cumulative Effect.** Teachers are limited to using copied material for only one (1) course in the school in which copies are made. No more than one (1) short poem, article, story or two (2) excerpts from the same author may be copied, and no more than three (3) works can be copied from a collective work or periodical issue during one (1) class term. Teachers are limited to nine (9) instances of multiple copying for one (1) course during one (1) class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

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

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

Authorized Reproduction and Use of Copyrighted Materials in the Library

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

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

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

Authorized Reproduction and Use of Copyrighted Music

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

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

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

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

Procedure History

Adopted on: July 14, 2010

Revised on:

School Year / Calendar / Instructional Hours**School Fiscal Year**

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

School Calendar

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

Holidays / Commemorative Days

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

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

Instructional Hours

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

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

PIR Days

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

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

Policy History

Adopted on: January 9, 2008

Revised on:

School Closure

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.

School Closure Due to Extreme Cold Temperatures

The Superintendent will establish a method for assessing the temperature throughout the district. If the temperature is 20 degrees below zero or colder, or the wind chill temperature is 30 below zero or colder in two or more communities in the district the Superintendent shall close schools and activities for that day.

A decision regarding closing schools should be made so that if the decision is reached to close schools, media outlets can be contacted by 6:30 a.m. All T.V. stations will be contacted and as many radio stations as is practical will be contacted.

School Closure Due to Road Closures and Severe Weather Conditions

The Superintendent will confer with the transportation director and county road and bridge supervisor regarding the conditions of the roads and the ability of the road and bridge department to keep the roads open. With the safety of students being the priority, the Superintendent will make the final decision as to the closure of schools.

A decision regarding closing schools should be made so that if the decision is reached to close schools, media outlets can be contacted by 6:30 a.m. All T.V. stations will be contacted and as many radio stations as is practical will be contacted.

Legal Reference: I.C. § 33-512

Governance of schools

Policy History

Adopted on: November 7, 2007

Revised on:

School Closure

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 6:30 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.

School Events on School Closure Days

It is acknowledged by the Board of Trustees of Jefferson Joint School District No. 251 that certain scheduled events may need to be cancelled or rescheduled due to an emergency closure. It is also understood that some scheduled events may need to be permitted as scheduled.

On official emergency closure days, regularly scheduled practices or activities, at the discretion of the Superintendent /designee may be cancelled, rescheduled, or permitted, as the specific conditions permit.

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, Business Manager and Personnel Director, depending on the nature of the emergency.

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

All building-level administrators and non-teaching “exempt” personnel shall report for duty per their normal shifts or as otherwise directed each day during the school closure, together with the head custodian and at least one (1) secretary selected at the discretion of the principal, 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. It is expected that administrators and the minimal support staff will complete a full day of work if conditions are safe to do so.

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 declare the day as either a vacation or leave without pay.

10- and 11-Month Classified Employees

Ten- and 11-month employees may report for duty or not report for duty as directed by their immediate supervisor or Superintendent. If such employees do not report for duty, they shall declare the day as a leave without pay on their time card.

Instructional Aides (Federal Program Paraprofessionals, Special Education Paraprofessionals, School Companions, Overflow Aides, etc.) Food Service Workers, and Other 9-Month Classified Employees

These employees work only those days when school is in session and are not expected to work when school is not in session. If school has been closed, 9 -month employees should not report for duty unless otherwise directed by their immediate supervisor or the Superintendent. 9-month employees shall declare the day as a leave without pay on their time card.

Teachers (Teachers, Librarians, Psychologists, Counselors)

If schools are closed for weather or other emergency conditions, teachers are not expected to report for duty unless directed otherwise. Teachers do not need to submit an absence form. It is expected that teachers can plan and prepare from home. 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: November 7, 2008

Revised on: April 12, 2017

INSTRUCTION

2210P2

EMERGENCY CLOSURE AFTER SCHOOL BEGINS PROCEDURES

In case emergency conditions arise after students have arrived at school or are on their way to school, the Superintendent/designee may decide to close school early.

1. In the event that students need to be released early due to weather or other emergencies parents will be notified via the media, phone, text, and/or email at least 30 minutes in advance of the buses leaving the schools.
2. To the greatest extent possible bus drivers are to verify that students enter their home before leaving the stops. In these cases, drivers are authorized to make additional stops as necessary to visually verify student entrance into homes. Drivers are authorized to use cell phones while the bus is parked to verify that students are safe and supervised by a responsible adult or sibling. Bus Drivers may also use their radio to coordinate this information with the central transportation office.

3. Schools are directed to encourage parents to develop procedures for students to follow when emergency closures occur. Parents can help by having individual and neighborhood plans for such emergencies.

LATE START OF SCHOOL PROCEDURE

The Superintendent/designee may decide to start school at a later time due to emergency conditions such as inclement weather, or mechanical failure. The Superintendent/designee will notify parents, students, and staff of the intended start time through news media, phone tree's and administrative staff.

Work Schedules and Responsibilities for Late Start of School

Central Office Personnel

All Central Office personnel shall be expected to report for duty at the regularly assigned shifts unless safety prohibits an individual employee from reporting. It is the responsibility of each employee not reporting at the designated time to notify their supervisor informing them of the situation and the estimated time of their arrival.

Building-Level Administrators, Secretaries, Non-Instructional Personnel

All building-level administrators and secretaries shall report for duty at their regularly assigned time to answer phone calls and supervise students if they arrive at school before the official start time. Custodians and cooks are expected to report for their normal shifts.

Teachers, Counselors, School Psychologist, Speech Language Pathologies, Instructional Paraprofessionals

All teachers and instructional personnel will be expected to report to work thirty minutes (30) after their required start time. Paraprofessionals will reduce their hours worked by thirty minutes (30).

Procedure History

Promulgated on: November 7, 2008

Revised on: February 12, 2014

INSTRUCTION

2230

Grade Organization

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

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

Legal Reference: I.C. § 33-302

Classification of school districts

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2240

Class Size

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 7 th -12 th	18 average daily class load

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

Kindergarten-1st Grade - 23
Second (2nd), Third (3rd) Grades- 26
Fourth (4th) – Fifth (5th) Grades - 32

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

Legal Reference: IDAPA 08.02.02.110

Policy History

Adopted On: January 9, 2008

Revised On:

Guidance and Counseling

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: January 9, 2008

Revised on:

Nutrition Services

Rationale

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

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

Nutrition services are linked to physical education, school meals, and health promotion programs in the school and community.

Nutrition-Related Health Problems

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

Cross Reference: § 8200 Local School Wellness

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

Policy History:

Adopted on: March 11, 2020

Revised on:

Nutrition Education

Wellness education (nutrition, fitness, safety, physical and emotional health) is to be included through the normal curriculum adoption process in each elementary grade secondary health classes, and appropriately integrated into other courses.

Parent Involvement

The District will support parents' efforts to provide a healthy diet and daily physical activity for their children.

Cross Reference:	§8200	Local School Wellness
	§8230	District Nutrition Standards
Legal Reference:	Pub. L. 111–296	The Healthy, Hunger-Free Kids Act of 2010
	7 C.F.R. §210.30	Local School Wellness Policy
	I.C. § 33-512	District Trustees - Governance of Schools
Other References:	Implementation and Monitoring Plan, Idaho State Department of Education	

Policy History:

Adopted on: August 9, 2006

Revised on: March 11, 2020

INSTRUCTION

2315

Physical Activity Opportunities and Physical Education (PE)

Daily Physical Education (PE) K-12

All students in grades K-12, including students with disabilities, special healthcare needs, and those in alternative educational settings, will receive physical education (PE) (or its equivalent).

Daily Recess

Elementary school students will have supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Cross Reference:	8200	Local School Wellness
Legal Reference:	I.C. § 33-512	Governance of Schools

Policy History:

Adopted on: August 9, 2006

INSTRUCTION

2316

Health Enhancement Education

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

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

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

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

Alcohol, Tobacco and Drug Education

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

Legal Reference: I.C. § 33-1605

I.C. § 33-1608 et seq.
IDAPA 08.02.03.450

Health and Physical Fitness – Effects of Alcohol,
Tobacco, Stimulants and Narcotic
Family life and sex education – Legislative policy
Health Standards

Cross Reference: 2307 Physical Activity

Policy History

Adopted on: January 9, 2008

Revised on:

District Computers, Networks, Peripherals, and Software

Computers purchased by the District are classified as a district resource. This resource is allocated under the direction of the Superintendent or designee.

The District will rotate computers on a rotation that will be established and overseen by the District's Technology Director. The intent of such a rotation is to see that all certified staff have a functional computer to work from. The District will also provide for a rotation of computer labs throughout the District.

The number of computers in the school system will be monitored and adjusted for growth by the Technology Director.

All devices that need to be connected to the network must be approved by the Technology Director.

Peripheral devices, such as printers, projectors, scanners, etc. need to be approved by the technology department before they are connected to the network or district owned computer.

Computers, peripherals and software that are not owned by the District should not be connected or loaded onto the network or District owned computers, unless permission is given by Technology Director. The exception is personal storage devices, such as a jump drives or other approved device for keeping information. Personally owned software should not be installed on District computers.

Software maybe loaded on the district network for use by teachers, provided it has been adopted as a curriculum resource by the Board of Trustees.

Policy History

Adopted On: October 8, 2008

Revised on:

Driver Training Education

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

Anyone residing in the District between the ages of fourteen and one-half (14 1/2) through twenty-one (21) years of age, irrespective of whether they are enrolled in the district, are eligible to enroll in the District's drivers training program. Such program, in the discretion of the Board,

may be conducted after school hours, on Saturdays or during regular school vacation periods. The District may offer a joint driver training program with other districts or allow students from neighboring districts to participate in the District Driver's Training Program due to an emergency.

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

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

Legal Reference: I.C. § 33-1701 et seq.	Driver Training Courses
I.C. § 49-110	Definitions
I.C. § 49-307	Fee for Class D Driver's Training Instruction Permit
	Class D Supervised Instruction Permit
IDAPA 08.02.02.230	

Policy History

Adopted on: January 9, 2008

INSTRUCTION

2330

Community and Adult Education

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: January 9, 2008

Revised on:

INSTRUCTION

2331

Professional Development Activities

Professional Development activities are designed to benefit employees of Jefferson Joint School District 251. District employees are required to pay only for optional credit provided by the sponsor of the professional development activity and the cost of any textbooks or materials not provided with the standard registration fee, unless approved.

The Superintendent/designee is authorized to develop a professional development program that will support the individual professional growth of paraprofessionals, certificated staff, and administration and connected to the continued improvement of the schools or the district.

Due to the districts professional development program being funded through district funds to support and benefit the employees of the District, individuals not employed by the district may be considered for participation in specific professional development only under the following guidelines:

1. Individuals not employed by Jefferson Joint School District #251, but who request to participate in professional development activities sponsored by the district must have a relationship to the district. That relationship could include actively substituting for the district, being married to a district employee, being a parent of a student enrolled in the Jefferson Joint School District #251, being a certified teacher currently not working for any district and living in the school district's boundaries, or being employed by a neighboring school district that does not offer the type of training.
2. District employees will be receive first priority for all professional development activities. If any slots remain unfilled individuals who meet the criteria in #1 above and who make application will then be considered on a first come first serve basis.
3. Individuals not employed by Jefferson Joint School District #251, but who are allowed to participate in courses offered by the professional development program will be personally responsible for the following:
 - a. There will be a course fee for each professional development activity that is based upon a pro-rated cost of the course. (i.e., the cost of bringing the course to the district divided by the number of participants.)
 - b. The cost of credit for the course.
 - c. Any registration fee associated with the activity.
 - d. Any books or materials required for the class that are not part of the registration fee.

Requests by persons not employed by Jefferson Joint School District #251 to participate in professional development activities should be directed to the district office. Such requests will be referred to the Professional Development Committee for consideration.

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2340

Controversial Issues and Academic Freedom

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 and (4) values and ethics.

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

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

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

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

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

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

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

To this end:

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

Legal Reference: I.C. § 33-512

Governance of schools

Cross Reference: 2341

Controversial Speakers

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2341

Speakers in the Classroom and at School Functions

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

All speakers must be invited with the school principal's approval. If the subject is controversial the principal may also decide to engage speakers for both sides of the issue(s). In no instance shall a speaker who is known to advocate unconstitutional or illegal acts or procedures be permitted to

address the students. Parents will be given the option to remove their student from certain discussions, and an alternative assignment will be given if the speaker is to address a classroom.

Controversial Speakers

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

Legal Reference: I.C. § 33-512

Governance of schools

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2341P

Controversial Speakers Procedure

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 policies.

9. The teacher must retain primary responsibility for the instruction and supervision of students when using an outside speaker. The teacher must be present at all times when speakers are in the classroom.
10. Prior to his/her appearance or participation, the proposed speaker shall be given in writing and shall agree to abide by the following regulations:
 - a. Profanity, vulgarity and lewd comments are prohibited;
 - b. Tobacco use is prohibited;
 - c. The teacher/sponsor responsible for inviting the resource person, or any member of the school administration, has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering the safety of students and staff.
11. In the event an outside community speaker is denied access to the classroom, the teacher may request a meeting to be held between the Superintendent or designee, the principal or designee, and the teacher/sponsor. The meeting shall be held no later than five (5) working days from the date of the request for the meeting. The administrators shall review with the teacher/sponsor pertinent information concerning the request and render a final decision on the issue.

Procedure History

Promulgated on: January 9, 2008

Revised on:

INSTRUCTION

2347

Flags and Employee Expressions of Political Speech in Classrooms

U.S. flags shall be displayed in the District's classrooms as required by Idaho Code.

Teachers may also display flags used as instructional aides, such as a class-related use of various world flags displayed in a geography class or world history class.

A professional educator is not to use institutional privilege, including such matters as the School District's classroom/property, for the promotion of political candidates or for other political activities. Accordingly, staff shall not use a classroom, conference room, office, or desk area to hang, post, erect, or display any posters, signs, flags, banners, pictures, or other digital or physical image that depicts support or opposition relating to any political, quasi-political or controversial topic, other than in isolated incidental use tied directly to a specific item in the school's curriculum as detailed above and, if believed to be controversial, approved by the building administrator for the purpose of enrichment of the curriculum discussion.

For the purposes of this policy, a political or quasi-political topic would include, but not necessarily be limited to, any contemporary issues being debated in the local, state, or national political climate.

For the purposes of this policy, a controversial issue shall have the meaning described in Policy 2340.

Incidental wearing of garments or accessories depicting a flag or other political statement by personnel, students, or others shall be permitted provided it complies with the applicable dress code and is not otherwise materially disruptive of the educational environment.

The District honors and respects the First Amendment Free Speech rights of all District employees in their private lives.

Cross Reference: 2340 Controversial Issues and Academic Freedom
3260 Student Dress

Legal Reference: I.C. § 33-1602 United States Constitution — National Flag and Coors — National Anthem — "America" — Citizenship — Civics Test
I.C. § 33-138 Dignity and Nondiscrimination in Public Education
IDAPA 08.02.02.076.10.d Principal X—Professionalism
Idaho Constitution Article IX, Section 6

Policy History:

Adopted on: January 12, 2022

Revised on:

INSTRUCTION

2350

Student Religious Activity at School

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 and cannot be religious or religious-holiday oriented.

Student Religious Clubs

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

Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions that the District imposes on the distribution of other non-school literature. Outsiders may not distribute religious or other literature to students on school property, consistent with and pursuant to the District's policy on solicitations (Policy 9330).

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: January 9, 2008

Revised on:

INSTRUCTION

Release Time

2360

For students in grades K through 8 (K-8), the District will 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 five (5) 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).

No student will be permitted to attend release time programs except upon written request from a parent or guardian filed with the school principal.

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 for religious purposes. Credit may be granted for other purposes, at the discretion of the school board. 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: (1) a student is being transported to and from release time programs; or (2) while a student participates in release time programs.

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: January 14, 2009

Revised on:

INSTRUCTION

2370

Interscholastic Activities

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 parents assume all risks for injuries resulting from such participation. Each participant shall be

required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A participant shall be free of injury and shall have fully recovered from illness before participating in any event.

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

Cross Reference: 3510

Administering Medication to Students

Legal Reference: I.C. § 33-512

Governance of schools

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2375

Service Animals in Schools

The District acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a service animal in its school buildings, in classrooms, and at school functions, as required by the American with Disabilities Act.

“Service animal” refers to any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of someone with a disability. The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purpose of this definition.

Examples of such work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities.

STAFF INQUIRES

When it is not readily apparent to staff what service the animal provides, staff may make the following two (2) inquiries to determine whether an animal qualifies as a service animal:

1. Is the service animal required because of a disability? and
2. What work or task has the service animal been trained to perform?

Use of service animals shall be subject to the following requirements:

1. All requests for an individual with a disability to be accompanied by a service animal must be addressed in writing to the Superintendent. This written request must be delivered to the Superintendent's office at least ten business days prior to bringing the service animal to school or a school function. Any such request by a student shall be advanced to the proper administrative personnel for consideration of a Section 504 analysis and possible program.
2. The animal must be required for the individual with a disability.
3. The animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, will be permitted in schools as a service animal.
4. Requests to permit a miniature horse to accompany a student or adult with a disability in school buildings, in classrooms, or at school functions will be handled on a case by-case basis, considering:
 - A. The type, size, and weight of the miniature horse, and whether the facility can accommodate these features;
 - B. Whether the handler has sufficient control of the miniature horse;
 - C. Whether the miniature horse is housebroken; and
 - D. Whether the miniature horse's presence in specific facility compromises legitimate safety requirements that are necessary for safe operation.
5. Owners of service animals must provide proof of current vaccinations to the Superintendent with their request to be accompanied by a service animal.
6. All service dogs must be spayed or neutered.
7. All service animals must be kept clean and groomed to avoid shedding and dander, and must be treated for, and kept free of fleas and ticks
8. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.
9. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control, such as by voice control, hand signals, or other effective means.

10. The school system is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animals need to relieve itself.

- A. The District is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- B. Students with service animals are expected to care for and supervise their animal. In the case of a young child or a student with disabilities who is unable to care or supervise his service animal, the parent is responsible for providing care and supervision of the animal.
- C. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis in the discretion of the building administrator.
- D. Request for service animal-related accommodations will be reviewed based on the specific circumstances particular to the student in question and may be addressed in conjunction with a student's Section 504 Plan or Individual Education Plan.

11. A school administrator may ask an individual with a disability or his or her parents to remove a service animal from a school building, a classroom, or from a school function if any of the following circumstances occurs:

- A. The animal is out of control and the animal's handler does not take effective action to control it.
- B. The animal is not housebroken.
- C. The animal's presence would "fundamentally alter" the nature of the service, program, or activity.
- D. The animal presents a direct threat to students, staff, or other individuals.

If a service animal is excluded, the individual with a disability will be given the opportunity to participate in the service, program, or activity without having the service animal on the premises.

Legal Reference: Nondiscrimination on the Basis of Disability in State and Local Government Services(Implementing ADA)

Policy History

Adopted on: August 12, 2015

Revised on: September 8, 2021

INSTRUCTION

2380

Homebound Instruction

A student absent from school for more than ten (10) consecutive days because of a health or physical impairment will be eligible for homebound instruction. Appropriate educational services may begin as soon as eligibility has been established. District guidelines have been established to govern such services and will be provided by building administrator and Director of Student Services.

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

Legal Reference: I.C. § 33-1001
I.C. § 33-1003A

Definitions
Calculation of Average Daily Attendance

Policy History

Adopted on: January 9, 2008

Revised on: January 11, 2017

INSTRUCTION

2385

English Learners Program

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 purposes of the program are:

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 parental, family, and community participation in language instruction educational programs for the parents, 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 designee shall implement and supervise an English Learners program which ensures appropriate English Learners instruction and complies with applicable laws and regulations.

The Superintendent or 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; and
6. A 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.

All English Learners shall be assessed annually using the state-approved assessment of English language proficiency.

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

English Learners shall participate in the District’s statewide assessments, unless 20 USC 6311(b)(3) and the regulations of the State Department of Education allow for their exclusion from an assessment.

At the beginning of each school year the District shall notify parents of students qualifying for English Learners programs about the instructional program and parental options, as required by law. Parents/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 parents.

The District shall maintain an effective means of outreach to encourage parental 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	Parents Right-to-Know Notices
Legal References:	20 U.S.C. §§ 1701-58 20 U.S.C. § 6311 20 U.S.C. § 6811, <i>et seq.</i> 42 U.S.C. § 2000(d), <i>et seq.</i> ESEA Section 1111(b)(2)	Equal Educational Opportunities Act of 1974 State Plans English Language Acquisition, Language Enhancement, and Academic Achievement Act Title VI of the Civil Rights Act of 1964

Policy History:

Adopted on: March 14, 2007

Revised on: August 16, 2017

Revised on: February 8, 2023

INSTRUCTION

2390

Education of Migratory Children

Purpose

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 all students who qualify as Migratory Children under applicable provisions of state and federal

law and/or this Policy. The purposes of the program are:

1. To implement a high-quality and comprehensive educational program and to provide educational services during the school year and, as applicable, during summer or intersession periods, that addresses the unique educational needs of migratory children.
2. To ensure that migratory children who move around the United States are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging state academic standards.
3. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.
4. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibits their ability to succeed in school.

Eligibility

Children are eligible to receive District services if they fall within the definitions below:

1. Migratory child: The term “migratory child” means a child or youth who made a qualifying move in the preceding 36 months:
 - A. As a migratory agricultural worker or a migratory fisher; or
 - B. With, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.
2. Migratory fisher: The term “migratory fisher” means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, then the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.
3. Qualifying move: The term “qualifying move” means a move due to economic necessity:
 - A. From one residence to another residence; and
 - B. From one school district to another school district, except:

- i. In the case of a State that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district ; or
 - ii. In the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.
- C. The term “in order to obtain”, when used to describe why a worker moved, means that one of the purposes of the move is to seek or obtain qualifying temporary employment or seasonal employment in agricultural work or fishing work.
- D. If a worker states that a purpose of the move was to seek any type of employment, i.e., the worker moved with no specific intent to find work in a particular job, the worker is deemed to have moved with a purpose of obtaining qualifying work if the worker obtains qualifying work soon after the move.
- E. Notwithstanding item D above, a worker who did not obtain qualifying work soon after a move may be considered to have moved in order to obtain qualifying work only if the worker states that at least one purpose of the move was specifically to seek the qualifying work, and:
 - i. The worker is found to have a prior history of moves to obtain qualifying work; or
 - ii. There is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available.

Plan Requirements

The District’s Plan shall include, at a minimum, provisions to accomplish the following goals and directives:

1. *Performance targets.* The plan must specify:
 - A. Performance targets that the State has adopted for all children in reading and mathematics achievement, high school graduation, and the number of school dropouts, as well as the State's performance targets, if any, for school readiness; and
 - B. Any other performance targets that the State or District has identified for migratory children.
2. *Needs assessment.* The plan must include an identification and assessment of:

- A. The unique educational needs of migratory children that result from the children's migratory lifestyle; and
 - B. Other needs of migratory students that must be met in order for migratory children to participate effectively in school.
3. *Measurable program outcomes.* The plan must include the measurable program outcomes (i.e., objectives) that a State's migrant education program will produce to meet the identified unique needs of migratory children and help migratory children achieve the State's performance targets identified in paragraph (1)(A) of this section.
4. *Service delivery.* The plan must describe the strategies that the State Board will pursue on a statewide basis to achieve the measurable program outcomes in paragraph (3)(A) of this section by addressing:
 - A. The unique educational needs of migratory children; and
 - B. Other needs of migratory children.
5. *Evaluation.* The plan must describe how the District will evaluate the effectiveness of its program.

Record Keeping

District records for migratory children should include the following:

1. Immunization records and other health information;
2. Elementary and secondary academic history (including partial credit), credit accrual, and results from State assessments;
3. Other academic information essential to ensuring that migratory children achieve to the challenging State academic standards; and
4. Eligibility for services under the Individuals with Disabilities Education Act.

The district is required to keep financial records to demonstrate:

1. The amount of funds under the grant or sub-grant;
2. How the District uses the funds;
3. The total cost of the program;
4. The share of the cost provided from other sources; and
5. Other records as needed to facilitate an effective audit.

The district must maintain migrant child records for three years after the date the district submits its last expenditure for the time period. If any litigation, claim, negotiation, audit, or other action involving the migrant child records is taken, the records must be retained until the completion of the action and resolution of all issues or until the end of the regular three year period, whichever is later.

For an employee who has both migrant child and non-migrant child responsibilities, the District must maintain appropriate time distribution records. Actual costs charged to each program must be based on the employee's time distribution records. For instructional staff, including teachers

and instructional aides, class schedules that specify the time that such staff members devote to migrant child activities may be used to demonstrate compliance with the requirement for time distribution records so long as there is corroborating evidence that the staff members actually carried out the schedules.

Legal Reference: 76.730-76.731 Education Department General Admin. Regulation (EDGAR)
80.42(b)(c) Education Department General Admin. Regulation (EDGAR)
20 USC §§ 6391, et seq., Education of Migratory Children, as amended by Every Student Succeeds Act of 2015
34 CFR 200.81 *et seq.* Migrant Education Programs

Policy History:

Adopted on:

Revised on: August 16, 2017

INSTRUCTION

2395

Idaho Digital Learning Academy Classes

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

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

Site Coordinator

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

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

Additionally, the Site Coordinator is a contact for the IDLA instructor and IDLA staff. A Site Coordinator shall be assigned to each building, or in the alternative, each District. 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, student and principal or designee must confer and agree that course(s) selected is (are) academically and developmentally appropriated for the student and that all prerequisites as determined by the student's school of record have been completed before registration in an IDLA course.

Ethical Conduct

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

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

Tuition/Fees

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

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

Grading

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

Advanced Placement Designation on Transcript

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

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

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

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: August 5, 2009

Revised on:

INSTRUCTION

2400

Special Education Policy

The Board of Trustees has adopted the *Idaho Special Education Manual* with subsequent revisions as its official policy and procedure.

A copy of the *Idaho Special Education Manual* is available for your review by contacting Director of Special Education at the district office.

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2400P

Special Education Procedure

The Board has adopted and approved *The Idaho Special Education Manual* outlining the districts procedures and practices in conjunction with recommendations for the State Department of Education and the United States Department of Education. The Board approves future revisions that are made periodically as recommended by the State Department of Education.

Procedure History

Promulgated on: January 9, 2008

Revised on:

Jefferson Joint School District #251

INSTRUCTION

2401

Private Service Providers in the Schools

The Board of Trustees of Jefferson School District 251 authorizes the Superintendent or designee to enter into agreements with private service providers to provide necessary services to students. The district must determine that such services are not available through district employees and it is in the best interest of students for the district to contract with a private service provider. These services are provided to students with disabilities as identified in Individual Education Plans, or Section 504 Accommodation Plans, or for students in the special education evaluation process.

The agreement shall:

- Define the relationships of the parties
- Specify services to be provided
- Contain a mechanism for ending the agreement and a “hold harmless” and/or “indemnity” commitment.
- Identify billing rates, recordkeeping, and confidentiality requirements
- Identify documents required by the district, such as proof certification/licensure, proof of liability insurance, worker’s compensation insurance, and criminal background check
- Be limited to one calendar year but may be renewed on a yearly basis
- Contain other terms as needed

Private Service Provider Definition:

Private service provider means a person, group, or agency that is not an employee of the district and is paid for services rendered to students. Examples of private service providers include, but are not limited to: Nurses, Occupational Therapists, Physical Therapists, Assistive Technology Consultants, Orientation and Mobility Specialists, Behavioral Therapists, Speech and Language Pathologists, Social Workers, Clinicians, Psycho-Social Rehabilitation Specialists, Developmental Therapists, Educational Consultants, and others.

The district will select private service providers based on their experience with students, qualifications, including licensure or certification; availability, ability to work with a team, and billing rates.

Legal Reference: Idaho Code Sections 33-506(1)
Idaho Code Sections 33-512
Idaho Code Sections 33-2001, *et seq.*
Idaho Special Education Manual, 2007

Policy History

Approved on: January 9, 2008

Revised on:

INSTRUCTION

2410

Section 504 of the Rehabilitation Act of 1973

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;
1. 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: 3210 Uniform Grievance Procedure

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

Policy History:

Adopted on: January 9, 2008

INSTRUCTION

2415

Supporting Students with Characteristics of Dyslexia

The District shall take steps to ensure students with characteristics of dyslexia are identified and will work with the students' parents to provide them with academic support.

The fall administration of the statewide reading assessment will be used as an initial screening to identify students who have characteristics of dyslexia, as defined in I.C. 33-1802. Students in grades kindergarten through 5 who are identified by the initial screening shall be given a second (Tier 2) diagnostic screening test for characteristics of dyslexia. This Tier 2 screening shall also be provided to students identified by their classroom teacher and to students whose parent/guardian requests this screening. The Tier 2 screening may be selected from among the Tier 2 screening measures recommended by the State Department of Education for this purpose.

When a student is identified as having characteristics of dyslexia by the initial screening or the Tier 2 screening, the student's parents/guardians shall be notified and provided with the District's options for school interventions.

The District shall provide evidence-based interventions for any students identified with characteristics of dyslexia by either screening. These interventions shall align with the Idaho comprehensive literacy plan.

The District shall submit to the State Board of Education any data they require on the effectiveness of such interventions.

Professional Development

Beginning in the 2023-2024 school year, all District instructional staff and instructional coaches involved in the instruction of students in grades kindergarten through 5 shall be required to complete a professional development on dyslexia approved by the State Department of Education for this purpose.

All District teachers, administrators, and school counselors with an instructional certificate in grades 6 through 12 must complete professional development on the characteristics of dyslexia no later than the beginning of the 2023-2024 school year.

Legal References:	I.C. § 33-1802	Definitions
	I.C. § 33-1811	Dyslexia

Procedure History:

Adopted on: December 14, 2022

Revised on:

INSTRUCTION

2420

Parent and Family Engagement

District Policy Development

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

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

1. **Demonstrate Joint Development of Engagement Plan:** The District shall involve parents 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 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 parents and family members in education; and
3. **Coordinate with Other Programs:** The District shall coordinate and integrate its parent 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 parents and family members, an annual evaluation of the content and effectiveness of its parent 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 parents in improvement plan activities (with particular attention paid to parents 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 parents 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 parental involvement, and to revise, if necessary, the District's parent and family engagement policy described herein; and

6. **Establish a Parent Advisory Board:** The District shall involve parents in the activities of the schools receiving Title I funds, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents 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 and Family Engagement Policy.

School-Level Policy Development

Each Title I school shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of paragraphs 1 through 4 below. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. In the event a school has an existing parent and family engagement policy that applies to all parents 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 and family engagement policy that applies to all parents 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. **Parental Involvement:** All District schools receiving Title I funds shall:

A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's programs, to explain the requirements of this policy, and the right of the parents to be involved; and

B. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with reserved Title I funds, transportation, child care, or home visits, as such services relate to parental involvement; and

- C. Involve parents, 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 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 parents 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 parents of Title I qualifying children; and
 - D. Provide parents 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 parents, 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 schoolwide program plan is not satisfactory to the parents of participating children, the school shall submit any and all parent comments on the plan to the District at the time the school first makes the plan available to the District.
2. **School-Parent Compact to Achieve High Student Academic Achievement:** As a component of the school-level parent and family engagement policy developed under this policy, each school shall jointly develop with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents 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 will be responsible for supporting their children's learning; volunteering in their child's classroom; 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 parents 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 parents 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.

District and School Level Development

1. **Empowering Parents:** To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, both the District and each school within the District:
 - A. Shall provide assistance to parents 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 parents 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 parental involvement; and
 - C. Shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of parental participation, and in how to reach out to, communicate with, and work with parents as equal partners, to implement and coordinate parent programs, and to build ties between parents and the schools; and
 - D. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement in programs and activities with other available federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children; and
 - E. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and

- F. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; and
- G. May provide necessary literacy training for parents from Title I funds in the event the District has exhausted all other reasonably available sources of funding for such training; and
- H. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; and
- I. May train parents to enhance the involvement of other parents; and
- J. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; and
- K. May adopt and implement model approaches to improving parental involvement; and
- L. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; and
- M. May develop appropriate roles for community-based organizations and businesses in parent involvement activities;
- N. Shall provide such other reasonable support for parental involvement activities under this section as parents may request; and
- O. Shall inform parents and organizations of the existence of the program.

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

Cross Reference: 4160 Parents 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 Parental Involvement

Policy History:

Adopted on: Feb. 10, 2010
Revised on: March 14, 2018

INSTRUCTION

2420P

Parent and Family Engagement Guidelines

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

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

1. Volunteering;
2. Parent education;
3. Home support for the child's education; and
4. Parent participation in school decision making.

The District will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices. The District encourages schools to include family literacy when a substantial number of students have parents who do not have a secondary school diploma or its recognized equivalent or have low levels of literacy.

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.

Parents

It is the responsibility of the parent 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; and
5. Utilize opportunities for participation in school activities.

Staff

It is the responsibility of staff to:

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

Community

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

1. Be aware of the 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 and family involvement activities to foster improved student academic achievement and school performance;
2. Provide training and space for parent involvement activities;
3. Provide resources to support successful parent involvement practices;
4. Provide in-service education to staff regarding the value and use of contributions of parents and how to reach out to, communicate, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; and
5. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand; and
6. Develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy; and

7. Coordinate and integrate its Title I parent and family engagement strategies with the parent and family engagement strategies of the District's other relevant programs; and
8. Create and support a Parent Advisory Board comprised of a sufficient number and representative group of parents 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 and Family Engagement Policy; and
9. Ensure that each school in the District jointly develops with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents 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:

Adopted on: January 13, 2016

Revised on: March 14, 2018

INSTRUCTION

2421

Parent Involvement

In order to achieve the level of parent involvement desired by district policy, the following requirements and guidelines have been put in place. Each school shall develop an annual parent involvement plan, in conjunction with parents and teachers, designed to foster a cooperative effort among parents, school, and community at the onset of each new school year. Each plan will outline activities in the areas outlined under Guidelines in this policy and include an end of year report documenting the effectiveness of the school parental involvement policy.

Guidelines

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

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

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

Roles and Responsibilities

Parents

It is the responsibility of the parent to:

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

Staff

It is the responsibility of staff to:

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

Community

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

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

Administration

It is the responsibility of the administration to:

- Facilitate and implement the Parent Involvement Policy and School Plan;
- Provide training and space for parent involvement activities;
- Provide resources to support successful parent involvement practices;
- Provide in-service education to staff regarding the value and use of contributions of parents and how to communicate and work with parents as equal partners;
- Send information to parents in a format and, to the extent practicable, in a language the parents can understand.

Cross Reference: Policy 2390 – Limited English Proficient Students
 Policy 2391 – Migrant Education
 Policy 2420 – Title I
 Policy 3060 – Education of Homeless Students
 Policy 3570 – Student Records
 Policy 2422 - No Child Left Behind Parent Notification

Policy History

Adopted on: Feb.10, 2010

Revised on:

Parental Rights

The Board of Trustees encourages parents/guardians to be involved in their student's school activities and academic progress. As required by IC 33-6001, the District reinforces the rights and responsibilities of parents as primary stakeholders to make decisions regarding the upbringing and control of their child.

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. Failure to follow the District's practices, policies, and procedures as well as the school's curriculum and assessment program amounts to a violation of State and/or federal laws, rules, and regulations by the District, 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.

Parents/guardians and students are expected to abide by the District's practices, policies, and procedures governing the operation of the schools which are required by various State and/or federal laws, rules, and regulations. However, a student's parent/guardian has the right to reasonable academic accommodation if the accommodation does not substantially impact District staff and resources, including employee working conditions, safety and supervision on school premises for school activities, and the efficient allocation of expenditures. The District will strive to balance the rights of parents/guardians, the educational needs of other students, the academic and behavioral impacts to a classroom, a teacher's workload, and the assurance of the safe and efficient operations of the school.

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

A parent/guardian who has an objection to their child's participation in the District's adopted curriculum and/or the District's implementation of practices, policies, and procedures in accordance with educational mandates, on the basis that it harms the child or impairs the parents' firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or program. A parent/guardian who chooses to not have their child participate in the provided educational activity shall provide in writing an explanation of the conflict. The teacher will provide an alternative assignment if the request is approved by the teacher and principal.

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

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

Student Wellbeing

If a member of the District's staff becomes aware of a change in the student's mental, emotional, or physical health or well-being the staff member shall report this change so the student's parent/guardian can be notified as described in Procedure 2425.

Addressing Parent/Guardian Concerns

A parent/guardian who feels the District has violated their rights, as described in this policy and otherwise provided in IC 33-6001 may file a grievance as described in Policy 4120 Uniform Grievance Policy.

Notice

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

Cross References:	2340F	Parental Opt-Out Form for Sex Education
	2420	Parental and Family Engagement
	4105F	Request to Address the Board
	4120	Uniform Grievance Policy
	4175	Required Annual Notices
Legal References:	Id. Const. art. IX	Education and School Lands
	IC § 32-1010	Intent of the Legislature – Parental Rights
	IC § 32-1012	Parental Right to Direct the Education of Children

IC § 32-1013	Interference with Fundamental Parental Rights Restricted
IC § 33-6001	Parental Rights
IC § 33-6002	Annual Notice of Parental Rights
IDAPA §§ 08.01-.04	State Board of Education and State Department of Education Administrative Rules

Policy History:

Adopted on: August 15, 2017

Reviewed on: August 9, 2023

INSTRUCTION

2425P

Parent/Guardian Notification of Changes in Health and Well-being

District staff shall notify the counselor and building principal of any known change in a student's mental, emotional, or physical health or well-being using Form 2425F. For the purposes of this policy:

1. Mental health shall mean the state of health of somebody's mind;
2. Emotional health shall mean a person's ability to cope with and be aware of their own emotions, both positive and negative;
3. Physical health shall mean the condition of a person's body and the extent to which it is free from illness or is able to resist illness; and
4. Well-being shall mean a person's sense of feeling healthy and happy.

The counselor and building principal shall notify the student's parent/guardian regarding this change and document their attempts to do so using Form 2425F.

District staff shall encourage students to discuss issues related to the student's well-being with the student's parent/guardian. At the request of the student or parent/guardian the counselor and building principal or their designee shall attempt to facilitate discussion of the student's wellbeing between the student and the parent/guardian.

Procedure History

Adopted on: August 9, 2023

Revised on:

INSTRUCTION

2425F

Efforts to Notify Parent/Guardian of Changes in Student Health or Well-being

Staff Member Reporting Change in Student Health or Well-being

Name: _____ Position: _____

Date: _____

Student Name: _____

Date you noticed this change in health or wellbeing: _____

Please explain this change and how you learned about it:

Staff Member Notifying Parent/Guardian of Change in Student Health or Well-being

Name: _____ Position: _____

Date Form Was Received: _____

Please document the efforts made to contact the parent/guardian below:

Date	Time	Person You Tried to Contact	Mode of Communication	Successfully Contacted?

Please describe what you told them.

Please indicate whether you took the following steps:

Yes / No Encouraged the student to discuss issues related to the student's well-being with their parent/guardian

Yes / No Encouraged the parent/guardian to discuss issues related to the student's well-being with the student

Yes / No Offered to facilitate a discussion of the student's wellbeing between the student and the parent/guardian

Form History:

Form Adopted: August 9, 2023

Form Revised:

Gifted and Talented Program

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 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 and talented program. The Plan shall include a philosophy statement, a 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 in 1995. 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.

Students attending the gifted and talented program participate in special instruction, which will be considered in lieu of regular classroom work. Students are not required to make up classroom work with the exception of exams, on days of attendance of the gifted and talented program.

Legal Reference:

I.C. § 33-201

I.C. § 33-2001

I.C. § 33-2003

School Age

Definitions

Responsibility of School Districts for Education of
Gifted and Talented Children

Gifted and Talented Programs

IDAPA 08.02.03.171

Policy History:

Adopted on: January 9, 2008

Revised on: August 16, 2017

Advanced Opportunities

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

Participation in the District's advanced opportunities program requires parent and student agreement to program requirements and completion of the 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 Executive Director 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 examinations.
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.

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

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

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

The District 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 Executive Director or designee to develop criteria by which a student may challenge a course. The Executive Director 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 References:	I.C. § 33-4601	Advanced Opportunities - Definitions
	I.C. § 33-4602	Advanced Opportunities—Rulemaking
	IDAPA 08.02.03.106	Advanced Opportunities

Other Reference:	Idaho Department of Education Advanced Opportunities Portal (available at: http://www.sde.idaho.gov/student-engagement/advanced-ops/index.html) (last accessed 10/18/19)
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Policy History:

Adopted on: August 9, 2023

Revised on:

Alternative Credit Options

In addition to regular classroom-based instruction, students may earn a maximum of 12 credits through the following means.

Virtual/Online Courses

Students in grades 7-12 may register with agencies approved by the State Department of Education, such as the Idaho Digital Learning Academy upon recommendation from the school counselor or administrator. Credit from an online or virtual course may be earned only in the following circumstances:

1. The course is not offered at the high school;
2. Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict;
3. The course will serve as a supplement to extend homebound instruction;
4. The student has been expelled from the regular school setting, but educational services are to be continued; or
5. The principal, with agreement from the student's teachers and parents/guardians, determined the student requires a differentiated or accelerated learning environment;
6. Unless otherwise approved by the principal/designee, students taking such courses must be enrolled in the District and take the courses during the regular school day at the school site.
7. The school must receive an official record of the final grade before credits earned for coursework completed through virtual or online instruction will be recognized.

As determined by school policy, students applying for permission to take a virtual course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment. In addition, the express approval of the principal/designee shall be obtained before a student enrolls in a virtual course.

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 6 credits to be applied toward graduation requirements. Only 2 credits may be earned during any one (1) school year.

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

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

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

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

Dual Enrollment Credit

Dual high school/college credit is calculated by the following: 3 semester college credits is equal to one (1) high school credit.

Cross Reference: 2700 & 2700P
3030

High School Graduation Requirements
Dual Enrollment

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

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2460

Extended Learning Opportunities

The Board encourages students to pursue extended learning opportunities (ELOs) as a way to gain knowledge and skills outside the traditional classroom. The District shall allow students to receive credit for ELOs.

“Extended learning opportunity” or “ELO” shall mean an out-of-classroom learning experience that provides a student with:

1. Enrichment opportunities outside of a classroom setting;
2. Career readiness or employability skills, including internships, pre-apprenticeships, and apprenticeships; or
3. Any other type of out-of-classroom educational opportunity approved by the State Board of Education or the District.

ELOs may include, but are not limited to performing groups, internships, community service, apprenticeships, or other opportunities approved by the District, in conjunction with Board policies.

All ELOs shall comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

ELOs shall not include activities for religious purposes.

The District maintains a policy of not charging a fee for any course for which academic credit is awarded. In keeping with this policy and with the State Constitution's requirement to maintain a system of free public schools, the ELOs may not include activities for which a fee is charged.

In determining whether to approve an ELO proposed by a student or by a prospective supervising organization, the District shall consider the overall benefits, costs, advantages, and disadvantages to both the student and the District.

Approval of a Proposed ELO

An organization such as a nonprofit organization, an Idaho business, a trade association, or the United States armed forces may apply to offer District students a for-credit ELO. The application must demonstrate the opportunity will teach students specific Idaho Content Standards or the Idaho College and/or Career Readiness Competencies and Subskills.

Requests by organizations seeking to offer an ELO shall be evaluated by the Superintendent or their designee. The Board directs the Superintendent to create a process for evaluating these applications.

At a minimum, all applications by supervising organizations or students must meet the following criteria:

1. Provide for administration and supervision of the program; and
2. Meet rigorous standards, including the minimum standards established by the District. The Board directs the Superintendent to draft such standards.

Request by Student for Credit

In addition to opportunities proposed by a supervising organization as described above, a student may request credit for a proposed ELO on an individual basis. To do so, they must provide written permission from their parent, if the student is a minor, to participate in a particular extended education opportunity.

The application must demonstrate the opportunity will teach the student specific Idaho Content Standards or the Idaho College and/or Career Readiness Competencies and Subskills.

Such applications must be submitted to the building principal at least 10 days prior to the beginning of the proposed opportunity when prior approval is sought. The deadline may be waived at the building principal's discretion. Alternatively, a student may apply to receive credit for an activity as an ELO after it has begun, provided application is made within 10 days of the completion of the activity.

The application will be reviewed by the building principal and any other staff the District deems appropriate. A decision will be made within 10 days of receipt of the application. The student will

be notified in writing of the status of the application. If additional information is requested, the information must be submitted within one week of receipt of the request.

A student whose application has been denied may request a meeting with the building principal. They will provide the student with a rationale as to why the proposal was denied. The student may resubmit an alternate proposal if there is enough time to do so within the deadline described above. If the building principal rejects the resubmitted proposal, the student may appeal to the Superintendent. All decisions made by the Superintendent shall be final.

Once a student-initiated opportunity has been approved as an ELO, the District may consider it an approved ELO for other students.

Nature of Credit Awarded

If a middle level or high school student requests credit for an ELO and the District approves this request, or if the student participates in an approved ELO, the student shall receive credit toward their graduation requirements.

If an elementary student requests credit for an ELO and the District approves this request, or if the student participates in an approved ELO, the student shall receive credit toward mastery of required skills or standards.

The District may award elective credit for an ELO that does not qualify for credit toward core instruction graduation requirements.

The Board directs the Superintendent to draft criteria for determining whether a proposed learning opportunity will qualify for credit toward one or more core subjects, elective credit, or required skills or standards. Granting of credit shall be based on a student's mastery of Idaho Content Standards or the Idaho College and Career Readiness Competencies and Subskills. Credit counted toward a core subject shall only be awarded for ELOs which align with the content standards of a course for which core credit is awarded. The Superintendent may designate a teacher with expertise in teaching a subject area to determine whether an ELO meets these criteria and qualifies for credit.

The District reserves the right to determine the number of credits to be awarded. Any credits earned may be calculated towards the student's grade point average (GPA). In that instance, the course name and actual grade earned will be noted on the student's official transcript.

The Board may direct the Superintendent or their designee to track approved ELOs and may direct the Superintendent or designee to make information on approved ELOs available to guide students, parents/guardians, and community members who may be interested in pursuing or offering an ELO.

Responsibility

Any ELO shall be the financial responsibility of the student's parent/guardian. The student or their parent/guardian will be responsible for providing transportation to and from the off-campus site. However, the District may choose to provide transportation, if feasible.

The organization supervising any ELOs shall be responsible for the student's personal safety and well-being.

A signed agreement among the school, the student, the student's parent/guardian, and a designated agent of the supervising organization may be required before any ELO will be approved by the District. The agreement should specify the roles and responsibilities of each party.

It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course and may result in the ELO being counted as a failing grade.

In order to ensure the integrity of the learning experience approved under this program, the student will be required periodically or upon request to provide evidence of progress and attendance. The building principal shall be responsible for certifying completion of the ELO and the award of credits consistent with the District's policies, procedures, and rules.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, each school shall develop appropriate mechanisms to document student progress and program completion in each student's record.

Legal References: Constitution of the State of Idaho, Article § XI Religious Test and Teaching in School Prohibited

I.C. § 33-6401 et seq. Extended Learning Opportunities

Policy History:

Adopted on: August 9, 2023

Revised on:

INSTRUCTION

2470

Self-Directed Learners

The Jefferson Joint School District offers students the opportunity to be designated as a self-directed learner for the purpose of being granted additional flexibility in meeting the District's graduation requirements. This allows students to tailor their education activities to meet individual learning goals developed in consultation with the student's supervising teacher and their parent/guardian.

Students designated as a self-directed learner shall have a right to flexible learning to support their postsecondary goals. Flexible learning may include

1. Flexible attendance requirements;
2. Attending school virtually;
3. Extended learning opportunities as described in Policy 2460; and
4. Any other agreed-upon learning inside or outside the classroom This may include, but is not limited to curriculum compacting, acceleration, or credit by examination.

This flexibility may be used to allow the student to make use of the District's educational resources in customized ways and/or to allow the student to pursue educational opportunities outside of those offered by the District.

The District maintains a policy of not charging a fee for any course for which academic credit is awarded. In keeping with this policy and with the State Constitution's requirement to maintain a system of free public schools, the learning activities incorporated into the student's program of flexible learning may not include activities for which a fee is charged.

Additionally, the learning activities incorporated into the student's program of flexible learning may not include activities for religious purposes.

A student's self-directed learner status may be terminated if the teacher supervising the student's self-directed learning determines that the student is failing to meet the requirements laid out in Procedure 2470P or is failing to complete assignments within the time provided.

The process for designating a student as a self-directed learner and maintaining this designation is provided in Procedure 2470P. This procedure shall be reviewed and approved by the Board prior to promulgation and prior to any revision of the procedure.

Each year, the District shall report to the State Department of Education the number of students in attendance who are designated as self-directed learners.

Cross References: 2435 Advanced Opportunities
 2460 Extended Learning Opportunities
 3440 Student Fees, Fines, and Charges/Return of Property

Legal References: Constitution of the State of Idaho, Article IX, Section 1 Legislature to
 Establish System of Free Schools
 Constitution of the State of Idaho, Article § XI Religious Test and
 Teaching in School Prohibited
 I.C. § 33-512D Self-Directed Learner Designation
 I.C. § 33-1001 Definitions

Policy History:

Adopted on: August 9, 2023

Reviewed on:

INSTRUCTION

2470F

Application for Self-Directed Learner Status

Student: _____

Grade Level: _____

Application Initiated by: _____

Relationship to Student: ☐ Student
☐ Parent/Guardian
☐ Teacher

Eligibility Criteria

To be eligible for designation as a self-directed learner, a student must meet each of the following criteria.

1. Demonstrate mastery of content for all core subjects/classes at their grade level and demonstrate age-appropriate learning outcomes through grades, assessments, or mastery-based learning rubrics. The applicant has chosen to demonstrate they meet this requirement with:
 - ☐ Their most recent report card or progress report, indicating grades of at least a B in each core subject area and a minimum GPA of 3.0.
 - ☐ Their most recent state assessment and/or district assessment indicating a score of at least proficient in each subject area.
 - ☐ A portfolio meeting the following requirements: Assessments and artifacts showing grade level proficiency.

The building principal will consult the student's records and/or the portfolio, as appropriate, to confirm whether the student meets these criteria.

2. Demonstrate academic growth through at least one year's academic growth per school year as measured by the last state assessments. The building principal will consult the student's records to confirm whether they meet these criteria.
3. Demonstrate timeliness in returning assignments, self-motivation, and an ability to establish goals. This may be demonstrated by the signature of one of the student's teachers below. For middle and high school students, at least half of the student's teachers must provide a brief, signed statement attesting to the fact the student has demonstrated these qualities.

4. Students in Grade 4 and above must demonstrate mastery of addition and multiplication for numbers 0-10, as well as related subtraction and division problems. The applicant may demonstrate they meet this requirement with their:
 - ☐ Most recent report card or progress report, indicating grades of at least B in Mathematics.
 - ☐ Most recent state assessment and/or district assessments indicating a score of at least proficient Mathematics.

The Superintendent or designee will consult the student's records to confirm whether they meet these criteria.

5. Students in Grade 8 and above must show that they have made an informed choice of postsecondary career and education goals by:
 - A. Creating a full and official student learning plan with the District and keeping it up-to-date. The Superintendent or designee will consult the student's records to confirm whether they meet this criteria.
 - B. Documenting the student's post-secondary goals as described in Policy 2470P.
 - C. Working toward their postsecondary goals and supplementing their student learning plan with such activities as participation in extended learning opportunities, advanced opportunities, challenging courses as described in Policy 2435, or successful completion of an online course. Please attach a description of these activities.
6. Students who are in Grade 8 or higher must provide, with this application, a description, written by the student, of their self-determined personal life goals, including an explanation of how attending specific classes will lead to the fulfillment these personal life goals in addition to their post-secondary goals.

Flexibility Requested

Please attach another sheet of paper or an electronic document describing:

1. The exemptions from standard instruction practices and requirements sought for the student;
2. Who will be responsible for supervising the student if they will be absent from the classroom during the usual school day;
3. How this flexibility will aid the student in meeting their goals and mastering grade-level content. If the student is in 8th grade or above, include an explanation of how flexible learning will further the student's progress toward their identified postsecondary education goals and personal goals.

Requirements

To maintain their status as a self-directed learner, the student must:

1. Continue to master content knowledge and skills appropriate for their grade level and make academic growth. This will be measured by state assessments and/or district assessments.
2. Comply with the District's rules regarding student conduct, except for any from which the student is specifically exempted.
3. Provide updates outlining the flexibility sought for upcoming instruction and how it will aid the student in meeting their goals. Such updates must be provided every trimester.

Students in the 8th grade or higher must make progress toward postsecondary goals. Please describe how the student will demonstrate progress toward these goals on an attached sheet of paper or electronic document;

Required Signatures

The following signatures must be provided with the application.

I wish to be designated as a self-directed learner in accordance with the plan and requirements laid out in this application, Policy 2470, and Procedure 2470P. I will strive to meet the district's requirements to maintain my status as a self-directed learner unless and until I officially request to end my designation as a self-directed learner.

Student Name *(please print)*

Student Signature

Date

I grant permission for my child to be designated as a self-directed learner in accordance with the plan and requirements laid out in this application, Policy 2470, and Procedure 2470P.

Parent/Guardian Name *(please print)*

Parent/Guardian Signature

Date

I recommend that this student be designated as a self-directed learner. I attest that the student has demonstrated timeliness in returning assignments, self-motivation, and an ability to establish goals. As their teacher, I believe this designation would be appropriate and beneficial for the student.

Teacher Name (*please print*)

Teacher Signature

Date

Form History:

Adopted on: August 9, 2023

Reviewed on:

Self-Directed Learner ProcedureEligibility Requirements

To be designated a self-directed learner, a student must meet all of the following criteria:

7. Demonstrate mastery of content knowledge through grades, assessments, or mastery-based learning rubrics.
8. Demonstrate mastery of addition and multiplication for numbers 0-10, as well as related subtraction and division problems. Students in grades kindergarten through 4th grade shall be exempt from this requirement.
9. Demonstrate academic growth through at least one year's academic growth per school year as measured by most recent state assessment or the equivalent.
10. Demonstrate timeliness in returning assignments, self-motivation, ability to establish goals.
11. Reach age-appropriate learning outcomes.

Additionally, students in 8th grade or higher must show that they have made an informed choice of postsecondary career and education goals by:

1. Creating a full student learning plan as defined in I.C. 33-1001(30), and keeping it up-to-date; and
2. Working toward their postsecondary goals and supplementing their student learning plan, if applicable, with such activities as participation in extended learning opportunities, advanced opportunities, challenging courses as described in Policy 2435, or successful completion of an online course. The Board directs the Superintendent or designee to develop a process for a student to document their post-secondary goals for the purposes of this policy.

The Board directs the Superintendent or their designee to determine ways of establishing whether a student has met all of the criteria above. These measures may be based on the following and/or on other measures the Superintendent or their designee deems appropriate:

1. GPA and/or achievement of a minimum grade for all classes or for specified classes;
2. Scores on specified assessments;
3. A portfolio of student work;
4. Teacher reports of whether the student meets all of the criteria listed above or specific criteria.

Designation of Self-Directed Learners

To be designated a self-directed learner, a request must be submitted to the building principal. The request process may be initiated by a student, their parent/guardian, or one of the student's teachers.

The request must include the following:

1. Permission of the student's parent/guardian if under 18 years of age.
2. A recommendation that designation as a self-directed learner would be appropriate and helpful to the student by at least one of the student's teachers. This may include the recommendation of the teacher who initiated the request.
3. A description of the exemptions from standard instruction practices and requirements sought for the student. If a student is to be absent from the classroom during the usual school day, this must include a statement of who will be responsible for supervising the student.
4. An explanation of how this flexibility will aid the student in meeting their goals as well as mastering grade-level content. For students in 8th grade and above, this must include an explanation of how flexible learning will further the student's progress toward identified postsecondary goals.
5. Criteria the student will be required to meet to maintain their designation as a self-directed learner, such as:
 - A. Continued mastery of content knowledge and skills, academic growth, progress toward postsecondary goals (if the student is in Grade 8 or higher), or other measures of student learning as specified further in the request;
 - B. Compliance with the District's rules regarding student conduct, except for any from which the student is specifically exempted; and
 - C. Submission of regular updates outlining the flexibility sought for upcoming instruction and how it will aid the student in meeting their goals.

Students who are in grade 8 or higher must also include a description, written by the student, of their self-determined personal life goals, including an explanation of how attending specific classes will lead to the fulfillment of personal life goals in addition to the identified postsecondary goals.

An updated request for designation as a self-directed learner must be submitted for each school year in which the student is to have this designation.

The request must be submitted at least 10 days prior to the beginning of the trimester or school year. The deadline may be waived at the building principal's discretion.

The application will be reviewed by the building principal and any other staff they deem appropriate. A decision will be made within 10 days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is needed, the information must be submitted within one week of receipt of the request.

A student whose request has been denied may request a meeting with the building principal. They will provide the student with a rationale as to why the proposal was denied. The student may resubmit an alternate proposal if there is enough time to do so within the deadline described above.

If the building principal rejects the resubmitted proposal, the student may appeal to the Superintendent. All decisions made by the Superintendent shall be final.

Credit for Flexible Learning Opportunities

To receive credit for activities a student participates in as part of their flexible learning activities, a middle or high school student must:

1. Successfully complete an accredited online or correspondence course or a class taught by an Idaho school district or charter school; or
2. Earn college credit as allowed by District policy; or
3. Successfully challenge a course as described in Policy 2435.

Ending Self-Directed Learner Status

The Superintendent shall designate a staff member to supervise the self-directed learner's educational program. This staff member shall support the student in their flexible learning, monitor their academic progress, and monitor whether they are meeting the criteria described in the request for self-directed learner status.

If a teacher determines that:

1. A student is failing to meet these criteria; or
2. A student is failing to complete assignments within the time provided

the teacher may submit to the building principal a written recommendation to rescind the designation of self-directed learner. The building principal shall determine whether to rescind the self-directed learner status. A student's parent or a student with the permission of their parent (if the student is under 18 years of age) may submit notice to the District that they wish to terminate the student's flexible learner status at the end of the quarter, semester, or school year.

Policy History:

Adopted on: August 9, 2023

Reviewed on:

INSTRUCTION

2500

Library Materials

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

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

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

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

Cross Reference: 2530

Learning Materials Review

Legal Reference: I.C. § 33-512

Governance of schools

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2510

Selection of Library Materials

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 may further delegate that authority to the librarian in the school.

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2510P

Selection of Library Materials

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 (*School Name*) PUBLIC SCHOOL LIBRARY”

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

Gifts

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

Legal Reference: I.C. § 33-601

Real and Personal Property – Acquisition, Use or Disposal of the Same.

Procedure History

Promulgated on: January 9, 2008

Revised on:

INSTRUCTION

2520

Curricular Materials

The term “curricular materials” is defined as “textbook, instructional media, including software, audio/visual media and internet resources.” Internet resources are subject to the District’s Network Usage Agreement.

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.

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

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

Cross Reference: 2530

Learning Materials Review

Legal Reference: I.C. § 33-118A
I.C. § 33-512A
IDAPA 08.02.03.112

Curricular materials – Adoption procedures
District curricular materials adoption committees
Curricular Materials Selection

Policy History

Adopted on: January 9, 2008

Revised on: October 8, 2008

INSTRUCTION

2530

Learning Materials Review

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. If a resolution is not reached, then concerns should be done in writing and forwarded to the Superintendent/designee. Upon review of the complaint the Superintendent/designee will notify the citizen regarding their decision related to the matter. The Board will make a final decision if no resolution is agreed upon.

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.

Policy History:

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2540

Selection, Adoption, and Removal of Curricular Materials

Curriculum committees will be responsible for recommending textbooks and major instructional materials for consideration by the Board as curricular materials. This includes materials that are and 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:

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

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 References:	I.C. § 33-118A	Curricular Materials – Adoption Procedures
	I.C. § 33-512A	District Trustees - District Curricular Materials
		Adoption Committees
	IDAPA 08.02.03.128	Curricular Materials Selection

Policy History:

Adopted on:

Revised on: December 14, 2022

INSTRUCTION

2541

Videotapes, Software, and Other Media

Videotapes and software will be selected and assigned to give support directly to instructional learning objectives established by curriculum design and support services.

Instructional staff shall follow the guidelines before choosing videotapes and software:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;
3. Provide background information to enable students to make intelligent judgments;
4. Present opposing sides of controversial issues;
5. Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;

6. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society;
7. Each videotape should be age appropriate for the students in the classroom based upon the judgment of the teacher and principal and other rating agencies (i.e., Motion Picture Association of America, etc.).
8. Any staff member who wishes to use a video, which was originally made for television or distribution to movie theaters, must not violate copyright and must obtain prior approval from the building principal.

Prohibited Items:

- a) Determined by the teacher or administration to have sensitive content, and/or
- b) Rated by the Motion Picture Association with ratings of PG13, R, etc.
- c) A game or any other form of entertainment with no documented educational benefit.

Computer Software

The use of educational computer software that has proven research in improving student achievement is encouraged. All legal requirements for use of computer software, namely, license agreements and restrictions, must be followed. Due to the complexities of maintaining technology, all software must be approved by the building administrator, Director of Instruction and Technology Director prior to purchasing.

Cross-Reference: 2150 Copyright

Policy History

Adopted on: May 9, 2007

Revised on: January 9, 2008

INSTRUCTION

2550

Field Trips, Excursions and Outdoor Education

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. 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: January 9, 2008

Revised on:

INSTRUCTION

2600

Promotion/Retention

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 demonstrate effort within those compatibilities. It is equally our philosophy and practice to retain students who do not make a reasonable effort to meet grade level expectations, as long as those expectations are commensurate with the individual student's ability and rate of learning.

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

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2601

Credits, Transfer Students

Credits of students transferring from schools that are not recognized as being accredited by the State of Idaho will not be accepted in Jefferson Joint School District #251. Grade placement, for students of grades 1 through 8, will be made at the time students register for school. Principals will make the placement decision and shall test and evaluate achievement to determine placement. Credits and records of transfer students, grades 1-12, from approved or accredited schools will be accepted upon receipt of official transcripts.

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2605

Middle School Advancement Requirements (6-9)

The District has established a set of advancement requirements for 6-8 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. To advance to the 7th grade, students must earn at least eighty percent (80%) of the credits attempted in the 6th grade and be in compliance with the District's attendance policy.
2. To advance to the 8th grade, students must earn at least eighty percent (80%) of the credits attempted in 7th grade and be in compliance with the District's attendance policy.
3. To advance to the 9th grade, students must earn at least eighty percent (80%) of the credits attempted in the 8th grade and be in compliance with the District's attendance policy.
4. Students who have failed more than twenty percent (20%) of the courses attempted in the 6th, 7th, or 8th grade may make up the credits needed to achieve the minimum portion of credits attempted by retaking the necessary course(s) during the summer, online, or through correspondence.

Cross Reference: 2600 Promotion/Retention
 3050 Attendance Policy

Legal Reference: IDAPA 08.02.03.107 Middle Level Credit System

Policy History

Adopted on: April 13, 2011

Revised on:

INSTRUCTION

2620

Grading and Progress Reports

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

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

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

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2625

Parent-Teacher Conferences

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: January 9, 2008

Revised on:

INSTRUCTION

2630

Homework

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 can be accomplished independently. It should not be assigned for disciplinary purposes.

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2635

Student Learning Plans

Middle School/Junior High School Students

No later than the end of Grade eight (8) all students will develop parent-approved student learning plans for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the district's graduation standards. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.

High School Students (Grade 9-12)

Students will maintain a parent-approved student learning plan for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the district's graduation standards. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.

Legal Reference: IDAPA 08.02.03.104

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2700

High School Graduation Requirements

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 State Board of Education. Generally, any change in graduation requirements promulgated

by the Board will become effective for the next class to enter 9th 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 9 through 12. The Board shall consider and vote on whether to approve graduation requirements as recommended by the Superintendent.

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.*

I.D.A.P.A. 08.02.01.250.02

I.D.A.P.A. 08.02.01.350

I.D.A.P.A. 08.02.03.105

Advanced Opportunities

Required Attendance

Early Graduation

High School Graduation Requirements

Policy History:

Adopted on: 9/12/2012

Revised on: 12/07/2016

INSTRUCTION

2700P

High School Graduation Requirements

Publication of Graduation Requirements

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

Credits

Students shall be expected to earn a total of 60 trimester credits (1 trimester equaling 1/3 year) for Rigby High School students and 46 trimester credits (1 trimester equaling 1/3 year) for Jefferson Alternative High School students. Special Education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma.

Rigby High School Graduation Requirements

The core of instruction is 41 credits:

Secondary Language Arts and Communication

11 credits

English (language study, composition, literature) 10 credits

*(At least two courses must be taken each year of high school. 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 English are not required to retake an English course as long as they have earned eight credits of high school level English.)

Speech or Debate 1 credit

Mathematics 10 credits*

Algebra 1 3 credits

Geometry 3 credits

Secondary Mathematics of the student's choice 4 credits

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.

Science (must include 4 Lab Science credits) 9 credits

May include biology, physical science, chemistry, Earth, space, and environment or approved applied Science. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering can be considered as either a math or science credit. 6 credits

Social Studies 7 credits

Government 2 credits

US History 2 credits

World History 2 credits

Economics 1 credit

Humanities 2 credits
(Interdisciplinary humanities, visual and performing arts, or Foreign language)

Health/Wellness 1 credit

Physical Education 2 credits

Multimedia 1 credit

Senior Project

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 meet this requirement.

Summary of the total credits required to graduate are:

Rigby Senior High School	
Core Requirements	43 credits
Electives	17 credits
Total Needed to Graduate	60 credits

Jefferson High School Graduation Requirements

The core of instruction is 29 credits:

Secondary Language Arts and Communication 9 credits

English (language study, composition, literature) 8 credits

*(At least two courses must be taken each year of high school. 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 English are not required to retake an English course as long as they have earned eight credits of high school level English.)

Speech or Debate 1 credit

Mathematics 6 credits*

Algebra 2 credits

Geometry 2 credits

Secondary Mathematics of the student's choice 2 credits

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
Non-Lab Science	2 credits
Lab Science	4 credits
Social Studies	5 credits
Government	2 credits
US History	2 credits
Economics	1 credit
Humanities (Interdisciplinary humanities, visual and performing arts, or Foreign language)	2 credits
Health/Wellness	1 credit
<u>Jefferson High School</u>	
Core Requirements	29 credits
Electives	17 credits
Total Needed to Graduate	46 credits

Online Learning Requirement

Students are encouraged to take 2 credits as online courses. Online courses can be asynchronous, synchronous, or blended courses at the discretion of the district.

*(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. Additionally, Students participating in one season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or 18 weeks of a sport recognized by the local school district may choose to substitute participation up to one credit of physical education.)

Middle School Credit

If a middle 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 middle school unless the student is a participant in the 8 in 6 Program.

College Entrance Examination

A student must take one of the following college entrance or placement 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 research paper and oral presentation by the end of grade 12.

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.

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.

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 Rigby 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 (GPA) and class rank. Credit shall be awarded only once regardless of repetition of the course.

Those students who will graduate in 2016 and have not received a proficient or advanced score on the ISAT in grade 9 will be required to complete an alternative plan for graduation, as designed by the District, including all elements required by State law and administrative rules. The student may enter the alternate path prior to his or her senior year.

Honor Roll

A student must have a minimum GPA of 3.4 to be placed on the honor roll. Specific information regarding honors at graduation is included in the student handbook

Class Rank (GPA)

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

Early Graduation

A student who completes all of the graduation requirements set forth by the District and the State Department of Education prior to the completion of twelve trimesters of school attendance in grades 9-12 may petition the Superintendent and Board for early graduation by submitting such petition to the Superintendent through the building principal at the beginning of the trimester preceding the desired graduation date. Prior to the petition being submitted to the Superintendent, the building principal and counseling department will need to provide documentation that the student and parents of students under the age of 18 have received educational counseling regarding early completion dual enrollment options provided by the State of Idaho for current high schools students. Building principals and high school counselors need to provide an evaluation letter as part of the early graduation petition. The evaluation letter should include student's aptitude for: post-secondary plans, higher education, vocational, or military options. The evaluation letter should also include what career counseling was provided to the student, and a recommendation to the Superintendent and Board regarding if the petition should be granted. In addition to the letter, students and parents of students under the age of 18 will need to sign an assurance that they understand that by graduating early they may no longer be eligible to participate in programs supported by the State of Idaho. The Superintendent shall submit the petition to the Board for endorsement and approval at the end of the trimester preceding the requested graduation date.

The Superintendent is authorized to create any procedures necessary to assist students to achieve early graduation as well create incentives for participation in any early graduation program. Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

Cross Reference:	2435	Advanced Opportunities
	2710	Alternative Measure to the ISAT
	2715	Secondary Route to Graduation
Legal Reference:	I.C. § 33-1620, <i>et seq.</i> Mastery Advancement Pilot Program	
	Graduation Requirements Middle Level Credit System	
	IDAPA 08.02.01.350	Early Graduation
	IDAPA 08.02.03.105	High School Graduation Requirements
	IDAPA 08.02.03.107	Middle Level Credit System

Procedure History:

Promulgated on: March 14, 2018

Revised on: February 16, 2022

Revised on: December 13, 2023

Military Compact Waiver

The State of Idaho is one of numerous states across the country that is a member of the Interstate Compact on Educational Opportunity for Military Children. As a school district within the State of Idaho and subject to the laws of the State of Idaho, the District shall follow the requirements of the Compact for students who enroll at the District for whom the Compact applies.

Purpose

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success for children of military families due to frequent relocation and deployment of their parents. The Compact facilitates educational success by addressing: timely student enrollment, student placement, qualification and eligibility for programs (curricular, co-curricular and extra-curricular), timely graduation, and the facilitation of cooperation and communication between various member states' schools.

Applicability

This Compact applies only to children of:

1. Active duty members of the uniformed services, including members of the National Guard and reserve on active duty orders;
 - For application of this section the parent must be on full time duty status in the Army, Navy, Air Force, Marine Corps, Coast Guard, or the commissioned corps of the national oceanic and atmospheric administration and public health services;
2. Veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.

Educational Records and Enrollment**1. Hand Carried/Unofficial Educational Records**

In the event that official educational records cannot be released to a parent for the purpose of school transfer, the custodian of records from the sending school shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission.

Upon receipt of the unofficial educational records, the District shall enroll and appropriately place the student based upon the information the school receives in the unofficial educational records, pending validation by the official records, as soon as possible.

2. Official Educational Records/Transcripts

At the time of enrollment and conditional placement of a qualifying student at the District, the District shall request the student's official educational records from their last school of attendance.

A school receiving such a request shall process the official educational records request and furnish such within a period of ten (10) days, or within the timeline determined to be reasonable by the Interstate Commission.

3. Immunizations

The District shall provide a period of thirty (30) days from the date of enrollment, or such other time frame as determined by the rules of the Interstate Commission, within which students may obtain any immunizations required by the District. Where the District's requirements include a series of immunizations, initial vaccinations must be obtained within thirty (30) days, or within the timeline determined to be reasonable by the Interstate Commission.

4. Kindergarten and First Grade Entrance Age

Students shall be allowed to continue their enrollment at grade level at the District, commensurate with their grade level from their receiving school, including kindergarten, at the time of transition. However, the provisions of Idaho Code Section 33-201 regarding attaining the age of five (5) on or before the first day of September for enrollment in Kindergarten, and attaining the age of six (6) on or before the first day of September or having attained the age of five (5) and having completed a private or public out of state kindergarten for the required four hundred fifty (450) hours for enrollment in first grade, shall continue to apply.

A student who has satisfactorily completed the prerequisite grade level in the sending school shall be eligible for enrollment in the next highest grade level in the District, at the receiving school, regardless of age.

A student who is transferring into the District after the start of the school year shall enter the District on the student's validated grade level from an accredited school in the sending state.

Placement and Attendance

1. Course Placement

Upon transfer of a qualifying student, the receiving District shall place the student in courses consistent with the student's courses in the sending school and/or the school's educational assessments.

Course placement includes, but is not limited to honors, international baccalaureate, advanced placement, vocational, technical, and career pathways courses.

Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This requirement does not preclude the District from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s).

2. Educational Program Placement

The District shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending school or participation/placement in similar programs at the sending school.

Educational program placement includes, but is not limited to, gifted and talented programs and English as a second language (ESL). This requirement does not preclude the District from performing subsequent evaluations to ensure appropriate placement of the student.

3. Special Education Services

In compliance with the federal requirements of the Individuals with Disabilities Education Act (IDEA), the District, as the receiving school, shall initially provide comparable services to a student with disabilities based on his or her current Individual Education Plan (IEP).

In compliance with Section 504 of the Rehabilitation Act and with Title II of the Americans with Disabilities Act (ADA), the District, as the receiving school, shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities consistent with his or her existing 504 or Title II Plan.

This does not preclude the District, as the receiving school, from performing subsequent evaluations to ensure appropriate placement and/or accommodations are made for the student.

4. Placement Flexibility

The District's Administration shall have the flexibility to waive course/program prerequisites or other preconditions for placement in courses/programs offered by the receiving District.

5. Absences relating to Deployment Activities

A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment in a combat zone or combat support position, shall be granted additional excused absences at the discretion of the District's Superintendent to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian.

Eligibility

1. Eligibility for Enrollment

A Special Power of Attorney pertaining to the guardianship of a student of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

The receiving District shall not charge tuition to a transitioning military student placed in the care of a noncustodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent.

A transitioning military student, placed in the care of a noncustodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which he or she was enrolled when residing with the custodial parent.

2. Eligibility for Extra-Curricular Activity Participation

The District shall facilitate the opportunity to transitioning military student's inclusion in extracurricular activities, regardless of application deadlines, to the extent the student is otherwise qualified.

Graduation

In order to facilitate the on-time graduation of a child of military families, the receiving District shall incorporate the following procedure:

1. Graduation Course Requirements – Waiver

The receiving District's Administration, through the Superintendent or designee, shall waive specific courses that are required for graduation if similar coursework has been satisfactorily completed at another school.

If the District does not waive the specific course requirement for graduation, the District shall provide a reasonable justification for the denial. This justification shall be provided to the parent/legal guardian in writing.

If the receiving District does not waive the specific course requirement for graduation and the student would have otherwise qualified to graduate from the sending school, the

receiving District shall provide an alternative means of acquiring required course work to ensure that the student's graduation will occur on time.

2. Exit Exams

In lieu of testing requirements required for graduation at the receiving District, the District and the State of Idaho shall accept any or all of the following:

- Exit exams or end-of-course exams required for graduation from the sending school;
- National norm-referenced achievement tests; or
- Alternative testing.

In the event the above alternatives cannot be accommodated by the receiving District for a student transferring during his or her senior year, subsection 3, below, shall apply.

3. Transfer During Senior Year of High School

Should a military student transferring at the beginning of or during the senior year be ineligible to graduate from the receiving District after all alternatives have been considered, the sending school and the receiving District shall ensure the receipt of a diploma from the sending school if the student meets the graduation requirements of the sending school.

In the event that one of the states in question is not a member of this Compact, the member state shall use best efforts to facilitate the on-time graduation of the student.

Conflicts

All state laws and District policies that conflict with this policy and/or in conflict with the Compact are superseded to the extent of the conflict.

Cooperation

The receiving District, through its administrative agents, shall timely cooperate with all state agency inquiries and other District/school inquiries relating to a student who is covered by the Compact.

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

Legal Reference: I.C. § 33-5701 Interstate Compact on Educational Opportunity for
Military Children

Policy History

Adopted on: February 12, 2014

Revised on:

INSTRUCTION

2710

Alternative Measure to the Idaho Standards Achievement Tests (ISAT)

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

1. Contain multiple measures of student achievement;
2. Be aligned at a minimum to tenth (10th) grade state content standards;
3. Be aligned to the state content standards for the subject matter in question;
4. Be valid and reliable; and
5. Ninety percent (90%) of the alternate plan criteria must be based on academic proficiency and performance.

Appeal to Local Board for Alternative Measure

Before appealing to the local Board for use of an alternative mechanism to demonstrate proficiency, a student must meet one of the following criteria:

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

Each high school will submit a list of students petitioning to use the alternative mechanism to the Board from approval.

Demonstration of Proficiency for Students on an IEP

Demonstration of proficiency of State Achievement Standards State Board of Education rule a demonstration of proficiency regarding the 10th Grade Idaho Achievement Standards Test as a condition of graduation. Each student receiving special education services will include as part of his or her IEP a statement of condition of graduation.

If the method is different than meeting proficient or advanced scores on the high school ISAT or an Idaho Alternative Assessment (IAA), a student with an IEP may meet this requirement by:

- a. Achieving a proficient or advanced score on the 10th Grade ISAT or, for eligible students, on the IAA; or

- b. Using the local alternate route established by the local school board as an alternate method of demonstrating proficiency; or
- c. Completing alternate graduation requirements outlined in the students Individual Education Plan (IEP).

Cross Reference: Policy 2700 & 2700P High School Graduation Requirements
 Policy 2400 & 2400P Special Education
 Special Education Manual Discontinuation of Services, Graduation, and
 Grading

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

Policy History

Approved on: January 9, 2008

Revised on: Oct. 9, 2013

INSTRUCTION

2710P

Student Name: _____

Graduation Year: _____

Application for Alternative Route Regular Graduate (4F) Classification

Students may appeal to the Board of Trustees to use the alternative route to graduation mechanism rather than passing the 10th Grade Idaho Standards Achievement Test if they meet one of the following qualifiers:

SELECT ONE

- ☐ Enrolled in a special education program and have an Individual Education Plan (IEP)
- ☐ Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less
- ☐ Enrolled in the fall semester of their senior year and have not passed the Idaho Standards Achievement Test (ISAT) in math, reading, or language usage

The student must demonstrate that they possess the skills and knowledge necessary to graduate by completing a minimum of 350 points from the following table:

<p>Cumulative Grade Point Average (GPA) (150 points maximum)</p> <p>3.5-4.0 = 150 points 3.0-3.49 = 125 points 2.5-2.99 = 115 points 2.0-2.49 = 105 points 1.5-1.99 = 95 points</p> <p>Total points based on GPA: ____/150</p>	<p>Assessments (300 points maximum)</p> <p>ASVAB (Score of a 40) 100 points Pass ISAT Reading/Literacy 100 points Pass ISAT Math 100 points Pass ISAT Language Arts 100 points PSAT Critical Reading 42 100 points PSAT Mathematics 44 100 points PSAT Writing 42 100 points SAT (Composite score of 980) 100 points ACT (Score of 21) 100 points</p> <p>Total points based on Assessments: ____/300</p>
<p>Course Work (250 points maximum based on one Math and one English class)</p> <p>Pass English 10, 11, or 12 with an average percent of: 70% = 100 points 80% = 110 points 90% = 125 points</p> <p><u>And/Or</u> Pass Algebra, Geometry, or Statistics with an average percent of: 70% = 100 points 80% = 110 points 90% = 125 points</p> <p>Total points based on Course Work: ____/250</p>	<p>Alternative Measures (135 points maximum)</p> <p>Complete a school approved, research-based computer remediation program aligned to the content standards at the 10th grade level in the subject areas missed with a 70% or higher.</p> <p>Total points based on Alt. Measures: ____/135</p>
<p>Total of all sections: _____</p>	

The District requires that all students who appeal for an alternative route to graduation using a measure other than the ISAT, be approved by the Board of Trustees in order to graduate.

I certify that the above student has been presented to the Board of Trustees and approved for graduation.

Superintendent Signature: _____ Date: ____/____/____

The criterion for the Jefferson Joint School District Alternative Route Regular Graduate is based upon the following:

- The mechanism contains multiple measures of student achievement.
- The content and assessment used is aligned at a minimum to tenth grade state content standards.
- The content and assessments are aligned to the state content standards for the subject matter in question.
- The assessments used are valid and reliable.
- Ninety percent of the alternate plan criteria is based on academic proficiency and performance.

Policy History

Adopted on: October 14, 2015

Revised on:

INSTRUCTION

2720

Participation in Commencement Exercises

Statement of Policy

A student's right to participate in the commencement exercises of the School District's graduating class 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. 9, 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: January 9, 2008

Revised on:

INSTRUCTION

2800

Accreditation Standards

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

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

Continuous Progress Education

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

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

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

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

Legal Reference: I.C. § 33-119

Accreditation of Secondary Schools –
Standards for Elementary Schools

IDAPA 08.02.02.140

Accreditation

Policy History

Adopted on: January 9, 2008

Revised on: October 8, 2008