

Section 2000

INSTRUCTION

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INSTRUCTION

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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:

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.

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

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

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

Legal Reference: 20 U.S.C § 1232h
I.C. § 1601 et seq.

Protection of Pupil Rights
Courses of Instruction

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2130

Research Studies

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

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

All research proposals from outside sources will be submitted in prospective form, with the instruments attached, to the Superintendent at least three (3) weeks prior to the date on which the

research study is to be conducted. The prospectus will include the researcher's name, address and phone number, as well as a description of the purpose of the study, the procedures to be used, the treatment of the data and the distribution of the study. The Superintendent will approve or disapprove all research studies. Approval will be based on educational significance, project design, and disruption to the regular school process. The primary criteria in approving research studies will be the value to the District. A final copy of the study will be provided free of charge to the District.

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

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2140

Student Data Privacy and Security

The efficient collection, analysis, and storage of student information is essential to improve the education of our students. As the use of student data has increased and technology has advanced, the need to exercise care in the handling of confidential student information has intensified. The privacy of students and the use of confidential student information is protected by federal and State laws, including the Family Educational Rights and Privacy Act (FERPA) and the Idaho Student Data Accessibility, Transparency, and Accountability Act of 2014 (Idaho Data Accountability Act).

Student information is compiled and used to evaluate and improve Idaho's educational system and improve transitions from high school to postsecondary education or the workforce. The Data Management Council (DMC) was established by the Idaho State Board of Education to make recommendations on the proper collection, protection, storage, and use of confidential student information stored within the Statewide Longitudinal Data System (SLDS). The DMC includes representatives from K-12, higher education institutions and the Department of Labor.

This model policy is required by the Idaho Data Accountability Act. In order to ensure the proper protection of confidential student information, the District shall adopt, implement and electronically post this policy to its website. It is intended to provide guidance regarding the collection, access, security, and use of education data to protect student privacy. This policy is consistent with the DMC's policies regarding the access, security, and use of data maintained within the SLDS. Violation of the Idaho Data Accountability Act may result in civil penalties.

Definitions

Administrative Security consists of policies, procedures, and personnel controls including security policies, training, and audits, technical training, supervision, separation of duties, rotation of duties, recruiting and termination procedures, user access control, background checks, performance evaluations, and disaster recovery, contingency, and emergency plans. These measures ensure that authorized users know and understand how to properly use the system in order to maintain security of data.

Aggregate Data is collected or reported at a group, cohort, or institutional level and does not contain PII.

Data Breach is the unauthorized acquisition of PII.

Logical Security consists of software safeguards for an organization's systems, including user identification and password access, authenticating, access rights, and authority levels. These measures ensure that only authorized users are able to perform actions or access information in a network or a workstation.

Personally Identifiable Information (PII) includes: a student's name; the name of a student's family; the student's address; the students' social security number; a student education unique identification number or biometric record; or other indirect identifiers such as a student's date of birth, place of birth or mother's maiden name; and other information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances, to identify the student.

Physical Security describes security measures designed to deny unauthorized access to facilities or equipment.

Student Data means data collected at the student level and included in a student's educational records.

Unauthorized Data Disclosure is the intentional or unintentional release of PII to an unauthorized person or untrusted environment.

Collection

The District shall follow applicable State and federal laws related to student privacy in the collection of student data.

Access

Unless prohibited by law or court order, the District shall provide parents, legal guardians, or eligible students, as applicable, the ability to review their child's educational records.

The Superintendent or designee, is responsible for granting, removing, and reviewing user access to student data. An annual review of existing access shall be performed.

Access to PII maintained by the District shall be restricted to:

1. The authorized staff of the District who require access to perform their assigned duties; and
2. Authorized employees of the State Board of Education and the State Department of Education who require access to perform their assigned duties; and
3. Vendors who require access to perform their assigned duties.

Security

The District shall have in place Administrative Security, Physical Security, and Logical Security controls to protect from a Data Breach or Unauthorized Data Disclosure.

The District shall immediately notify the Executive Director of the Idaho State Board of Education and the State Superintendent of Public Instruction in the case of a confirmed Data Breach or confirmed Unauthorized Data Disclosure.

The District shall also notify in a timely manner affected individuals, students, and families if there is a confirmed Data Breach or confirmed Unauthorized Data Disclosure.

Use

Publicly released reports shall not include PII and shall use Aggregate Data in such a manner that re-identification of individual students is not possible.

District contracts with outside vendors involving student data, which govern databases, online services, assessments, special education or instructional supports, shall include the following provisions which are intended to safeguard student privacy and the security of the data:

1. Requirement that the vendor agree to comply with all applicable State and federal law;
2. Requirement that the vendor have in place Administrative Security, Physical Security, and Logical Security controls to protect from a Data Breach or Unauthorized Data Disclosure;
3. Requirement that the vendor restrict access to PII to the authorized staff of the vendor who require such access to perform their assigned duties;
4. Prohibition against the vendor's secondary use of PII including sales, marketing, or advertising;
5. Requirement for data destruction and an associated timeframe; and
6. Penalties for non-compliance with the above provisions.

The District shall clearly define what data is determined to be directory information.

If the District chooses to publish directory information which includes PII, parents must be notified annually in writing and given an opportunity to opt out of the directory within a specified period of time. If a parent does not opt out, the release of the information as part of the directory is not a Data Breach or Unauthorized Data Disclosure.

Cross Reference: 3570 – 3570P Student Records

Legal Reference: 20 U.S.C. § 1232g Family Education Rights and Privacy Act
34 C.F.R. 99 Family Education Rights and Privacy Act
I.C. § 33-133 Idaho Student Data Accessibility, Transparency, and
Accountability Act

Policy History:

Adopted on: January 9, 2008

Revised on: September 13, 2017

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 I.C. § 33-701 IDAPA 08.02.01.250.01 IDAPA 08.02.01.250.03	Governance of schools Fiscal year – Payment and accounting of funds Required Instructional Time Day In Session When Counting Pupils in Attendance
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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-1 st Grade - 23
Second (2 nd), Third (3 rd) Grades- 26
Fourth (4 th) – Fifth (5 th) 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:

INSTRUCTION

2310

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.

Policy History

Adopted on: August 9, 2006

Revised on: August 11, 2010

INSTRUCTION

2315

Physical Activity Opportunities and Physical Education

Every student shall receive physical education to develop the knowledge and skills necessary to perform a variety of everyday physical activities, maintain physical fitness, regularly participate in physical activity, understand the short- and long-term benefits of physical activity, and value and enjoy physical activity as an ongoing part of a healthful lifestyle. Staff members are encouraged to participate in and model physical activity as a valuable part of daily life.

Physical activity is to be encouraged through active engagement in recess, physical education classes, and intramurals which maximize the use of available space, time, and personnel.

Policy History

Adopted on: August 9, 2006

Revised on:

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

Cross Reference: 2307 Physical Activity

Policy History

Adopted on: January 9, 2008

Revised on:

INSTRUCTION

2317

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:

INSTRUCTION

2320

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:

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:

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:

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:

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 a 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.

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

A student may be excluded from requirements to participate in Idaho's direct writing assessment and in Idaho's direct mathematics assessment, if either test is required to be given, if the following requirements are met:

1. The student has not been enrolled for two full school years in an elementary school or secondary school in the United States;
2. The student scores less than a level four on the state assessment used to determine English language proficiency; and

3. If the parent or guardian of the student and the student's teacher agree that such an assessment exclusion is educationally appropriate for the student.

At the beginning of each school year the District shall notify parents of students qualifying for 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.

Legal Reference: Title VI, Civil Rights Act of 1964
Equal Education Opportunities Act as an amendment to the Education Amendments of 1974 Bilingual Education Act
20 USC §§ 6811, et seq., the "English Language Acquisition, Language Enhancement, and Academic Achievement Act" as amended by the Every Student Succeeds Act of 2015
I.C. § 33-1618 Assessment Exception

Policy History:

Adopted on: March 14, 2007

Revised on: August 16, 2017

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

Cross Reference: 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

Revised on: October 11, 2017

INSTRUCTION

2420

Title I Parent Involvement

The District endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible children in all aspects of the program. The education of children is viewed

as a cooperative effort among the parents, school, and community. In this policy the word “parent” also includes guardians and other family members involved in supervising the child’s schooling.

Pursuant to federal law the District will develop jointly with, agree upon with, and distribute to parents of children participating in the Title I program a written parent involvement policy. The notice shall include information about complaint procedures regarding Title 1 parental participation programs, and shall inform parents of their right to request information about the professional qualifications of both the teachers and the paraprofessionals who teach and work with their children. To the extent practicable, each parent should receive the policy in a language they can understand.

The Board directs the Superintendent to develop a plan to provide support for schools in planning and implementing parent involvement activities. The Superintendent is also directed to coordinate and integrate other parental involvement strategies related to programs such as Head Start, Reading First, Early Reading First, Even Start Family Literacy Programs, Home Instruction Programs for Preschool Youngsters, Parents as Teachers, and public preschools. At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the parental involvement program for the next school year. Proposed activities to address the requirements of parental-involvement goals shall be presented.

If the school-wide program developed is not satisfactory to the parents of participating children, any parent comments on the plan shall be submitted to the District when the school makes the plan available to the local educational agency.

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

1. Information about programs provided under Title I;
2. 2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and how the school will provide individual student academic assessment results;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school’s Title I program, to the District level.
5. The opportunity for parents to evaluate involvement activities and to identify barriers to greater participation. This input shall be used to inform strategies for effective parental involvement, and to revise policy as necessary.

Parents with disabilities shall be provided with an opportunity to request the auxiliary aids and services of their choice. Such support shall be provided by the school unless it demonstrates that another effective means of communication exists, or that use of the means chosen by the parent would result in a fundamental alteration in the service, program, or activity or in an undue financial and administrative burden. Outreach efforts shall include outreach to parents of limited English proficient students to inform them of how the parents can be involved in the education of their children, and be

active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet the challenging State academic achievement standards and State academic content standards expected of all students. Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist at home in the education of their children. Each school in the District receiving Title I funds shall develop jointly with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting State standards. The "School-Parent Compact" shall:

1. Describe students' responsibility for academic improvement.
2. Indicate the ways in which each parent will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time;
3. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling children in the title 1 program to meet the State's academic achievement standards;
4. Address the importance of parent-teacher communication on an ongoing basis with (at a minimum) parent-teacher conferences and at the end of each grading period, frequent reports to parents, and reasonable access to staff.

Legal Reference: Title I of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6301-6514, as implemented by 34 CFR parts 200, 201, 203, 205, and 212
Improving America's Schools Act, P.L. 103-382, § 1112 Local Education Agency Plans P.L. 107-110, "No Child Left Behind Act of 2001," Title I – Improving the Academic Achievement of the Disadvantaged, § 1118, 20 U.S.C. § 6318 No Child Left Behind

Policy History:

Adopted on: Feb. 10, 2010

Revised on: January 13, 2016

Title I Parent Involvement Guidelines

In order to achieve the level of Title I parent involvement desired by District policy on this topic, these procedures guide the development of each school's annual 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. Facilitate and implement the Title I Parent Involvement policy and plan;
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.

Procedure History:

Adopted on: January 13, 2016

Revised on:

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:

INSTRUCTION

2425

Parental Rights

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

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

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

education as well as putting the District's operations and funding in jeopardy.

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 appropriate district personnel.

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, with the exception of sex education curriculum, shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to the District. The final decision as to the placement of such alternative educational activity shall be at the discretion of the District, with input of the parent, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined above.

Access to Learning Materials

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

Notice

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

Cross Reference: 2420 Parental Involvement.

Legal Reference: Idaho Constitution Article IX

I.C. § 32-1010	Intent of the Legislature – Parental Rights
I.C. § 32-1012	Parental Right to Direct the Education of Children
I.C. § 32-1213	Interference with Fundamental Parental Rights Restricted
I.C. § 33-6001	Parental Rights
I.C. § 33-6002	Annual Notice of Parental Rights
I.D.A.P.A. 08,	Titles .01, .02, .03 and .04

Policy History:

Adopted on: August 16, 2017

Revised on:

INSTRUCTION

2430

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

INSTRUCTION

2440

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

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
Legal Reference: I.C. § 33-512

Learning Materials Review
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:

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:

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

Selection and Adoption

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

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

Removal

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

Cross Reference: 2530

Learning Materials Review

Policy History

Approved on: January 9, 2008

Revised on:

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

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:

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 50 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 35 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		8 credits*
Algebra	2 credits	
Geometry	2 credits	
Secondary Mathematics of the student's choice	4 credits	
*(Two credits must be taken in the last year of high school in which the student intends to graduate. 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		7 credits
Non-Lab Science	3 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
Physical Education	2 credits
Multimedia	1 credit

Summary of the total credits required to graduate are:

<u>Rigby High School</u>	
Core Requirements	35 credits
Electives	15 credits
Total Needed to Graduate	50 credits

Graduating classes of 2018 and 2019 will be exempt from the additional credits required in Math and Science by the district. Therefore, classes of 2018 and 2019 will be required to have 6 math credits and 6 science credits.

Jefferson High School Graduation Requirements

The core of instruction is 31 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

*(Two credits must be taken in the last year of high school in which the student intends to graduate. 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
Physical Education		1 credit
<u>Jefferson High School</u>		
Core Requirements	30 credits	
Electives	16 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.

Students who have taken six (6) credits of math prior to the fall of their final year of high school including at least two (2) trimesters of an Advanced Placement or Dual Credits calculus or higher level math course are exempt from the state and district requirement for taking math in their final year of high school. Alternative Programs

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

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

All classes attempted at 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 completer 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 11, 2009
Revised on: November 15, 2017

INSTRUCTION

2705

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
 IDAPA 08.02.03.105 Graduation from High School

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 style="text-align: center;">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 style="text-align: right;">Total points based on GPA: _____/150</p>	<p style="text-align: center;">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 style="text-align: right;">Total points based on Assessments: _____/300</p>
<p style="text-align: center;">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 style="text-align: right;">Total points based on Course Work: _____/250</p>	<p style="text-align: center;">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 style="text-align: right;">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:

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-1 st 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:

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,

