

**2000 SERIES
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:

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

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

1. A review and evaluation of the present curriculum;
2. A projection of curriculum and resource needs;
3. 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;
4. A plan for new or revised instructional program implementations; and
5. A review of present and future facility needs.

Policy History:

Adopted on: September 24, 2003

Reviewed on: July 14, 2008

Revised on: February 12, 2019

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

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

In all program areas and at all levels, the District shall assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning, and attitude.

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

1. Standardized tests;
2. Criterion-referenced tests;
3. Teacher-made tests;
4. Ongoing classroom evaluation;
5. Actual communication assessments such as writing, speaking, and listening assessments;
6. End of course assessments;
7. Samples of student work and/or narrative reports passed from grade to grade;
8. Samples of students' creative and/or performance work; and
9. Surveys of carry-over skills to other program areas and outside of school.

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

Cross Reference:

2000	Goals
2110	Objectives

Legal Reference:

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

Policy History:

Adopted on: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

Lesson Plan

To insure proper planning and continuity of instruction, the Board requires that each teacher prepare lesson plans for daily instruction. To facilitate more effective instruction, lesson plans must be prepared at least 5 days in advance of the actual class presentation. The format for the lesson plan will be specified by the building principal and shall be reviewed on a regular basis. The plan book must be readily available when a substitute teacher is needed. Lesson plans are to be submitted to the Principal in a timely manner.

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

Policy History:

Adopted on: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

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 § 1232(h)	Protection of Pupil Rights
I.C. § 33-1601 et seq.	Courses of Instruction

Policy History:

Adopted on: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

K-3 Reading Intervention

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

Definition

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

Intervention Program

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

The program will provide intensive development in phonemic awareness, phonics, fluency, vocabulary, text comprehension, and decoding intervention as applicable to the grade level.

The District will monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs.

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

Reading Improvement Plan

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

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

If, after a good faith effort, the District is unable to engage the parent(s)/guardian(s) in the development of the student's reading improvement plan within 15 days of notification, school personnel may move forward with the creation of the student's reading improvement plan without parental participation.

Students who are on a reading improvement plan and have been identified through the statewide assessment to be at grade level may be transitioned off of the reading improvement plan. The District shall notify the parent(s)/guardian(s) in advance of transitioning students off of their reading improvement plan.

Parental Notification

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

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

The initial notification must include the following:

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

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

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

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

Student Records

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

Reporting

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

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

Legal Reference:

I.C. § 33-1614 Reading Instruction and Intervention

I.C. § 33-1615 Reading Assessment

I.C. § 33-1616 Literacy Intervention

Other Reference:

Idaho Comprehensive Literacy Plan

Policy History:

Adopted on: February 12, 2019

Revised on:

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 or her parent's personal beliefs or practices in sex, family life, morality or religion will be administered without Board approval and written parental permission.

Policy History:

Adopted on: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

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:

1. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
2. 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.
3. 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 the 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 ten percent (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. Printed musical works, which have been purchased, may be simplified provided that the fundamental character of the work is not distorted and that lyrics are not added or altered.

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

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

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 U.S.C. 101 to 110

Federal Copyright Act

Procedure History:

Adopted on: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

Swan Valley School District #92

INSTRUCTION

2200

School Year, Calendar, and Instructional Hours

School Fiscal Year

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

School Calendar

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

Holidays / Commemorative Days

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

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

Instructional Hours

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

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

Teacher In-service Days

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

Legal References:

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

Policy History:

Adopted on: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

Swan Valley School District #92

INSTRUCTION

2210

School Closure

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

Legal Reference:

I.C. § 33-512

Governance of schools Policy

History:

Adopted on: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

Swan Valley School District #92

INSTRUCTION

2210P

School Closure

The Superintendent/Building Administrator 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.

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/Building Administrator to the contrary.

In the event that extremely cold temperatures, wind chill factors, snow, wind or other circumstances require a modification of the normal routine, the Superintendent/Building Administrator will make the modification decision prior to 6:00 a.m. after consulting with the school board.

School closure may also occur as a result of:

1. A building system malfunction (i.e. plumbing or heating) necessary to the efficient operation of classes
2. Conditions exist in the school building or with the staff and/or students that would be hazardous to the health of the students
3. Other natural and/or man-made emergencies that would prohibit normal operation of the school as deemed necessary by the Superintendent/Building Administrator after consulting with the school board

High School Students

Swan Valley School District #92 will provide transportation for students attending Ririe High School if Highway 26 is open and passable as determined by the driver in communication with the Superintendent.

Should cold temperature at Swan Valley cause the closure of the elementary school, determination to bus the high school students will be made on the basis of whether the high school at Ririe is in session.

School closure announcements will be made in several ways. The District will use every means to let parents and staff know about school closures including: text messages, announcements on local radio and TV stations, and the district website.

Procedure History:

Adopted on: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

Swan Valley School District #92

INSTRUCTION

2220

Prekindergarten Programs

The District may establish a prekindergarten program based on the premise that the District's teachers, support staff, and physical facilities can offer a quality experience. If it is not possible for the District to provide a preschool program for all children in the district, those children in greatest need will be sought and identified.

Enrollment

Swan Valley Preschool program has a maximum enrollment of 12 students and each student must be at least 3 years old on or before September 1.

1. Any student with a disability/IEP and is at least 3 years old
2. Oldest to youngest students, having turned 3 or 4 on or before September 1.
3. First-come, first-served

Mid-Year Enrollments typically are not allowed but will be evaluated on a case-by-case basis. In addition, the students must be potty trained prior to enrollment.

The objectives of the program are to:

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

Required Information to Enroll

A birth certificate from the Bureau of Vital Statistics or other legal proof of a child's age, and current immunization records shall be required of all students entering the Preschool program. Any exceptions to this policy may be considered with the Superintendent and Preschool advisor, with follow up information being reviewed with the School Board. A student not in compliance with this policy will not be allowed to attend school within this District until he or she is in compliance with this policy.

Policy History

Adopted On: November 10, 2008

Reviewed on: October 12, 2011

Revised on: February 12, 2019

Grade Organization

The District has instructional levels for grades pre-school through eight. The grouping and housing of instructional levels in school facilities shall be according to plans developed by the Superintendent and approved by the Board.

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

A student will be assigned to an instructional group or a classroom that will best serve the needs of that individual while still considering the rights and needs of other students. Factors to be considered in classroom assignments are:

1. Class size;
2. Peer relations;
3. Student/teacher relations;
4. Instructional style of individual teachers; and
5. 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: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

Guidance and Counseling

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

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

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

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

Legal Reference

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

Policy History:

Adopted on: September 24, 2003

Reviewed on: July 14, 2008

Revised on: February 12, 2019

Nutrition Services

Rationale

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

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

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

1. Children with special health care needs;
2. Adolescents who are obese, underweight, follow a specialized diet, or have other related issues, such as eating disorders;
3. Students living in impoverished conditions with limited access to nutritionally adequate food; and
4. Students who abuse substances such as food, drugs, alcohol, and tobacco.

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

(If the District does not have a school nurse or dietitian, the District might consider negotiation with the local hospital or health district to secure the services of an outpatient nurse and/or dietitian. The dietitian could serve as an integral member of the school health advisory team and work collaboratively with the school nurse to screen and assess students' nutritional status and provide counseling, referral, and follow-up services.)

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

1. Provide standard nutrition screening;
2. Establish a well-defined plan for follow up with students and referral to community-based

Nutrition Education

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

Comprehensive nutrition education programs extend beyond the classroom into the larger school environment. The school cafeteria serves as a laboratory where students apply critical thinking skills taught in the classroom. Physical education programs, after-school sports, and school health services are appropriate avenues for nutrition education efforts. Students need to explore how:

1. Knowledge has purpose and meaning in their lives; and
2. Curriculum points to the connection within and across disciplines.

Examples of how nutrition can be integrated into other classes include discussing ethnic food practices in the context of history and geography; the study of essential nutrients in science and biology classes; applying mathematical and technological skills to conduct dietary analysis; and addressing the wide range of social, cultural, and psychological aspects of food in language and social studies classrooms.

The District has a comprehensive curriculum approach to nutrition in kindergarten through grade eight (8). All instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate. The health benefits of good nutrition should be emphasized. These nutritional themes include but are not limited to:

1. Knowledge of MyPlate;
2. Healthy choices to decrease illness;
3. Sources and variety of foods;
4. Guide to a healthy diet;
5. Diet and disease;
6. Understanding calories and food as energy;
7. Healthy snacks;
8. Healthy breakfast;
9. Healthy diet;
10. Food labels;
11. Major nutrients;
12. Multicultural influences;
13. Serving sizes by age, sex, and activity level;
14. Proper sanitation;
15. Importance of fluid intake and selection; and
16. Identifying and limiting junk food.

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

All nutrition education will be scientifically based, consistent with the most recent Dietary Guidelines for Americans.

Nutrition education will be offered in the school cafeteria as well as in the classroom, with coordination between school food service staff and teachers. Teachers can display posters, videos, websites, etc. on nutrition topics and send materials home to involve parents.

Participation in USDA nutrition programs is encouraged as the District conducts nutrition education activities and promotions that involve students, parents, and the community. The school nutrition team responsible for these activities will be composed of child nutrition services staff; student services staff, school nurses, health teachers, and physical education coaches.

School Community

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

Local Community

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

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

Parent Involvement

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

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

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

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

Cross Reference:

8200 Healthy Lifestyles

8230 District Nutrition Standards

Legal Reference:

I.C. § 33-512

Governance of Schools

42 USC § 1758b, Section 204 Healthy, Hunger-Free Kids Act of 2010

7 CFR § 210.30

Local School Wellness Policy

Other References:

Implementation and Monitoring Plan, Idaho State Department of Education

Policy History:

Adopted on: January 14, 2015

Revised on: February 12, 2019

Policy History:

Adopted on: January 14, 2015

Revised on: February 12, 2019

INSTRUCTION

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.

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.

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
	Fee for Class D Supervised Instruction Permit
IDAPA 08.02.02.230	Driver Education

Policy History:

Adopted on: September 24, 2003
Reviewed on: October 12, 2011
Revised on: February 12, 2019

Swan Valley School District #92

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: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

Digital Citizenship and Safety Education

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

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

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

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

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

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

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

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

Cross Reference:

3270 District Provided Access to Electronic Information, Services, and Networks
3295P Hazing, Harassment, Intimidation, Bullying, Cyber Bullying, Menacing
5265 Employee Responsibilities regarding Student Harassment, Bullying

Legal Reference:

I.C. § 18-917A

Student Harassment – Intimidation – Bullying

P.L. 110-385

Broadband Data Services Improvement Act

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

Internet Safety 20 U.S.C. § 6777

Internet Safety Policy 47 C.F.R. § 54.520(c)(1)(i);

Technology Taskforce: Final Taskforce Recommendations

Policy History:

Adopted on: February 12, 2019

Revised on:

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 are 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 Board policy, and by the District'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 recognize 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; and

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 or guardians 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 or guardian 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 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 or guardians 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 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. Therefore the Board allows for instruction in sex education including AIDS awareness, sexually transmitted diseases, birth control, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgment of the instructor. This does not preclude giving impartial viewpoints on both sides of issues such as the right to an abortion or on the use of birth control methods.

Any parent/legal guardian may have his or her child excused from any planned sex education instruction upon filing a written request with the Board. The Board shall make a form available for such requests. Alternative educational activities shall be provided for those excused.

5. When speakers are to be used, the principal must always give approval as outlined in the Board policy on "Controversial Speakers".

Cross Reference:
2345

Controversial Speakers

Legal Reference:

I.C. § 33-512

Governance of schools

I.C. § 33-1611

Excusing Children from Instruction in Sex Education

Policy History:

Adopted on: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

Parental Opt-Out Form for Sex Education

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

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

Date

Signature of Parent/Guardian

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 invited must have the Superintendent's approval. If the subject is controversial the Superintendent 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 or guardians 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 viewpoints 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 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: February 12, 2019

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 educational process or endanger the health and safety of students or staff. The Board, in an effort to uphold students' freedom to learn while also recognizing obligations, which the exercise of this freedom entails, establishes the following rules:

- A. Selection of speakers and topics must be appropriate to the age and grade level of the students;
 - B. Selection of speakers and topics should be congruent with the curriculum of the course or function;
 - C. The teacher/sponsor and school building administrator shall investigate fully those proposed resource persons for whom the community may question the wisdom of his or her presence;
 - D. 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;
 - E. Minimal disruption to the normal flow of school operation is a high priority;
 - F. An attempt to provide a balance of viewpoints is recommended when dealing with controversial issues or candidates for public office;
 - G. No person who encourages or advocates breaking the law shall be invited to speak;
 - H. Teachers should ensure that the presentation and follow up is consistent with District approved programs and policies;
 - I. 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;
 - J. Prior to his or her appearance or participation, the proposed speaker shall be given in writing and shall agree to abide by the following regulations:
 - 1. Profanity, vulgarity, and lewd comments are prohibited;
 - 2. Tobacco, alcohol, or drug use is prohibited; and
 - 3. The teacher/sponsor responsible for inviting the resource person and 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 be held between the Superintendent or designee, the principal or designee, and the teacher/sponsor. The meeting shall be held no later than five working days from the date of the request for the meeting. The administrators shall review with the teacher/sponsor pertinent information concerning the request and render a final decision on the issue.

Procedure History:

Promulgated on: February 12, 2019

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.

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.

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: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

Swan Valley School District #92

INSTRUCTION

2370

Homebound, Hospital and Home Instruction

A student absent from school for more than ten (10) consecutive days because of health or physical impairment will be provided the services of a teacher or an aide in the home or hospital. Appropriate educational services may begin as soon as eligibility has been established with a written statement from a licensed medical examiner and a written parental or guardian request.

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

Legal Reference:

I.C. § 33-1001

Definitions

I.C. § 33-1003A

Calculation of Average Daily Attendance

Policy History:

Adopted on: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

Idaho Digital Learning Classes

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

The District will use IDL 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 students and monitor their progress. The role of the site coordinator is to:

1. Advise students on appropriate courses for registration;
2. Ensure that students are completing work on a timely basis, including checking grades online every three weeks;
3. Proctor final exams; and
4. Facilitate communications with students' parents/guardians regarding course progress and the IDL instructor.

Additionally, the site coordinator is a contact for the IDL instructor and IDL staff. A site coordinator shall be assigned to each building, or as an alternative, to each District. Anyone selected, as a District site coordinator shall successfully complete the IDL online Site Coordinator Course. The cost of the IDL 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 IDL classes.

At the discretion of the principal or designee, students may be selected to take IDL courses if they:

1. Need to make up credits in order to graduate on schedule;
2. Are eligible for hospital or homebound programs;
3. Are interested in advanced placement or dual credit courses;
4. Want to supplement their curriculum by taking course(s) not offered at their school;
5. Have scheduling conflicts;
6. Want to accelerate their academic program by taking additional courses to facilitate early graduation; or
7. 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 IDL enrollment if their academic and behavioral record does not indicate the academic ability and self-discipline needed to succeed in online classes.

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

Ethical Conduct

Any student attending classes through IDL shall adhere to the District's Acceptable Use of Electronic Networks policies and any acceptable use policy implemented by IDL. Additionally, the student and the student's parent/guardian shall agree to abide by the District's and IDL's policies prior to IDL classes beginning.

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

Tuition and Fees

The District shall abide by the IDL Fees Policy Statement provided by IDL. The District shall pay the IDL cost associated with students who take IDL 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 sufficient classes to qualify as full time, the student is responsible for all tuition and registration fees to be paid to IDL. In addition, if the class is offered in school and a student chooses not to take it, the student is responsible for all tuition and registration fees.

Grading

IDL provides a percentage grade to the Districts. The District transcribes the credit. The grade received from any IDL class will be averaged into the student's GPA. The student will be granted high school credit when earned through the IDL. 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 IDL class, the District will specify on the student's transcript that the advanced placement course was taken through IDL. The purpose for this is to ensure that the student's transcript reflects an approved provider of the advanced placement course, such as IDL.

For all other requirements regarding IDL, please refer to Idaho Digital Learning.

Cross Reference

3270-3270P Acceptable Use of Electronic Networks

Legal References:

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

I.C. § 33-5505 Definitions

Paulson v. Minidoka School District No. 331, 93 Idaho 469, 470 (1970).

Policy History:

Adopted on: February 12, 2019

Revised on:

INSTRUCTION

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.

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

Procedure History:

Adopted on: September 24, 2003
Reviewed on: October 12, 2011
Revised on: February 12, 2019

Section 504 of the Rehabilitation Act of 1973 ("Section 504")

1. Impartial Due Process Hearing. If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagree with a decision of the District with respect to:
 - A. The identification of the child as qualifying for Section 504;
 - B. The District's evaluation of the child; and/or
 - C. The educational placement of the child,

The parents of the student are entitled to certain procedural safeguards. The student shall remain in his/her current placement until the matter has been resolved through the process set forth herein.

- A. The District shall provide written notice to the parent or legal guardian of a Section 504 student prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services;
- B. Upon request, the parent or legal guardian of the student shall be allowed to examine all relevant records relating to the child's education and the district's identification, evaluation and/or placement decision;
- C. The parent or legal guardian of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian are in disagreement with the District;
- D. Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three (3) business days of receipt of the same;
- E. Within ten (10) days of receipt of a written request for an impartial due process hearing, the district shall select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, the District may select a hearing officer from the list of special education hearing examiners available at the ~~Office of Public Instruction~~ State Department of Education, or any other person that would conduct the hearing in an impartial and fair manner;
- F. Once the District has selected an impartial hearing officer, the District shall provide the parent or legal guardian and all other interested parties with notice of the person selected;
- G. Within five (5) days of the District's selection of a hearing officer, a pre-hearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard and stipulate to undisputed facts to narrow the contested factual issues;
- H. The hearing officer shall in writing notify all parties of the date, time and location of the due process hearing;
- I. At anytime prior to the hearing, the parties may mutual agree to submit the matter to mediation. A mediator may be selected from the State Department of Education's list of trained mediators.
- J. At the hearing, the District and the parent or legal guardian may be represented by counsel;
- K. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded; it shall be recorded using either appropriate equipment or a court reporter. The District shall be

allowed to present its case first. Thereafter the parent or legal guardian shall be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho ~~Montana~~ Rules of Evidence will not apply. The hearing officer shall make all decisions relating the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions and decision;

- L. Within twenty (20) days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties;
 - M. Appeals may be taken as provided by law. The parent or legal guardian may contact the Seattle Office, Office of Civil Rights, U.S. Department of Education, 915 Second Avenue Room 3310, Seattle, WA 98174-1099, (206) 607-1600.
2. Uniform Grievance Procedure. If a parent or legal guardian of the student allege that the District and/or any employee of the District has engaged in discrimination or harassment of the student, the parent or legal guardian will be required to proceed through the District's Uniform Grievance Procedure.

Procedure History:

Adopted on: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

Parent and Family Engagement

District Policy Development

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

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

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

District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent and Family Engagement Policy.

School-Level Policy Development

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

1. **Parental Involvement:** All District schools receiving Title I funds shall:
 - A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's programs, to explain the requirements of this policy, and the right of the parents to be involved; and
 - B. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with reserved Title I funds, transportation, child care, or home visits, as such services relate to parental involvement; and
 - C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the District's and school's available programs, including the planning, review, and improvement of the school's parent and family engagement policy and the joint development of the school wide program plan, except that if a school has in place a process or procedure for involving parents in the joint planning and design of the school's programs, the school may use that process or procedure, if such existing process or procedure already includes an adequate representation of parents of Title I qualifying children; and
 - D. Provide parents of participating children:
 - I. Timely information about qualifying programs;
 - II. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - III. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
 - E. If the school wide program plan is not satisfactory to the parents of participating children, the school shall submit any and all parent comments on the plan to the District at the time the school first makes the plan available to the District.
2. **School-Parent Compact to Achieve High Student Academic Achievement:** As a component of the school-level parent and family engagement policy developed under this policy, each school shall jointly develop with the parents of Title I children a school- parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student

academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging state academic standards. Such compact shall:

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

District and School Level Development

1. **Empowering Parents:** To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, both the District and each school within the District:
 - A. Shall provide assistance to parents of children served by the school or District, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of this policy, and how to monitor a child's progress and work with educators to improve the achievement of their children; and
 - B. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; and
 - C. Shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of parental participation, and in how to reach out to, communicate with, and work with parents as equal partners, to implement and coordinate parent programs, and to build ties between parents and the schools; and
 - D. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement in programs and activities with other available federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children; and
 - E. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and

- F. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; and
 - G. May provide necessary literacy training for parents from Title I funds in the event the District has exhausted all other reasonably available sources of funding for such training; and
 - H. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; and
 - I. May train parents to enhance the involvement of other parents; and
 - J. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; and
 - K. May adopt and implement model approaches to improving parental involvement; and
 - L. May establish a district wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; and
 - M. May develop appropriate roles for community-based organizations and businesses in parent involvement activities;
 - N. Shall provide such other reasonable support for parental involvement activities under this section as parents may request; and
 - O. Shall inform parents and organizations of the existence of the program.
2. **Accessibility of Information for Parents:** In carrying out the parent and family engagement requirements of this policy, the District and participating schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

Cross Reference:

4160 Parents Right to Know Notices

Legal Reference:

20 U.S.C. § 6311 State Plans

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

20 U.S.C. § 6318 Parental Involvement

Policy History:

Adopted on: February 12, 2019

Revised on:

Parent and Family Engagement Guidelines

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

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

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

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

Roles and Responsibilities

Students

It is the responsibility of the student to:

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

Parents

It is the responsibility of the parent to:

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

Staff

It is the responsibility of staff to:

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

Community

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

1. Be aware of the policies, rules, and regulations of the school and District; and
2. Utilize opportunities for participation in school activities.

Administration

It is the responsibility of the administration to:

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

Procedure History:

Promulgated on: February 12, 2019

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 Board of Trustees in conformance with Board policy regarding public participation at Board meetings.

A parent/guardian who has an objection to their child's participation in the District's adopted curriculum and/or the District's implementation of practices, policies, and procedures in accordance with educational mandates, on the basis that it harms the child or impairs the parents' firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or program. A parent/guardian who chooses to not have their child participate in the provided educational activity, 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/guardians 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:

2340F Parental Opt-Out Form for Sex Education

2420 Parental Involvement

4105F Request to Address the Board

Legal Reference:

Idaho Constitution Article IX

I.C. § 32-1010 Intent of the Legislature – Parental Rights

I.C. § 32-1012 Parental Right to Direct the Education of Children

I.C. § 32-1213 Interference with Fundamental Parental Rights Restricted I.C. § 33-6001 Parental Rights

I.C. § 33-6002 Annual Notice of Parental Rights

I.D.A.P.A. 08, Titles .01, .02, .03 and .04

Policy History:

Adopted on: February 12, 2019

Revised on:

INSTRUCTION

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 the ability in the performing or visual arts and who are capable of high performance and require services or activities not ordinarily provided by the District in order to fully develop such capabilities.

By law, the District is required to provide for special instructional needs of gifted and talented children enrolled in the District. The Board, in conjunction with the Superintendent and staff, shall develop the State required plan for the District’s gifted/talented program. (NOTE: The District’s initial plan was required to have been submitted to the Department of Education not later than October 15, 2001. Updates of the plan must be submitted to the Department every three (3) years.)

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

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

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

Legal References:

I.C. § 33-201	School Age
I.C. § 33-2001	Definitions
I.C. § 33-2003	Responsibility of school districts for education of gifted/talented children
IDAPA 08.02.03.171	Gifted and Talented Programs

Policy History:

Adopted on: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

Advanced Opportunities

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

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

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

Definitions

"Credit" means middle level or high school credit.

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

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

"Overload course" means a course taken that is in excess of a full credit load and outside of the regular school day, including summer courses

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

Fast Forward Program

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

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

1. Overload courses, in an amount, which may not exceed \$225 per overload course. A student must take and successfully be completing a full credit load within a given school year to be eligible for funding of an overload course. An overload course must be taken for high school credit to be eligible for funding.
2. Eligible dual credits, in an amount, which may not exceed \$75 per one dual credit hour.

3. Eligible postsecondary credit bearing or career technical certificate examinations.
4. Career technical education (CTE), including assessment, that lead to a badge recognized by the Division of Career Technical Education.

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

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

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

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

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

Challenging Courses

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

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

Advanced Opportunities Scholarship

Students who successfully complete grades 1 through 12 at least one year early may be eligible for an advanced opportunities scholarship. A student shall be eligible if he or she:

1. Shows that he or she has met all of the graduation requirements of the District; and
2. Completes grades 1 through 12 curriculums in 11 or fewer years.
3. Applies within two years of graduating from a public school.

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

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

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

Legal Reference:

I.C. § 33-4601 Definitions

I.C. § 33-4602 Advanced Opportunities

IDAPA 08.02.03.106 Advanced Opportunities

Other References:

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

Policy History:

Adopted on: February 12, 2019

Revised on:

Advanced Opportunities Participation Form

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

Students are allocated a total of \$4,125 to use in grades 7-12. Funds can be used towards:

1. Overload courses; high school credits taken in **excess** of the full credit load offered by the public high school, up to \$225 per course. Definitions of full credit load may vary between schools.
2. Dual credits; a maximum of \$75 per credit; and
3. Examinations; Advanced Placement, International Baccalaureate, College Level Examination Program, and Professional Technical.

Students should meet with their guidance counselor to develop a 4, 5, or 6 year learning plan that will help them maximize the benefits of this program according to the student's college and career interests. Intentional selection of coursework is a critical element of these programs.

All courses paid for by *Fast Forward* must be transcribed on the student's public high school transcript.

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

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

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

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

This form will be retained by the District.

Student Name: _____

Date: _____

Student Signature: _____

Date: _____

Parent/Guardian Name: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

School Name: _____

School District: _____

Swan Valley School District #92

INSTRUCTION

2500

Library Materials

The school library is the principal location for students to inquire, to study and evaluate, and to gain new maturity and understanding. This District is granted discretion to regulate education and has the authority to determine the initial selection of the library collection. However, the Board also recognizes students' First Amendment constitutional rights.

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 Superintendent. However, such access shall not interfere with regular school use of those books. Use of the library books outside of the District is prohibited except for inter-library loan agreements with other libraries.

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

Cross Reference

2530

Learning Materials Review

4120

Uniform Grievance Procedure

Legal Reference:

I.C. § 33-512

Governance of schools

Policy History:

Adopted on: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

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 further delegates that authority to the librarian in the school.

Legal Reference:

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

Policy History:

Adopted on: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

Swan Valley School District #92

INSTRUCTION

2510P

Selection of Library Materials

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

Weeding

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

Discarded materials will be clearly stamped:

“WITHDRAWAL FROM SWAN VALLEY 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 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.

Procedure History:

Adopted on: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

INSTRUCTION

Curricular Materials

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

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

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic value, 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; and
6. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

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

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

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

Cross Reference:

2530	Learning Materials Review
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Legal Reference:

I.C. § 33-118A	Curricular materials – Adoption procedures
I.C. § 33-512A	District curricular materials adoption committees
IDAPA 08.02.03.128	Curricular Materials Selection

Policy History:

Adopted on: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

Swan Valley School District #92

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 pursuant to the Uniform Grievance Procedure.

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

Cross Reference:

4120

Uniform Grievance Procedure

Policy History:

Adopted on: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

INSTRUCTION

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:

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

Removal

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

Legal Reference:

I.C. § 33-118A	Curricular materials – Adoption procedures
I.C. § 33-512A	District curricular materials adoption committees
IDAPA 08.02.03.128	Curricular Materials Selection

Procedure History:

Adopted on: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

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 that 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: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

Contests for Students

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

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

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

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

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

Policy History:

Adopted on: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

INSTRUCTION

2570

Use of Commercially Produced Video Recordings

Purpose

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

Policy

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

Educational Relevance

The showing of movies and videos must be limited to a specific educational purpose. General selection criteria should include quality of the overall work; fair and accurate representation of the facts; the reputation and significance of the writer, director, and performer(s); and critical acclaim of the work itself.

Age Appropriate Movies

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

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

The Board prohibits the showing of R-rated movies in school.

Administrator's Authorization

At least five days prior to the showing, the instructor or teacher shall submit to the principal, in writing, the following information on the particular film:

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

Copyright

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

1. Whether an admission fee is charged;
2. Whether the institute or organization is commercial or non-profit; and
3. Whether a federal, State, or local agency is involved.

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

1. A teacher or instructor is present, and the movie/video is shown in the course of face-to-face teaching activities;
2. The showing takes place in a classroom setting with only the enrolled students attending;
3. The movie is used as an essential part of the core, current curriculum being taught;
4. The showing of the movie or video is directly related and of material assistance to the curriculum and lesson objectives;
5. The movie being used is a legitimate copy, not taped from a legitimate copy or taped from television;
6. Recorded Programs from Network and Cable Television: Teachers may only show programs recorded off-air from network and cable television channels, according to the following guidelines:
 - A. Educators desiring to show television programs for instructional purposes should request the school library/media specialist record the program at school with school recording facilities;
 - B. A television program that is recorded off-air may be retained for 45 consecutive calendar days after the date of the recording. At the conclusion of this 45 day retention period, the recording must be destroyed or erased;
 - C. During the first ten consecutive school days of the 45 day period the recording may be used once by individual teachers in classrooms or similar places devoted to instruction, in the course of relevant teaching activities. The teacher may show the program again only once within this ten school day period when instructional reinforcement is necessary;
 - D. Teachers and other school officials who show television programs for entertainment purposes violate this policy as well as federal copyright law;
 - E. After the first ten consecutive days, off-air recordings may be used up to the end of the 45 calendar day retention period only for teacher evaluation purposes, such as to determine whether or not to include a broadcast program in the teaching curriculum, and may not be shown in the schools to students or for other non-evaluation purposes;

- F. Copies may be made from an off-air recording as necessary to meet the legitimate needs of teachers. However, all copies are subject to the provisions of this policy and must include the copyright notice on the broadcast program as recorded; and
- G. Off-air recordings need not be used in their entirety, but recorded programs may not be altered from their original content nor may they be physically or electronically merged to constitute teaching anthologies.

Other Organizations Using School Facilities

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

Legal Reference:

The Copyright Act of 1976, Public Law 94-553, 90 stat. 2541: Title 17; Section 110(i)

Policy History:

Adopted on: February 12, 2019

Revised on: June 17, 2019

Parental Movie Opt-Out/Consent Form

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

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

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

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

Date Signature of Parent/Guardian

Parental Consent Form for Movies, Videos, etc.

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

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

Date Signature of Parent/Guardian

INSTRUCTION

2600

Promotion/Retention

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

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

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

Policy History:

Adopted on: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

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: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019

INSTRUCTION

2625

Parent-Teacher Conferences

Parent-teacher conferences have been adopted by the District as a means of reporting student progress to parents/guardians in grades K through 8. 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/guardian. They should afford an opportunity for sharing information and views designed to promote the welfare of the child.

The schedule of conferences, the number of conferences, and general details shall be worked out to meet the needs of the parents/guardians, teachers, and students.

Policy History:

Adopted on: February 12, 2019

Revised on:

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 should not be assigned for disciplinary purposes.

Policy History:

Adopted on: September 24, 2003

Reviewed on: October 12, 2011

Revised on: February 12, 2019