

**2000 SERIES  
INSTRUCTION  
TABLE OF CONTENTS**

|              |  |
|--------------|--|
| 2000         | Goals  |
| 2100         | School Year Calendar and Day   |
| 2105         | Grade Organization   |
| 2110         | Objectives   |
| 2120         | Curriculum Development and Assessment                                    |
| 2121         | Enhanced Curriculum Development and Assessment                           |
| 2123         | Lesson Plan  |
| 2130         | Program Evaluation and Diagnostic Tests                                  |
| 2132         | Research Studies   |
| 2140         | Guidance and Counseling  |
| 2151         | Interscholastic Activities   |
| 2155         | Kindergarten/Pre-School Programs   |
| 2160 - 2160P | Title I  |
| 2160-T       | Positive Time Recording  |
| 2162 – 2162P | Section 504 of the Rehabilitation Act of 1973                            |
| 2163         | Traffic Education  |
| 2165         | Homebound, Hospital and Home Instruction                                 |
| 2166         | Gifted Program   |
| 2221         | School Closure   |
| 2250         | Community and Adult Education  |
| 2305         | Nutrition Services   |
| 2306         | Nutrition  |
| 2307         | Physical Activity Opportunities and Physical Education                   |
| 2309         | Library Materials  |
| 2309P        | Selection of Library Materials   |
| 2310         | Selection of Library Materials   |
| 2311         | Instructional Materials  |
| 2311P        | Selection, Adoption and Removal of Textbooks and Instructional Materials |
| 2312         | Copyright  |
| 2312P        | Copyright Compliance   |
| 2314         | Learning Materials Review  |
| 2320         | Field Trips, Excursions and Outdoor Education                            |
| 2322         | Contests for Students  |
| 2330         | Controversial Issues and Academic Freedom                                |
| 2332         | Student Religious Activity at School                                     |
| 2335         | Health Enhancement   |
| 2420         | Grading and Progress Reports   |
| 2421         | Promotion/Retention  |
| 2430         | Homework   |

*Goals*

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

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

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

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

Legal Reference:

Policy History:

Adopted on: September 24, 2003

Reviewed on: July 14, 2008

Revised on:

*School Year / Calendar / Instructional Hours*

*School Fiscal Year*

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

*School Calendar*

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

*Instructional Hours*

The District will provide at least the minimum number of instructional hours for students at each grade level as per the following state guidelines.

*PIR 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: July 14, 2008

Reviewed on: October 12, 2011

Revised on:

*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: class size, peer relations, student/teacher relations, instructional style of individual teachers, and any other variables that will affect the performance of the student.

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

Legal Reference: I.C. § 33-302 Classification of school districts

Policy History:

Adopted on: September 24, 2003

Reviewed on: July 14, 2008

Revised on: July 14, 2008

Reviewed on: October 12, 2011

*Objectives*

*Accreditation Standards*

The Board will comply with all accreditation standards established by the State Board of Education. The District uses the following standards as required by law:

□ □

**Idaho Elementary/Secondary Accreditation Standards, dated October 17, 1996**

□ □

The District will timely submit all accreditation reports to elementary/Secondary Accreditation Committee.

*Continuous Progress Education*

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

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

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

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

Legal Reference: I.C. § 33-119 Accreditation of Secondary Schools – Standards for Elementary Schools  
IDAPA 08.02.02.140 Accreditation

Policy History:

Adopted on: September 24, 2003

Reviewed on: July 14, 2008

Reviewed on: October 12, 2011

Revised on:

*Curriculum Development and Assessment*

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

*Development and Assessment*

A written sequential 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: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school.

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

- Cross Reference: 2000 Goals  
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: July 14, 2008  
Reviewed on: October 12, 2011  
Revised on:

*ENHANCED CURRICULUM DEVELOPMENT AND ASSESSMENT*

The Swan Valley School Board of Swan Valley School District No. 92 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 for excellence consistent with the District's educational philosophy, mission statement and educational goals.

**Guidelines**

1. A written sequential curriculum shall be developed for each subject area.
  - a. The curricula shall address learner goals, content and program area performance standards and District education goals.
  - b. The curricula shall be constructed to include such parts of education as content, skills, and thinking.
  - c. A curriculum review cycle and time lines for curriculum development and evaluations shall be developed.
2. 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.

**ASSESSMENT:**

**The expectation for student-assessments is that students are receiving assessments that provide teachers the opportunity to monitor the progress of each student and adjust instruction more often than just the state assessments.**

3. In all program areas and at all levels, the District shall assess student progress toward achieving learner goals and program area performance standards including:
  - a. the content and data;
  - b. the accomplishment of appropriate skills;
  - c. the development of critical thinking and reasoning; and attitude.
4. 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:
  - a. standardized tests;
  - b. criterion-referenced tests;
  - c. teacher-made tests;
  - d. ongoing classroom evaluation;
  - e. actual communication assessments such as writing, speaking, and listening assessments;
  - f. samples of student work and/or narrative reports passed from grade to grade;
  - g. samples of students' creative and/or performance work; and
  - h. surveys of carry-over skills to other program areas outside of school
5. All courses of instruction shall comply with state statutes and the rules of the State Board of Education.

**TESTING AND ASSESSMENT**

The Swan Valley School District No. 92 shall provide an ongoing, district-wide testing and assessment program.

**Guidelines**

1. The program shall:
  - a. serve as an indicator of the quality and effectiveness of the District's educational program, and
  - b. be used to inform instruction in order to improve student achievement.
2. Students shall participate in all state required testing except in extenuating circumstances or when the individual education plan (IEP) indicates otherwise.
3. The District will comply with all requirements for state-mandated testing and assessment.

Cross Reference: Projects and Solicitations #4275  
Legal Reference: IDAPA 08.02.03.100.11  
Cross Reference: Educational Goals #2000  
Accreditation Standards #2800  
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:

Reviewed on: October 12, 2011

Revised On:

*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.

Policy History:

Adopted on: September 24, 2003

Reviewed on: July 14, 2008

Revised on: July 14, 2008

Reviewed on: October 12, 2011

*Program Evaluation and Diagnostic Tests*

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

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

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

Legal Reference:                   20 U.S.C § 1232h Protection of Pupil Rights  
  I.C. § 1601 et seq. Courses of Instruction

Policy History:

Adopted on: September 24, 2003  
Reviewed on: July 14, 2008  
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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 parent's personal beliefs, practices in sex, family life, morality and religion will be administered without Board approval.

Policy History:

Adopted on: September 24, 2003

Reviewed on: July 14, 2008

Reviewed on: October 12, 2011

Revised on:



*Interscholastic Activities*

The program of interscholastic activities shall include all activities relating to competitive sport or intellectual contests, games or events, or exhibitions involving individual students or teams of students of this District when such events occur between schools outside this District.

Although the District recognizes that there is some value in offering programs of interscholastic activities, interscholastic activities shall not be considered to be a property, liberty or contract right of any student; any and all interscholastic activities offered by the District shall not be deemed a “right” but rather is considered to be a “privilege.”

All facilities and equipment utilized in the interscholastic activity program, whether or not the property of the District, shall be inspected on a regular basis. Participants will be issued equipment that has been properly maintained and fitted.

An activity coach must be properly trained and qualified for an assignment as described in the coach's job description. A syllabus which outlines the skills, techniques and safety measures associated with a coaching assignment will be distributed to each coach.

The Board recognizes that certain risks are associated with participation in interscholastic activities. While the District will strive to prevent injuries and accidents to students, each parent or guardian will be required to sign an “assumption of risk” statement that indicates that the parents assume all risks for injuries resulting from such participation. Each participant shall be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A participant shall be free of injury and shall have fully recovered from illness before participating in any event.

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

Cross Reference: 3416 Administering Medication to Students

Legal Reference: I.C. § 33-512 Governance of schools

Policy History:

Adopted on: September 24, 2003

Reviewed on: July 14, 2008

Reviewed on: October 12, 2011

Revised on:



**INSTRUCTION**

**2160**

*Title I*

The Superintendent shall pursue funding under Title I of the federal Elementary and Secondary Education Act for compensatory instructional services and activities, to improve the educational opportunities of educationally disadvantaged and deprived children. The Superintendent shall also insure that the District appropriately uses any funds received.

The Superintendent shall develop appropriate procedures to bring about parent involvement in the educational process for their children in any District Title I program.

Legal Reference: Title I of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6301-6514, as implemented by 34 CFR parts 200, 201, 203, 205 and 212.

Policy History:

Adopted on: September 24, 2003

Reviewed on: July 14, 2008

Reviewed on: October 12, 2011

Revised on:

*Title I*

To assure that parents will be involved in the educational process for their children in any District Title I program, the following activities will be completed:

1. Letters will be sent to parents informing them that their child has been selected for the District Title I reading/language arts and/or mathematics program.
2. Parents will be informed about their child's educational program, and the instructional plan will be discussed with them. Parents will be invited to be involved in the planning, review, and improvement of their child's learning through the development of a school-parent compact.
3. A Title I classroom will participate in its school's open house for the purpose of getting acquainted and sharing information.
4. During parent/teacher conferences in the K-8 building, parents may be informed of the previous year's evaluation data, if appropriate, needs assessment and screening processes, student participation eligibility requirements, and ways in which parents can help their children at home.
5. Formal and informal communication will be employed in the parent-school partnership, as agreed upon in the school-parent compact.
6. Conferences and phone calls will be made throughout the school year to explain the child's progress. Parents may comment, and suggestions may be made if student improvement is needed. Teachers will also call parents when positive comments and praise are appropriate.
7. Parents will be invited to observe their children's work and visit the Title I room during the year.
8. Parents will be given opportunities to assist in the reader/listener program or to help in the Title I room by making materials, explaining directions and helping a child one-on-one with some learning tasks provided by the teacher.
9. When requested or as a need arises, Title I related workshops will be offered for parents and classroom teachers of K-8 Title I students.
10. A survey questionnaire will be sent to parents and teachers in the spring of the year, requesting evaluation input of the Title I program in which their child is involved.

Procedure History:

Adopted on: September 24, 2003

Reviewed on: July 14, 2008

Reviewed on: October 12, 2011

Revised on:

## **INSTRUCTION**

### **Positive Time Reporting Title 1**

**2160T**

#### *Federal Time Reporting*

Many programs administered by Swan Valley School District are funded through federal sources and are obligated to meet federal guidelines in order to qualify. If federal funds are used for an employee's salary, the employee is required to record time spent working on a federal program. A posted schedule of the employee's time is "positive time reporting". "Positive time reporting" is recording the *actual* time spent working on a set of activities which are applicable and allowable under the terms and conditions of the funding source.

Any vacation, sick leave, compensatory time taken, holiday pay, or other non-worked pay will be distributed according to the employee's position.

#### *Employee Responsibility*

Employees are responsible to correctly charge actual time worked to the appropriate funding source(s) associated with any federal programs. Employees will work with their supervisor and accounting staff to determine their schedule.

#### *Supervisor Responsibility*

Supervisors are required each pay period to verify hours were actually spent working directly on the federal or other programs.

#### *Program Coordinator/Director Responsibility*

The Program Teacher will discuss program needs with their supervisor. Coordinators will closely monitor activities, expenses and revenue of their program and report any deficiencies to their Supervisor and Accounting. It is the responsibility of the Program Director to inform Accounting when a funding source has been exhausted.

#### **Policy History**

Adopted on: January 12, 2011

Reviewed on: October 12, 2011

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: notice, an opportunity for the student's parent or legal guardian to examine relevant records, an impartial hearing with opportunity for participation by the student's parent or legal guardian, and a review procedure.

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

Procedure History:

Adopted on: September 24, 2003

Reviewed on: July 14, 2008

Reviewed on: October 12, 2011

Revised on:

*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: (1) the identification of the child as qualifying for Section 504; (2) the District's evaluation of the child; and/or (3) 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, the county superintendent 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 Office of Public Instruction's list of trained mediators.

- J. At the hearing, the District and the parent or legal guardian may be represented by counsel;
  - K. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriately equipped or a court-reporter. The District shall be allowed to present its case first. Thereafter the parent or legal guardian shall be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the 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 Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695 or 5696.
- (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.

Legal Reference: 34 C.F.R. 104.36. Procedural safeguards

Procedure History:

Adopted on: September 24, 2003

Reviewed on: July 14, 2008

Reviewed on: October 12, 2011

Revised on:

*Driver Training Education*

The District may offer a Driver Training Education Program when staffing and funding are available. 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.

In order to insure safety of the students of the Swan Valley School District, a driver's education program will be operated under the guidelines as outlined in the "IDE, Driver Traffic Safety Education Administrative Manual, 1997 Revision)

**WHEN PROGRAM WILL BE OFFERED:**

The driver education program will be offered every year with the following guidelines:

1. There is no minimum number of students needed to offer the program, however, the Superintendent and board will review the need for a class each year and the district will offer the program if the district has the financial resources to do so.
2. Each participant will be assessed an appropriate fee.

**WHO IS ELIGIBLE TO PARTICIPATE:**

It is recommended that students be at least 15 years of age prior to completion of the class. If a student is not 15 years of age, the student will be required to wait until their 15<sup>th</sup> birthday before taking the driver licensing agency's written test to obtain a driver's license. If 90 days elapses after completing driver education, the student will be required to pass both the written test and the road test from the license examiner before a license will be issued. (IDE Administrative Manual)

Students wishing to participate in the driver's education program should make application with the school district prior to May 15 of year that the program is to be offered.

Legal Reference: I.C. § 33-1701 et seq. Driver Training Courses

Policy History:

Adopted on: September 24, 2003

Reviewed on: August 11, 2008

Revised on: August 11, 2008

Reviewed on: October 12, 2011

**INSTRUCTION**

**2165**

*Homebound, Hospital and Home Instruction*

A student absent from school for more than ten (10) consecutive weeks 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: August 11, 2008

Reviewed on: October 12, 2011

Revised on:

*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 08.02.03.456 Gifted and Talented Programs

Policy History:

Adopted on: September 24, 2003

Reviewed on: August 11, 2008

Reviewed on: October 12, 2011

Revised on:

*School Closure*

In Swan Valley School District #92 our students' safety is our first priority.

The Superintendent/Building Administrator may order the closure of schools in the event of extreme weather, facility failures, or other emergencies.

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:

- A building system malfunction (i.e. plumbing or heating) necessary to the efficient operation of classes
- Conditions exist in the school building or with the staff and/or students that would be hazardous to the health of the students
- 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 schools 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.

Legal Reference: I.C. § 33-512 Governance of schools

Policy History:

Adopted on: September 24, 2003

Reviewed on: August 11, 2008

Reviewed on: October 12, 2011

Revised on: April 11, 2017

**INSTRUCTION**

**2250**

*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: August 11, 2008

Reviewed on: October 12, 2011

Revised on:

Nutrition Services:

Rationale

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

1. Students eat one or two of their meals each school day in the school cafeteria;
2. Classroom teachers provide factual instruction on human health and biology;
3. Peer relationships and adult role models influence eating patterns and provide subtle but strong messages in body image development;
4. Physical education and school sports programs strengthen students' bodies and 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 vegetarian 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 services; and
3. Provide recommendations for physical activities.

### Nutrition-Related Health Problems

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

School counselors and school health services staff shall consistently promote healthy eating to students and other staff. These professionals shall be prepared to recognize conditions such as obesity, eating disorders, and other nutrition-related health problems among students and staff and be able to refer them to appropriate services.

Cross Reference: 8200 Healthy Lifestyles

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

Policy History:

Adopted on: January 14, 2015

Revised on:

## 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 Method;
2. Healthy heart choices;
3. Sources and variety of foods;
4. Guide to a healthy diet;
5. Diet and disease;
6. Understanding calories;
7. Healthy snacks;
8. Healthy breakfast;
9. Healthy diet;
10. Food labels;
11. Major nutrients;
12. Multicultural influences;
13. Serving sizes;
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 United States Department of Agriculture's (USDA) 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.

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: November 14, 2017

Physical Activity Opportunities and Physical Education

Daily Physical Education (P.E.) K-8

All students in grades K-8, including students with disabilities, special health-care needs, and those in alternative educational settings, will receive physical education for the entire school year. Student involvement in other activities involving physical activity, such as interscholastic or intramural sports, will not be substituted for meeting the physical education requirement. Students will spend at least fifty percent (50%) of physical education class time participating in moderate to vigorous physical activity.

Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity, at least sixty (60) minutes per day, and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

1. Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
2. Opportunities for physical activity will be incorporated into other subject lessons; and
3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate

Daily Recess

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

Schools should discourage extended periods (i.e., periods of two (2) or more hours) of inactivity. When activities such as mandatory school-wide testing make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity and Punishment

Teachers and other school and community personnel will not use physical activity, such as running laps or push-ups, as punishment.

Cross Reference: 8200 Healthy Lifestyles  
Legal Reference: I.C. § 33-512 Governance of Schools

Policy History:  
Adopted on: January 14, 2015  
Revised on:

*Library Materials*

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

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

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

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

Cross Reference:           2314 Learning Materials Review  
                                  4310P Uniform Grievance Procedure  
Legal Reference:         I.C. § 33-512 Governance of schools

Policy History:

Adopted on: September 24, 2003  
Reviewed on: August 11, 2008  
Reviewed on: October 12, 2011  
Revised on:

*Selection of Library Materials*

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

*Weeding*

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

Discarded materials will be clearly stamped:

“WITHDRAWAL FROM 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 \$500.00 and is of insufficient value to defray the costs of arranging a sale, the materials may be disposed of in the most cost-effective and expedient manner by an employee with such authority.

*Gifts*

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

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

Procedure History:

Adopted on: September 24, 2003

Reviewed on: August 11, 2008

Reviewed on: October 12, 2011

Revised on:

*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.

Policy History:

Adopted on: September 24, 2003

Reviewed on: August 11, 2008

Reviewed on: October 12, 2011

Revised on:

*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:

- Enrich and support the curriculum;
- Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
- Provide background information to enable students to make intelligent judgments;
- Present opposing sides of controversial issues;
- Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;
- Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

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

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: 2314 Learning Materials Review  
Legal Reference: I.C. § 33-118A Curricular materials – Adoption procedures  
I.C. § 33-512A District curricular materials adoption committees  
IDAPA 08.02.03.112 Curricular Materials Selection

Policy History:

Adopted on: September 24, 2003

Reviewed on: August 11, 2008

Reviewed on: October 12, 2011

**INSTRUCTION**

**2311P**

*Selection, Adoption and Removal of Curricular Materials*

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

Selection and Adoption

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

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

Removal

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

Procedure History:

Adopted on: September 24, 2003

Reviewed on: August 11, 2008

Reviewed on: October 12, 2011

Revised on:

*Copyright*

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

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

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

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

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

Policy History:

Adopted on: September 24, 2003

Reviewed on: August 11, 2008

Reviewed on: October 12, 2011

Revised on:

*Copyright Compliance*

*Authorized Reproduction and Use of Copyrighted Material in Print*

In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an article from a newspaper or periodical; a short story, short essay or short poem; or a chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

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

1. Brevity
  - a. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
  - b. Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less, may be copied; in any event, the minimum is 500 words. (Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph.)
  - c. One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose or poetic prose.
2. Spontaneity. Should be at the “instance and inspiration” of the individual teacher.
3. Cumulative Effect. Teachers are limited to using copied material for only one (1) course in the school in which copies are made. No more than one (1) short poem, article, story or two (2) excerpts from the same author may be copied, and no more than three (3) works can be copied from a collective work or periodical issue during one (1) class term.

Teachers are limited to nine (9) instances of multiple copying for one (1) course during one (1) class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

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

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations or collective works. “Consumable” works include: workbooks, exercises, standardized tests, test booklets and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers’ reprints or periodicals, nor can they repeatedly copy the same item from term-to-term.

Copying cannot be directed by a “higher authority,” and students cannot be charged more than 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 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song.

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

#### Procedure History:

Adopted on: September 24, 2003

Reviewed on: August 11, 2008

Reviewed on: October 12, 2011

Revised on:

**INSTRUCTION**

**2314**

*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: Policy 3215 Uniform Grievance Procedure

Policy History:

Adopted on: September 24, 2003

Reviewed on: August 11, 2008

Reviewed on: October 12, 2011

Revised on:

*Field Trips, Excursions and Outdoor Education*

The Board recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The Board also recognizes that field trips may result in lost learning opportunities in missed classes. Therefore, the Board endorses the use of field trips when the educational objectives achieved by the trip clearly outweigh any lost in-class learning opportunities.

Field trips which take students out of the state must be approved in advance by the Board. Building principals have the authority to approve all other field trips.

Building principals shall develop procedures for the operation of a field trip. Each field trip must be integrated with the curriculum and coordinated with classroom activities that enhance its usefulness.

No staff member may solicit students during instructional time for any privately arranged field trip or excursion without Board permission.

Policy History:

Adopted on: September 24, 2003

Reviewed on: August 11, 2008

Reviewed on: October 12, 2011

Revised on:

*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.
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: August 11, 2008

Reviewed on: October 12, 2011

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.

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.

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.

Legal Reference: I.C. § 33-512 Governance of schools

Policy History:

Adopted on: September 24, 2003

Reviewed on: August 11, 2008

Reviewed on: October 12, 2011

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, consistent with and pursuant to the District's policy on solicitations (Policy 4321).

#### 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: August 11, 2008

Reviewed on: October 12, 2011

Revised on:

*Health Enhancement*

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

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

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

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

Legal Reference: I.C. § 33-1608 et seq. Family life and sex education – Legislative policy  
IDAPA 08.02.03.450 Health Standards

Policy History:

Adopted on: September 24, 2003

Reviewed on: August 11, 2008

Reviewed on: October 12, 2011

Revised on:

*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

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Revised on:

*Promotion/Retention*

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

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

The Board of Trustees of Swan Valley School District #92 may vote to advance or retain a student from one grade to another. The School Board will review the request to advance or retain a student upon receiving the following:

- A. Superintendent's recommendation at the beginning of the school year or at the end of a given school year.
- B. Letter of request by the parents or guardians requesting that the Board approve the advancement of their child ahead one grade level, or retention of their child at the same grade for an additional year.
- C. Letter by the student's designated teacher indicating support for moving the student ahead or retaining. Reasons for supporting the transfer or retention should be included in the letter.
- D. Letter by the classroom teacher in which the student would be transferring. This letter should indicate reasons for accepting the student.
- E. Support documents including various State and National test scores, and evidence of exceptional classroom performance.

Upon receiving all documents, the Board will discuss the request in a designated "Executive" session. Teachers and parents would be required to be in attendance at this meeting. If the Board approves the advancement or retention of a child, the child's placement will be reviewed at the mid-year school Board meeting.

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

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Reviewed on: October 12, 2011

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: August 11, 2008

Reviewed on: October 12, 2011

Revised on: