

Instruction

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Highland Joint School District No. 305 organizational plan shall include one elementary school and one junior and senior high school. These schools are the Highland Elementary School (grades K-6) and the Highland High School (grades 7-12).

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LEGAL REFERENCE:

Board Action

ADOPTED: 9/19/77

AMENDED:

SECTION 500: INSTRUCTIONAL

Highland Elementary (grades K-6) and Highland High School (Grades 7-12 shall use one of the Idaho State Board of Education approved accreditation models. These are:

1. The Idaho Elementary/Secondary Accreditation Standards, dated Oct. 1996
2. The Northwest Accreditation Standards
3. The Idaho School Accreditation Improvement Model
4. An alternative model approved by the Board of Trustees and the State Board of Education.



LEGAL REFERENCE:

Idaho Code Sections 33-119

ADOPTED: 6/7/99

Arithmetic --Elementary Mathematics

Language Arts:

Developmental Reading

Listening

Speaking

Literature

Spelling

Composition

Handwriting

Fine Arts --Art and Music

Health --Health Instruction and Safety

Physical Education

Science --Natural Science and Environment

Social Studies:

Citizenship

Current Affairs

History

Geography

Government

Career Education is integrated into all areas of the elementary curriculum.

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LEGAL REFERENCE:

State Board of Education

Board Action

ADOPTED: 9/19/77

AMENDED: 3/5/84

The curriculum offered by Joint School District #305, for secondary students, will be in accordance with the State Board of Education and the Northwest Accrediting Association. The secondary school (grades 9-12) within the district will offer at least 33 course offerings, with at least the following in each subject field.

Language Arts -8

Speech - 1

Mathematics - 6

Science - 6

Social Studies - 5

American Government - 2

U. S. History - 2

Economics - 1

Humanities - 2

Health -1

Physical Education -2

Practical Arts - 2

The amount of units vary according to enrollment and student interest.



LEGAL REFERENCE:

State Board of Education, Board Action

ADOPTED: 9/19/77, Amended: 3/5/84, 5/18/93, 5/12/2014

Distance Learning, an option different from the traditional classroom, takes place when space, time or both separate the teacher and learner. Whether online through the Idaho Digital Learning Academy (IDLA) or correspondence, distance learning offers educational opportunities that meet students' changing needs and grant them flexibility of learning anytime, any place, and at a pace that meets their individual learning styles. The IDLA is not considered to be a correspondence course for purposes of this and other district policies. IDLA is fully accredited by the Northwest Association of Accredited Schools, which also accredits Highland School, offering classes taught by Idaho certified master teachers.

Highland School District will recognize for academic credit a variety of distance learning programs/courses. These shall include the following:

- Up to six (6) correspondence courses
- Idaho Digital Learning Academy courses
- Local college/university courses

In all cases the course/program must meet with the basic requirement in effect in the Highland School District and have the approval of the Superintendent.

RULES

1. Eligibility and Registration
 - a) Students, regardless of grade level, who are academically qualified to take a course for high school credit in the Highland School District may use distance learning to take the same course, receive a grade to be averaged into the student's GPA and be granted high school credit when earned through the IDLA. No minimum GPA is required to take a course through distance learning. All prerequisites as determined by the Highland School District must be successfully completed prior to enrollment in a distance learning course.
 - b) Online or correspondence learning is an alternative to learning in a traditional classroom. It is not for every student. Characteristics that aid in the success of a distance learning student are
 - 1) Reading competency
 - 2) Time management skills
 - 3) Intrinsic motivation
 - 4) Self-discipline
 - c) Guidance services will be provided by the student's school of record in the form of:
 - 1) assistance in registration
 - 2) information sharing between institutions
 - 3) transcript processing

- d) At the discretion of the Principal at the student's school of record, distance learning courses may be selected by students who:
 - 1) need to make up credits in order to graduate on schedule;
 - 2) are seeking grade forgiveness
 - 3) are eligible for hospital or homebound programs
 - 4) want to take course(s) not offered at the school
 - 5) have scheduling conflicts
 - 6) may need/want a learning environment different from that of a traditional classroom setting
 - 7) want to accelerate their academic program by taking additional courses to facilitate early graduation
 - 8) are excused from being physically present on the campus of their school of record for an extended period of time.
- e) For online correspondence courses, parent, student, and principal or a designee must confer and agree that courses(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 a distance learning course.
- f) The IDLA is a fully accredited institution. Therefore, credits earned while taking IDLA classes transfer like credits from any other accredited high school. Requests to transfer credits from similar on-line providers of course-work which may or may not be accredited, are taken on a case by case basis and will be subject to the same rules and regulations as other requests.

2. Registration Fees and Costs

- a) In those cases when the student is unable to schedule an appropriate course(s) within the Highland School District or credit recovery is necessary, the district will underwrite the cost of tuition and registration for the IDLA on-line courses. All other costs must be borne by the student and/or his/her family.
- b) IDLA registration fees for courses taken as part of the District's Gifted and Talented program will be paid for by the District.
- c) Distance learning courses, including IDLA classes, completed under this policy for the purposes other than those described in #1 and #2 above will NOT be paid for or reimbursed by the District.
- d) Textbooks required for IDLA courses in cases where the District pays will also be paid for by the District.

- e) In cases where the District is responsible to pay, the District shall pay the tuition and registration fees up front. The student and/or his/her family will reimburse the district for all fees if the student fails to complete the course with a passing grade of “D” or higher.

- f) All Highland secondary students are eligible to take summer course offerings through IDLA. However, for the purposes of calculating ADA, IDLA is classified as an alternative program during the summer session. Thus, only students in “at risk” categories would be eligible for ADA reimbursement in the summer session. Therefore, in order to recoup expenses for IDLA, any student not classified as “at risk” would need to be supported through tuition as described in section 2.

3) Courses

- a) All coursework is based on the Idaho State Achievement Standards and meets mandated benchmarks.

- b) All decisions regarding appropriate courses shall be made by the Superintendent and Principal of Highland School. Said decisions may be appealed to the Board of Trustees. The ruling of the Board shall be final.

4) Credit

- a) Courses completed under this policy will be accepted for academic credit at face value. This is, one unit toward graduation will be awarded for each credit completed.

- b) All decisions regarding course credit shall be made by the Principal and shall be final.

- c) Percentage grades submitted by the IDLA instructor shall be used to determine a letter grade for each student according to the policy of the district.

5) Dual Enrolled Students

- a) A student who is home-schooled and enrolls for one or more IDLA credits through the Highland School District is considered a dual-enrolled student.

For attendance/funding purposes, the student must be included in the school’s attendance report for State funding for the number of

credits enrolled in the IDLA (e.g., two credit-bearing classes in the IDLA equate to half-time status for funding purposes).

For attendance/funding purposes, use of the “Non-Public Enrollment Form” from the State Department of Education’s website shall be used.

- b) The district will pay the IDLA fees for the credit(s) taken and the student’s family will pay the drop fee per credit in effect when the class is taken (\$75 as of June, 2011) to be refunded upon completion of the course, as determined by the IDLA.



LEGAL REFERENCE:

Board Action

ADOPTED: 11/12/07

AMENDED: 6/13/2011, 3/12/2012

GENERAL

Internet access is a service provided for students and staff members by this school district. Use of this district's computer networking services must be directly related to an educational goal and consistent with the instructional objectives of this district. The district reserves the right to monitor all activity on the computer network service.

The system administrators of the computer network service are district employees who are responsible for monitoring use of the system (computer network service and related equipment) by staff and students.

The computer network services provided by this district may not always meet student or staff requirements or be uninterrupted or error-free. It is provided on an "as-is, as available" basis. No warranties are made or given with respect to any service, information, or software contained therein.

DEFINITIONS

"Child pornography" is defined as:

Any visual depiction . . . whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where—(1) the product of such visual depiction involves the use of a minor engaging in sexually explicit conduct; (2) such visual depiction is, or appears to be, of a minor engaging in sexually explicit conduct; (3) such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct; or (4) such visual depiction is advertised, promoted, presented, described, or distributed in such a manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct. 18 U.S.C. § 2246.

"Harmful to minors" is a visual depiction containing any picture, image, graphic image file, or other visual depiction that, taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and lacks serious literary, artistic, political, or scientific value to minors.

"Minor," for the purposes of this policy, is an individual who has not attained the age of 17.

"Obscenity" is defined as:

Any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole, appeals to a prurient [i.e. erotic] interest; (2) depicts, describes or represents in a patently offensive way an actual or simulated sexual act or sexual contact or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value. 18 U.S.C. § 1460.

PRIVILEGES AND RESPONSIBILITIES

The use of this district's computer network service is a privilege, not a right. Permission from parents/guardians is required before students may access the computer network service. All users must sign an Acceptable Use Agreement before access is permitted. Upon acceptance for use of the computer network service, students and staff will be given a user ID (name) and password.

Student and staff freedom of speech and access to information will be honored; however, this district reserves the right to monitor and review all electronic transmissions and activities. User access may be denied, revoked, or suspended at any time because of inappropriate use. Further disciplinary action may also occur.

INFORMATION CONTENT

This district provides students and staff access to other computer systems around the world through the Internet and users may encounter information that is controversial or potentially harmful. Because the information and sources of information on such computer network services is continually changing, it is impossible for the district to monitor all the content. Some computer systems may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal materials. This district does not condone the use of such materials and does not knowingly permit use of such materials in the school environment. Students or staff bringing such materials into the school environment will be dealt with according to the discipline policies of the individual schools and this district. Intentionally accessing or using such materials may result in termination of access to this district's computer network service capacities as well as in-school suspension, suspension from school or expulsion; or disciplinary actions for staff, including termination.

INTERNET SAFETY FOR STUDENTS

The district will take appropriate steps to protect all students from access, through the district's computers, to visual depictions that are obscene, contain child pornography, or are harmful to minors, by installing and utilizing specific technology that blocks or filters Internet access to such visual depictions.

The building principal or designee may authorize the disabling of the Internet block or filter system only for the purpose of enabling access for bona fide research or other

lawful purpose. Disabling of the Internet block or filter system by any other staff member or student will result in disciplinary action.

ONLINE USE

All district policies and school rules pertaining to behavior and communications apply to online use. The use of this district's computer network services capabilities must be for educational purposes only and be consistent with this district's mission.

1. *Users are not allowed to access the district's computer network services for any private or commercial purposes. Users are not allowed to attempt to sell or offer for sale any goods or services that could be construed as a commercial enterprise, unless pre-approved by the board or superintendent.*
2. *Illegal activity is prohibited and may result in referral to law enforcement.*
 - a. *Sending, receiving, or accessing obscene or pornographic material is prohibited.*
 - b. *Sending, receiving, or accessing harassing, threatening, or objectionable material is prohibited.*
3. *Using programs to infiltrate a computing system and/or damage the software components is prohibited.*
4. *Students and staff will use the computer network service resources efficiently to minimize interference with others.*
5. *Users are responsible for making back-up copies as needed.*
6. *Users are responsible for taking precautions against computer viruses on their own equipment and this school district's equipment.*
7. *Users will not transmit materials, information, or software in violation of any local, state, or federal law.*
8. *Attempts to log in to the system using another user's account will result in termination of the user's account.*

ONLINE CONDUCT

All users are required to abide by the generally accepted rules of computer network service etiquette. These include, but are not limited to, the following:

1. *Users will not be abusive in their messages to others.*

2. *Users will not swear, use vulgarities or any other inappropriate language.*
3. *Users will not reveal personal information regarding others and should be cautious when revealing users' own personal information (home address, phone number, etc.).*
4. *The computer network service may not be used in such a way that use would disrupt the use of the computer network service by others.*
5. *All communications and information accessible via the computer network service should be assumed to be private property but open to district scrutiny, and review at any time.*
6. *Users will not submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material, nor encourage the use of controlled substances.*
7. *Students in grades 7-12 are prohibited from giving anyone their student password*

Any on-line conduct that is determined by the system administrator to constitute an inappropriate use of this district's computer network service or to improperly restrict or inhibit other users from using and enjoying this district's computer network service is strictly prohibited and may result in disciplinary action.

COPYRIGHTED MATERIAL

Copyrighted material will not be placed on any system connected to this district's computer network service without the author's written permission. The following will apply to copyrighted materials:

1. *Only the owner(s) or persons specifically authorized may upload copyrighted material to the computer network service.*
2. *Users may download only that copyrighted material for which permission has been requested and granted, or that falls within the fair use exception to the copyright laws.*
3. *A user may redistribute a copyrighted program only with the express written permission of the owner or authorized person or as provided by the fair use exception.*

ELECTRONIC MAIL

Electronic mail ("e-mail") is a private electronic message sent by or to a user in correspondence with another person having Internet mail access. The following provisions apply to e-mail:

1. *Messages received by the computer network service are retained on the system until deleted by the recipient.*
2. *A canceled computer network service account will not retain its e-mail. Users must remove old messages in a timely fashion.*
3. *The system administrators may remove e-mail messages if not attended to regularly by the users.*
4. *E-mail may be viewed by others. There is no guarantee of confidentiality.*
5. *The system administrators will not intentionally inspect the contents of e-mail sent by one user to an identified addressee, or disclose such contents to anyone other than the sender, or an intended recipient, without the consent of the sender or an intended recipient, unless required to do so by law or this district's policies, or to investigate complaints regarding e-mail which are alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.*
6. *This district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any e-mail transmitted on this district's computer network service.*

THIRD-PARTY SUPPLIED INFORMATION

Opinions, advice, services, and all other information expressed by students, staff, information providers, service providers, or other third-party personnel on the computer network service provided by this district are those of the individual and do not represent the position of this district.

DISK USE

The system administrators reserve the right to set quotas for disk use on the computer system. Users exceeding their quota will be required to delete files to return to compliance. Users may request that their disk quota be increased by submitting a request stating the need for the quota increase. In determining whether to grant the request, the designated administrator will review the space available and the reason for the request. The decision of the administrator regarding disk use is final and not appealable. A user who remains in non-compliance of disk space quotas after seven (7) days of notification will have his or her files removed by a system administrator.

SECURITY

Security on any computer system is a high priority. All district users will meet the following requirements:

1. *If a user feels that he or she can identify a security problem on the computer network service, the user will notify a school administrator. The user will not demonstrate the problem to others.*
2. *Users may not let others use their account and password nor will they leave their account open or unattended.*
3. *Users will change passwords regularly, using combinations of letters and numbers and will avoid using standard English words and names.*
4. *Users will immediately notify a school administrator if their password is no longer secure, or if they have reason to believe that someone has obtained unauthorized access to their account.*
5. *Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the computer network service.*

VANDALISM

Vandalism will result in disciplinary actions. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the computer network service, or any of the agencies or other computer network services that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.

STUDENT DISCIPLINE

The schools discipline rubric will apply to any violations of this policy which might include the following disciplinary actions:

1. *A student may lose computer privileges/network access. The duration of loss will depend on the student's age and severity of the violation as determined by the system administrator. Students found to flagrantly or persistently violate this policy may lose all computer privileges/network service access for the remainder of the school year, or for the duration of school attendance.*
2. *A student may be removed from class, suspended, or expelled from school if he or she engages in conduct on the computer network service that constitute flagrant or persistent violations of this policy or could be considered illegal, as defined by federal and/or state law. Students committing illegal acts may be referred to the local law enforcement agency.*
3. *Each student is responsible for any damage he or she may cause to this district's computers or to the computer network service. The student must pay all costs incurred in restoring the computer or the network service to its previous working order.*

4. *If a class requires the use of a computer and/or the computer network service, a student who has lost computer privileges under this policy will be allowed to participate under direct teacher supervision unless he or she has been removed from the class.*

UPDATING USER ACCOUNT INFORMATION

The computer network service may occasionally require new registration and information from users to continue the service. Users must notify the designated administrator of any changes/deletions in user information (address, phone, name, etc.).

TERMINATION OF ACCOUNT

A user's access to, and use of, the computer network service may be terminated at any time by notifying a system administrator. An account that is inactive for more than thirty (30) days may be removed along with that user's files without notice given to the user.

An administrator reserves the right, at his or her sole discretion, to suspend or terminate users' access to and use of the computer network service upon any violation of this policy.

This district's administration, faculty and staff may request the system administrator to deny, revoke, or suspend specific user access.



LEGAL REFERENCE:

17 USC Section 1001, *et seq.*

Children's Internet Protection Act, Sections 1703 to 1721, U.S.C. Section 254(h)(1)

Idaho Code Sections

6-210

18-2201

18-2202

ADOPTED: 7/21/08

AMENDED:

The grade scale for grades 7 through 12 will be a simple 4-point scale, with no credit for a failing grade.

A = 4

B = 3

C = 2

D = 1

F = 0

This policy will take effect for the graduating class of 2017 and after. It replaces Policy 500.3c, Honors Credit.



LEGAL REFERENCE:

Board Action

ADOPTED: 2/9/2016

AMENDED:

Honors weighting will be awarded to all classes that are designated Honors, AP (Advanced Placement), dual credit and tech credit with the following conditions:

- Honors classes will be designated by High School faculty based on increased academic rigor and higher student expectations.
- Students in AP classes must take the AP exam to receive honors credit.
- Students in dual credit or tech prep classes must enroll in the class for college credit to receive honors credit.
- Online classes will be reviewed by High School faculty for inclusion as honors classes.
- No class being repeated may receive honors credit.

The weighted grade scale will be a simple 5 point scale with **no** additional credit for an unweighted grade of D or F.

- A = 5
- B = 4
- C = 3
- D = 1
- F = 0



LEGAL REFERENCE:

Board Action

ADOPTED: 9/10/2012

AMENDED:

Special Courses for the disabled shall also be included in the curriculum of the district. The board of trustees shall adopt the Idaho Special Education Manual as its set of policies and procedures for special education.

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LEGAL REFERENCE:

State Board of Educaiton

ADOPTED: 9/19/77

AMENDED: 5/18/93, 10/11/99

SECTION 500: INSTRUCTIONAL

The district will perpetually maintain a permanent record for each student, including the student's name, address, phone number, grade(s), class(es) attended, immunization records, test scores, attendance record, and grade level(s) and year(s) completed. The permanent record may be in any format and medium determined feasible by the board. The district will make a reasonable effort to safeguard the permanent records.

The records will be maintained under the legal name of the student and, in addition to school information, will include such information as birth date, residency, parent's name, etc., as may be deemed necessary and advisable.

The requirements pertaining to student records are found in Policy 681 of this policy manual.

SPECIAL EDUCATION RECORDS

The district will retain special education records, such as eligibility documentation and IEPs, for a period of at least five (5) years after the student disenrolls from the district. The purpose of retaining such records is to provide documentation for fiscal accountability and program compliance with the General Education Provisions Act and IDEA 2004 requirements. After five (5) years have passed, and before destroying the records, the parent or adult student may request that the records not be destroyed and be sent to the parent or adult student.

NOTICE OF INTENT TO DESTROY SPECIAL EDUCATION RECORDS

The district will provide notice to parents and/or adult students that the district intends to destroy, no earlier than forty-five (45) days from the date of the notice, special education records that have been retained longer than five (5) years after the student disenrolled from the district. Alternatively, the district may publish notice of the intent to destroy special education records for all students disenrolling in a specific year on one (1) occasion in a newspaper of general circulation within the district.

The notice shall specify the procedure for objecting to the destruction of the educational records and requesting that the records be sent to the parent or adult student. The notice shall also inform parents and/or adult students that such educational records may be needed for application for Social Security or other benefits.

Records will be provided to parents of adult students only if the parent has verification of the right to access such information.

REQUEST TO PURGE SPECIAL EDUCATION RECORDS

The adult student or parent may request that any personally-identifiable information, other than that retained in the permanent record, be destroyed. The district will comply with such request if the records are older than five (5) years and are no longer needed to provide special education to the student.

DESTRUCTION OF EDUCATIONAL RECORDS

Written records of individual students are confidential and must be shredded or burned under supervision of the staff member responsible for maintenance of the records if the records are not released to the parent or adult student. The records manager shall maintain a log that documents the date of destruction or release of records.



LEGAL REFERENCE:

Idaho Code Sections

33-506

33-1614

34 CFR Part 99

Idaho Special Education Manual 2007, Chapter 11

ADOPTED: 3/11/08

AMENDED:

The board of trustees of this district authorizes the superintendent or designee to enter into agreements with private service providers when he/she determines that the necessary educational services are not available through the district or that it is in the best interest of a student and the district to enter into an agreement with a private service provider. Such agreements may be entered into for services identified on a student’s IEP or 504 plan, or for other educational services as needed by the district. In no event shall such agreement exceed twelve (12) calendar months.

Any agreement signed by the superintendent/designee with private service providers, pursuant to this policy, shall set forth the terms of the agreement, the relationship of the parties, the services to be provided, provisions for record keeping and confidentiality of records, the billing procedures, as well as other terms that are deemed to be necessary.

The superintendent/designee shall select private service providers pursuant to this policy based on their qualifications, work experience, availability, lack of conflict of interest with the district, and financial stability. While the superintendent/designee may also consider a parent’s request for a particular service provider, such request will not be the controlling factor in selecting a private service provider.

No private service providers hired under this policy shall be considered employees of the district. Further, all private service providers, and their employees, shall be fully qualified for the services for which the agreement specifies.

DEFINITIONS

“Private service provider” is an individual or a private agency that is properly licensed and/or certified to provide the contracted educational service. Such services may include, but are not limited to, occupational therapy, speech therapy, physical therapy, behavioral specialist, psychosocial rehabilitation services, intensive behavioral interventions, etc.



LEGAL REFERENCE:

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

ADOPTED: 3/11/08

AMENDED:

It is the policy of the board of trustees of this district to seek participation by all stakeholders in its responsibility for preparing students for the twenty-first century. This preparation includes aligning the curriculum to allow students to successfully achieve the standards adopted by this board, as measured by appropriate assessments.

The board recognizes that it is essential to the implementation of the curriculum standards and assessments that all stakeholders in this district are given an opportunity to participate in all aspects of the implementation process.

DEFINITIONS

Course Benchmarks: Statements of what information and what skills/processes students should know/understand or be able to do at the end of a designated course. Since high schools are structured around courses rather than grade levels, course benchmarks articulate for content-specific academic standards for Grades K-8.

Curriculum Guides: Introduce appropriate curriculum, instruction, and assessment practices that align with and support students learning the standards.

Grade Level Benchmarks: Statements of what information and skills/processes students should know/understand, or are able to do at the end of each grade. They provide more specificity and act as a measuring stick to determine where students are in their learning in relationship to where the district would like them to be. Grade level benchmarks are typically articulated for content-specific academic standards for Grades K-8.

Standards and assessment teams and committees: Teams may be certificated staff members and community members meeting for the purpose of evaluating the district's current curricula, developing objectives/strategies, and assessing student achievement and developing a systematic approach to implementing the standards and assessments.

Stakeholders: Those individuals in the district who have an interest in the implementation of curriculum standards, including, but not limited to, members of the board of trustees, administration, staff members, educational consultants, student advocates, parents, and community members.

Standards: General statements that identify what information students should know/understand or what skills/processes they should be able to do as a result of their educational experience. Standards represent what students should accomplish by the end of their high school experience.

STANDARDS AND ASSESSMENT COMMITTEE

The Standards and Assessment Committee will be chaired by the superintendent or designee. The Committee's responsibilities include, but may not be limited to the following:

1. Participate in Leadership Team training.
2. Establish district-wide goals for the implementation of the curriculum standards and assessments.
3. Ensure that the process by which the curriculum standards and assessments are developed and implemented is systematic and consistent with the district-wide goals.
4. Develop various methods by which all stakeholders are given an opportunity to be educated regarding the curriculum standards and assessment implementation, and provide information and input to the committee, including, but not limited to, surveys, and public meetings. Establish procedures for communicating the stakeholders' input to the board, administration, committee, and/or teams, as deemed appropriate.
5. Define the roles and responsibilities of the team, and set timelines for accomplishment of goals; reassess responsibilities and timelines, as appropriate.
6. Review the grade level or department curriculum to determine whether there exists a consistency in the curricula in the five core content areas (as appropriate) as it is written, taught, tested, graded, and reported.
7. Review the grade level or department curriculum, as written, and curricular materials and resources, including technology, and determine whether they are consistent.
8. Coiled data from a variety of sources, including test results, and analyze and interpret the data to determine the current status of the district's alignment of curriculum and assessment.
9. Outline specific and measurable objectives/strategies aligned to the applicable standards and benchmarks; implement such objectives/strategies; and develop a method for measuring the impact such objectives/strategies have on student learning over time.
10. Develop a formative a summative assessment system to be applied on a district-wide basis in assessing alignment of curriculum to the student's achievement of standards and benchmarks.
11. Continually reassess the data as appropriate during the implementation process and make appropriate adjustments in instruction to align the curriculum to the applicable standards and benchmarks.

12. Provide data regarding the impact of the implementation of curriculum standards and assessments on student learning, including test results and interpretation thereof, to the Standards and Assessment Committee for dissemination to the stakeholders.
13. Review the district's current curriculum coordination and articulation to determine whether it exists across all grade levels in the five core content areas. Establish clear and operative mechanisms for systematic curricular change.
14. Make regular reports regarding the status of such implementation to the board of trustees.

OPEN MEETING LAW

The meeting held by the Standards and Assessment Committee will comply with the open meeting law, pursuant to the Idaho Code Sections 67-2340 through 67-2347.

NOTICE OF POLICY

The district will post a copy of this policy at the district office. The policy will also be available to stakeholder at the administrative office of the school.

ANNUAL PUBLIC FORUMS

The district will conduct a public forum during each spring semester to allow stakeholders an opportunity to receive information regarding the standards and assessments, and provide feedback to the Standard and Assessment Committee. The annual public forum may take place at a regularly scheduled board meeting.

During the forum, reports will be given regarding the status of the district's planning and implementation of standards and assessments.

Stakeholders will be invited to make public comment regarding the matters addressed in the reports. The forum chairperson has the right to set reasonable restrictions on the presentation of public input, including, but not limited to, restricting the time period for such comment and accepting written comments. The Standards and Assessment Committee will consider the information received via public input.



LEGAL REFERENCE:

Board Action, Idaho Code Sections 67-2340, 67-2347

ADOPTED: 9/19/77

AMENDED:3/11/02

Purpose

The general purpose of the Migrant Education Program (MEP) is to ensure that migrant children fully benefit from the same free public education provided to other children. To achieve this purpose, the MEP addresses the special educational needs of migrant children to better enable migrant children to succeed academically.

Eligibility

Children are eligible to receive MEP services if they meet the definition of “migratory child” and if the basis of their eligibility is properly recorded on a Certificate of Eligibility (COE).

A “migratory child” is defined as:

1. The child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate (this means that the child is entitled to a free public education or is of an age below compulsory school attendance); and
2. The child is a migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; and
3. The child has moved within the preceding 36 months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work; and
4. Such employment is a principal means of livelihood; and
5. The child:
 - a. Has moved from one school district to another; or
 - b. In a State that is comprised of a single school district, has moved from one administrative area to another within such district.

Record Keeping

The district is required to keep records to demonstrate:

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

The district is also required to keep records to show their compliance with program Requirements. The district must maintain MEP records for three years after the date the district submits its last expenditure for the time period. If any litigation, claim, negotiation, audit, or other auction involving the MEP records, the records must be

retained until the completion of the action and resolution of all issues or until of the end of the regular three year period, whichever is later.

For an employee who has both MEP and non-MEP responsibilities, the District must maintain appropriate time distribution records. Actual costs charged to each program must be based on the employee's time distribution records. For instructional staff, including teachers and instructional aides, class schedules that specify the time that such staff members devote to MEP activities may be used to demonstrate compliance with the requirement for time distribution records so long as there is corroborating evidence that the staff members actually carried out the schedules.



LEGAL REFERENCE:

Statutory:

76.730-76.731 Education Department General Admin. Regulation (EDGAR)

80.42(b)(c) Education Department General Admin. Regulation (EDGAR)

Part C, Title I of Elementary and Secondary Education Act of 1965 (ESEA)

Regulatory: 34 CFR 200.81

ADOPTED: 12/8/08

AMENDED:

It shall be the policy of Joint School District #305 that controversial issues appropriate to age and grade level may be discussed within the classroom. The teacher should see that both sides of the issue are presented and take no side on the issue.

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LEGAL REFERENCE:

Board Action

ADOPTED: 9/19/77

AMENDED: 5/18/93

SECTION 500: INSTRUCTIONAL

Class size and teaching loads will be determined by the administration of the district as directed by the Board. Whenever possible, standards and recommendations set by the State Board will be followed.

Grouping of students within the classroom will be done by the teacher and administration. Class examinations or alternative forms of assessment are to be determined by the teacher of the class, but should be sufficient enough to readily evaluate the student.

Teachers should explain at the beginning of a new course or school year how the students are to be graded. In grading, an instructor should consider daily work, periodic test results, and nine-week test results. The yearly or semester grade should be an average of the nine-week grades.



LEGAL REFERENCE:

Board Action

ADOPTED: 9/19/77

AMENDED: 3/5/84, 5/18/93

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 by the Friday prior to the week the lesson is to be taught. The format for the lesson plan will be specified by the building principal and shall be reviewed on a regular basis. The plan book must be readily available when a substitute teacher is needed.

Careful planning should precede:

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

Planning should include:

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

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



LEGAL REFERENCE:
Idaho Code Sections 33-

ADOPTED: 7/21/08

AMENDED:

Primary elementary grade class assignments to be completed at home are not recommended. Supplementary home reading and simple investigations should be encouraged.

Intermediate elementary and junior high level assignments may be given occasionally to stimulate pupils to put forth their best efforts. Such assignments should not cause pupils undue strain or keeping of late hours--all homework shall be purposeful.

In the senior high school homework is necessary. Such homework should not cause students undue strain or keeping of late hours. Teachers should use discretion in assigning homework on long weekends, and vacations. Pupils may be assigned homework to make up for the time lost by absence or to make up for deficiencies. Voluntary assignments to increase the pupils profit or enjoyment are always in order.

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LEGAL REFERENCE:

Board Action

ADOPTED: 9/19/77

AMENDED:

SECTION 500: INSTRUCTIONAL

All work must be made up and completed within the time allotted by teachers if the student is to receive credit.

Concerning field trips, extra-curricular activities, or other prearranged absences, students should complete work prior to leaving.

The make-up is the responsibility of the student, not the instructor.

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LEGAL REFERENCE:

Board Action

ADOPTED: 9/19/77

AMENDED:

SECTION 500: INSTRUCTIONAL

A school calendar for each year will be adopted by the board at their meeting the previous April. It will meet or exceed the requirements of Idaho Code. A sample calendar will be presented to the Board by the superintendent in March. Teachers and other patrons will be allowed an opportunity to provide their ideas and opinions on the calendar.

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LEGAL REFERENCE:

Idaho Code Sections 33-512

Board Action

ADOPTED: 5/18/93

AMENDED:

Teachers work day will be assigned by the building principal but in no case will it be less than one-half hour before school starts and one-half hour after school ends. The day for teachers who work less than full time will be from 30 minutes before their first class to 30 minutes after their last class.

Students' day depends on the bus schedule to some extent. Students normally are asked to be at school no earlier than 10 minutes prior to start of class and should leave at the end of the school day unless they require additional help or are engaged in an extra-curricular activity.



LEGAL REFERENCE:

Board Action

ADOPTED: 9/19/77

AMENDED:

School closure announcements, when weather or other conditions force curtailment of classes, and bus schedules will be broadcast over radio stations KLER, Orofino; KORT, Grangeville; and KOZE and KRLC, Lewiston. If schools are to be closed for the day, the radio station should be notified by no later than 7 a.m. Should mid-day closure be deemed necessary, the radio station will be notified at least 30 minutes before students are dismissed.

Parents are urged to develop a family plan to insure the safety of students in the event a mid-day closing of school is required and inform the school.

Generally, we will not send students home until regular dismissal time once they have come to school.



LEGAL REFERENCE:

Board Action

ADOPTED: 9/19/77

AMENDED:

Students must have clearance of teachers and administration. Work must be made up prior to the activity or at the discretion of the teacher.

Teachers: If approval is granted by the administration, they may be released for special instruction or visitation of another school.

Special Events and Ceremonies: Such events and ceremonies of a special or unusual nature, not normally scheduled as a recurring event, are approved or disapproved on individual merit by the Superintendent of Schools.



LEGAL REFERENCE:

Board Action

ADOPTED: 5/18/93

AMENDED: 5/18/93

For students in grades K through 8 (K-8), the District will allow release time.

Upon application, students in grades 9-12 may be excused from school provided that no student will be excused in excess of five (5) periods in a school week or one hundred sixty-five (165) hours in any given school year.

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

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

Release time shall not interfere with the scheduling of classes, activities and programs of public schools. No credit shall be given for completion of courses during release time for religious purposes. Credit may be granted for other purposes, at the discretion of the school board. Registration for release time programs shall not occur on school property.

The District is not responsible for the health, safety and welfare of a student participating in a release time program nor will the District be liable for acts, injuries or events occurring while: (1) a student is being transported to and from release time programs; or (2) while a student participates in release time programs.



LEGAL REFERENCE:

- Article IX, § 6 Idaho Constitution – Religious Test and Teaching in School Prohibited
- I.C. § 33-519 Release for Religious Instruction
- I.C. § 33-1603 Sectarian Instruction Forbidden
- IDAPA 08.02.02.220 Release Time Program for Elementary and Secondary Schools

ADOPTED: 12/8/08

AMENDED:

Report cards will be used by all grades within the district.

Pupil progress reports will be sent to parents on a regular periodic basis. For grades K-12, these reports are sent out on nine-week intervals. In some instances, regularly scheduled parent-teacher conferences may be held in conjunction with a written report. Earlier indication of student problems should be made available to students and parents before the end of each reporting period.

The forms and procedures of reporting pupil progress and evaluation are subject to change as current needs require; therefore, they are not specifically set forth herein. All such forms and procedures shall be approved by the superintendent.

Parent-teacher (or parent-staff) conferences are recognized as the most effective means of communication concerning pupil progress and performances.

A majority of pupil difficulties and classroom problems can be avoided or alleviated through prompt conference action.

Conferences may be scheduled regularly during the first grading periods of each semester or whenever necessary. Parents and teachers are encouraged to schedule other conferences as they are needed or desired.



LEGAL REFERENCE:

Board Action

ADOPTED: 9/17/99

AMENDED: 7/30/90, 5/18/93

It shall be the policy of School District No. 305 that students shall not be retained except with permission of the parents.

It shall also be policy that students will not be double promoted.

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LEGAL REFERENCE:

Board Action

ADOPTED: 5/18/93

AMENDED:

SECTION 500: INSTRUCTIONAL

Supplemental Educational Services

Supplemental educational services are additional academic instruction designed to increase the academic achievement of students from low-income families who attend a school that fails to make adequate yearly progress for three consecutive years.

Supplemental educational services may include academic assistance such as remediation, tutoring and other educational involvement, provided that such assistance is consistent with the content and instruction used by the District and is aligned with the State's academic content standards.

Supplemental educational services must be provided outside of the regular school day. Supplemental educational services must be high quality, research-based, and specifically designed to increase student academic achievement. Districts must select supplemental service providers from a list of state approved providers.

Assessing Need for Supplemental Educational Services

In assessing student's need for extended school services, the schools shall consider each student's performance in the following areas:

1. Academic skill areas for a single subject or single class, application of those skills to everyday life situations, and integration of skills and experiences to acquire new information;
2. School attendance if it negatively affects academic performance;
3. Patterns of promotion or retention;
4. Physical and mental readiness for learning; and
5. If applicable, readiness for transition to work, post-secondary education, or the military.

Eligibility for Supplemental Educational Services

Two (2) or more of the following methods of documentation shall be used to verify which student shall be determined eligible and in the greatest need of extended school services:

1. Teacher recommendation based upon classroom observation and anecdotal records or parent recommendation;
2. Academic performance based upon analysis of student work and formal and informal measurements of progress; or
3. Behavioral and developmental progress as documented in formal and informal assessments and reports.

Selection for Supplemental Educational Services

Selection criteria for the extended school services program shall be in compliance with applicable procedure.

Notification to Parents of Supplemental Educational Services

The District shall work to ensure that parents have comprehensive, easy-to-understand information about supplemental educational services. At least annually, the District must provide notice to the parent(s) of each eligible student regarding the availability of supplemental educational services. The notice must include the following:

- Identify each approved service provider within the District, in its general geographic location, or accessible through technology such as distance learning.
- Describe the services, qualifications and evidence of effectiveness for each provider.
- Describe the procedures and timelines that parents must follow in selecting a provider to serve their child.
- Be easily understandable; in a uniform format, including alternate formats, upon request; and, to the extent practicable, in a language the parents can understand.

If the District anticipates that it will not have sufficient funds to serve all students eligible to receive services, it should also include in the notice, information on how it will set priorities in order to determine which eligible students do receive services.

Student Progress

The District and supplemental education provider, after consultation with the student's parent(s), must agree to a schedule for informing parents and the student's teacher(s) about the student's progress. The intent of this requirement is to ensure that students are improving their academic achievement and that instructional goals are being met.



LEGAL REFERENCE:

Title I, Section 116(e) , No Child Left Behind Act Resource Documents, NSBA Council of School Attorneys, November 2003

ADOPTED: 12/10/2007

AMENDED:

In selecting instructional materials to achieve the general objectives of the district, Joint School District No. 305 shall take into account the following responsibilities: The Board shall have the power and it shall be their duty:

- 1) To provide and adopt a uniform series of textbooks for the use of the schools.
- 2) To provide materials that will enrich and support the curriculum, taking into consideration the varied inter-ests, abilities, and maturity levels of the pupils served.
- 3) To provide materials on opposing sides of controversial issues so that young citizens may develop, under guid-ance, the practice of critical reading and thinking.
- 4) To provide materials representative of the many reli-gious, ethnic, and cultural groups and their contribu-tion to our American heritage.

Text selection committees are appointed by the Superintendent to review and recommend texts in the field to be considered. If possible, one-fourth of the members of the committee shall be persons who are not public educators or school trustees. The committees' recommendations will be reviewed by the Board before adopting.

All personnel and appointed committees of the district will use the Criteria for Evaluation of Materials as adopted by the Board. (Examples follow.)

All teachers shall use the adopted materials.



LEGAL REFERENCE:

Board Action, Idaho Code Section 33-512A, State Board Policy on Textbook Adoption

ADOPTED: 9/19/77

AMENDED: 9/13/82

Multi-level learning within self-contained classroom.....
Total student involvement in all activities.....
Correlation with other subjects.....
Usable by inexperienced teachers....
Individualized instruction.....
Student initiated activities.....
Enrichment of extension of student competencies.....
Evaluation.....

5. Content (where applicable) Evaluation
Appropriate for target group.....
Accurate.....
Comprehensive.....
Suggests continuing learning experience.....
Aids conceptual development.....
Develops critical thinking.....
Well written.....
Free from all stereotyping.....
Terms used in balance.....
Generic terms avoided.....
Comprehensive balance of illustrations.....

6. Treatment of Culturally Sensitive Material
Race, national origin.....
Age/sex.....
Religion.....
Special groups: Handicapped, disadvantaged, gifted/talented, migrants, minorities, and all national origin groups.....

Material reviewed by: _____

Date of Adoption: _____

The Board of Trustees seeks to provide materials of the highest scholarship, standards and literary quality to meet the objectives of the educational program. Since the selection of such materials is a specialized field, selection shall be the responsibility of professionally trained personnel, that know the course of study, the methods of teaching, the individual differences of students and current trends. Such selection shall reflect the requests of the Board of Trustees, administration, faculty, students, and parents.

1. Does the content of this work contribute to the development of informed, reasonable, and intellectually responsible and independent citizens?
2. Is the content of this work accurate, timely and authoritative?
3. Will the material contribute to a better understanding of the world in which we live and of the human condition.
4. Will the material help to broaden and deepen the interests and understanding of the students?
5. Is the material presented in such a manner and at such a reading level as to be understandable to the group for which it is intended?
6. Do books and media offering factual information contain the necessary tables of contents, indexes, glossaries, and other aids to clarify and make readily accessible the contents of the books?
7. Is the content of this work suitable for the age group to which it is addressed?
8. Is the material free of bias as to sex, race, color, religion, or ethnicity?
9. Are graphs, charts, illustrations, etc., skillfully executed, and do they contribute to a better understanding and appreciation of the book?
10. Is the printing in the book large enough to be easily readable, and is the text spaced adequately on the page?
11. Are the physical characteristics of the book expected to survive a reasonable number of conditions?

Criteria For Printed Material:

A. Non-Fiction

1. Is the author competent and qualified in the field covered by the book, i.e., is the book factually accurate and objective in presentation?

2. Do the total content and emphasis serve the purpose for which the book is intended?

B. Fiction

1. Does the book have literary merit?
2. Is it true of human nature and experience?
3. Is the language appropriate to the purpose of the book?
4. Does it have good characterization?
5. Will it serve to develop the reading interests of the student?

C. Periodicals

1. Is this periodical needed for reference work? If so, are its contents accessible through indexes?
2. Will this title serve to keep the library collection up-to-date?
3. Is there demand for this title?
4. Will the periodical supplement the book collection?
5. Is the magazine's personal bias, if it exists at all, made sufficiently clear?

D. Non-Printed Materials

1. Audio Materials

- a. Does the material contribute meaningful content to the topic under study?
- b. Is the commentary clear and natural?
- c. Is the material of satisfactory fidelity?
- d. Is the commentary rhetorically good and grammatically correct?
- e. Is the material dramatic in its presentation?

2. Visual Materials

- a. Do the materials give an authentic picture of ideas they present?
- b. Is the pace of materials psychologically correct (neither too slow nor too fast)?
- c. Is the juxtaposition of caption or commentary to the picture satisfactory?
- d. Is the photography technically excellent.
- e. Will the picture content make the material out of date in a few years?

Selection tools to be used.

Suggested selection tools listed on pages 59 through 63, of *Managing School Libraries in Elementary and Secondary schools*, published by the State Department of Education, 1980, should be used whenever feasible.



LEGAL REFERENCE:

Managing School Librairies in Elementary and Secondary Schools SDE 1980

ADOPTED: 9/19/77

AMENDED:

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

Code No. 500.17A

Title _____ /___/Book /___/Periodical /___/Other

Author _____

Publisher _____

Request initiated by _____

Address _____

City _____ State _____ Zip _____ Tel. _____

Do you represent:

/___/ Yourself

/___/ An organization (name) _____

1. To what in the work do you object? (Please be specific, cite pages)

2. Did you read the entire work? _____ What parts? _____

3. What do you feel might be the result of reading this work?

4. For what age group would you recommend this work? _____

5. What do you believe is the theme of this work? _____

6. Are you aware of the teacher's purpose in using this work?

7. What prompted you to object to this work? _____

8. Are you aware of judgments of this work by literary critics? _____

If so, which critics? _____

9. Have you read a book review of this work? _____ If so, what is the source of this review? _____

10. What would you like your library/school to do about this work?

/___/ Do not assign/lend it to my child

Return it to the staff selection committee/department for reevaluation

Other. Explain _____

11. In its place, what work would you recommend that would convey as valuable a picture and perspective of the subject treated?

Signature _____

Date _____

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 educational process and fostering community values.

Policy

It is the Board's policy to establish course curriculum and work in partnership with parents to promote and 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 learned 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/or performer 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.

High School: Only G, PG and PG-13 rated movies may be shown without parental permission. Only certain segments having a valid educational purpose of any R-rated movie may be shown.

Any segment of an R-rated movie to be shown at the high school requires a signed written consent from a parent/guardian that must be kept on file before the student may view the movie.

- The Board discourages the showing of an R-rated movie in school. However, the Board also recognizes that some segments of certain R-rated movies may have a valid educational purpose. Therefore, R-rated movies are not to be shown in their entirety,

and segments may be shown only if no other means of instruction can present the information. Signed, written permission must be granted by a parent/guardian before the student may view the excerpt.

Administrator's Authorization

At least five (5) days prior to the showing, the instructor/teacher shall submit to the principal, in writing, the following information on the particular films:

1. Title and brief description
2. Purpose for showing the movie/video
3. Match with course objectives
4. Proposed date(s) of viewing
5. When and how parents will be notified, or if necessary, grant consent
6. Audience rating (G, PG, PF-13)

Copyright

All district employees must comply with federal copyright laws, as well as publishers licensing agreements. Legal requirements apply:

- Regardless of whether an admission fee is charged
- Whether the institution or organization is commercial or non-profit
- 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 to be considered an Educational Exemption, all criteria must be met;

1. A teacher or instructor is present and the movie or 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 special to record the program at school with school recording facilities.

- b. A television program that is recoded 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 (10) consecutive school days of the forty five (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 (10) 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 (10) consecutive days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., 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.
- g. Off-air recording need not be used in their entirety, but recorded programs may not be altered from their original content not may they be physically or electronically merges 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 school 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 store, school library or a personal collection.



LEGAL REFERENCE:

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

ADOPTED: 5/12/08

AMENDED:

Highland School District #305 may enter into a written agreement with a parent/adult student in certain situations pertaining to a student’s special education program. All written agreements will be made utilizing the agreements set forth in the Idaho Special Education Interim Manual 2005 or any subsequent amendments to the manual and its forms.

THREE-YEAR REEVALUATION

The district and the parent/adult student may agree that the district will not conduct a three-year reevaluation. The following individual(s) is/are authorized to enter into such an agreement:

- Superintendent
- Special Education Director

IEP TEAM ATTENDANCE NOT REQUIRED

The district and the parent/adult student may agree that certain members of the Individualized Education Program (IEP) team are not required to attend an IEP team meeting, in whole or in part. The following individual(s) is/are authorized to enter into such an agreement:

If the meeting addresses the excused member’s areas of expertise, he or she must provide written input to the IEP team prior to the meeting date.

IEP TEAM MEETING NOT REQUIRED FOR AMENDING AN IEP

The district and the parent/adult student may agree that an IEP meeting is not necessary to revise a student’s IEP between annual IEP meetings. The following individual(s) is/are authorized to enter into such an agreement:

- Superintendent
- Special Education Director

EXTENDING THE 60-DAY TIMELINE

The district and the parent/adult student may agree to extend the 60-day timeline for developing and implementing an IEP for a student whenever:

- Another district initiates an evaluation or reevaluation of a student; and
- The student moves to this district before the evaluation or reevaluation has been completed; and

- This district promptly seeks information from the previous district and promptly completes the evaluation.

The following individual(s) is/are authorized to enter into such an agreement:

- Superintendent
- Special Education Director

• • • • •

LEGAL REFERENCE:

Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446
34 CFR part 300
Idaho Special Education Interim Manual 2005

ADOPTED: 1/9/2007

AMENDED:

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:

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

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

- Children with special health care needs;
- Adolescents who are obese, underweight, follow a vegetarian diet or have other related issues (e.g., eating disorders);
- Students living in impoverished conditions with limited access to nutritionally adequate food; and
- 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 that is recognized as a valued member of the health care team. The school nurse, dietician, food service director and teachers should work collaboratively to successfully integrate nutrition into the school's comprehensive health program.

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:

- Provide standard nutrition screening;
- Establish a well-defined plan for follow up of students and referral to community-based services; and
- Provide recommendation 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 teen'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.



LEGAL REFERENCE:

Idaho Code Sections 33-512 Governance of Schools

ADOPTED: 5/8/2006

AMENDED:

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 unto 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 classes are: discussing ethnic food practices in the context of history and geography; preparation of healthy food in home economics, adult living, or life skills courses; 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 level. All instructional staff is 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 My Plate
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, gender, and activity level;
14. Proper sanitation
15. Importance of fluid intake and selection;
16. Identify and limiting low nutrition 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 foodservice staff and teachers. Teachers can display posters, videos, websites, and etc. on nutritional 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 nurse, health teachers, and physical education coaches.

School Community

For a truly comprehensive approach to the school-based nutrition program and services, it is critical that all members of the school community help to create an environment that supports healthy eating practices. Administrators, teachers, school foodservice 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.

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 town 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 the local newspaper, school newsletter and school website.

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 nutritional information, post nutritional tips on school websites, and provide

nutrient analysis 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 nutritional standards for individual foods and beverages. Celebrations that involve food during the school day shall be limited to no more than one party per class per month. No more than one food or beverage that does not meet nutrition standards for Smart Snacks in Schools may be served at such parties. 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 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 and high school levels;
2. Healthy eating and physical activity will be actively promoted to students, parents, teachers, administrators, and the community at registration, SOS meetings, Open Houses, Health Fairs, teacher in-services, etc; and
3. Nutrition education from evidence-based sources (such as USDA’s Team Nutrition and My Plate) 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.



ISBA Cross Reference: 8200 Health Lifestyles, 8230 District Nutrition Standards

LEGAL REFERENCE:

Idaho Code Sections 33-512

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

7 CFR § 210.30 Local School Wellness Policy

ADOPTED: 5/8/06

AMENDED: 1/15/2020

Physical Education (P.E.) K-12. All students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, will be encouraged to participate in physical education where available. Students will spend at least 50 percent 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 (i.e., at least 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:

- 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;
- Opportunities for physical activity will be incorporated into other subject lessons; and
- Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate

Daily Recess. All elementary school students will have at least 20 minutes a day of 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 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 (e.g., running laps, push ups) as punishment.



LEGAL REFERENCE:

Idaho Code Sections 33-512

ADOPTED: 5/8/06

AMENDED:

Driver Training Education

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

Anyone residing in the District between the ages of fourteen and one-half (14 1/2) through twenty-one (21) years of age, irrespective of whether they are enrolled in the district is 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:

Idaho Code Sections 33-1701, 49-110, 49-307

ADOPTED: 1/14/08

AMENDED:

All requests from the public to conduct research within the school district must be directed to the Superintendent of Schools. The following criteria will be utilized to make a determination regarding approval of such requests:

1. The study results in direct benefits or provides direct services to the children of within the school district;
2. The study provides in-service opportunities for the growth and development of faculty and/or staff;
3. There are to be no expenditures of district funds or use of staff/faculty time unless there are benefits as described in 1 and 2 above.
4. Students participating in studies, authorized by school administration, must have the approval of their parents.



LEGAL REFERENCE:

Board Action

ADOPTED: 3/8/2010

AMENDED:

District Policy Development

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

The District shall develop jointly with, agree on with, and distribute to, parents/guardians 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/guardians and family members in jointly developing the District's Plan; and
2. **Coordinate Assistance and Support:** The District shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District in planning and implementing effective parent 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/guardians 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/guardians 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/guardians in improvement plan activities (with particular attention paid to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - B. The needs of parents/guardians and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - C. The strategies that will be implemented to support successful school and family interactions.
5. **Implement Evaluation Findings:** The District shall use the findings of the evaluation performed pursuant to Paragraph 4, above, to design evidence-based strategies for more effective 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/guardians 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/guardians or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent and Family Engagement Policy.

School-Level Policy Development

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

1. **Parental Involvement:** All District schools receiving Title I funds shall:
 - A. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating children shall be invited and encouraged to attend, to inform parents/guardians of their school's programs, to explain the requirements of this policy, and the right of the parents/guardians 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/guardians, in an organized, ongoing, and timely way, in the planning, review, and improvement of the District's and school's available programs, including the planning, review, and improvement of the school's parent and family engagement policy and the joint development of the schoolwide program plan, except that if a school has in place a process or procedure for involving parents/guardians in the joint planning and design of the school's programs, the school may use that process or procedure, if such existing process or procedure already includes an adequate representation of parents/guardians of Title I qualifying children; and
 - D. Provide parents/guardians of participating children:

- I. Timely information about qualifying programs;
 - II. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - III. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- E. If the schoolwide program plan is not satisfactory to the parents/guardians 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/guardians of Title I children a school-parent compact that describes how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents/guardians will build and develop a partnership to help children achieve the challenging state academic standards. Such compact shall:
- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging State academic standards, and the ways in which each parent 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/guardians on an ongoing basis through, at a minimum:
 - I. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - II. Frequent reports to parents/guardians on their children's progress;
 - III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

- IV. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

District and School Level Development

1. **Empowering Parents/Guardians:** To ensure effective involvement of parents/guardians and to support a partnership among the school, parents/guardians, and the community to improve student academic achievement, both the District and each school within the District:
 - A. Shall provide assistance to parents/guardians of children served by the school or District, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of this policy, and how to monitor a child's progress and work with educators to improve the achievement of their children; and
 - B. Shall provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; and
 - C. Shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents/guardians, in the value and utility of parental participation, and in how to reach out to, communicate with, and work with parents/guardians as equal partners, to implement and coordinate parent programs, and to build ties between parents/guardians 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/guardians 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/guardians of participating children in a format and, to the extent practicable, in a language the parents/guardians can understand; and
 - F. May involve parents/guardians 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/guardians 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/guardians to participate in school-related meetings and training sessions; and
- I. May train parents/guardians to enhance the involvement of other parents/guardians; 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/guardians who are unable to attend such conferences at school, in order to maximize parental involvement and participation; and
- K. May adopt and implement model approaches to improving parental involvement; and
- L. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; and
- M. May develop appropriate roles for community-based organizations and businesses in parent involvement activities;
- N. Shall provide such other reasonable support for parental involvement activities under this section as parents/guardians may request; and
- O. Shall inform parents/guardians and organizations of the existence of the program.

2. **Accessibility of Information for Parents/Guardians:** 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/guardians and family members (including parents/guardians and family members who have limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand.



Cross Reference: ISBA Model Policy 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: 9/11/2017

Reviewed on: 8/11/25

Parent and Family Engagement Guidelines

In order to achieve the level of parent and family engagement outlined in District Policy 505, these procedures guide the development of each school's annual parental involvement plan designed to foster a cooperative effort among parents/guardians, 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/guardians/community regarding effective parent involvement practices. The District encourages schools to include family literacy when a substantial number of students have parents/guardians 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/Guardians

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/guardians 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/guardians about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement; and
4. Send information to parents/guardians of Title I children in a format and, to the extent practicable, in a language the parents/guardians 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 inservice education to staff regarding the value and use of contributions of parents/guardians and how to reach out to, communicate, and work with parents/guardians as equal partners, implement and coordinate parent programs, and build ties between parents/guardians and the school; and
5. Send information to parents/guardians of Title I children in a format and, to the extent practicable, in a language the parents/guardians can understand; and
6. Develop jointly with, agree on with, and distribute to, parents/guardians 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/guardians or family members served by the District to adequately represent the needs of the population served by the District for the purpose of

developing, revising, and reviewing the District's Parent and Family Engagement Policy;
and

9. Ensure that each school in the District jointly develops with the parents/guardians of Title I children a school-parent compact that describes how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents/guardians will build and develop a partnership to help children achieve the challenging State academic standards and includes the requirements of District Policy 505.

Procedure History:

Promulgated on: 9/11/2017

Reviewed on: 8/11/25

[DISTRICT LETTERHEAD]

**LIBRARY AND RESOURCE CENTER MATERIALS
COMMENT/COMPLAINT FORM**

Please return this completed form to your building administrator.

Name: _____ Date: _____

Address: _____ Phone: _____

City: _____ State: _____ Zip: _____

1. Resource on which you are commenting:

- | | |
|-----------------|----------------------------------|
| _____ Book | _____ Audiovisual Resource |
| _____ Magazine | _____ Content of Library Program |
| _____ Newspaper | _____ Other |

Title: _____

Author/Producer: _____

2. What brought this title to your attention? _____

3. Please comment on the resource as a whole as well as being specific on those matters that concern you. (Use other side if needed.) _____

Optional:

4. What resource(s) do you suggest to provide additional information on the topic?

5. Additional Comments:

Recommendation by School Media Advisory Committee

NAME OF TEXT _____

EDITION _____

AUTHOR(S) _____

PUBLISHER _____

SCHOOLS _____

In review of the complaint filed on: _____ by _____
(date) (name of person)

The committee by a vote of _____ to _____ recommends:

A. retaining the material for use in its present location

B. retaining the material for use on reserved or restricted status

C. retaining the material under the following conditions:

D. withdrawing the material from use

Rationale for recommendation: _____

Additional comments: _____

COMMITTEE SIGNATURES

DATE _____



Policy History:
Adopted on: 11/13/2023

Library and Resource Center 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 the students' First Amendment constitutional rights. It is the policy of this district that:

1. The district will maintain a comprehensive district-wide media program that will provide access to large and varied collections of materials;
2. Selection of library materials will be made by school librarians, taking into account the needs of teachers and students, and will follow the accreditation standards and procedures set forth by the Idaho State Board of Education;
3. Gifts of materials, or funds for the media program, if accepted, will be used with no commitment regarding their use. Such materials will be evaluated by the librarian, using the same criteria as materials selected with school district funds. Final disposition of a gift is the responsibility of the librarian in accordance with the needs and best interest of the schools.

SELECTION CRITERIA

The authenticity will be reviewed, taking into account the accuracy and timeliness of the material. The qualifications of the author or producer will also be taken into account.

1. The appropriateness of the material will be reviewed regarding whether the medium is appropriate to the subject matter and whether the vocabulary, content, concepts, and themes are suited to the intended audience.
2. The context will be reviewed regarding whether the organization and presentation relate to the needs of the student and are helpful to the user.
3. The interest regarding the message contained and the ability to hold the attention of the user should also be taken into account.
4. The technical quality such as the format, audiovisual qualities, and ease of handling should be considered.

The following procedure will be followed whenever this district's books, materials, or resources are questioned:

1. An effort will be made to resolve the issue informally.

2. If an individual complaining of the books or materials wishes to file a formal complaint, he or she will fill out the appropriate forms.
3. The forms will be submitted to the principal and/or librarian for review by a media advisory committee, which will consist of a teacher, the librarian, an administrator, a student, and a community member. The committee will review the complaint within ten (10) days of receipt.
4. The findings of the committee may be appealed within five (5) days of the issuance of its decision to the superintendent for his or her review.
5. The determination of the superintendent may be appealed to the board of trustees within five (5) days of the superintendent's decision.

REMOVAL PROCEDURE

Any decision to remove a book, material, or resource from a school library will be content neutral, based on a legitimate exercise of control over pedagogical matters: neutrality will be demonstrated. Censorship based on the content of a book or resource is considered an extreme measure; prior to removing a book or resource from a school library, other less restrictive measures will be considered, such as placing the item in question on reserved or restricted status.

School staff will be informed of the removal of any book, material, or resource from the district's libraries or classrooms and will no longer use those items.



LEGAL REFERENCE:

Board of Educ., Island Trees, Etc. v. Pico, 102 S. Ct. 2799 (1982)

ADOPTED: 11/13/2023

AMENDED:

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

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

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

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

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

A parent/guardian who has an objection to their child's participation in the District's adopted curriculum and/or the District's implementation of practices, policies, and

procedures in accordance with educational mandates, on the basis that it harms the child or impairs the parents' firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or program. Except in the case of sex education curriculum, a parent/guardian who chooses to not have their child participate in the provided educational activity 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.

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

Access to Learning Materials

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

Student Wellbeing

If a member of the District's staff becomes aware of a change in the student's mental, emotional, or physical health or well-being the staff member shall report this change so the student's parent/guardian can be notified as described in Procedure 507P.

Addressing Parent/Guardian Concerns

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

Notice

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



Cross References:	2340F	Parental Opt-Out Form for Sex Education
	2420	Parental and Family Engagement
	4105F	Request to Address the Board
	4120	Uniform Grievance Policy
	4175	Required Annual Notices
Legal References:	Id. Const. art. IX	Education and School Lands
	IC § 32-1010	Intent of the Legislature – Parental Rights
	IC § 32-1012	Parental Right to Direct the Education of Children
	IC § 32-1013	Interference with Fundamental Parental Rights Restricted
	IC § 33-6001	Parental Rights
	IC § 33-6002	Annual Notice of Parental Rights
	IDAPA §§ 08.01-.04	State Board of Education and State Department of Education Administrative Rules

Policy History:

Adopted on: 9/11/2023

Revised on:

Reviewed on: 7/8/2024, 8/11/2025

Staff Member Reporting Change in Student Health or Well-being

Name: _____ Position: _____

Date: _____

Student Name: _____

Date you noticed this change in health or wellbeing: _____

Please explain this change and how you learned about it:

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

Name: _____ Position: _____

Date Form Was Received: _____

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

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

Please indicate whether you took the following steps:

- Yes / No Encouraged the student to discuss issues related to the student's well-being with their parent/guardian
- Yes / No Encouraged the parent/guardian to discuss issues related to the student's well-being with the student
- Yes / No Offered to facilitate a discussion of the student's wellbeing between the student and the parent/guardian



History

Promulgated on: 9/11/2023

Revised on:

Reviewed on:

District staff shall notify the counselor and/or building principal of any known change in a student's mental, emotional, or physical health or well-being using Form 507F. For the purposes of this policy:

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

The counselor and/or building principal shall notify the student's parent/guardian regarding this change and document their attempts to do so using Form 507F.

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



Procedure History

Promulgated on: 9/11/2023

Revised on:

Reviewed on:

In accordance with the mission and vision of the District and with Idaho Law, the District offers the following courses of instruction for all elementary students:

1. Fine Arts (art and music);
2. Health and wellness;
3. Physical Education;
4. Computational thinking and digital literacy



Legal Reference: IDAPA 08.02.03.104.01 Other Required Instruction

Procedure History

Promulgated on: 9/11/23

Revised on:

Reviewed on:

Original Adopted Date: 9/9/2024

Surveys - General

Surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in Board policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

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

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

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

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

Surveys Created by a Third Party

Before the District administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey:

1. That is created by a person or entity other than a District official, staff member, or student;
2. Regardless of whether the student answering the questions can be identified; and
3. Regardless of the subject matter of the questions.

Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Behavior or attitudes about sex;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;

6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

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

1. Inspect the survey within a reasonable time of the request, and/or
2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercises this opt out option.

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

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

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

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

Instructional Material

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

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

Collection of Personal Information from Students for Marketing Prohibited

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

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

4. A Social Security identification number.

The District shall not collect, disclose, or use student personal information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose.

The District, however, is not prohibited from collecting, disclosing, or using personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education-related activities; and
6. Student recognition programs.

Notification of Rights and Procedures

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability from the District office upon request;
2. How to opt their child out of participation in activities as provided in this policy;
3. The approximate dates during the school year when an opt-out survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other material described in this policy.

This notification shall be given to parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years of age or is an emancipated minor.

NOTE: This policy must be adopted in consultation with parents. 20 USC § 1232h(c)(1). Therefore, ISBA recommends that, at a minimum, Boards specifically note this on their meeting agendas and request public comment prior to adoption.

Legal References

20 USC § 1232(h)

34 CFR Part 99

IC § 33-6001

Description

FERPA: Protection of Pupil Rights

Implementing FERPA

Parental Rights

Cross References

ISBA Model Policy	Description
2120	Program Evaluation and Diagnostic Tests
2130	Research Studies
2500	Library Materials
2500-F(1)	Library Materials
2520	Selection, Adoption, Use, and Removal of Curricular Materials
3200	Student Rights and Responsibilities
3281	Gender Identity and Sexual Orientation
3500	Student Health/Physical Screenings/Examinations
3500-F(1)	Student Health/Physical Screenings/Examinations - Notice of Health Services
3575	Student Data Privacy and Security
4160	Parents Right-to-Know Notices
4175	Required Annual Notices
4250	Educational Research in District Schools

Student and Family Privacy Rights – Consent Form

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

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

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

Parents will be notified if surveys will be given to students. Parents will have the ability to opt their students out of any survey by notifying the school office.

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to Highland School PO Box 130, 112 Boulevard Ave., Craigmont, ID 83523. The school principal will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

I _____ (parent/guardian’s name) give my consent for _____ (child’s name) to take _____ (survey name) on or about _____ (date).

Parent’s signature: _____

Please return this form no later than _____ (date):

Original Adopted Date: 10/14/2024

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 shall be given the opportunity to review the materials to be used and may request that their child be excluded from sex education class sessions without prejudice. Any parent/legal guardian may have their child excused from any planned sex education instruction upon filing a written request with the Superintendent or the Superintendent's designee. The Superintendent or designee shall make a form available for such requests. Alternative educational activities shall be provided for those excused.

Sex Education

The Board directs that sex education instruction shall include instruction on abstinence. However, it is recognized that this alone may not prevent pregnancies and sexually transmitted infections (STIs). Therefore, the Board allows for instruction in sex education including STIs, birth control, adoption, 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 abortion or on the use of birth control methods.

Any sex education instruction shall include instruction on:

1. Available adoption resources and current adoption practices in the United States as a means of providing for the well-being of a child;
2. The Idaho Safe Haven Act, IC 39-8201 et seq.; and
3. Where to find resources and support in the State of Idaho.

The Board believes that instruction on STIs 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 STIs before they reach the age when they may adopt behaviors that increase their risk of contracting an STI

In order for education about STIs to be most effective, the Superintendent shall require that faculty members who present this instruction receive continuing inservice training that includes appropriate teaching strategies and techniques.

No sex education materials or instruction may be provided by any individual or organization that is an abortion provider.

Alcohol, Tobacco, and Drug Education

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

Legal References

IC § 18-8707

Description

Abortion-Related Activities Prohibited in School-Based Health Clinics and Sex Education Curricula

IC § 33-1605

Health and Physical Fitness – Effects of Alcohol, Tobacco, Stimulants and Narcotics

IC § 33-1608, et seq.

Family Life and Sex Education – Legislative Policy

IC § 33-342

Adoption Education

IC § 39-8201 et. seq.

Idaho Safe Haven Act

IDAPA 08.02.03.160

Safe Environment and Discipline

Cross References**Code**

2315

Description

Physical Activity Opportunities and Physical Education

2340

Controversial Issues and Academic Freedom

2340

Controversial Issues and Academic Freedom

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.

Sex Education

While District schools do not provide instruction on all of the following topics, the term "human sexuality" shall mean the following, as required by state law:

1. Sexual conduct;
2. Sexual pleasure;
3. Sexual intimacy;
4. Sexual abuse;
5. Sexual violence;
6. Eroticism;
7. Pornography;
8. Deviant sexual behavior;
9. Sexual attraction;
10. Sexual orientation or any form of sexual identity;
11. Gender identity or gender conversion.

Instruction in any of these topics shall be age-appropriate, developmentally appropriate, and in accordance with state standards. Before providing instruction on any of these topics or other sex education, the District shall provide parents/guardians with at least two weeks of notice and the opportunity to review any materials that will be used in this instruction. This notice shall include a brief description of the content of this instruction. Parents/Guardians shall be provided with a form to provide written permission for their student to receive the instruction. Students will only participate in instruction on this topic if their parent/guardian has provided this signed form within one week of the time this instruction begins. Alternative educational activities shall be provided for students who have not received this permission.

If a parent/guardian believes their student has received instruction on one of these topics without the permission described above, the parent may address their complaint as described in Procedure 2320.

The Board directs that sex education instruction shall include instruction on abstinence.

However, it is recognized that this alone may not prevent pregnancies and sexually transmitted infections (STIs). Therefore, the Board allows for instruction in sex education including STIs, birth control, adoption, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgment of the instructor.

Any sex education instruction shall include instruction on:

1. Available adoption resources and current adoption practices in the United States as a means of providing for the well-being of a child;
2. The Idaho Safe Haven Act, IC 39-8201 et seq.; and
3. Where to find resources and support in the State of Idaho.

Additionally, any instruction on human biology, contraception, or STIs provided to students in grades 5 through 12 shall be accompanied by a viewing of a video that meets the following requirements:

1. It must be at least three minutes long;
2. It must show the development of the brain, heart, sex organs, and other vital organs in early fetal development; and
3. It must include a high-quality, computer-generated rendering or animation showing the process of fertilization and every stage of human development inside the uterus, noting significant markers in cell growth and organ development for every week of pregnancy until birth.

Before a student can view such a video, their parent/guardian must be given notice, be provided with the opportunity to review the video, and provide permission as described above

The Board believes that instruction on STIs 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 STIs before they reach the age when they may adopt behaviors that increase their risk of contracting an STI.

In order for education about STIs 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.

No sex education materials or instruction may be provided by any individual or organization that is an abortion provider.

Alcohol, Tobacco, and Drug Education

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

Legal References	Description
IC § 18-8707	Abortion-Related Activities Prohibited in School-Based Health Clinics and Sex Education Curricula
IC § 33-1605	Health and Physical Fitness – Effects of Alcohol, Tobacco, Stimulants and Narcotics
IC § 33-1608, et seq. IC § 33-1611A	Family Life and Sex Education – Legislative Policy Requiring Permission for Instruction Addressing Human Sexuality
IC § 33-1637	Human Growth and Development Instruction in Public Schools
IC § 33-342	Adoption Education

IC § 33-6001
IC § 39-8201 et. seq.
IDAPA 08.02.03.160

Parental Rights
Idaho Safe Haven Act
Safe Environment and Discipline

Cross References

Code

2315
2340
2340-F(1)

Description

[Physical Activity Opportunities and Physical Education Controversial Issues](#)
[Controversial Issues - Parental Opt-Out Form for Sex Education](#)
[Gender Identity and Sexual Orientation](#)

INSTRUCTION

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.

The Board directs that sex education instruction shall include instruction on abstinence. Because this alone may not prevent pregnancies and sexually transmitted infections, the Board allows for instruction in sex education including sexually transmitted infections, birth control, adoption 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 abortion or on the use of birth control methods.

Date

Signature of Parent/Guardian

Original Adopted Date: 10/14/24**Amended: 2/10/25**

In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purposes of the program are:

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

Accordingly, the Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a Second Language instruction.

The Superintendent or designee shall implement and supervise an English Learners program which ensures appropriate English Learners instruction and complies with applicable laws and regulations.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the English Learners program, including:

1. Program goals;
2. Student enrollment procedures;
3. Assessment procedures for program entrance, measurement of progress, and program exit;
4. Classroom accommodations;
5. Grading policies; and
6. A list of resources, including support agencies and interpreters.

The District shall establish procedures for identifying students whose dominant language is not English. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.

Students whose dominant language is not English should be enrolled in the District upon proof of residency and other legal requirements. Students shall have access to, and be encouraged to

participate in, all academic and extracurricular activities of the District.

Students participating in English Learners programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The English Learners program shall be designed to provide instruction which meets each student's individual needs based on the assessment of English proficiency in listening, speaking, reading, and writing. Adequate content-area support shall be provided while the student is learning English to assure achievement of academic standards.

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

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

Statewide Assessments

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

To be eligible for exemption from the Idaho Reading Indicator, a student must have been enrolled in the District for less than two full school years, and must score less than a two on the English Language proficiency assessment. If a student qualifies, the Superintendent or designee shall determine whether a student should be exempted before the administration of the Fall assessment and for the remainder of that school year. The Superintendent or designee may require a student who qualified for the exemption to take the Idaho Reading Indicator if they determine that it is educationally appropriate or if it serves as a prerequisite for that student to qualify for additional education services. English learners are exempt from the ISAT ELA testing for one year from the first date of enrollment in a US school.

At the beginning of each school year the District shall notify parents of students qualifying for English Learners programs about the instructional program and parental options, as required by law. Parents/guardians will be regularly apprised of their student's progress. Whenever possible, communications with parents or guardians shall be in the language understood by the parents.

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

Reporting

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

Legal References

20 USC § 6311

20 USC § 6811, et seq.

Description

Basic Program Requirements - State Plans

English Language Acquisition, Language Enhancement, and Academic Achievement Act

20 USC §§ 1701-58

Equal Educational Opportunities Act of 1974

42 USC § 2000(d), et seq.

Title VI of the Civil Rights Act of 1964

ESEA

Section 1111(b)(2)

IC 33-1618

Assessment Exemption

Cross References

Code	Description
4160	Parents Right-to-Know Notices

Original Adopted Date: 10/14/2024

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

The fall administration of the statewide reading assessment will be used as an initial screening to identify students who have characteristics of dyslexia, as defined in I.C. 33-1802, except for children who qualify for exemption under Policy 2385 and I.C. 33-1618. Students in grades kindergarten through 5 who are identified by the initial screening shall be given a second (Tier 2) diagnostic screening test for characteristics of dyslexia. This Tier 2 screening shall also be provided to students identified by their classroom teacher and to students whose parent/guardian requests this screening. The Tier 2 screening may be selected from among the Tier 2 screening measures recommended by the State Department of Education for this purpose.

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

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

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

Professional Development

All District instructional staff and instructional coaches involved in the instruction of students in grades kindergarten through 5 shall be required to complete a professional development on dyslexia approved by the State Department of Education for this purpose.

Legal References

IC § 33-1802

IC § 33-1811

IC 33-1618

Description

Definitions

Dyslexia

Assessment Exemption

Original Adopted Date: 10/14/2024

STEM Diploma

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

1. Eight credits in mathematics;
2. Eight credits in science; and
3. Five credits in the students' choice of any or all subjects of science, technology, engineering, or mathematics.

Students who have completed eight or more credits in mathematics that include algebra II or a higher-level mathematics class before the student's senior year are not required to take a mathematics class in the student's senior year.

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

Workforce Readiness and Career Technical Education Diploma

The Board may award a Workforce Readiness and Career Technical Education Diploma to every student who successfully completes all minimum graduation requirements as well as the following:

1. Successfully passed a technical skills assessment;
2. Successfully passed the workplace readiness assessment; and
3. Demonstrated competency in career technical education program standards as identified with "Skillstack" or a successor program and earned the workforce readiness badge or an industry certification approved by the Division of Career Technical Education for this purpose.

To receive this specialty diploma, students are not required to complete more than the total credits required to graduate. A student may earn their last year of Math and English credits through a practical math or technical writing course.

Each student is encouraged to earn a relevant industry certification.

Legal References

IC § 33-523

IC § 33-526

IDAPA 08.02.01.250.02

IDAPA 08.02.01.350

Description

STEM Diploma

Workforce Readiness Diploma

Required Attendance

Early Graduation

IDAPA 08.02.03.105

High School Graduation Requirements

IDAPA 08.02.03.1802

STEM Diploma Math Exemption

Cross Reference

ISBA Code

2700

2700-P (1)

Description

High School Graduation Requirements

High School Graduation Requirements – Publication of
Graduation Requirements