

Wallace School District No. 393 Policy Manual

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Goals

The District's educational program will seek to provide opportunities for each child to develop to his or her maximum potential. Objectives for educational programs are:

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

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

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

Policy History:

Adopted on: April 9, 2012

Revised on:

Curriculum Development and Assessment

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

Development and Assessment

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

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

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

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

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

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

Cross References: § 2000
§ 2800

Goals
Objectives

Legal References: I.C. § 33-512A
I.C. § 33-1601, et seq.
I.D.A.P.A. 08.02.01

District Trustees - District Curricular Materials
Adoption Committees
Courses of Instruction
State Board of Education - Rules Governing
Administration

Policy History:

Adopted on: April 9, 2012

Revised on: January 11, 2021

Lesson Plan

To ensure proper planning and continuity of instruction, the Board requires each teacher to develop and use daily lesson plans for instruction. Weekly or unit lesson plans will be prepared and, if requested, will be submitted weekly to the building principal. The format for the lesson plan will be specified by the building principal and shall be reviewed from time to time at the discretion of the building principal. The plan book must be readily available when a substitute teacher is needed.

Careful planning should precede:

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

Planning should include:

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

Policy History:

Adopted on: April 9, 2012

Revised on:

INSTRUCTION

2120

Program Evaluation and Diagnostic Tests

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

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

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

Legal Reference: 20 U.S.C § 1232(h) Protection of Pupil Rights
I.C. § 33-1601 et seq. Courses of Instruction

Policy History:

Adopted on: April 9, 2012

Revised on:

INSTRUCTION

2125

K-3 Reading Intervention

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

Definition

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

Intervention Program

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

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

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

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

Reading Improvement Plan

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

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

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

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

Parental Notification

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

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

The initial notification must include the following:

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

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

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

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

Student Records

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

Literacy Training for School Board Members

All Trustees elected or appointed after July 1, 2021, shall participate in at least one board member orientation focused on:

1. State and District-level resources available for literacy intervention and improvements; and
2. School, District, and State level data available to track progress on student literacy proficiency and growth toward proficiency; and
3. How to set measurable goals for improving student proficiency.

By June 30, 2023, or following this date if directed by the State Board of Education, every Trustee shall participate in at least one board member orientation, or the literacy intervention orientation and training provided by the State Board of Education.

Reporting

Annually by October 1, the District shall report to the Idaho State Department of Education in their annual continuous improvement plan the following information on the prior school year :

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

| | | |
|-------------------|---|---|
| Cross References: | 1315 1650 | District Planning New Board Member Training |
| Legal References: | I.C. § 33-1805 I.C. § 33-1806 I.C. § 33-1807 I.C. § 33-1809 | Reading Instruction and Intervention Reading and Literacy Assessment Literacy Intervention Program Accountability and Continuous Improvement |
| Other References: | Idaho State Board of Education, <i>Idaho Comprehensive Literacy Plan</i> , December 2015 (available at: https://boardofed.idaho.gov/resources/comprehensive-literacy-plan/) (last visited 10/16/2019) | |

Policy History:

Adopted on: February 13, 2017

Revised on: October 11, 2021

Research Studies

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

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

All research proposals from outside sources shall be submitted in prospective form, with the instruments attached, to the Superintendent at least three weeks prior to the date on which the research study is to be conducted. The prospectus must include the researcher's name, address, and phone number, as well as a description of the purpose of the study, the procedures to be used, the treatment of the data, and the distribution of the study. The Superintendent shall approve or disapprove all research studies. Approval shall be based on educational significance, project design, and lack of disruption to the regular school process. The primary criteria in approving research studies will be the value to the District. A final copy of the study shall be provided free of charge to the District.

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

Policy History:

Adopted on: April 9, 2012

Revised on:

Student and Family Privacy Rights

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.

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.

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) exercise this option.

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 a 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.

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| Cross References: | § 2520 § 3200 § 3500 § 4175 § 4250 | Curricular Materials Student Rights and Responsibilities Student Health, Physical Screenings, and Examinations Required Annual Notices Education Research in District Schools |
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| Legal References: | 20 U.S.C. § 1232h 34 C.F.R. Part 99 | FERPA: Protection of Pupil Rights Implementing FERPA |
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Policy History:

- Adopted on: April 9, 2012
- Revised on: July 11, 2016
- Revised on: January 11, 2021

Wallace School District No. 393

INSTRUCTION

2140F

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 eight areas (“protected information surveys”):

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. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings (except those permitted under State law without parental notification).

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

Parent’s signature: _____

Please return this form no later than _____ (date) to the following school official:
[NAME AND MAILING ADDRESS]

Copyright Compliance

Throughout this procedure, “copies” shall refer to electronic as well as physical copies.

Authorized Reproduction and Use of Copyrighted Material in Print

In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an article from a newspaper or periodical; a short story, short essay, or short poem; or a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper. A teacher may make multiple copies, not exceeding more than one per pupil for classroom use if the copying meets the tests of “brevity, spontaneity, and cumulative effect” set by the following guidelines.

1. **Brevity:**

- A. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
- B. Complete articles, stories, or essays of less than 2,500 words or excerpts from prose works less than 1,000 words or 10 percent of the work, whichever is less, may be copied; in any event, the minimum is 500 words. Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph.
- C. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose, or poetic prose.

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

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

4. **Record Keeping:** Each school employee may maintain personal records regarding each school year’s annual cumulative effect use. Further, an individual employee shall maintain records of permission they have received to duplicate copyrighted materials. These materials shall be retained for five years. Copies of site licenses, network licenses,

and other permission to copy computer software will be maintained by the District's Technology Personnel.

Each copy must include a clear and obvious notice of copyright. The provisions of this policy are applicable to any form of copyrighted materials, including electronically provided copies of materials.

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

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations, or collective works. "Consumable" works include workbooks, exercises, standardized tests, test booklets, and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers' reprints, or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority." Teachers may show copyrighted materials to the class for instructional purposes using such devices as a projector, interactive white board, or similar display.

Digital Technology/Distance Learning

The District may send copyrighted materials as part of any distance learning classes, provided use complies with guidelines set forth in federal regulations and the following criteria are met:

1. The performance and/or display is a regular part of instruction; and
2. Technical measures are used to reasonably prevent recipients keeping material beyond the class session or distributing it. Such measures may include:
 - A. Ensuring the material is only sent to students enrolled in the course;
 - B. Requiring an assigned password or login to access the materials and ensuring such passwords or logins are disabled as soon as the material is no longer needed by the students enrolled in the course;
 - C. Disabling the print function for any copyrighted materials;
 - D. Including a watermark on copyrighted materials.
 - E. Streaming copyrighted materials to students rather than providing it as a file saved to a website.

Authorized Reproduction and Use of Copyrighted Materials in the Library

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

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one article of a

periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship, or research. Any other use may subject the person to liability for copyright infringement.

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

Authorized Reproduction and Use of Copyrighted Music

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

A teacher may make multiple copies for classroom use of an excerpt of not more than ten percent of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song. Printed musical works which have been purchased may be simplified provided that the fundamental character of the work is not distorted and that lyrics are not added or altered.

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

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

Copyrighted Video

A school or District's media center is responsible for the maintenance of a school's obtained copyrighted video, audio, or multi-media materials. Such center may reproduce one copy of a copyrighted work and distribute such in accordance with applicable provisions of the law.

Distance learning is subject to copyright guidelines if copyrighted material is copied or recorded during a transmitted lesson.

Copies made by a private individual of a rented or broadcast video are considered to be illegally made and may not be used for instructional purposes unless such use meets the fair-use test.

Rental video recordings and other optical media labeled with a "home use only" warning may not be used in any District classroom or school activity, including any extracurricular activity, unless such use is specifically permitted in the corresponding rental agreement.

Closed-circuit distribution of a copyrighted work to classrooms in a school is legal, so long as the transmission is used for instructional activity and not entertainment.

Off-air recording of broadcast programs is permitted to educational institutions for programs broadcast to the general public. Recordings of pay cable TV services and satellite broadcasts available at an extra charge are not allowed without permission from the copyright owner.

Authorized Reproduction and Use of Copyrighted Materials on Websites

No information or graphics may be posted on any school system official website in violation of any copyright laws. The Superintendent or web maintenance designee is responsible for maintaining copies of permission granted for the use of copyrighted material on any school system official website.

Teacher Instruction to Students for Reproduction and Use of Copyrighted Material

Teachers will instruct students to respect copyright laws and to request permission when their use of material has the potential of being considered an infringement.

Legal Reference: Pub. L. 94–553 Copyright Act of 1976

Procedure History:

Adopted on: April 9, 2012

Revised on: July 11, 2016

Revised on: January 11, 2021

Revised on: January 10, 2022

Wallace School District No. 393

INSTRUCTION

2160

Computer Science

NOTE: Effective fiscal year 2020

The District shall ensure that all students in grades 9 through 12 have the opportunity to take at least one computer science course during normal instructional hours at the school at which they are enrolled.

Such courses shall be aligned with the Idaho content standards for computer science and may be delivered online, in person, or via a combination of both forms of instruction.

Legal Reference: I.C. § 33-1634 Computer Science
IDAPA 08.02.03.105.01. Credit Requirements

Policy History:

Adopted on: September 10, 2019

Revised on:

Wallace School District No. 393

INSTRUCTION

2200

School Year, Calendar, and Instructional Hours

School Fiscal Year

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

School Calendar

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

Holidays and Commemorative Days

School holidays shall include New Year’s Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day.

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

Instructional Hours

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

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

Teacher In-Service Days

Not more than 22 hours may be utilized for in-service teacher activities.

Legal Reference: I.C. § 33-512 Governance of Schools
I.C. § 33-701 Fiscal Year – Payment and Accounting of Funds
IDAPA 08.02.01.250.01 Required Instructional Time
IDAPA 08.02.01.250.03 Day in Session When Counting Pupils in Attendance

Policy History:

Adopted on: April 9, 2012

Revised on:

Wallace School District No. 393

INSTRUCTION

2210

School Closure

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

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

Policy History:

Adopted on: April 9, 2012

Revised on:

INSTRUCTION

2210P

Weather-Related School Closure

All students, parents, and school employees should assume that school will be in session and buses running as scheduled, unless there is official notification from the Superintendent to the contrary. Such notice will be given via public media.

In the event that extremely cold temperatures, wind chill factors, snow, wind, or other circumstances require a modification of the normal routine, the Superintendent will make the modification decision prior to 6:00 AM and contact the television stations for broadcast to the community and will initiate the emergency fan-out communication procedure to all administrators.

Work Schedules and Responsibilities for School Closures

Superintendent: Only the Superintendent shall have the authority to close schools. The Superintendent will be on duty throughout any existing or potential emergency situation, day or night. All orders that are of doubtful origin should be confirmed with the Superintendent.

Central Administrative Personnel: Central administrative personnel shall be expected to report for duty on their assigned shifts in the event of any school closure insofar as is safely possible. Additional hours may be required, especially of the maintenance supervisor, business manager, and personnel director, depending on the nature of the emergency.

Building-Level Administrators, Non-Teaching “Exempt” Personnel, and Key Support Staff: All building-level administrators and non-teaching “exempt” personnel shall report for duty per their normal shifts or as otherwise directed each day during the school closure, together with the head custodian and at least one secretary, insofar as is safely possible. The building administrator shall ascertain that the building has been adequately secured and that any child who mistakenly reports to school (in the event that school has been closed) is properly and safely cared for and returned home. The administrator and this minimal support staff shall notify other staff and/or other support employees of the situation and shall respond to telephone questions. When the situation has been stabilized, the personnel who reported to work may choose to return home. An administrator or exempt employee who does not work a normal day shall then adjust his or her work year by memorandum to the Superintendent by the number of hours not worked on the day or days of school closure.

12 Month Classified Employees: In the event of a school closure, 12 month classified personnel may report for duty or not report for duty, as directed by their immediate supervisor or the Superintendent. Building secretaries and secretaries to the key central administrative personnel who are required to be on duty are expected to report for duty. If a 12 month classified employee is unable to or does not report for duty, the employee shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

Ten and 11 Month Classified Employees: Ten and 11 month employees may report for duty or not report for duty as directed by their immediate supervisor or Superintendent. If such employees do not report for duty, they shall complete a District leave request form to declare the day as either personal leave, vacation, or leave without pay.

Aides, Food Service Workers, and Other Nine Month Classified Employees: These employees work only those days when school is in session and are not expected to work when school is not in session. If school has been closed, nine-month employees should not report for duty unless otherwise directed by their immediate supervisor or the Superintendent. Nine-month employees shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

Teachers, Including Teachers, Librarians, Psychologists, and Counselors: If schools are closed for weather or other emergency conditions, teachers are not expected to report for duty unless directed otherwise. Teachers do not need to submit an absence form. In cases of school closures, it is customary for the days to be made up at another time; thus, teachers will typically still fulfill their contract days.

Procedure History:

Promulgated on: April 9, 2012

Revised on: January 11, 2021

INSTRUCTION

2220

Prekindergarten
Prekindergarten Programs

The District may establish a prekindergarten program based on the premise that the District's teachers, support staff, and physical facilities can offer a quality of experiences that cannot be provided by area nursery schools. If it is not possible for the District to provide such a program for all four-year-old children in the District, those children in greatest need will be sought and identified.

The objectives of the program are to:

1. Identify children who are beginning to experience social, emotional, and/or physical problems, regardless of whether they are related to maturational development;
2. Provide an educational experience that will ease or eliminate these problems at an early age, reducing adjustment and/or learning problems in subsequent years;
3. Identify children who do not have facility in the English language and provide experiences that enhance and accelerate the development of such a facility;
4. Identify children who would not otherwise attend preschool prior to entering public school and provide them with equal learning opportunities;
5. Provide experiences for the parents of these children to volunteer as classroom aides to help them learn more about the school environment and how to help their children prepare for and adjust to it; and
6. Provide learning experiences in early childhood education and childcare for high school students through cooperative arrangements with the District high school(s).

If any such program is instituted by the District, such program may be separate and apart from any services provided to prekindergarten students under the Individuals with Disabilities Education Act or other special education laws.

Policy History:

Adopted on: April 9, 2012

Revised on: October 11, 2021

Grade Organization

The District has instructional levels for grades kindergarten through 12. The grouping and housing of instructional levels in school facilities shall be according to plans developed by the Superintendent and approved by the Board.

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

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

1. Class size;
2. Peer relations;
3. Student/teacher relations;
4. Instructional style of individual teachers; and
5. Any other variables that will affect the performance of the student.

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

Legal Reference: I.C. § 33-302 Classification of School Districts

Policy History:

Adopted on: April 9, 2012

Revised on:

Wallace School District No. 393

INSTRUCTION

2240

Class Size

The District will strive to achieve ratios consistent with the following State class size ratio goals:

| <u>Grade Level</u> | <u>Number of Students</u> |
|--------------------|---------------------------|
| Kindergarten | 23 |
| Grades 1, 2, and 3 | 23 |
| Grades 4, 5, and 6 | 26 |
| Junior High | 160 per teacher |
| High School | 160 per teacher |

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

Legal Reference: I.C. § 33-1404 Districts to Receive Pupils
IDAPA 08.02.02.110 Personnel Standards

Policy History

Adopted on: April 9, 2012

Revised On:

INSTRUCTION

2300

Guidance and Counseling

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

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

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

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

Legal Reference: I.C. § 33-1212
IDAPA 08.02.03.108

Elementary School Counselors
Guidance Programs

Policy History:

Adopted on: April 9, 2012

Revised on:

Nutrition Services

Rationale

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

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

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

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

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

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

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

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

Nutrition-Related Health Problems

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

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

Cross Reference: 8200

Local School Wellness

Legal Reference: I.C. § 33-512

District Trustees - Governance of Schools

Policy History:

Adopted on: April 9, 2012

Revised on: January 11, 2021

Nutrition Education

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

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

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

Examples of how nutrition can be integrated into classes include 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 12. All instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate. The health benefits of good nutrition should be emphasized. These nutritional themes include but are not limited to:

1. Knowledge of 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, sex, and activity level;
14. Proper sanitation;
15. Importance of fluid intake and selection; and
16. Identifying 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 food service staff and teachers. Teachers can display posters, videos, websites, etc. on nutrition topics and send materials home to involve parents.

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

School Community

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

Local Community

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

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

Parent Involvement

The District will support parents' efforts to provide a healthy diet and daily physical activity for their children. The District will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the District's nutrition standards for individual foods and beverages. Schools will also encourage the use of foods that comply with Smart Snacks in Schools standards for any school celebrations involving food.

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, PTO 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.

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

Policy History:

Adopted on: April 9, 2012

Revised on: April 9, 2018

Revised on: January 11, 2021

Revised on: February 14, 2022

Physical Activity Opportunities and Physical Education (PE)

Daily Physical Education (PE) K-12

All students in grades K-12, including students with disabilities, special healthcare needs, and those in alternative educational settings, will receive physical education (PE). The District shall strive to provide an amount of PE instruction consistent with the NASPE recommendations, to the extent feasible. All PE will be taught by a certified PE teacher. Student involvement in other activities involving physical activity, such as interscholastic or intramural sports, will not be substituted for meeting the PE requirement. Students will spend at least 50 percent of PE class time participating in moderate to vigorous physical activity.

Integrating Physical Activity into the Classroom Setting

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

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

Daily Recess

All elementary school students will have at least 20 minutes each 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 will be encouraged to stand and be moderately active.

Physical Activity and Punishment

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

Cross Reference: 8200 Local School Wellness

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

Policy History:

Adopted on: April 9, 2012

Revised on: February 17, 2020

Reviewed on:

INSTRUCTION

2325

Driver Training Education

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

Anyone residing in the District between the ages of 14½ through 21 years of age, irrespective of whether they are enrolled in the District, is eligible to enroll in the District’s driver 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.

No charge or enrollment fee shall be required of a student not enrolled in the District, unless public school students are required to pay such enrollment fees or charges.

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

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

Cross Reference: 3440 Student Fees, Fines, and Charges/Return of Property

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

Policy History:

Adopted on: April 9, 2012

Revised on:

Wallace School District No. 393

INSTRUCTION

2330

Community and Adult Education

The District makes its resources available to adults and other nonstudents within the limits of budget, staff, and facilities, provided there is no interference with or impairment of the regular school program. Community school, adult education, and other offerings may be developed in cooperation with community representatives, subject to approval and authorization by the Board.

Policy History:

Adopted on: April 9, 2012

Revised on:

Digital Citizenship and Safety Education

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

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

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

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

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

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

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

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

Cross Reference: 3270 District Provided Access to Electronic Information, Services, and Networks
3295P Hazing, Harassment, Intimidation, Bullying, Cyber Bullying
5265 Employee Responsibilities Regarding Student Harassment, Intimidation, and Bullying

Legal Reference: I.C. § 18-917A Student Harassment – Intimidation – Bullying
P.L. 110-385 Broadband Data Services Improvement Act
Children’s Internet Protection Act (CIPA) 47 U.S.C. § 254(h)(5)(B)-(C), 254(l)
Internet Safety 20 U.S.C. § 6777
Children's Internet Protection Act Certifications Required 47 C.F.R. § 54.520(c)(1)(i);

Policy History:

Adopted on: April 9, 2012

Revised on: December 9, 2019

Controversial Issues and Academic Freedom

The District shall offer courses of study which will afford learning experiences appropriate to the level of student understanding. The instructional program shall respect the right of students to face issues; to have free access to information; to study under teachers in situations free from prejudice; and to form, hold, and express their own opinions without personal prejudice or discrimination.

The District affirms that the District, including its employees and students, are to respect the dignity of others and acknowledges the rights of others to express differing opinions and foster and defend intellectual honesty, freedom of inquiry, and instruction as well as speech and association rights appropriate for the educational setting.

The Board recognizes the need for teachers to have the freedom to discuss and teach subjects and issues which may be controversial. Such subjects and issues may include but are not necessarily be limited to:

1. Politics;
2. Science;
3. Health and sex education; and
4. Values and ethics.

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

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

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

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

1. Relative maturity of students;
2. District philosophy of education;
3. Community standards, morals, and values;
4. The necessity of a balanced presentation; and

5. The necessity of seeking prior administrative counsel and guidance in such matters.

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

1. All classroom studies will be curriculum-related, objective, and impartial;
2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance, and recognize that no one idea or viewpoint should necessarily prevail;
3. Teachers will not attempt, directly or indirectly, to limit or control students' judgment concerning any issue, including but not limited to requiring students to personally affirm, adopt, or adhere that any race is inferior or superior or on inherent responsibilities regarding: sex, race, ethnicity, religion, color or national origin, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation. This shall include not arguing that individuals should be treated adversely on the basis of any of the attributes listed above;
4. Teachers will exercise professional judgment in determining the appropriateness of the issue to the curriculum and to the age and grade level of the students and;
5. No distinction or classification of students shall be made on account of race or color, other than as required for collection or reporting of demographic data required by public schools.

To this end:

1. The teacher shall be free to choose supplemental materials to support and enhance the regular classroom curriculum except in sex education instruction as outlined in item four of this section. To encourage the free flow of information and enhance student creativity, unplanned issues may be brought up in the classroom and briefly discussed.
2. The school shall provide for parents or guardians to have their child excused from a topic which may be contrary to their religious or moral values. This shall be done in writing by the parent or guardian and include an explanation of the conflict. The student may also request to be excused if the student personally finds the topic to be contrary to their religious or moral values. The student must explain in writing the nature of the conflict. The teacher will provide an alternative assignment if the request is approved by the teacher and principal.
3. The teacher shall notify parents or guardians when controversial issues may be discussed and that they may have their child excused if family religious or moral values so dictate. The teacher should have the principal view questionable materials, etc.
4. The Board directs that a philosophy of abstinence shall be a part of and the underlying

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

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

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

| | | |
|-------------------|---|--|
| Cross Reference: | 2345P | Controversial Speakers Procedure |
| Legal References: | I.C. § 33-138 I.C. § 33-139 I.C. § 33-512 I.C. § 33-1611 | Dignity and Nondiscrimination in Public Education Prohibition on the Expenditure of Moneys for Certain Purposes District Trustees - Governance of Schools Excusing Children from Instruction in Sex Education |

Policy History:

Adopted on: April 9, 2012

Revised on: January 11, 2021

Revised on: January 10, 2022

Parental Opt-Out Form for Sex Education

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

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

Date

Signature of Parent/Guardian

Speakers in the Classroom and at School Functions

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

All speakers invited must have the school principal's approval. If the subject is controversial the principal may also decide to engage speakers for both sides of the issue(s). In no instance shall a speaker who is known to advocate unconstitutional or illegal acts or procedures be permitted to address the students. Parents or guardians will be given the option to remove their student from certain discussions, and an alternative assignment will be given if the speaker is to address a classroom.

Controversial Speakers

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

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

Policy History:

Adopted on: April 9, 2012

Revised on:

Controversial Speakers Procedure

No overall standard can be established which will automatically separate and exclude as a resource the person whose views or manner of presenting them may actually obstruct the educational process or endanger the health and safety of students or staff. The Board, in an effort to uphold students' freedom to learn while also recognizing obligations which the exercise of this freedom entails, establishes the following rules:

1. Selection of speakers and topics must be appropriate to the age and grade level of the students;
2. Selection of speakers and topics should be congruent with the curriculum of the course or function;
3. The teacher/sponsor and school building administrator shall investigate fully those proposed resource persons for whom the community may question the wisdom of his or her presence;
4. The teacher/sponsor or designee must give one-week prior notification to the principal or designee. The principal or designee may waive the one-week notification requirement if extenuating circumstances are present;
5. Minimal disruption to the normal flow of school operation is a high priority;
6. An attempt to provide a balance of viewpoints is recommended when dealing with controversial issues or candidates for public office;
7. No person who encourages or advocates breaking the law shall be invited to speak;
8. Teachers should ensure that the presentation and follow up is consistent with District approved programs and policies;
9. The teacher must retain primary responsibility for the instruction and supervision of students when using an outside speaker. The teacher must be present at all times when speakers are in the classroom;
10. Prior to his or her appearance or participation, the proposed speaker shall be given in writing and shall agree to abide by the following regulations:
 - A. Profanity, vulgarity, and lewd comments are prohibited;
 - B. Tobacco, alcohol, or drug use is prohibited; and

- C. The teacher/sponsor responsible for inviting the resource person and any member of the school administration has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering the safety of students and staff.
11. In the event an outside community speaker is denied access to the classroom, the teacher may request a meeting be held between the Superintendent or designee, the principal or designee, and the teacher/sponsor. The meeting shall be held no later than five working days from the date of the request for the meeting. The administrators shall review with the teacher/sponsor pertinent information concerning the request and render a final decision on the issue.

Procedure History:

Promulgated on: April 9, 2012

Revised on:

Student Religious Activity at School

In keeping with the United States and Idaho Constitutions and judicial decisions, the District may not support religion or endorse religious activity. At the same time, the District may not prohibit private religious expression by students. The purpose of this policy is to provide direction to students and staff members about the application of these principles to student religious activity at school.

Student Prayer and Discussion

Students may pray individually or in groups and discuss their religious views with other students, as long as they are not disruptive or coercive. The right to engage in voluntary prayer does not include the right to have a captive audience listen, to harass other students, or to force them to participate. Students may pray quietly in the classroom, except when they are expected to be involved in classroom instruction or activities.

Staff Members

Staff members are representatives of the District and must “navigate the narrow channel between impairing intellectual inquiry and propagating a religious creed.” They may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or an activity because of its religious content. They must remain officially neutral toward religious expression.

Graduation Ceremonies

Graduation is an important event for students and their families. In order to assure the appropriateness and dignity of the occasion, the District sponsors and pays for graduation ceremonies and retains ultimate control over their structure and content.

District officials may not invite or permit members of the clergy to give prayers at graduation. Furthermore, District officials may not organize or agree to requests for prayer by other persons at graduation, including requests from students. The District may not prefer the beliefs of some students over the beliefs of others, coerce dissenters or nonbelievers, or communicate any endorsement of religion.

Baccalaureate Ceremonies

Students and their families may organize baccalaureate services, at which attendance must be entirely voluntary. Organizers of baccalaureate services may rent and have access to school facilities on the same basis as other private groups but may not receive preferential treatment.

The District may not be identified as sponsoring or endorsing baccalaureate services. District funds, including paid staff time, may not be used directly or indirectly to support or subsidize any religious services.

Assemblies and Extracurricular and Athletic Events

District officials may not invite or permit members of the clergy, staff members, or outsiders to give prayers at school-sponsored assemblies and extracurricular or athletic events. District officials also may not organize or agree to student requests for prayer at assemblies and other school-sponsored events. Furthermore, prayer may not be broadcast over the school public-address system, even if the prayer is nonsectarian, non-proselytizing, and initiated by students.

Student Religious Expression and Assignments

Students may express their individual religious beliefs in reports, tests, homework, and projects. Staff members should judge their work by ordinary academic standards, including substance, relevance, appearance, composition, and grammar. Student religious expression should neither be favored nor penalized.

Religion in the Curriculum

Staff members may teach students about religion in history, art, music, literature, and other subjects in which religious influence has been and continues to be felt. However, staff members may not teach religion or advocate religious doctrine or practice. The prohibition against teaching religion extends to curricular decisions that promote religion or religious beliefs.

School programs, performances, and celebrations must serve an educational purpose. The inclusion of religious music, symbols, art, or writings is permitted if the religious content has an historical and/or independent educational purpose that contributes to the objectives of the approved curriculum. School programs, performances, and celebrations cannot promote, encourage, discourage, persuade, dissuade, or discriminate against a religion or religious activity and cannot be religious or religious-holiday oriented.

Student Religious Clubs

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

Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions that the District imposes on the distribution of other non-school literature. Outsiders may not distribute religious or other literature to students on school property.

Religious Holidays

Staff members may teach objectively about religious holidays and about the religious symbols, music, art, literature, and drama that accompany the holidays. They may celebrate the historical aspects of the holidays, but may not observe them as religious events.

Policy History:

Adopted on: April 9, 2012

Revised on:

INSTRUCTION

2355

Release Time

For students in grades kindergarten through 8, the District will allow release time.

Upon application, students in grades 9 through 12 may be excused from school provided that no student will be excused in excess of five periods in a school week or 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/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 Board. Registration for release time programs shall not occur on school property.

The District is not responsible for the health, safety, and welfare of a student participating in a release time program nor will the District be liable for acts, injuries, or events occurring while:

1. A student is being transported to and from release time programs; or
2. While a student participates in release time programs.

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

Policy History:

Adopted on: April 9, 2012

Revised on:

INSTRUCTION

2360

Interscholastic Activities

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

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

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

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

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

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

Cross Reference: 3510 Administering Medication to Students

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

Policy History:

Adopted on: April 9, 2012

Revised on:

Participation of Private School Students in Federally Funded District Programs

It is the policy of the District to ensure, consistent with the number of students who reside within District boundaries who are enrolled in private elementary schools and secondary schools, who would otherwise be eligible to receive federally funded educational services, to make such services available to students attending private schools.

To accomplish this objective, the Superintendent shall:

1. Initiate timely and meaningful consultation with appropriate private school officials to effectuate provision of services to eligible children, on an equitable basis and individually or in combination, as requested by the officials, by providing covered special educational services, instructional services (including evaluations to determine the progress being made in meeting such students' academic needs), counseling, mentoring, one-on-one tutoring, or other federally funded benefits (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs; and
2. Ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to District Policy 2420 on parent engagement.
3. Ensure that such educational services or other benefits, including materials and equipment, are secular, neutral, and non-ideological.
4. Ensure that the educational services and other benefits for such private school children are equitable to the services and other benefits for participating public school children, and are provided in a timely manner.
5. Assign an employee to help ensure such equity for such private school children, teachers, and other educational personnel.
6. Ensure the expenditures for educational services and other benefits to eligible private school children are equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools. The proportional share of funds is determined based on the total amount of federal funds received by the District for education services prior to any allowable expenditures or transfers by the local educational agency. Funds allocated to the District for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the District.
7. Ensure notice is provided in a timely manner to the appropriate private school officials served by eligible students of the allocation of funds for educational services and other

benefits that the District determines are available for eligible private school children. Such notice shall be provided at least every two years. These services may be provided to eligible private school students either directly or through contracts with public and/or private agencies, organizations, and institutions.

8. Ensure that timely and meaningful coordination with appropriate private school officials during the development of the District's programs for the purpose of reaching an agreement on how to provide equitable and effective services to eligible private school children, the results of which agreement shall be provided to the employee designated by the Superintendent. The consultation should include identification of:
 - A. How the children's needs will be identified;
 - B. What services will be offered;
 - C. How, where, and by whom the services will be provided;
 - D. How the services will be academically assessed and how the results of that assessment will be used to improve those services;
 - E. The size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds allocated for such services, and how that proportion of funds is determined;
 - F. The method or sources of data that will be used to determine the number of children from low-income families in the District's participating school attendance areas who attend private schools;
 - G. How and when the District will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
 - H. How, in the event the District disagrees with the preferences of the private school officials regarding the provision of services through a contract, the District will provide in writing to the private school officials an analysis of the reasons why it has chosen to not use a contractor;
 - I. Whether the District will provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
 - J. Whether to provide equitable services to eligible private school children:
 - I. By creating a pool or pools of funds with all of the eligible federal funds based on all the children from low-income families in a participating school attendance area who attend private schools; or

II. In the District's participating school attendance area who attend private schools with the proportion of funds allocated under eligible federal funds based on the number of children from low-income families who attend private schools; and

K. When during the day the services will be available.

9. In the event there is any disagreement with the views of private school officials with respect to an issue described in paragraph (8), above, the Superintendent shall explain in writing to the private school officials the reasons why the District disagrees. The joint consultation meetings shall occur before the District makes any decision that affects the opportunities of eligible private school children to participate in funded programs. These meetings will continue throughout implementation and assessment of applicable services. The meetings will include discussion of how the District intends to deliver equitable services to eligible private school children. The District shall maintain in its records and provide to the State educational agency involved a written affirmation signed by all participating private school officials that participated in meaningful consultation with the District as set forth above. The written affirmation shall provide the option for private school officials to indicate the officials' belief that timely and meaningful consultation had not occurred, or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the District shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State Department of Education.

Cross Reference: 4160 Parent Right to Know Notices

Legal Reference: 20 USC § 6320 Participation of Children in Private Schools, Every Student Succeeds Act of 2015

Policy History:

Adopted on: April 9, 2018

Revised on:

Wallace School District No. 393

INSTRUCTION

2370

Homebound, Hospital, and Home Instruction

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

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

Legal Reference: I.C. § 33-1001 Definitions
I.C. § 33-1003A Calculation of Average Daily Attendance

Policy History:

Adopted on: April 9, 2012

Revised on:

Head Start Program Coordination

It is the policy of this District to coordinate its early childhood education programs with an accredited local Head Start agency and, to the extent feasible, with other entities providing early childhood development programs. To promote this policy, the Superintendent or designee shall develop and enter into agreements with such Head Start agencies and other local entities to carry out these important activities for the benefit of the District's youngest students.

Such coordination between the District and the local Head Start agency [**Note: assistance with initial contact and collaboration may be made through Idaho Head Start State Collaboration Office, Idaho Department of Health and Welfare, 450 W State Street, Boise, ID 83720 208-334-2410**] and, if feasible, other local entities carrying out early childhood education programs serving children who will attend District schools, should include the following:

1. Developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program;
2. Establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;
3. Conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;
4. Organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and
5. Linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.

Legal Reference: 20 USC § 6322 Coordination Requirements, as amended by ESSA of 2015

Policy History:

Adopted on: April 9, 2018

Revised on:

INSTRUCTION

2385

English Learners Program

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

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

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

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

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

1. Program goals;
2. Student enrollment procedures;
3. Assessment procedures for program entrance, measurement of progress, and program exit;
4. Classroom accommodations;

5. Grading policies; and
6. A list of resources, including support agencies and interpreters.

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

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

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

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

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

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

1. The student has not been enrolled for two full school years in an elementary school or secondary school in the United States;
2. The student scores less than a level four on the State assessment used to determine English language proficiency; and
3. If the parent or guardian of the student and the student's teacher agree that such an assessment exclusion is educationally appropriate for the student.

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

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

Reporting

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

Cross Reference: 4160 Parents Right-to-Know Notices

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

Policy History:

Adopted on: April 9, 2012

Revised on: April 9, 2018

Note: The following policy only applies to Districts receiving federal funds for the education of migratory children.

Education of Migratory Children

Purpose

In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for all students who qualify as Migratory Children under applicable provisions of state and federal law and/or this Policy. The purposes of the program are:

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

Eligibility

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

1. Migratory child: The term "migratory child" means a child or youth who made a qualifying move in the preceding 36 months:
 - A. As a migratory agricultural worker or a migratory fisher; or
 - B. With, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.
2. Migratory fisher: The term "migratory fisher" means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, then the individual may be

considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.

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

Plan Requirements

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

1. *Performance targets*: The plan must specify:
 - A. Performance targets that the State has adopted for all children in reading and mathematics achievement, high school graduation, and the number of school

dropouts, as well as the State's performance targets, if any, for school readiness;
and

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

Record Keeping

District records for migratory children should include the following:

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

The District is required to keep financial records to demonstrate:

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

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

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

| | | |
|-------------------|----------------------------------|--|
| Legal References: | 20 U.S.C. § 6391, <i>et seq.</i> | Education of Migratory Children |
| | 34 C.F.R. Subpart C | Migrant Education Program |
| | 34 C.F.R. §§ 76.730-31 | Records (EDGAR) |
| | 34 C.F.R. § 200.333 | Retention and Access Requirements for Records (EDGAR) |

Policy History:

Adopted on: April 9, 2012

Revised on: April 9, 2018

Revised on: January 11, 2021

Idaho Digital Learning Academy Classes

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

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

Site Coordinator

The District will provide an individual, employed by the District, as a site coordinator. The site coordinator is to regularly motivate students and monitor their progress. The role of the site coordinator is to:

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

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

Student and Course Selection

District administrators, counselors, and teachers will identify those students who will benefit from IDLA classes.

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

1. Need to make up credits in order to graduate on schedule;
2. Are eligible for hospital or homebound programs;
3. Are interested in advanced placement or dual credit courses;
4. Want to supplement their curriculum by taking course(s) not offered at their school;

5. Have scheduling conflicts;
6. Want to accelerate their academic program by taking additional courses to facilitate early graduation; or
7. Are excused from being physically present on the campus of their school of record for an extended period of time.

Students may be denied the privilege of IDLA enrollment if their academic and behavioral record does not indicate the academic ability and self-discipline needed to succeed in online classes.

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

Ethical Conduct

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

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

Tuition and Fees

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

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

Grading

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

Advanced Placement Designation on Transcript

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

For all other requirements regarding IDLA, please refer to the Idaho Digital Learning Academy.

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

Cross Reference 3270-3270P Acceptable Use of Electronic Networks

Legal References: I.C. § 33-5502 Creation—Legislative Findings—Goal
 I.C. § 33-5505 Definitions
 Paulson v. Minidoka School District No. 331, 93 Idaho 469, 470 (1970).

Policy History:

Adopted on: April 9, 2012

Revised on:

Wallace School District No. 393

INSTRUCTION

2400

Special Education

The Wallace School District will use the guidelines developed by the Idaho Department of Education in its most current edition of the Idaho Special Education Manual regarding special education issues. The Idaho Special Education Manual is designed to assist Idaho school districts in understanding the provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and meeting its requirements.

The Manual can be found on the State Department of Education's website.

Legal Reference: Idaho State Department of Education Special Education Manual, current edition

Policy History:

Adopted on: October 11, 2021

Section 504 of the Rehabilitation Act of 1973

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include:

1. Notice;
2. An opportunity for the student's parent or legal guardian to examine relevant records;
3. An impartial hearing with opportunity for participation by the student's parent or legal guardian; and
4. A review procedure.

The Board directs the Superintendent to fulfill the following responsibilities:

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

Cross Reference: 4120

Uniform Grievance Procedure

Legal References: 29 U.S.C. § 794

Section 504 of the Rehabilitation Act of 1973 -
Nondiscrimination under Federal Grants and
Programs

34 C.F.R. § 104.36

Preschool, Elementary, and Secondary
Education - Procedural Safeguards

Procedure History:

Promulgated on: April 9, 2012

Revised on: January 11, 2021

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

1. Impartial Due Process Hearing: If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagree with a decision of the District with respect to:

- A. The identification of the child as qualifying for Section 504;
- B. The District's evaluation of the child; and/or
- C. The educational placement of the child,

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

- A. The District shall provide written notice to the parent/legal guardian of a Section 504 student prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services;
- B. Upon request, the parent/legal guardian of the student shall be allowed to examine all relevant records relating to the child's education and the District's identification, evaluation, and/or placement decision;
- C. The parent or legal guardian of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian are in disagreement with the District;
- D. Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three business days of receipt of the same;
- E. Within ten days of receipt of a written request for an impartial due process hearing, the District shall select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, the District may select a hearing officer from the list of special education hearing examiners available at the State Department of Education or any other person that would conduct the hearing in an impartial and fair manner;

- F. Once the District has selected an impartial hearing officer, the District shall provide the parent/legal guardian and all other interested parties with notice of the person selected;
 - G. Within five days of the District's selection of a hearing officer, a prehearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard, and stipulate to undisputed facts to narrow the contested factual issues;
 - H. The hearing officer shall in writing notify all parties of the date, time, and location of the due process hearing;
 - I. At any time prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the State Department of Education's list of trained mediators.
 - J. At the hearing, the District and the parent or legal guardian may be represented by counsel;
 - K. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriate equipment or a court-reporter. The District shall be allowed to present its case first. Thereafter the parent/legal guardian shall be allowed to present their case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The hearing officer shall make all decisions relating to the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions, and decision;
 - L. Within 20 days of the hearing, the hearing examiner should issue a written report of his or her decision to the parties;
 - M. Appeals may be taken as provided by law. The parent/legal guardian may contact the Seattle Office, Office of Civil Rights, U.S. Department of Education, 915 Second Avenue Room 3310, Seattle, WA 98174-1099, (206) 607-1600.
2. Uniform Grievance Procedure: If a parent/legal guardian of the student alleges that the District and/or any employee of the District has engaged in discrimination or harassment of the student, the parent/legal guardian will be required to proceed through the District's Uniform Grievance Procedure.

Procedure History:

Promulgated on: April 9, 2012

Revised on:

Parent and Family Engagement

[NOTE: Schools receiving federal Title I funds are required to have a parent and family engagement policy. This sample policy can be used as the basis for the joint development of a policy, as required by the federal law. Each District's Parent and Family Engagement Plan should be uniquely prepared to reflect its particular needs and strategies to meet those needs. As a result, each district must develop its own plan which will be consistent with the guidelines set forth in the statute and identified in this policy].

District Policy Development

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

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

1. **Demonstrate Joint Development of Engagement Plan:** The District shall involve parents and family members in jointly developing the District's Plan; and
2. **Coordinate Assistance and Support:** The District shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education; and
3. **Coordinate with Other Programs:** The District shall coordinate and integrate its parent and family engagement strategies to the extent feasible and appropriate, with the District's other relevant federal, state, and local programs; and
4. **Conduct Annual Program Evaluation:** The District shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of its parent and family engagement policy in improving the academic quality of all its schools receiving Title I funds, including identification of:

- A. The barriers to greater participation by parents in improvement plan activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - B. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - C. The strategies that will be implemented to support successful school and family interactions.
5. **Implement Evaluation Findings:** The District shall use the findings of the evaluation performed pursuant to Paragraph 4, above, to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the District's parent and family engagement policy described herein; and
6. **Establish a Parent Advisory Board:** The District shall involve parents in the activities of the schools receiving Title I funds, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent and Family Engagement Policy.

School-Level Policy Development

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

1. **Parental Involvement:** All District schools receiving Title I funds shall:
- A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's programs, to explain the requirements of this policy, and the right of the parents to be involved; and

- B. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with reserved Title I funds, transportation, child care, or home visits, as such services relate to parental involvement; and
 - C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the District's and school's available programs, including the planning, review, and improvement of the school's parent and family engagement policy and the joint development of the schoolwide program plan, except that if a school has in place a process or procedure for involving parents in the joint planning and design of the school's programs, the school may use that process or procedure, if such existing process or procedure already includes an adequate representation of parents of Title I qualifying children; and
 - D. Provide parents of participating children:
 - I. Timely information about qualifying programs;
 - II. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - III. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
 - E. If the schoolwide program plan is not satisfactory to the parents of participating children, the school shall submit any and all parent comments on the plan to the District at the time the school first makes the plan available to the District.
2. **School-Parent Compact to Achieve High Student Academic Achievement:** As a component of the school-level parent and family engagement policy developed under this policy, each school shall jointly develop with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging state academic standards. Such compact shall:
- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

- B. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - I. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - II. Frequent reports to parents on their children's progress;
 - III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - IV. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

District and School Level Development

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

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

Cross Reference: 4160 Parents Right to Know Notices

Legal Reference: 20 U.S.C. § 6311 State Plans
20 U.S.C. § 6312 Local Education Agency Plans
20 U.S.C. § 6318 Parental Involvement

Policy History:

Adopted on: April 9, 2012

Revised on: September 14, 2015

Revised on: April 9, 2018

Parent and Family Engagement Guidelines

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

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

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

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

Roles and Responsibilities

Students

It is the responsibility of the student to:

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

Parents

It is the responsibility of the parent to:

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

Staff

It is the responsibility of staff to:

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

Community

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

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

Administration

It is the responsibility of the administration to:

1. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District to plan and implement effective parent and family involvement activities to foster improved student academic achievement and school performance;
2. Provide training and space for parent involvement activities;
3. Provide resources to support successful parent involvement practices;
4. Provide inservice education to staff regarding the value and use of contributions of parents and how to reach out to, communicate, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; and
5. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand; and
6. Develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy; and
7. Coordinate and integrate its Title I parent and family engagement strategies with the parent and family engagement strategies of the District's other relevant programs; and

8. Create and support a Parent Advisory Board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent and Family Engagement Policy; and
9. Ensure that each school in the District jointly develops with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging State academic standards and includes the requirements of District Policy 2420.

Procedure History:

Promulgated on: April 9, 2012

Revised on: September 14, 2015

Revised on: April 9, 2018

Parental Rights

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

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

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

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

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

A parent/guardian who has an objection to their child's participation in the District's adopted curriculum and/or the District's implementation of practices, policies, and procedures in accordance with educational mandates, on the basis that it harms the child or impairs the parents' firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or program. A

parent/guardian who chooses to not have their child participate in the provided educational activity, with the exception of sex education curriculum, shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to the District. The final decision as to the placement of such alternative educational activity shall be at the discretion of the District, with input of the parent, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined above.

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 the classroom of their student. Parents/guardians can request access to learning materials by contacting the school's administration during school hours.

Notice

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

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|-------------------|-------|---|
| Cross References: | 2340F | Parental Opt-Out Form for Sex Education |
| | 2420 | Parental Involvement |
| | 4105F | Request to Address the Board |
| | 4175 | Required Annual Notices |

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|-------------------|-------------------------|---|
| Legal References: | Id. Const. art. IX | Education and School Lands |
| | I.C. § 32-1010 | Intent of the Legislature – Parental Rights |
| | I.C. § 32-1012 | Parental Right to Direct the Education of Children |
| | I.C. § 32-1013 | Interference with Fundamental Parental Rights Restricted |
| | I.C. § 33-6001 | Parental Rights |
| | I.C. § 33-6002 | Annual Notice of Parental Rights |
| | I.D.A.P.A. §§ 08.01-.04 | State Board of Education and State Department of Education Administrative Rules |

Policy History:

Adopted on: December 14, 2015

Revised on: February 13, 2017

Revised on: January 11, 2021

Gifted and Talented Program

The term “gifted and talented” means students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and children of outstanding abilities who are capable of high performance and require services or activities not ordinarily provided by the District in order to fully develop such capabilities.

By law, the District is required to provide for special instructional needs of gifted and talented children enrolled in the District. The Board, in conjunction with the Superintendent and staff, shall develop the State required plan for the District’s gifted and talented program. The Plan shall include a philosophy statement, a definition of giftedness, program goals, program options, identification procedures, and a program evaluation. The District’s initial plan was submitted to the Department of Education on September 4, 2004. Pursuant to State Board mandate, the Plan will be updated every three years.

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

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

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

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|------------------|--------------------|--|
| Legal Reference: | I.C. § 33-201 | School Age |
| | I.C. § 33-2001 | Definitions |
| | I.C. § 33-2003 | Responsibility of School Districts for Education of Gifted/Talented Children |
| | IDAPA 08.02.03.171 | Gifted and Talented Programs |

Policy History:

Adopted on: April 9, 2012

Revised on:

Advanced Opportunities

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

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

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

Definitions

"Credit" means middle level or high school credit.

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

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

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

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

Fast Forward Program

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

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

1. Overload courses, in an amount which may not exceed \$225 per overload course. A student must take and successfully be completing a full credit load within a given school year to be eligible for funding of an overload course. An overload course must be taken for high school credit to be eligible for funding.
2. Eligible dual credits, in an amount which may not exceed \$75 per one dual credit hour.
3. Eligible postsecondary credit-bearing examinations.
4. Career technical education (CTE) examinations that lead to an industry-recognized certificate, license, or degree.
5. Eligible CTE workforce training courses up to \$500 per course and \$1,000 per year. Eligible training courses and costs will be maintained by the State Department of Education.

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

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

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

The District shall establish timelines and requirements for participation in the program, including implementing procedures for the appropriate transcription of credits, reporting of program participation, and financial transaction requirements.

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

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

Challenging Courses

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

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

Advanced Opportunities Scholarship

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

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

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

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

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

Legal Reference: I.C. § 33-4601 Definitions
 I.C. § 33-4602 Advanced Opportunities—Rulemaking
 IDAPA 08.02.03.106 Advanced Opportunities

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

Policy History:

Adopted on: August 11, 2014
Revised on: February 13, 2017
Revised on: October 8, 2018
Revised on: December 9, 2019

Advanced Opportunities Participation Form

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

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

1. Overload courses; high school credits taken in **excess** of the full credit load offered by the public high school, up to \$225 per course. Definitions of full credit load may vary between schools.
2. Dual credits; a maximum of \$75 per credit;
3. Examinations; Advanced Placement, International Baccalaureate, and College Level Examination Program;
4. Career Technical Education (CTE) examinations that lead to an industry-recognized certificate, license, or degree;
5. Eligible CTE workforce training courses up to \$500 per course and \$1,000 per year; and
6. Federal, registered workforce training programs that lead to regional “in demand” jobs.

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

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

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

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

If a student fails to earn credit for a course paid for by *Fast Forward*, the student must subsequently pay for a “like” course on their own before he or she is eligible for further *Fast Forward* funding. If a student performs inadequately on an examination paid for by *Fast Forward*, the local school district will decide whether the student may continue utilizing *Fast Forward* funding, or if he or she must pay for the cost of a “like” examination before using further funds. *Fast Forward* funds may not be used for repeated or remedial course work. With the approval of the District, students can track expenditures of their allocation by creating an account in the Advanced Opportunities portal.

This form will be retained by the District.

Student Name: _____

Date: _____

Student Signature: _____

Date: _____

Parent/Guardian Name: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

School Name: _____

School District: Wallace School District No. 393

INSTRUCTION

2440

Online Courses and Alternative Credit Options

In addition to regular classroom-based instruction, students may earn credit through the following means.

Virtual/Online Courses

The Superintendent is authorized to create a process for students enrolled in secondary schools to register for enrollment in online courses provided by accredited organizations. At a minimum, such process for registration for online courses shall be accommodated through the District’s normal registration process. Any such registration requests shall be made no later than 30 days prior to the end of the term preceding the term in which online enrollment is sought.

Online courses may be counted as credit toward graduation.

Correspondence Courses

The District will permit a student to enroll in an approved correspondence course from an institution approved by the State Department of Education, in order that such a student may include a greater variety of learning experiences within the student’s educational program.

High school students may earn, through correspondence, a maximum of 8 units of academic credit to be applied toward graduation requirements.

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

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

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

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

| | | |
|-------------------|------------------------------|---|
| Cross References: | 2700 - 2700P 3030 3050 | High School Graduation Requirements Part-Time Attendance/Dual Enrollment Attendance |
|-------------------|------------------------------|---|

| | | |
|------------------|--------------------------------|--------------------------------|
| Legal Reference: | I.C. § 33-5501, <i>et seq.</i> | Idaho Digital Learning Academy |
|------------------|--------------------------------|--------------------------------|

Policy History:

Adopted on: April 9, 2012
 Revised on: March 11, 2013
 Revised on: January 11, 2021

Wallace School District No. 393

INSTRUCTION

2450

Contracted Student Services

The Board of Trustees hereby delegates to the building principals the authority to enter into agreements for student services but, requires District approval of such contracts. The reason for District approval is that District administration has no control over excess spending if contracts are signed at the building level without the District's approval.

Special Education

It is the intent of the District to provide services required by students' Individualized Educational Programs (IEPs) and develop resources within the District to eliminate the need for outside sources for special education services.

Policy History:

Adopted on: April 9, 2012

Revised on:

Wallace School District No. 393

INSTRUCTION

2500

Learning Resources

The Wallace School District No. 393 library is the principal location for staff and students to locate, select, evaluate, and apply information crucial to academic success. This District is granted discretion to regulate education and has the authority to determine the initial selection of the library collection. However, the Board also recognizes students' First Amendment constitutional rights.

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

The library media program is designed to support the philosophy and goals of the school district. Access to a comprehensive collection of appropriate materials and the availability of online information is necessary for curriculum enrichment and for the promotion of lifelong learning.

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

Cross Reference: 2530
4120

Learning Materials Review
Uniform Grievance Procedure

Legal Reference: I.C. § 33-512

Governance of Schools

Policy History:

Adopted on: April 9, 2012

Reviewed on: February 14, 2022

INSTRUCTIONSelection of Learning Resources

It is the responsibility and aim of the Wallace School District to provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal, presenting different points of view. In order to meet the needs of students and teachers.

For the purpose of this statement of policy, the term “learning resources” will refer to any material with instructional content or function that is used for formal or informal teaching/learning purposes. Learning resources include audiobooks, books, charts, CDs, DVDs, flash cards, games, globes, kits, maps, periodicals, and realia.

The primary objective of learning resources is to support, enrich and help to implement the educational program of the school through the interaction of professional personnel and other members of the school community.

To achieve this objective the Wallace School District, in accordance with guidelines provided by the American Library Association, defines the following responsibilities of its professional library staff:

1. To provide materials that enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students served.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. To provide a background of information which will enable students to make intelligent judgments in their daily lives.
4. To provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.
5. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our national heritage and the world community.
6. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community.

Responsibility for Selection of Learning Resources

The Wallace Board of Education assumes legal responsibility for the selection of materials in the district’s library media centers.

Responsibility for the selection of all library materials is delegated to the professional library staff through the building principal. The selection process involves open opportunity for consultation with administrators, faculty, and students. Selection is based upon evaluation by the professional library staff, using professional library tools and other review media.

Criteria for Selection of Learning Resources

The following criteria will be used as they apply:

1. Learning resources shall support and be consistent with the general educational goals of the state and the district and the aims and objectives individual school and specific courses.
2. Learning resources shall be chosen to enrich and support the curriculum and the personal needs of users.
3. Learning resources shall meet high standards of quality in:
 - a. Artistic quality and/or literary style
 - b. Authenticity
 - c. Educational significance
 - d. Factual content
 - e. Physical format
 - f. Presentation
 - g. Readability
 - h. Technical quality
4. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.
5. Learning resources shall be designed to provide a background of information that will motivate users to examine their own attitudes and behavior; to comprehend their duties, responsibilities, rights, and privileges as participating citizens in our society; and to make informed judgments in their daily lives.
6. Learning resources shall provide information on opposing sides of controversial issues so that users may develop, under guidance, the practice of critical analysis.
7. The selection of learning resources on controversial issues will be directed toward maintaining a balanced collection representing various views.

Materials Deselection (Weeding)

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

Materials will be discarded in compliance with I.C. 33-601. Materials with an estimated value of less than \$500 may be disposed of in the most cost-effective and expedient manner by an employee with such authority.

Gifts

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

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

Policy History:

Adopted on: April 9, 2012

Revised on: February 14, 2022

INSTRUCTION

Selection of Learning Resources

1. In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection and other appropriate sources.
2. Recommendations for purchase involve administrators, teachers, students, district personnel and community persons, as appropriate.
3. In selecting materials, library staff, administrators, and faculty are guided by the principles incorporated in the School Library Bill of Rights, the Freedom to Read Statement, standards adopted by the American Association of School Librarians, and The School Library Standards of the Idaho State Department of Education.
4. Selection is an ongoing process that should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value. See 2510 Materials Deselection (Weeding).

Deselection (Weeding) of Learning Resources

When materials no longer meet the criteria for selection, they shall be weeded by using the “CREW” method. Weeding is a continuous process by which materials no longer useful are removed from the school library media collection. The librarian assumes responsibility for weeding, but teachers and staff may recommend removal of materials judged to be no longer appropriate or useful.

What is the CREW method?

CREW stands for Continuous Review, Evaluation and Weeding. This is the chosen method of weeding a collection and refers to the need to review and evaluate the collection. Based on what is discovered weeding parts of the collection may be necessary.

Why Weed?

- Weeding helps save self-space and time for the teacher and student.
- Collections should be attractive and appealing to students. If shelves are full weeding helps the collection look cleaner, neater and makes room for newer materials.
- Old information may be inaccurate and, in some cases, dangerous. Weeding removes misleading items from the collection.
- Weeding helps monitor and evaluate the collection to reveal strengths and weaknesses.

How and what to weed?

The CREW method gives six general criteria for considering weeding an item from the library's collection. These have been summed up with the acronym MUSTIE:

| | |
|-----------|--|
| M: | Misleading--factually inaccurate |
| U: | Ugly--worn beyond mending or rebinding |
| S: | Superseded--by a new edition or a better book on the subject |
| T: | Trivial--of no discernible literary or scientific merit |
| I: | Irrelevant to the needs and interests of the library's community |
| E: | Elsewhere--the material is easily obtainable from another library |

Disposal of weeded materials?

Weeded materials may be sold in a book sale, donated to students or community members, recycled or destroyed.

Gifts

Gift materials shall be judged by the criteria outlined and shall be accepted or rejected with the understanding that they must meet the criteria set for the book selection.

Dealing with Challenging Materials

Occasional objections to instructional materials will be made, despite the quality of the selection process. The Wallace School District supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the *library bill of rights* of the American Library Association, the *School library bill of rights* of the American Association of School Librarians, and *Freedom to Read* of the American Library Association. In the event that materials are questioned. The principles of intellectual freedom, the right to access of materials and the integrity of the professional library personnel must be defended rather than the materials.

Request for Informal Reconsideration

The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.

1. The principal or other appropriate staff shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.
2. The principal or other appropriate staff shall explain the questioned resource's place in the education program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource.

3. If the questioner wishes to file a formal challenge, a copy of the district Selection of Learning Resources policy and a Request for Reconsideration of Learning Resources form shall be given or mailed to the party concerned by the principal.

Request for Formal Reconsideration

1. Inform the complainant of the selection of the selection procedures and make no commitments.
2. Invite the complainant to submit a formal “Request for Reconsideration of Materials” (copy of form is attached to this policy.)
3. Inform the principal and other appropriate personnel.
4. Keep challenged materials on the shelves during the reconsideration process.
5. Upon receipt of the completed form, the principal requests a review of the challenged materials by a review committee within fifteen working days, and notifies the superintendent that such review is being done. The review committee is appointed by the principal, with the concurrence and assistance of the library media specialist, and includes media professionals, representatives from the classroom teachers, and one or more parents. If the challenged material is at the secondary level, the committee will also include one or more students.

Resolution for Informal and Formal Reconsideration

Review Committee shall:

1. Read, view, or listen to the material in its entirety. (Examine the material as a whole, not passages pulled out of context.)
2. Check recognized selection aids for evaluations of the material.
3. Weigh the strengths and weaknesses of the material and form opinions based on selection criteria, relevance to the curriculum, and the educational philosophy of the school.
4. Complete the appropriate “Checklist for School Media Advisory Committee’s Reconsideration of Instructional Material” (copy of form is attached to this policy.)
5. Review committee’s recommendation will be sent to the principal, the superintendent, and the chairman of the Board.
6. The superintendent or his/her designee will inform the complainant of the recommendation of the review committee.
7. A written appeal may be made to the Wallace School District Board concerning the review committee’s recommendation.
8. Retain or withdraw the challenged material as mandated by the decision of the Wallace School District Board.

Procedure History:

Promulgated on: April 9, 2012

Revised on: February 14, 2022

INSTRUCTION

Request for Reconsideration of Material

Title: _____ Author: _____

Type of Material: _____ Publisher (IF KNOWN): _____

Name: _____ Telephone: _____

Address: _____

Complainant Represents:

Himself/ Herself

Organization (PLEASE NAME): _____

Identify Other Group (PLEASE NAME): _____

1. What do you object to within the work? (Be specific; cite pages or selections.)

2. Of what value is this work?

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

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

5. Did you read/view the entire work? _____ If not, what pages or sections?

6. Are you aware of the judgment of this work by critics?

7. Are you aware of the educational purpose of using this work?

8. What do you believe is the theme or purpose of this work?

9. What would you prefer the school do about this work?

Do not assign or recommend it to my child.

Withdraw it from all students.

Send it to media committee for re-evaluation.

10. What work would you recommend in its place that would convey as valuable a picture and perspective of a study or a set of values?

Signature: _____ Date: _____

INSTRUCTION

School Media Advisory Committee Checklist
Reconsideration of Material - Fiction and Other Literary Forms

Title: _____ Author: _____

PURPOSE

1. What is the purpose, theme or message of the material? How well does the author/composer accomplish this purpose?

2. If the story is fantasy, is it imaginative and suitable for children? Yes No
Is it suitable for young adults? Yes No

If both are marked no, for what age group would you recommend? _____

3. Will the reading, viewing and/or listening to material result in more compassionate understanding of human beings? Yes No

4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups? Yes No

5. Are any questionable elements an integral part of the theme or message? Yes No

CONTENT

1. Does a story about modern times give a realistic picture of life as it is now? Yes No

2. Does the story avoid an oversimplified view of life? Yes No

3. When factual information is part of the story, is it presented accurately? Yes No

4. Is prejudicial appeal readily identifiable by the potential reader? Yes No

5. Are concepts presented appropriate to the ability/maturity of potential readers? Yes No

6. Do characters speak true to the period/section of the country in which they live? Yes No

7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters? Yes No

8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children? Yes No

9. If there is use of offensive language, is it appropriate to the purpose of the text? Yes No
Is it appropriate for young adults? Yes No
10. Is it free from derisive names and epithets that would offend minority groups? Yes No
11. Is the material well written or produced? Yes No
12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex education, religion, or philosophy in any adverse way? Yes No
13. Does the material make significant contributions to the history of literature/ideas? Yes No
14. Are the illustrations appropriate and in good taste? Yes No
15. Are the illustrations realistic in relation to the story? Yes No

Additional Comments:

Recommendation by School Media Advisory Committee for treatment of challenged materials:

Date: _____

Committee Signatures:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

INSTRUCTION

School Media Advisory Committee
Reconsideration of Material Notification

Title: _____ Author: _____

1. Purpose

A. What is the overall purpose of the material?

B. Is the purpose accomplished? Yes No

2. Authenticity

A. Is the author competent and qualified in the field? Yes No

B. What is the reputation/significance of the author/publisher/producer in the field?

C. Is the material up to date? Yes No

D. Are information sources well documented? Yes No

E. Are translations faithful to the original? Yes No

3. Appropriateness

A. Does the material promote the education goals and objectives of the curriculum of district schools? Yes No

B. Is it appropriate to the level of instruction intended? Yes No

C. Are the illustrations appropriate to the subject and age levels? Yes No

4. Content

A. Is the content of this material well presented by providing adequate scope, range, depth, and continuity? Yes No

B. Does the material present information not otherwise available? Yes No

C. Does the material give a new dimension or direction to its subject? Yes No

5. Reviews

A. Source of review? _____

B. Favorably reviewed? Yes No

C. Does this title appear in one or more reputable selection aids? Yes No

If the answer is yes, please list titles of selection aids:

Additional Comments:

Recommendation by School Media Advisory Committee for treatment of challenged materials:

Date: _____

Committee Signatures:

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Curricular Materials

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

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

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

The Board may establish a curricular materials adoption committee for the purpose of advising the Board on selection of curricular materials for use within the District that are not covered by the State curriculum materials committee. At least $\frac{1}{4}$ of this committee must be comprised of persons other than public educators and Trustees. All meetings of the committee shall be held in open session and be duly noticed.

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

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

Curricular materials provided for dual credit courses offered by an institution of higher education are selected by the 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.

A complete and cataloged library of all curricular materials and all electronically available curricular materials adopted in the immediate preceding three years shall be maintained at the State Department of Education.

Wallace School District No. 393

INSTRUCTION

2530

Learning Materials Review

Citizens objecting to specific materials used in the District are encouraged to submit a complaint in writing and discuss the complaint with the building principal prior to pursuing a formal complaint pursuant to the Uniform Grievance Procedure.

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

Cross Reference: 4120 Uniform Grievance Procedure

Policy History:

Adopted on: April 9, 2012

Revised on:

Selection, Adoption, and Removal of Curricular Materials

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

For dual credit courses offered through institutions of higher education, the selection, adoption, and removal of curricular materials is handled by the provider. The District has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

Selection and Adoption

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

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

Removal

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

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

Policy History:

Adopted on: April 9, 2012

Revised on: January 11, 2021

Field Trips, Excursions, and Outdoor Education

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

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

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

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

Policy History:

Adopted on: April 9, 2012

Revised on:

INSTRUCTION

2560

Contests for Students

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

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

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

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

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

Policy History:

Adopted on: April 9, 2012

Revised on:

Use of Commercially Produced Video Recordings

Purpose

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

Policy

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

Educational Relevance

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

Age Appropriate Movies

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

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

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 video.

The Board discourages the showing of R-rated movies 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 days prior to the showing, the instructor or teacher shall submit to the principal, in writing, the following information on the particular film:

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

Copyright

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

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

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

1. A teacher or instructor is present, and the movie/video is shown in the course of face-to-face teaching activities;
2. The showing takes place in a classroom setting with only the enrolled students attending;
3. The movie is used as an essential part of the core, current curriculum being taught;
4. The showing of the movie or video is directly related and of material assistance to the curriculum and lesson objectives;
5. The movie being used is a legitimate copy;
7. The showing complies with Policy 2150 and Procedure 2150P. Recorded Programs from Network and Cable Television: Teachers may only show programs recorded ~~off-air~~ from network and cable television channels, in a manner that complies with federal copyright law and administrative rules.

Other Organizations Using School Facilities

In the event any outside organizations use a school facility and wish to show movies, videos, or other audiovisual materials, it is only legally permitted if the District itself has a Public

Performance Site License from Movie Licensing USA. School districts without such a license can be held liable if an outside organization involves them in copyright infringement by permitting movies, videos, or audiovisual materials to be used in a District facility. Once licensed, the District may exhibit movies copyrighted by the studios so long as they are secured from a legal source, such as a video rental service, school library, media center, or a personal collection.

| | | |
|------------------|----------------|---------------------------|
| Cross Reference: | 2150 | Copyright |
| | 2150P | Copyright Compliance |
| Legal Reference: | Pub. L. 94-553 | The Copyright Act of 1976 |

Policy History:

Adopted on: April 9, 2012

Revised on: January 10, 2022

Parental Movie Opt-Out/Consent Form

The Wallace School District No. 393 Board of Trustees believes that movies, videos, and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, the Wallace School District No. 393 Policy 2570 Use of Commercially Produced Video Recordings promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process, and fostering community values.

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

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

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

Date

Signature of Parent/Guardian

Parental Consent Form for Movies, Videos, etc.

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

_____ Rating: _____

_____ Rating: _____

_____ Rating: _____

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

Date

Signature of Parent/Guardian

Promotion/Retention

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

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

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

Policy History:

Adopted on: April 9, 2012

Revised on:

Advancement Requirements (Grades 6 through 9)

The District has established a set of advancement requirements for 6th through 9th grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the District sets the following advancement requirements:

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

Cross Reference: 2600 Promotion/Retention
 3050 Attendance Policy

Legal Reference: IDAPA 08.02.03.107 Middle Level Credit System

Policy History:

Adopted on: April 9, 2012

Revised on:

Advancement Requirements (9 through 12)

The District has established a set of advancement requirements for 9th through 12th grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the District requires the following for advancement:

1. A student who successfully completes any required high school course with a grade of C or higher prior to entering the 9th grade shall have that grade, and the number of credit hours assigned to the course, transferred to the student's high school transcript. The course must be taught by a certified teacher who meets the federal definition of highly qualified and must meet the same standards as those required in high school. Courses taken in middle school appearing in the student's high school transcript shall count for the purpose of high school graduation. However, the student must complete the number of credits required by State law and administrative rules for each high school core subject.
2. To advance to the 10th grade, students must earn at least 7 credits in 9th grade, 6 (2+2+2) credits of which must be in English, math, or science.
3. Failure to pass a 9th grade English, math, or science class shall necessitate the failed course being retaken in the 9th grade even though the student may have earned enough credit to advance to the 10th grade.
4. Students who have failed one or more 9th grade courses may get credit for that course by retaking it during the summer.
5. A student who is retained in the 9th grade would normally have to repeat all classes. However, the junior and senior high principals may, through a joint agreement, allow the student to take one or more advanced courses. In the event that the principals of the junior and senior high do not agree on allowing a student to take advanced courses, the decision will be appealed to the Superintendent.
6. Students may be retained at each grade level if the following year requirements are not met by August 30:
 - A. A minimum of 13 credits is required for advancement into the 10th grade;
 - B. A minimum of 20 credits is required for advancement into the 11th grade; and
 - C. A minimum of 34 credits is required for advancement into the 12th grade.

Cross Reference: 2700P High School Graduation Requirements
Legal Reference: I.C. § 33-512C Encouragement of Gifted Students
 IDAPA 08.02.03.105 High School Graduation Requirements
 IDAPA 08.02.03.107 Middle Level Credit System

Policy History:

Adopted on: April 9, 2012

Revised on: August 11, 2014

Revised on:

Grading and Progress Reports

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

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

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

Policy History:

Adopted on: April 9, 2012

Revised on:

Parent-Teacher Conferences

Parent-teacher conferences have been adopted by the District as a means of reporting student progress to parents/guardians in grades K through 12. These conferences are to serve as a two-way method of face-to-face communication for the benefit of the child. They should not necessarily be confined to reporting, but may be planned for any occasion that will be helpful to the teacher, the child, and the parent/guardian. They should afford an opportunity for sharing information and views designed to promote the welfare of the child.

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

Policy History:

Adopted on: April 9, 2012

Revised on:

Homework

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline associated with good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students, and should be evaluated and returned to students in a timely manner.

Teachers may give homework to students to aid in the students' educational development. Homework should be an application or adaptation of a classroom experience and should not be assigned for disciplinary purposes.

Policy History:

Adopted on: April 9, 2012

Revised on:

High School Graduation Requirements

The Board shall award a regular high school diploma to every student enrolled in the District who meets the requirements of graduation established by the District. The official transcript will indicate the specific courses taken and level of achievement.

The Board shall establish graduation requirements which, at a minimum, satisfy those established by the State Board of Education. Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter 9th grade. Exceptions to this general rule may be made where it is determined by the Board that the proposed change in graduation requirements will not have a negative effect on students already in grades 9 through 12. The Board shall consider and vote on whether to approve graduation requirements as recommended by the Superintendent.

A student who possesses a disabling condition shall satisfy those competency requirements which are incorporated into the Individualized Education Program (“IEP”). Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

A student may be denied participation in graduation ceremonies. Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be awarded after the official ceremony has been held.

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| Cross References: | 2435 2700P | Advanced Opportunities High School Graduation Requirements |
|-------------------|---------------|---|

| | | |
|-------------------|---|---|
| Legal References: | I.C. § 33-4601, et seq. I.C. § 33-6101 et seq. I.D.A.P.A. 08.02.01.250.02 I.D.A.P.A. 08.02.01.350 I.D.A.P.A. 08.02.03.105 | Advanced Opportunities Opportunities for College and Career Ready Students Required Attendance Early Graduation High School Graduation Requirements |
|-------------------|---|---|

Policy History:

- Adopted on: April 9, 2012
- Revised on: October 10, 2016
- Revised on: January 10, 2022
- Reviewed on: March 7, 2022

INSTRUCTION

2700P

High School Graduation Requirements

Publication of Graduation Requirements

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

Credits

Students shall be expected to earn a total of 48 semester credits (**Note: A minimum of 46 semester credits (1 semester equaling ½ year) is required**) in order to complete graduation requirements. Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma.

The core of instruction is **37 semester credits**:

Secondary Language Arts and Communication **9 credits**

- English (language study, composition, literature) 8 credits
- Speech or Debate 1 credit

Mathematics **6 credits***

- Algebra I (or meets Algebra I standards) 2 credits
- Geometry (or meets Geometry standards) 2 credits
- Secondary Mathematics of the student’s choice 2 credits

*(Two credits must be taken in the last year of high school in which the student intends to graduate unless the student has:

1. Earned 8 or more high school credits of mathematics that include Algebra II or higher level of mathematics before their senior year; and
2. Has completed 6 or more high school math credits prior to the fall of their last year of high school, including 2 semesters of an Advanced Placement or dual credit Calculus or higher level course

For the purposes of this procedure, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six credits of high school level mathematics.

Dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, including AP Computer Science and dual credit computer Science courses may be counted as a mathematics credit if the student has completed Algebra II (or equivalent integrated mathematics) standards.

**Students who choose to take Computer Science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit*

Science**6 credits***

Secondary Science

*(4 credits shall be laboratory sciences)

Up to 2 credits in dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, including AP Computer Science, Dual Credit Computer Science, may be used as science credits.

**Students who choose to take computer science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit.*

Social Studies**7 credits**

Government

2 credits

US History

4 credits

Economics

1 credit

Arts and Humanities**2 credits**

Interdisciplinary humanities, visual and performing arts, or
Foreign language

Health/Wellness**1 credit***

*(For students who enter 9th grade in Fall 2015 or later, each student shall receive a minimum of 1 class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. Additionally, students participating in one season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the District, or 18 weeks of a sport recognized by the District may choose to substitute participation for up to one credit of physical education.)

Physical Education**2 credits****Business Education / Career Technical Education (CTE)****4 credits***

*(Two credits must be taken senior year, Career/Finance class)

Electives**11 credits***Middle School Credit

If a middle school student completes any required high school course with a grade of C or higher before entering the 9th grade, and if that course meets the same standards that are required in high school and the course is taught by a teacher certified to teach high school content, then the student has met the high school content area requirement for such course. The student shall be given a grade for the successful completion of that course and such grade, and the number of credit hours assigned to the course shall be transferred to the student's high school transcript and the student's parent or guardian shall be notified in advance when credits are going to be transcribed. However, the student's parent or guardian may elect to not have the credits and grade transferred to the student's high school transcript. The student still must complete the required number of credits in all high school core subjects identified above in addition to the courses completed in middle school.

College Entrance Examination

A student must take one of the following college entrance or placement examinations before the end of the student's 11th grade year: ACT or SAT.

A student may elect an exemption in their 11th grade year from the college entrance exam requirement if the student is:

1. Enrolled in a special education program and has an Individual Education Plan that specifies accommodations not allowed for a reportable score on the approved tests;
2. Enrolled in a Limited English Proficient program for three academic years or less;
3. Enrolled for the first time in grade 12 at an Idaho high school after the spring statewide administration of the college entrance exam; or
4. Eligible to take an alternative assessment. In this case the student may instead take the ACCUPLACER placement exam during their senior year.

A student who misses the statewide administration of the college exam during the student's 11th grade year may instead take the examination during his or her 12th grade year if the student:

1. Transferred to an Idaho school district during his or her 11th grade year;
2. Was homeschooled during his or her 11th grade year; or
3. Missed the spring statewide administration of the college entrance exam for a documented medical reason.

Senior Project

A student shall complete a senior project that includes a written report and oral presentation by the end of grade 12. Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school to work internship programs at the discretion of the District. The project must include elements of research, development of a thesis using experiential learning or integrated project-based learning experiences, and a presentation of the outcome. **Additional requirements for the senior project are the discretion of the District.**

Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to satisfy this requirement.

Idaho Standards Achievement Tests (ISAT)

In addition to obtaining the necessary credits as outlined above, a student will take the Idaho Student Achievement Test (ISAT) as defined by State Board of Education rules.

Civics Test

All secondary students must successfully pass the civics test or alternate path. "Civics test" as used herein means the 100 questions used by officers of the United States Citizenship and Immigration Services as a basis for selecting the questions posed to applicants for naturalization.

Any student who participates in a United States Government and Politics course and an associated college credit-bearing examination shall be deemed to have met this requirement.

The District will determine the method and manner in which to administer the civics test. A student may take the civics test, in whole or in part, at any time after enrolling in grade 7 and may repeat the test as often as necessary to pass the test. The District will document on the student's transcript that the student has passed the civics test.

The applicability of this requirement for students who receive special education services will be governed by the student's Individualized Education Plan.

Waiver of Requirement

Graduation requirements generally will not be waived under any circumstances. However, in rare and unique hardship circumstances, the principal may recommend, and the Superintendent may approve, minor deviation from the graduation requirements.

Alternative Programs

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

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

All classes attempted at Wallace Jr/Sr High School and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average (GPA) and class rank. Credit shall be awarded only once regardless of repetition of the course.

Honor Roll

A student must have a minimum GPA of 3.0 to be placed on the honor roll. Specific information regarding honors at graduation is included in the student handbook.

Class Rank (GPA)

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

Early Completion of Graduation Requirements

A student who completes all of the graduation requirements set forth above prior to the completion of eight semesters of school attendance in grades 9 through 12 may petition the Superintendent and Board for early graduation by submitting such a petition to the Superintendent through the building principal. The Superintendent shall submit the petition to the Board for endorsement and approval at the end of the quarter preceding the requested graduation date.

Early Achievement of College/Career Readiness and Flexible Schedule

A student may, at the student's option and upon notification to the student's school, be relieved from completing their remaining high school graduation requirements and apply for a flexible schedule or graduate early if the student:

1. Is at least 16 years of age;
2. Maintains a cumulative 3.5 grade point average;
3. Obtains permission from a parent/guardian, if under the age of 18;
4. Achieves a college and career readiness score;
5. Files the following with school:
 - A. Notification of their intent to take a flexible schedule OR graduate early;
 - B. The student's participation portfolio; and
 - C. An essay of at least one page explaining why the student wishes to have a flexible schedule which must include the future plans using the flexible schedule OR early graduation;

6. Completes the following:

- A. The required civics test;
- B. The economics credit, government credits, and senior project required to graduate.
A student's senior project may describe the student's experience in achieving a college and career readiness score and a detailed explanation of the student's future plan.

Students eligible for a flexible schedule may be relieved from high school graduation requirements in order to:

- 1. Take elective courses, career technical education programs, or courses selected by the student which are available within the District;
- 2. Participate in apprenticeships or internships;
- 3. Act as a tutor at any grade level; or
- 4. Engage in such other activities identified by the Board.

A student who is granted a flexible schedule must adhere to the plan submitted to the school as a part of their eligibility. Students who are under 18 may be modify their plan with the approval of the student's parent/guardian.

The Superintendent is authorized to create any procedures necessary to assist students to achieve early graduation or flexible schedule as well create incentives for participation in any early graduation program. Students who opt for a flexible schedule may apply for Advanced Opportunities funding. Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

Procedure History:

Promulgated on: April 9, 2012

Revised on: March 11, 2013

Revised on: August 11, 2014

Revised on: October 10, 2016

Revised on: December 9, 2019

Revised on: January 11, 2021

Revised on: March 8, 2021

Revised on: September 7, 2021

Revised on: January 10, 2022

Revised on: March 7, 2022

INSTRUCTION

2705

Military Compact Waiver

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

Purpose

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success for children of military families due to frequent relocation and deployment of their parents. The Compact facilitates educational success by addressing

1. Timely student enrollment;
2. Student placement;
3. Qualification and eligibility for curricular, co-curricular, and extracurricular programs;
4. Timely graduation; and
5. The facilitation of cooperation and communication between various member states' schools.

Applicability

This Compact applies only to children of:

1. Active duty members of the uniformed services, including members of the National Guard and Reserve on active duty orders. For application of this section the parent must be on full time duty status in the Army, Navy, Air Force, Marine Corps, Coast Guard, or the Commissioned Corps of the National Oceanic and Atmospheric Administration and Public Health Services;
2. Veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

Educational Records and Enrollment

1. **Hand Carried/Unofficial Educational Records:** In the event that official educational records cannot be released to a parent for the purpose of school transfer, the custodian of records from the sending school shall prepare and furnish to the parent a complete set of

unofficial educational records containing uniform information as determined by the Interstate Commission.

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

2. **Official Educational Records/Transcripts:** At the time of enrollment and conditional placement of a qualifying student at the District, the District shall request the student's official educational records from their last school of attendance.

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

3. **Immunizations:** The District shall provide a period of 30 days from the date of enrollment, or such other time frame as determined by the rules of the Interstate Commission, within which students may obtain any immunizations required by the District. Where the District's requirements include a series of immunizations, initial vaccinations must be obtained within 30 days, or within the timeline determined to be reasonable by the Interstate Commission.
4. **Kindergarten and 1st Grade Entrance Age:** Students shall be allowed to continue their enrollment at grade level at the District, commensurate with their grade level from their receiving school, including kindergarten, at the time of transition. However, the provisions of Idaho Code Section 33-201 regarding attaining the age of five on or before the first day of September for enrollment in Kindergarten, and attaining the age of six on or before the first day of September or having attained the age of five and having completed a private or public out of State kindergarten for the required 450 hours for enrollment in first grade, shall continue to apply.

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

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

Placement and Attendance

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

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

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

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

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

3. **Special Education Services:** In compliance with the federal requirements of the Individuals with Disabilities Education Act, the District, as the receiving school, shall initially provide comparable services to a student with disabilities based on his or her current Individual Education Plan.

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

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

4. **Placement Flexibility:** The District's administration shall have the flexibility to waive course and program prerequisites or other preconditions for placement in courses and programs offered by the receiving District.
5. **Absences Relating to Deployment Activities:** A student whose parent/legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment in a combat zone or combat support position, shall be granted additional excused absences at the discretion of the District's Superintendent to visit with his or her parent/legal guardian relative to such leave or deployment of the parent/guardian.

Eligibility

1. **Eligibility for Enrollment:** A special power of attorney pertaining to the guardianship of a student of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

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

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

2. **Eligibility for Extracurricular Activity Participation:** The District shall facilitate the opportunity for transitioning military students' inclusion in extracurricular activities, regardless of application deadlines, to the extent the student is otherwise qualified.

Graduation

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

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

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

If the receiving District does not waive the specific course requirement for graduation and the student would have otherwise qualified to graduate from the sending school, the receiving District shall provide an alternative means of acquiring required course work to ensure that the student's graduation will occur on time.

2. **Exit Exams:** In lieu of testing requirements for graduation at the receiving District, the District and the State of Idaho shall accept any or all of the following:
 - A. Exit exams or end-of-course exams required for graduation from the sending school;
 - B. National norm-referenced achievement tests; or
 - C. Alternative testing.

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

3. **Transfer During Senior Year of High School:** Should a military student transferring at the beginning of or during the senior year be ineligible to graduate from the receiving District after all alternatives have been considered, the sending school and the receiving

District shall ensure the receipt of a diploma from the sending school if the student meets the graduation requirements of the sending school.

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

Conflicts

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

Cooperation

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

Cross Reference: Policy 2700P High School Graduation Requirements

Legal Reference: I.C. § 33-5701 Interstate Compact on Educational Opportunity for
Military Children
IDAPA 08.02.03.105 Graduation from High School

Policy History:

Adopted on: March 10, 2014

Revised on: July 14, 2014

Revised on:

INSTRUCTION

2720

Participation in Commencement Exercises

Statement of Policy

A student's opportunity to participate in the commencement exercises of the District's graduating class is a privilege. As such, participation in this ceremony is reserved for those members of the graduating class who have completed all of the State and local requirements for graduation before the date of the ceremony. Students who complete their requirements after the date of commencement exercises will receive their diploma at that time.

Organization and Content of Commencement Exercises

The school administration shall exercise plenary control over all aspects of any graduation ceremony held within the District. The school administration may invite graduating students to participate in high school graduation exercises according to academic class standing or class officer status. Any student who, because of academic class standing, is requested to participate may choose to decline the invitation.

Students selected to participate may choose to deliver an address, poem, reading, song, musical presentation, or any other pronouncement of their choosing. The principal shall review and approve the student's address, poem, reading, song, musical presentation, or any other pronouncement of their choosing prior to its presentation to the audience attending the graduation ceremony to ensure that there is no conflict with the Establishment Clause found in the First Amendment to the United States Constitution, The Idaho Constitution, or the laws of the State of Idaho.

Legal Reference: United States Constitution-1st Amendment

Art. IX, Sec. 6, Idaho Constitution – Religious Test and Teaching in School Prohibited

I.C. § 33-512 Governance of Schools

I.C. § 33-1603 Sectarian Instruction Forbidden

I.C. § 67-5909 Acts Prohibited

Policy History:

Adopted on: April 9, 2012

Revised on:

Objectives

Accreditation Standards

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

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

Continuous Progress Education

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

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

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

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

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

Policy History:

Adopted on: April 9, 2012

Revised on: January 10, 2022