

**Goals**

The South Lemhi School District #292 believes that the major purpose of education is to provide instruction that will help the young people of this community acquire knowledge and develop talents, which will enable them to become productive citizens.

To further summarize the desire of the South Lemhi School District #292, we strive to:

- \* Provide a high quality basic skills program.
- \* Meet appropriate educational needs of all students.
- \* Provide opportunities for maximum growth, both as an individual and as a member of the social group.
- \* Develop a program, which will maintain and improve both physical and mental health.
- \* Promote good character, self-discipline and moral responsibilities.
- \* Create learning experiences that will result in the development of attitudes and appreciations leading toward an integrated personality.
- \* Insure opportunities for the development of critical thinking and independent thought.
- \* Cultivate an intelligent loyalty to the ideals of a democratic society.
- \* Encourage a better understanding of the community and the utilization of its resources.
- \* Increase efficiency of district operations.
- \* Develop an understanding of, and an appreciation for, our cultural heritage.

Policy History

Adopted on: April 12, 2016

Revised on:

**Curriculum Development and Assessment**

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

Development and Assessment

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

The District will use assess and use assess results to improve the educational program.

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

Cross Reference:     2000 Goals  
                          2800 Objectives

Legal Reference:     I.C. § 33-512A District Curricular Materials Adoption Committees  
                          I.C. § 33-1601 et seq. Courses of Instruction  
                          IDAPA 08.02.01 et seq. Rules of the State Board of Education

Policy History

Adopted on: April 12, 2016

Revised on:

**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 12, 2016

Revised on:

**Student and Family Privacy Rights**

Surveys - General

All outside surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must be approved by the Superintendent and must advance or relate to the District's education 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.

Cross Reference:     3500 Student Health  
                          2520 Instructional Materials  
                          3200 Student Rights and Responsibilities

Legal Reference:    20 U.S.C. 1232h Protection of Pupil Rights

Policy History

Adopted on: April 12, 2016

Updated on:

**Copyright**

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

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

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

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

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

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

Legal Reference: 17 U.S.C. 101 to 110 Federal Copyright Act

Policy History

Adopted on: April 12, 2016

Revised on:

**Copyright Compliance**

Authorized Reproduction and Use of Copyrighted Material in Print

In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an article from a newspaper or periodical; a short story, short essay or short poem; or a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper. A teacher may make multiple copies, not exceeding more than one (1) per pupil for classroom use if the copying meets the tests of “brevity, spontaneity, and cumulative effect” set by the following guidelines. Each copy must include a notice of copyright.

1. Brevity

- a. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
- b. Complete articles, stories, or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less, may be copied; in any event, the minimum is 500 words. (Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph.)
- c. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose, or poetic prose.

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

3. Cumulative Effect. Teachers are limited to using copied material for only one (1) course in the school in which copies are made. No more than one (1) short poem, article, story or two (2) excerpts from the same author may be copied, and no more than three (3) works can be copied from a collective work or periodical issue during one (1) class term. Teachers are limited to nine (9) instances of multiple copying for one (1) course during one (1) class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

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

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations, or collective works. “Consumable” works include: workbooks, exercises, standardized tests, test booklets, and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers’ reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a “higher authority,” and students cannot be charged more than actual cost of photocopying. Teachers may use copyrighted materials in overhead projectors for instructional purposes.

## **SOUTH LEMHI SCHOOL DISTRICT #292**

### Authorized Reproduction and Use of Copyrighted Materials in the Library

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

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one (1) article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship, or research. Any other use may subject the person to liability for copyright infringement.

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

### Authorized Reproduction and Use of Copyrighted Music

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

A teacher may make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song. 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.

### Recording of Broadcast Programs

Television programs may be recorded and used for instruction for up to ten (10) days following recording. The recording may be retained for up to forty-five (45) days for teacher evaluation purposes. The recording may only be replayed for educational purposes in the classroom or a similar learning environment. No program may be recorded by or for the same teacher more than once and the recording may not be altered. A limited number of copies may be made for legitimate educational purposes. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded. The Superintendent will establish appropriate control procedures to maintain the integrity of these guidelines.

## **SOUTH LEMHI SCHOOL DISTRICT #292**

### Authorized Reproduction and Use of Copyrighted Materials on Websites

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

### Teacher Instruction to Students for Reproduction and Use of Copyrighted Material

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

Legal Reference: 17 U.S.C. 101 to 110 Federal Copyright Act

### Procedure History

Adopted on: April 12, 2016

Revised on:



**School Closure**

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

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

Policy History

Adopted on: April 12, 2016

Revised on:

**School Closure**

All students, parents, and school employees should assume that school will be in session and buses running as scheduled, unless there is official notification from the Superintendent to the contrary. Such notice will be given via School Reach. It is the responsibility of parents and/or guardians to ensure South Lemhi School District #292 has the correct contact information.

In the event that extremely cold temperatures, wind chill factors, snow, wind, or other circumstances require a modification of the normal routine, the Superintendent will make the modification decision prior to 6:30 AM and will initiate the emergency fan-out communication procedure to the community.

**Work Schedules and Responsibilities for School Closures**

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

**Administrative Assistant:** Personnel shall be expected to report for duty on their assigned shifts in the event of any school closure insofar as is safely possible. Primary responsibility is to conduct the emergency fan-out communication procedure to the community once directed by the Superintendent. The Administrative Assistant 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. Also responsible to 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.

**Business Manager, Aides, Food Service Workers, and Other 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, employees should not report for duty unless otherwise directed by the Superintendent.

**Teachers:** If schools are closed for weather or other emergency conditions, teachers are not expected to report for duty unless directed otherwise.

In cases of school closures, it is customary for the days to be made up at another time; thus employees will typically still fulfill their contract days or time.

**Procedure History**

Adopted on: April 12, 2016

Revised on:

**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.

Enrollment

Leadore School Preschool program has a maximum enrollment of 10 students and each student must be at least 3 years old. Enrollment priority will be granted in the following order.

1. Special Needs Students
2. Oldest to Youngest Students
3. First come, First serve

Mid-Year Enrollments will be evaluated on a case by case basis. In addition, the students should be potty trained prior to enrollment.

The objectives of the program are to:

1. Identify children with incipient problems of a social, emotional, and/or physical nature, regardless of whether they are related to maturational development;
2. Provide an educational experience that will ameliorate or eliminate these problems at an early age, thereby deterring adjustment and/or learning problems from developing in subsequent years;
3. Identify children who do not have facility in the English language and provide experiences that enhance and accelerate the development of such a facility;
4. Identify children who would not otherwise attend a nursery school prior to entering public school and provide them with equal learning opportunities;
5. Provide experiences for the parents of these children through a volunteer aide program whereby they can become oriented to the task of the school and how their role as parents might relate to the task as it affects their children; and
6. Provide learning experiences in early childhood education and child care 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 12, 2016

Revised on:

**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 12, 2016

Revised on:

**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 Elementary School Counselors  
IDAPA 08.02.03.108 Guidance Programs

Policy History

Adopted on: April 12, 2016

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 at the secondary level as appropriate to the educational and developmental needs of students.

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 Technology Coordinator or Superintendent will 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: 3295P Hazing, Harassment, Intimidation, Bullying, Cyber Bullying, Menacing

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

Policy History

Adopted on: April 12, 2016

Revised on:

**Controversial Issues and Academic Freedom**

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

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

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

Teachers shall guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, 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;

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2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance, and that no one idea or viewpoint should necessarily prevail;
3. Teachers will not attempt, directly or indirectly, to limit or control students' judgment concerning any issue, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation; and
4. Teachers will exercise professional judgment in determining the appropriateness of the issue to the curriculum and to the age and grade level of the students.

To this end:

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

**SOUTH LEMHI SCHOOL DISTRICT #292**

Cross Reference: 2341 Controversial Speakers  
Legal Reference: I.C. § 33-512 Governance of Schools

Policy History

Adopted on: April 12, 2016

Revised on:

**INSTRUCTION**

**2340F**

**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 \_\_\_\_\_.

**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.

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### 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.

### 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 12, 2016

Revised on:



**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.

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 12, 2016

Revised on:

**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 12, 2016

Revised on:

**Service Animals in Schools**

The District acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a service animal in its school buildings, in classrooms, and at school functions, as required by the American with Disabilities Act.

“Service animal” refers to any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of someone with a disability. The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purpose of this definition.

Use of service animals shall be subject to the following requirements:

1. All requests for an individual with a disability to be accompanied by a service animal must be addressed in writing to the Superintendent. This written request must be delivered to the Superintendent’s office at least ten business days prior to bringing the service animal to school or a school function. Any such request by a student shall be advanced to the proper administrative personnel for consideration of a Section 504 analysis and possible program.
2. The animal must be required for the individual with a disability.
3. The animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, will be permitted in schools as a service animal.
4. Requests to permit a miniature horse to accompany a student or adult with a disability in school buildings, in classrooms, or at school functions will be handled on a case by-case basis, considering:
  - A. The type, size, and weight of the miniature horse, and whether the facility can accommodate these features;
  - B. Whether the handler has sufficient control of the miniature horse;
  - C. Whether the miniature horse is housebroken; and
  - D. Whether the miniature horse’s presence in specific facility compromises legitimate safety requirements that are necessary for safe operation.
5. Owners of service animals must provide proof of current vaccinations to the Superintendent with their request to be accompanied by a service animal.
6. All service dogs must be spayed or neutered.
7. All service animals must be kept clean and groomed to avoid shedding and dander, and must be treated for, and kept free of fleas and ticks

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8. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.
9. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control, such as by voice control, hand signals, or other effective means.
10. The school system is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animals need to relieve itself.
  - A. The District is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
  - B. Students with service animals are expected to care for and supervise their animal. In the case of a young child or a student with disabilities who is unable to care or supervise his service animal, the parent is responsible for providing care and supervision of the animal.
  - C. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis in the discretion of the building administrator.
12. A school administrator may ask an individual with a disability or his or her parents to remove a service animal from a school building, a classroom, or from a school function if any of the following circumstances occurs:
  - A. The animal is out of control and the animal's handler does not take effective action to control it.
  - B. The animal is not housebroken.
  - C. The animal's presence would "fundamentally alter" the nature of the service, program, or activity.
  - D. The animal presents a direct threat to students, staff, or other individuals.

Legal Reference: ADA Regulations, 28 C.F.R. Part 35

### Policy History

Adopted on: April 12, 2016

Revised on:

**Limited English Proficiency 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 purpose of the program is to increase the English proficiency of eligible students, so they can attain academic success. Students that have limited English proficiency (LEP) will be identified, assessed, and provided appropriate services. 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 LEP program which ensures appropriate LEP 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 LEP 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 LEP programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The LEP 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.

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The LEP 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 LEP 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.

Cross Reference: 4160 Notice to Parents Required by No Child Left Behind Act of 2001  
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 U.S.C. §§ 7401, et seq., as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act  
Title III, §§ 3001-3304 of HRI, No Child Left Behind Act of 2001, P.L. 107-110  
I.C. § 33-1618 Assessment Exception

### Policy History

Adopted on: April 12, 2016

Revised on:

**Migrant Education Program**

Purpose

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

Eligibility

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

A “migratory child” is defined as:

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

Record Keeping

The District is required to keep records to demonstrate:

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

The District is also required to keep records to show their compliance with program requirements.



**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 Superintendent 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

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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 Superintendent 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. In addition, if the class is offered in school and a student chooses not to take it, the student is responsible for all tuition and registration fees.

### Grading

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.

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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 12, 2016

Revised on:

**Section 504 of the Rehabilitation Act of 1973**

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

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

Cross Reference: 3210 Uniform Grievance Procedure

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

Procedure History

Promulgated on: April 12, 2016

Revised on:

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

1. Impartial Due Process Hearing: If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagree with a decision of the District with respect to: (1) the identification of the child as qualifying for Section 504; (2) the District's evaluation of the child; and/or (3) the educational placement of the child, the parents of the student are entitled to certain procedural safeguards. The student shall remain in his 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;

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- 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 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;
    - a. Within 20 days of the hearing, the hearing examiner should issue a written report of his or her decision to the parties;
    - b. 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 allege 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

Adopted on: April 12, 2016

Revised on:

**Title I Parent Involvement**

The District endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy the word “parent” also includes guardians and other family members involved in supervising the child’s schooling.

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

The Board directs the Superintendent to develop a plan to provide support for schools in planning and implementing parent involvement activities. The Superintendent is also directed to coordinate and integrate other parental involvement strategies related to programs such as Head Start, Reading First, Early Reading First, Even Start Family Literacy Programs, Home Instruction Programs for Preschool Youngsters, Parents as Teachers, and public preschools.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the parental involvement program for the next school year. Proposed activities to address the requirements of parental-involvement goals shall be presented.

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

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

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and how the school will provide individual student academic assessment results;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school’s Title I program, to the District level.

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5. The opportunity for parents to evaluate involvement activities and to identify barriers to greater participation. This input shall be used to inform strategies for effective parental involvement, and to revise policy as necessary.

Parents with disabilities shall be provided with an opportunity to request the auxiliary aids and services of their choice. Such support shall be provided by the school unless it demonstrates that another effective means of communication exists, or that use of the means chosen by the parent would result in a fundamental alteration in the service, program, or activity or in an undue financial and administrative burden. Outreach efforts shall include outreach to parents of limited English proficient students to inform them of how the parents can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet the challenging State academic achievement standards and State academic content standards expected of all students. Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist at home in the education of their children.

Each school in the District receiving Title I funds shall develop jointly with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting State standards. The "School-Parent Compact" shall:

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

### **Parental Input Below:**

#### **Build Capacity and Support for Strong Parent Involvement**

- Parents will be informed of their child's participation in the Title I program.

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- Each school will provide a school-parent compact that outlines how parents, staff and students will share responsibility for promoting higher student achievement.
- An annual meeting for Title I parents will be held.
- Provide to the parents of participating children timely information about programs, including school performance profiles and assessments, explanation of curriculum assessments and description of proficiency levels students are expected to meet.
- Parents will have reasonable access to the staff and school.
- Parents will be invited to participate during the school day at least once a year.
- Parents will be provided with specific instructional strategies to help their child with reading and/or math at home. The teacher if necessary can model the strategies.
- The District Title I Program will encourage and promote parents as partners in their child's education by providing Title I staff with resources technical assistance, and staff development opportunities in the area of parental involvement.
- The District Title I program will require each Title I school to plan for and effectively implement a parent involvement plan.
- Each District Title I program will communicate with families of participating children in the language used in the home, whenever possible.

### **Evaluation:**

There will be annual evaluation of the content and effectiveness of the Title I parental Involvement Program, and Title I parents will be asked for their input. The aim will be to evaluate the Title I Parental Involvement Programs in the district by collecting information in a variety of ways, including but not limited to surveys, interviews, and data.

The annual evaluation will include an assessment of how often parental involvement is occurring and what barriers to parental participation will need to be overcome. The results of the evaluation will be shared with Title I staff and will serve to guide the District Title I Program in future goal setting. The Title I Parent Involvement committee will revise its Parental Involvement Policy on the basis of this annual review.

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

### Policy History

Adopted on: April 12, 2016

Revised on:

**Title I Parent Involvement Guidelines**

In order to achieve the level of Title I parent involvement desired by District policy on this topic, these procedures guide the development of each school's annual parental involvement plan designed to foster a cooperative effort among parents, school, and community.

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

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

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

**Roles and Responsibilities**

**Students**

It is the responsibility of the student to:

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

**Parents**

It is the responsibility of the parent to:

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

**Staff**

It is the responsibility of staff to:

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

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### **Community**

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

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

### **Administration**

It is the responsibility of the administration to:

1. Facilitate and implement the Title I Parent Involvement policy and plan;
2. Provide training and space for parent involvement activities;
3. Provide resources to support successful parent involvement practices;
4. Provide 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.

### Procedure History

Adopted on: April 12, 2016

Revised on:

**Parental Rights**

The Board of Trustees 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.

The mandates upon the District include State enacted parental rights legislation. The provisions and allowances in the Parental Rights legislation must be read consistent with and in conjunction with other existing state and federal education mandates. Therefore, parents 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.

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

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

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Cross Reference: 2340F Parental Opt-Out Form for Sex Education  
Legal Reference: Idaho Constitution Article IX  
I.C. § 32-1010 Intent of the Legislature – Parental Rights  
I.C. § 32-1012 Parental Right to Direct the Education of Children  
I.C. § 32-1213 Interference with Fundamental Parental Rights Restricted  
I.D.A.P.A. 08, Titles .01, .02, .03 and .04

### Policy History

Adopted on: April 12, 2016

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.

In order to ensure that students have a chance to participate in advanced opportunity programs, the Board hereby directs the Superintendent to establish timelines and requirements for financial transactions and transcribing credits that meet the State Department of Education reporting requirements for each program.

**Definitions**

"Credit" means middle 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.

"Full course load" means at least 12 credits per school year for grades 7 through 12.

"Overload course" means a course taken that is in excess of a full course load, including summer courses.

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

**Mastery Advancement Program**

Students who successfully complete grades 1 through 12 at least one year early may be eligible for a mastery advancement scholarship, regardless of whether the District is participating in the mastery advancement program. 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;
2. Completes grades 1 through 12 curriculum in 11 or fewer years; and
3. Has attended schools in the Idaho public school system for at least four years.

Students who have attended Idaho public schools for less than four years and who have completed all graduation requirements may be eligible to receive a mastery advancement scholarship at a reduced rate not to exceed one semester of scholarship for each year of Idaho public school attendance.

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

If an eligible student requests a mastery advancement 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. No student shall be eligible for more than three years of a mastery advancement scholarship.

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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.

### Dual Credit for Early Completers Program

Students in the District completing all State high school graduation requirements at any time prior to the beginning of their final 12<sup>th</sup> grade semester or trimester term, except the senior project and any other course that the State Board of Education requires to be completed during the final year of high school, shall be eligible for assistance in paying for the following:

1. Up to 18 credits per semester term or 12 credits per trimester term of dual credit postsecondary courses. Average daily attendance shall be counted as normal for such students for public school funding purposes; and
2. Up to six advanced placement or other college credit-bearing or professional certificate examinations per semester or four per trimester.

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 such course or examination before any further reimbursements for the student can be paid.

### Course and Examination Fee Payment

Any student in a District high school who has attained grade 11 and who has not qualified for the Dual Credit for Early Completers program shall qualify for the amount established by the State Board of Education for up to three postsecondary semester or equivalent credits and examinations. Any District high school student who has attained grade 12 and who has not qualified for the Dual Credit for Early Completers program shall qualify for the amount established by the State Board of Education for up to six postsecondary semester or equivalent credits and examinations. These moneys may be used to pay an amount not to exceed the price to the student of such courses and examinations, except that the combined amount for such credits earned and examinations shall not exceed the dual credit fee set by the State Board of Education for those credits.

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 such course or examination before any further reimbursements for the student can be paid.

### 8 in 6 Program

The 8 in 6 Program provides a means for students to complete high school and the first two years of college or professional-technical preparation in six years rather than eight through overload courses.

The State Department of Education will pay for a portion of the cost of overload courses for students who chose to participate in the 8 in 6 Program. To participate, a student and their parent must sign a form provided by the State Department of Education agreeing to the following:

## **SOUTH LEMHI SCHOOL DISTRICT #292**

1. The student shall take and successfully complete dual credit or professional-technical education courses for at least a portion of the student's courses during the 11 and/or 12 grade years;
2. The student shall take and successfully complete at least one overload course and a full course load;
3. The State shall pay the lesser of the actual cost or \$225 per one credit overload course taken in this program.
4. The State shall pay for no more than:
  - A. Two credits of overload courses per student per semester;
  - B. Four credits of overload courses per student per year; and
  - C. A combined total of eight credits of overload courses per student during such student's participation in the program.

Students accepted into the program shall remain in the program from year to year unless they sign a withdrawal form.

If a student participating in the program fails to complete with a grade of "C" or better one or more overload courses while in the program, the student must pay for and successfully complete an overload course with a grade of "C" or better before continuing in the program.

The District shall make reasonable efforts to ensure that any student who considers participating in the 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.

For a course to qualify for this program, it 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. 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, the course must meet the approved content standards for the applicable subject and grade level.

Legal Reference: I.C. § 33-4601 Definitions

I.C. § 33-4602 Advanced Opportunities

I.C. § 33-4603 "8 in 6 Program"

I.C. § 33-4604 Mastery Advancement Program

IDAPA 08.02.03.106 Advanced Opportunities

Policy History

Adopted on: April 12, 2016

Revised on:

Page 3 of 3

**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 8 units may be earned during any one school year.

Only courses offered by institutions recognized by the Board will be accepted. The express approval of the Superintendent 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 Reference:     2700 - 2700P High School Graduation Requirements  
                           3030 Dual Enrollment  
                           3050 Attendance

Legal Reference:     I.C. §33-5501, et seq. Idaho Digital Learning Academy

Policy History:

Adopted on: April 12, 2016

Revised on:

**Contracted Student Services**

The Board of Trustees hereby delegates to the Superintendent 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 12, 2016

Revised on:

**INSTRUCTION**

**2500**

**Library Materials**

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

Pursuant to State law, the Board has the duty and responsibility to equip and maintain a suitable library and to exclude 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 Superintendent may assess fines for damaged or unreturned books.

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

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

Cross Reference:     2530 Learning Materials Review  
                          4120 Uniform Grievance Procedure

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

Policy History

Adopted on: April 12, 2016

Revised on:

**Selection of Library Materials**

The District has libraries in every school with the primary objective of implementing and supporting the educational program in the schools. It is the objective of these libraries to provide a wide range of materials on all appropriate levels of difficulty, with diversity of appeal, and the presentation of different points of view.

The provision of a wide variety of library materials at all reading levels supports the District's basic principle that the school in a free society assists all students to develop their talents fully so that they become capable of contributing to the further good of that society.

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights, endorsed by the American Association of School Librarians in 1969. Although the Superintendent is responsible for the selection of library materials, ultimate responsibility for the selection of library materials rests with the Board.

The Board, acting through the Superintendent, thereby delegates the authority for the selection of library materials to the principal in each of the schools. The Superintendent further delegates that authority to the librarian in the school.

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

Policy History

Adopted on: April 12, 2016

Revised on:

**Selection of Library Materials**

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

Weeding

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

Discarded materials will be clearly stamped:

“WITHDRAWAL FROM PUBLIC SCHOOL LIBRARY”

Materials will be discarded in compliance with I.C. § 33-601. The Board may sell materials with an estimated value of less than \$1,000, without appraisal, by sealed bid or at auction if there is at least one published advertisement prior to such sale. If the Board, by unanimous vote of those members present, finds that the materials have an estimated value of less than \$500 and is of insufficient value to defray the costs of arranging a sale, the materials may be disposed of in the most cost-effective and expedient manner by an employee with such authority.

Gifts

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

Policy History

Adopted on: April 12, 2016

Revised on:

**Field Trips, Excursions, and Outdoor Education**

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

Field trips which take students out of the State must be approved in advance by the Board.

The Superintendent has the authority to approve all other field trips.

The Superintendent 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 12, 2016

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.

**Secondary Level:** Only G-rated movies may be shown without parental permission. Any movie with a PG-rating to be shown at the secondary level requires parent/guardian notification. Any movie with a PG-13 rating to be shown at the secondary level 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:** 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.



**Parental Movie Opt-Out/Consent Form**

The South Lemhi School District #292 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 South Lemhi School District #292 Policy 2570 Use of Commercially Produced Video Recordings promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process, and fostering community values.

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

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

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

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

Date \_\_\_\_\_ Signature of Parent/Guardian \_\_\_\_\_.

**SOUTH LEMHI SCHOOL DISTRICT #292**

**Parental Consent Form for Movies, Videos, etc.**

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

\_\_\_\_\_ Rating: \_\_\_\_\_.

\_\_\_\_\_ Rating: \_\_\_\_\_.

\_\_\_\_\_ Rating: \_\_\_\_\_.

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

Date \_\_\_\_\_ Signature of Parent/Guardian \_\_\_\_\_.

**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 12, 2016

Revised on:

**Advancement Requirements (Grades 7 through 8)**

The District has established a set of advancement requirements for 7<sup>th</sup> through 8<sup>th</sup> 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 8<sup>th</sup> grade, students must earn at least 80 percent of the credits attempted in 7<sup>th</sup> grade and be in compliance with the District's attendance policy.
2. To advance to the 9<sup>th</sup> grade, students must earn at least 80 percent of the credits attempted in 8<sup>th</sup> grade and be in compliance with the District's attendance policy; and
3. Students who have failed more than 20 percent of the courses attempted in the 6<sup>th</sup>, 7<sup>th</sup>, or eighth 8<sup>th</sup> 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 12, 2016

Revised on:

**Advancement Requirements (9 through 12)**

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

1. A student who successfully completes any required high school course with a grade of C or higher prior to entering the 9<sup>th</sup> 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 10<sup>th</sup> grade, students must earn at least 11 credits in 9<sup>th</sup> grade, 5 credits of which must be in English, math, or science.
3. Failure to pass a 9<sup>th</sup> grade English, math, or science class shall necessitate the failed course being retaken in the 9<sup>th</sup> grade even though the student may have earned enough credit to advance to the 10<sup>th</sup> grade.
4. Students who have failed one or more 9<sup>th</sup> grade courses may get credit for that course by retaking it during the summer.
5. A student who is retained in the 9<sup>th</sup> 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 11 credits is required for advancement into the 10<sup>th</sup> grade;
  - B. A minimum of 23 credits is required for advancement into the 11<sup>th</sup> grade; and
  - C. A minimum of 35 credits is required for advancement into the twelfth (12<sup>th</sup> grade).

**SOUTH LEMHI SCHOOL DISTRICT #292**

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 12, 2016

Revised on:

**Grading and Progress Reports**

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

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

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

Policy History

Adopted on: April 12, 2016

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, as a minimum, satisfy those established by the Board of Public Education. Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter 9<sup>th</sup> 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.

All students will show proficiency on the Idaho Standards Achievement Test (ISAT) as defined by State Board of Education rules in order to graduate. An “eligible” student who does not attain at least a proficient score prior to graduation may appeal to this Board for relief from the ISAT proficiency requirement. For a definition of student eligibility and appeal procedure, see 2700P. At the discretion of the Board, said student may be given an opportunity to demonstrate proficiency of the achievement standard through the “Secondary Route to Graduation” outlined in Policy 2710.

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

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

Cross Reference:       Policy 2700P High School Graduation Requirements  
                              Policy 2710 Alternative Measure to the ISAT  
                              Policy 2715 Secondary Route to Graduation

Legal Reference:       I.C. § 33-1620, *et seq.* Mastery Advancement Pilot Program  
                              I.D.A.P.A. 08.02.01.250.02 Required Attendance  
                              I.D.A.P.A. 08.02.01.350 Early Graduation  
                              I.D.A.P.A. 08.02.03.105 Graduation from High School  
                              IDAPA 08.02.03.107 High School Graduation Standards

**Policy History**

Adopted on: April 12, 2016

Revised on:

**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 46 semester credits 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 **29 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. For the purposes of this procedure, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six credits of high school level mathematics.)

Science		
Secondary Science		6 credits*
*(4 credits shall be laboratory sciences)		

Social Studies		5 credits
Government	2 credits	
US History	2 credits	
Economics	1 credit	

Arts and Humanities		2 credits
Interdisciplinary humanities, visual and performing arts, or Foreign language		

Health/Wellness		1 credit*
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## **SOUTH LEMHI SCHOOL DISTRICT #292**

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

### Middle School Credit

If a middle school student completes any required high school course with a grade of C or higher before entering the 9<sup>th</sup> grade, and if that course meets the same standards that are required in high school and the course is taught by a teacher certified to teach high school content then the student has met the high school content area requirement for such course. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript and the student's parent or guardian shall be notified in advance when credits are going to be transcribed. However, the student's parent or guardian may elect to not have the credits and grade transferred to the student's high school transcript. The student still must complete the required number of credits in all high school core subjects identified above in addition to the courses completed in middle school, unless the student is a participant in the 8 in 6 Program.

### College Entrance Examination

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

A student may elect an exemption in their 11<sup>th</sup> 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 11<sup>th</sup> grade year may instead take the examination during his or her 12<sup>th</sup> grade year if the student:

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

## **SOUTH LEMHI SCHOOL DISTRICT #292**

### Senior Project

A student shall complete a senior project that includes a research paper and oral presentation by the end of grade 12.

### Idaho Standards Achievement Tests (ISAT)

In addition to obtaining the necessary credits as outlined above, a student will show proficiency on the Idaho Student Achievement Test (ISAT) as defined by State Board of Education rules. Students who receive a proficient or advanced score on the grade 10 ISAT while in grade 9 may bank the score for purposes of meeting their graduation requirements. Students who do not attain at least a proficient score on the Idaho Student Achievement Test will have the option of appealing to the Board for relief from the ISAT proficiency requirement. Students who choose to appeal must meet the following eligibility requirements:

1. Must be enrolled in a special education program and have a current Individual Education Plan; or
2. Must be enrolled in a Limited English Proficiency Program; or
3. Must be enrolled in the fall semester of the senior year.

The District requires that all students who appeal from relief of the ISAT proficiency requirements must successfully complete an alternative program equivalent to the ISAT requirement approved by the Board in order to graduate.

The District program that students must use to demonstrate that they possess the skills and knowledge necessary to graduate from Leadore High School is as follows:

1. Successfully complete performance measures that are equivalent to the sub skills areas measured in the ISAT; and/or
2. Successfully complete multiple factors that evaluate academic proficiency and performance of an individual child. These factors should include:
  - A. Grade point average;
  - B. Assessment scores including ISAT reading, ISAT math, ISAT language arts, Directing Writing Assessment and/or literacy assessment;
  - C. Performance assessment measures, as appropriate, or other performance entries included in a student's portfolio;
  - D. Other professional or institutional evaluations, including end-of-course assessments, senior projects, community service, work experience, attendance, and work ethic documented at school site.

The District alternative programs are aligned to State content standards and are based on academic proficiency and performance.

## **SOUTH LEMHI SCHOOL DISTRICT #292**

### Waiver of Requirement

Graduation requirements generally will not be waived under any circumstances. However, in rare and unique hardship circumstances, 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, 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 High School and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average (GPA) and class rank. Credit shall be awarded only once regardless of repetition of the course.

Those students who will graduate in 2016 and have not received a proficient or advanced score on the ISAT in grade 9 will be required to complete an alternative plan for graduation, as designed by the District, including all elements required by State law and administrative rules. The student may enter the alternate path prior to his or her senior year.

### Honor Roll

A student must have a minimum GPA of 3.0 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 Pass/Fail on the report card.

### Early Graduation

A student who completes all of the graduation requirements set forth by the District and the State Department of Education prior to the completion of 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.

The Superintendent is authorized to create any procedures necessary to assist students to achieve early graduation as well create incentives for participation in any early graduation program. Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

## **SOUTH LEMHI SCHOOL DISTRICT #292**

Cross Reference: 2435 Advanced Opportunities  
2710 Alternative Measure to the ISAT  
2715 Secondary Route to Graduation

Legal Reference: I.C. § 33-1620, *et seq.* Mastery Advancement Pilot Program  
IDAPA 08.02.01.350 Early Graduation  
IDAPA 08.02.03.105 High School Graduation Requirements  
IDAPA 08.02.03.107 Middle Level Credit System

### Policy History

Adopted on: April 12, 2016

Revised on:

**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 timely student enrollment; student placement; qualification and eligibility for curricular, co-curricular, and extracurricular programs; timely graduation; and the facilitation of cooperation and communication between various member states' schools.

**Applicability**

This Compact applies only to children of:

1. Active duty members of the uniformed services, including members of the National Guard and reserve on active duty orders. For application of this section the parent must be on full time duty status in the Army, Navy, Air Force, Marine Corps, Coast Guard, or the Commissioned Corps of the National Oceanic and Atmospheric Administration and Public Health Services;
2. Veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one 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.

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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 1<sup>st</sup> 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.

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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/program prerequisites or other preconditions for placement in courses/programs offered by the receiving District.

- 5. Absences Relating to Deployment Activities:** A student whose parent/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.

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### 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.

**SOUTH LEMHI SCHOOL DISTRICT #292**

Cross Reference: Policy 2700P High School Graduation Requirements  
Policy 2715 Secondary Route to Graduation

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

Policy History

Adopted on: April 12, 2016

Revised on:

**INSTRUCTION**

**2710**

**Alternative 1**

**Alternative Measure to the Idaho Standards Achievement Tests**

The Board hereby directs the Superintendent to research and make recommendations for the establishment and adoption by the Board of Trustees of alternative mechanisms to the Idaho Standards Achievement Test (ISAT) to give certain students an opportunity to demonstrate proficiency of the achievement standards set by the State Board of Education. The alternative measure must:

1. Be aligned at a minimum to 10<sup>th</sup> grade State content standards;
2. Be aligned to the State content standards for the subject matter in question;
3. Be valid and reliable;
4. 90 percent of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance; and
5. Be submitted to the State Board of Education for review, comment, and information.

**Appeal to Local Board for Alternative Measure**

Before appealing to the local Board for use of an alternative mechanism to demonstrate proficiency of the Idaho High School Achievement Standards, a student must be enrolled in:

1. A special education program and have an Individual Education Plan (IEP); or
2. A Limited English Proficient (LEP) program for three years or less; or
3. The fall semester of the senior year.

Cross Reference: Policy 2700 - 2700P High School Graduation Requirements

Legal Reference: IDAPA 08.02.03.105 Graduation from High School  
IDAPA 08.02.03.107 High School Graduation Standards

**Policy History**

Adopted on: April 12, 2016

Revised on:

**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-1<sup>st</sup> Amendment  
                           Art. IX, Sec. 6, Idaho Constitution – Religious Test and Teaching in School Prohibited  
                           I.C. § 33-1603 Sectarian Instruction Forbidden  
                           I.C. § 33-512 Governance of Schools  
                           I.C. § 67-5909 Acts Prohibited

Policy History

Adopted on: April 12, 2016

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**Objectives**

Accreditation Standards

The Board will comply with all accreditation standards established by the State Board of Education. The District uses the Northwest Accreditation Standards for secondary education, 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 for:

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

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

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

Policy History

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