



# Weiser School District #431

## Policy Manual Table of Contents

### **2000 SERIES—INSTRUCTION**

Goals	2000
Curriculum	
Curriculum Development and Assessment	2100
Elementary Curriculum	2100P1
Middle School Curriculum	2100P2
Senior High School Curriculum	2100P3
Program Evaluation and Diagnostic Tests	2120
K-3 Reading Intervention	2125
Research Studies	2130
Student and Family Privacy Rights	2140
Student and Family Privacy Rights – Consent Form	2140F
Copyright	2150
Instructional Organization	
School Year, Calendar, and Instructional Hours	2200
School Closure	2210 & 2210P
Grade Organization	2230
Class Size	2240
Programs and Services	
Guidance and Counseling	2300
Nutrition Services	2305
Nutrition Education	2310
Physical Activity Opportunities and Physical Education	2315
Health Enhancement Education	2320
Driver Training Education	2325
Community and Adult Education	2330
Digital Citizenship and Safety Education	2335
Controversial Issues and Academic Freedom	2340
Speakers in the Classroom and at School Functions	2345

Controversial Speakers Procedure	2345P
Student Religious Activity at School	2350
Release Time	2355
Interscholastic Activities	2360
Service Animals in Schools	2375
Head Start Program Coordination	2380
English Learners Program	2385
Education of Migratory Children Program	2390
Idaho Digital Learning Academy Classes	2395
Special or Alternative Instruction	
<i>Special Education (RESERVED)</i>	2400 & 2400P
Section 504 of the Rehabilitation Act of 1973	2410 & 2410P
Parent and Family Engagement	2420
Parent and Family Engagement Guidelines	2420P
Parental Rights	2425
Gifted and Talented Program	2430
Advanced Opportunities	2435
Advanced Opportunities Participation Form	2435F
Online Courses and Alternative Credit Options	2440
Summer School Instruction	2445
Contracted Student Services	2450
Instructional Materials	
Library Materials	2500
Selection of Library Materials	2510
Curricular Materials	2520
Learning Materials Review	2530
Challenge of Educational Materials	2530P
Selection, Adoption, and Removal of Curricular Materials	2540
Technology Advisory Council	2545
Field Trips, Excursions, and Outdoor Education	2550
Contests for Students	2560
Use of Commercially Produced Video Recordings	2570
Parental Movie Opt-Out/Consent Form	2570F
Grading and Promotion	
Promotion/Retention	2600
Advancement Requirements (6 through 9)	2605
Required Middle School Courses	2605P
Advancement Requirements (9 through 12)	2610
Grading and Progress Reports	2620
Grading	2620P
Parent-Teacher Conferences	2625
Homework	2630
Testing	2635
	Program

Graduation

High School Graduation Requirements	2700 & 2700P1
Senior Project	2700P2
Senior Project Portfolio Checklist	2700P2F
Early Graduation	2700P3
Military Compact Waiver	2705
Participation in Commencement Exercises	2720

Accreditation

Objectives	2800
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**Weiser School District No. 431**  
**INSTRUCTION 2000**

Goals

It is the vision of the Weiser School District to be the highest achieving rural school district in Idaho. Its mission is to promote high achievement and responsible citizenship.

The Board believes that student achievement can best be accomplished by

1. Aligning standards-based curriculums with age and developmentally appropriate instruction and assessments to provide a comprehensive and challenging educational program for students;
2. Using assessment results to inform instruction and provide relevant and meaningful feedback to students and teachers;
3. Setting high academic standards for all, regardless of circumstances and providing them the necessary supports to be successful;
4. Developing a highly trained and motivated staff that work together to promote the highest possible levels of student achievement;
5. Staff members accepting responsibility for being the most important factor in student learning and achievement; and
6. Creating and maintaining a positive and safe environment that recognizes and rewards academic accomplishment and growth.

The Board of Trustees believes that all children should have the opportunity to be educated to the fullest extent of their abilities, aptitudes, capabilities, and interests through a program that recognizes and provides for the individual differences of all children of the District. The District attempts to offer equal educational opportunity for all students which may require providing a varied and flexible curriculum for students with divergent backgrounds, interests, and abilities. The District will strive to ensure that all members of the learning community are provided a respectful learning environment where all members feel safe: socially, emotionally, intellectually, and physically.

The District is dedicated to the education of young citizens by providing educational experiences appropriate to students' individual needs and by providing professionally competent personnel to deliver the educational program of the District. The Board shall, as it deems necessary, make provisions for auxiliary services that will enhance the opportunity for all children to take full advantage of the educational program.

Innovation and change, based upon thorough research, study, deliberation, and evaluation should be encouraged. The District will continuously evaluate the effectiveness of the district's curriculum, instruction, and assessments in promoting student achievement

The Board recognizes that the student will learn best in a positive learning environment.

Administrative personnel are responsible for apprising the Board on the current and future status of the District's educational programs. The Superintendent should prepare an annual report that shows the progress of the district in accomplishing the goals of the Board approved Continuous Improvement Plan. The teaching staff is expected to remain vigilant in order to assure that the educational program assists students to grow in their ability to function and learn independently.

Policy History:

Adopted on: 11/06/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2100**

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.

The Weiser School District is committed to the academic progress of all students through the alignment of the local curriculum to the State Common Core Standards and the use of assessments to inform and improve instruction.

Development and Assessment

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

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

District administrative personnel may utilize State consultants and other special consultants in revising and upgrading its curriculum. Board approval is required before money is expended.

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

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

1. Standardized tests;
2. Criterion-referenced tests;
3. Teacher-made tests;
4. Ongoing classroom evaluation;

5. Actual communication assessments such as writing, speaking, and listening assessments;
6. End of course assessments;
7. Samples of student work and/or narrative reports passed from grade to grade;
8. Samples of students' creative and/or performance work; and
9. Surveys of carry-over skills to other program areas and outside of school.

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

Cross Reference: 2000Goals  
2800Objectives

Legal Reference: I.C. § 33-512ADistrict 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: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2100P1**

Elementary Curriculum

The Weiser elementary schools combine a strong emphasis on basic skill development with opportunities for the development of social skills:

Arithmetic

In the elementary grades, teachers combine basic computational skills using manipulative materials and memorization. The emphasis throughout the elementary grades is on using their skills to solve real life problems.

Art

Art includes the elements and principles of design, art as it contributes to and conveys culture, and the intrinsic value of self-expression in art.

Health and Safety

Health habits in regard to posture, cleanliness, and safety are stressed.

Language Arts

The language arts program emphasizes the development of communication skills, both oral and written; the structure of language; spelling; reading; grammar; penmanship; and the utilization of information. Multiple approaches are used to teach the various components of Language Arts. The Success for All reading program may be utilized in grades K-5.

Music

Participation in music includes three areas:

1. Appreciation of music, including listening and responding;
2. Performance of music, including singing and playing instruments; and
3. Creation of music, including recognizing notation, reading notation, and writing notation.

Physical Education

Participation in P.E. includes motor skill development, physical fitness, individual sports and activities, and team sports.



## Science

The District curriculum utilizes the scientific process in real life situations.

## Social Studies

The social studies program is a content-oriented program that is interdisciplinary in nature. A multiple-textbook approach may be utilized. Social studies combine the study of history, geography, and civics so that a better time and place relationship is established by the student.

## Procedure History:

Promulgated on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2100P2**

Middle School Curriculum

Weiser Middle School offers instruction in language arts (English and reading), social studies, physical education and health, mathematics, science, and in several electives, including art, technology, music, and computer applications.

Art

Art includes the elements and principles of design, art as it contributes to and conveys culture, and the intrinsic value of self-expression in art.

Language Arts

Language Arts is designed to help students reach a level of mastery in the use of standard conversational and written English. This is achieved through reading and reacting to published work and regular practice in writing using the mechanics of correct grammar with attention to the rhetorical situation. This includes awareness of audience and purpose, method of organizing information, and the development of writing style.

Computer Applications

Basic computer skills will be taught in both the exploratory classes and the semester class.

Health and Physical Education

Health and Physical Education (PE) may include 6th grade PE, 7th grade Health/PE, and 8th grade Advanced PE.

Mathematics

The orientation of the mathematics program is toward the review and development of basic mathematics concepts and functions as a basis for higher mathematics in high school. Emphasis is also placed on the practical applications of mathematics in contemporary society. Problem solving is also stressed in all mathematics classes.

Music

Participation in music includes three areas:

1. Appreciation of music, including listening and responding;

2. Performance of music, including singing and playing instruments; and
3. Creation of music, including recognizing notation, reading notation, and writing notation.

### Reading

This is a course designed to assist students to improve their reading skills.

### Science

Science courses may include 6th grade General Science, 7th grade Life Science, and 8th grade Physical Science.

### Social Studies

Social studies include the study of eastern and western hemisphere countries, geography, history and culture.

### Technology

The industrial arts class, Technology, is designed to teach students basic craftsmanship, workmanship, and career awareness and choices.

### Weiser Middle School Summer School Curriculum

The purpose of this program is to provide students who are behind in credits an opportunity to improve their skills, and knowledge during the summer months and recover lost credits.

Students whose score range falls below the basic score in math or reading will attend mandatory summer school. Each day summer school is in session, students will attend a class in the area in which they did not achieve the basic score. Students already in summer school for failing two or more core classes will attend these classes. During these classes, students will receive direct instruction from a certified teacher in the areas of deficiency as identified by the spring ISAT score. Students whose score is between basic and proficient will have the opportunity to attend these classes if there is room.

Courses will be designed by staff and administration except as approved by the summer school administrator.

### Procedure History:

Promulgated on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2100P3**

Senior High School Curriculum

Curricular offerings at the Weiser High School include the core subject areas of English Language Arts, Mathematics, Science, Social Studies, Physical Education and Health, Foreign Language, Fine Arts (Art, Choral Music, Instrumental Music), as well as courses in Career and Technical Education (Agriculture Science, Technology Education, Automotive Mechanics, Health Occupations, Business Education and Career Exploration).

Procedure History:

Promulgated on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2120**

Program Evaluation and Diagnostic Tests

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

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

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

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

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2125**

K-3 Reading Intervention

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

Definition

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

Intervention Program

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

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

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

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

Reading Improvement Plan

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

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

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

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

#### Parental Notification

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

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

The initial notification must include the following:

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

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

1. A description of the reading intervention and supplemental instructional services and support that will be provided to the student that are designed to address the identified areas of reading deficiency; and

2. Strategies for parent(s)/guardian(s) to use at home in helping their student to succeed in reading.

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

### Student Records

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

### Reporting

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

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

Legal Reference: I.C. § 33-1614	Reading Instruction and Intervention
I.C. § 33-1615	Reading Assessment
I.C. § 33-1616	Literacy Intervention

Other Reference: Idaho Comprehensive Literacy Plan

[https://boardofed.idaho.gov/k\\_12/documents/2015%20Comprehensive%20Literacy%20Plan COMPLETE%20FINAL%201-29-16.pdf](https://boardofed.idaho.gov/k_12/documents/2015%20Comprehensive%20Literacy%20Plan%20COMPLETE%20FINAL%201-29-16.pdf)

### Policy History:

Adopted on: 11/6/2017

Revised on:



**Weiser School District No. 431**  
**INSTRUCTION 2130**

Research Studies

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

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

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

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

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2140**

Student and Family Privacy Rights

**DEFINITIONS**

For the purposes of this policy the following definitions apply:

“Parent” is defined as a natural parent, guardian, or individual acting in the absence of a parent or guardian, who is providing the student with food, clothing, discipline, and guidance on a day-to-day basis in the home environment.

“Eligible student” is defined as a student over the age of eighteen (18), or a student attending a post-secondary institution, including those who are dually enrolled.

“Educational record” is defined as those records directly related to a student and maintained by this district or by a party acting on behalf of this district.

“School official” is defined as any person employed by the district in administrative, counseling, supervisory, academic, student support services, or research positions, any support person to those positions, and any person employed by or under contract with the district to perform a special task.

**ANNUAL NOTIFICATION REQUIREMENTS**

The Family Educational Rights and Privacy Act (FERPA) has specified that student records are confidential, with some exceptions. The district will provide parents and eligible students annual notification of their rights under FERPA. The annual notice will contain information regarding the right to inspect their children’s records, the right to seek an amendment of a record, the right to consent to disclosures of personally identifiable information, with certain exceptions, and the right to file a complaint with the U.S. Department of Education.

**RIGHT TO INSPECT EDUCATIONAL RECORDS**

Parents or eligible students may inspect and review educational records. This district will comply with a request for access to records within a reasonable period of time, but in no case more than forty-five calendar (45) days after it has received the request. This district will respond to reasonable requests for explanations and interpretations of the records. A copy of the records will be given to the parent or eligible student upon request if failure to do so would prevent the parent or eligible student from exercising the right to inspect and review the records. The district may charge the parent or eligible student the actual costs for copying the records unless payment of such cost is determined to effectively preclude the parent or eligible student from having access to the educational records.

The district will not destroy requested educational records if there is an outstanding request to inspect and review those records.

**DISCLOSURE OF STUDENT RECORDS TO NONCUSTODIAL PARENT**

A noncustodial parent’s access to records and information pertaining to his or her minor child will not be denied solely because the parent is not the child’s custodial parent. However, information

concerning a minor child's home address will be deleted from all records supplied to a noncustodial parent if the custodial parent has advised the district in writing to do so

## **DEFINITION OF EDUCATIONAL RECORDS**

Educational records are defined as those records directly related to a student and maintained by this district or by a party acting on behalf of this district. Educational records include, but are not limited to, the cumulative file, special education records, and disciplinary records.

Educational records do not include records that are kept in the sole possession of the maker of the record, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.

The cumulative file of each student is maintained at the *district's central office*. The building principal, individual teachers, and special education personnel may also have files containing particular educational records.

## **PERSONALLY IDENTIFIABLE INFORMATION**

Personally identifiable information will not be released from an educational record without the prior written consent of the parent or eligible student, except under specific circumstances.

"Personally identifiable information" includes, but is not limited to:

1. The student's name;
2. The name of the student's parent or other family member;
3. The address of the student or student's family;
4. A personal identifier such as the student's social security number or student number;
5. A list of personal characteristics that would make the student's identification easily traceable; or
6. Other information that would make the student's identity easily traceable.

## **RELEASE OF INFORMATION WITHOUT PRIOR CONSENT**

Personally identifiable information may be released without prior written consent of the parent or eligible student under the following conditions:

The disclosure is to school officials who have a legitimate educational interest. *School officials are instructional, supervisory, administrative, and ancillary personnel acting on behalf of the school district in any official capacity, temporarily or permanently, whether with or without compensation, or under contract with the school district, including a person employed by or under contract to the district to perform a special task, such as an attorney, auditor, medical consultant, or therapist. A legitimate educational interest includes performing education- or discipline-related tasks in connection with a student, providing educational services to a student or a student's family, or performing administrative or other educational responsibilities prescribed by the school or the district;*

1. The disclosure is to officials of another school, school system, or institution of post-secondary education where the student seeks or intends to enroll;

2. The disclosure is to federal, state, and local educational authorities;
3. The disclosure is in connection with financial aid for which the student has applied or which the student has received;
4. The disclosure is to organizations conducting studies for, or on behalf of, this district to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction;
  - a. When information is disclosed to such organizations, the study must be conducted in such a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization;
  - b. The information must be destroyed when no longer needed for the purposes for which the study was conducted;
  - c. If it is determined by the U.S. Department of Education that an organization has violated the requirement to destroy the information when it is no longer needed, this district will not allow that third party access to personally identifiable information from educational records for at least five (5) years;
5. The disclosure is to an accrediting organization to carry out its accrediting function;
6. The disclosure is to parents of a dependent eligible student as defined by the Internal Revenue Code;
7. The disclosure is to comply with a judicial order or lawfully issued subpoena, provided that this district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance;
8. The prior notification requirement does not apply where the subpoena is issued by a federal grand jury or for any law enforcement purpose and the issuing court or agency has ordered that the existence and contents of the subpoena not be disclosed;
9. A student's relevant education records can be disclosed without a subpoena if this district initiates legal action against a parent or student, or if a parent or student initiates legal action against the district;
10. The disclosure is in connection with a health or safety emergency;
11. The disclosure is information that this district has designated as "directory information";
12. The disclosure is to the parent or eligible student.

## **ACCESS LOG**

This district will maintain a record of each request for access to and each disclosure of personally identifiable information from the educational record of each student. This access log will be maintained with the student's educational records as long as the records are maintained. The access log will specify the individuals who have requested or received personally identifiable information from the educational records and the legitimate educational interest the parties had in requesting or obtaining the information. If the information was released without prior parental consent, the

specific exception for such consent will also be set forth. A record will not be kept of access to a student's record by the parent or eligible student, a school official with legitimate educational interest, when written consent has been received from the parent or eligible student, a request is received for directory information only, or the district is ordered to not disclose the request for records.

## **DIRECTORY INFORMATION**

Directory information is defined as information contained in an educational record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to:

1. Student name;
2. Address;
3. Telephone listing;
4. Electronic mail address (e-mail);
5. *Photographs of the student used by the district for recognition of student achievement and community relations, including, but not limited to, publication in the district's or school's newsletters, in the school setting and on the district's or school's web site;*
6. Date and place of birth;
7. Major field of study;
8. Participation in officially recognized activities such as sports;
9. Weight and height of members of athletic teams;
10. Dates of attendance, degrees, and awards received;
11. The most recent previous school, school district or institution attended;

## **DISCLOSURE OF DIRECTORY INFORMATION**

This district may disclose directory information after giving written, public notice annually to parents of students in attendance and eligible students in attendance that:

1. All information in the definition of directory information as set forth in this policy has been designated as directory information by this district;
2. A parent or eligible student has the right to refuse to allow this district to designate any or all of the types of information about the student as directory information;
3. A parent or eligible student must notify this district in writing, *by September 15<sup>th</sup> of the current school year*, that directory information may be disclosed, if the parent or eligible student does not want any or all of the directory information about the student released.
4. This district shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and

telephone listings unless a parent or secondary school student requests, in writing, that the student's name, address, and telephone listing not be released without prior written parental consent.

This district may disclose directory information about former students without notice.

## **PROCEDURE TO AMEND RECORDS**

If a parent or eligible student believes that the educational records relating to the student contain information that is inaccurate, misleading, or in violation of the student's right of privacy, they may seek to amend the record. The right to seek amendment cannot be used to challenge a grade or an individual's opinion (unless the grade or the opinion has been inaccurately recorded) or a district's decision to create or maintain particular education records. When a request to amend educational records is received, *it shall be reduced to writing and* the following procedure will be followed:

### **REVIEW PROCESS**

1. *Within thirty calendar (30) days* of receiving a request to amend the record, this district, through its designee, will determine whether the information contained in a record is inaccurate, misleading, or in violation of the student's right of privacy. If the district determines that the requested amendment is appropriate, it will correct the record and provide written notice of the changes to the parent or eligible student.
2. If this district determines that the information is not inaccurate, misleading, or in violation of the student's right of privacy, it will inform the parent or eligible student, *in writing*, of its decision, *reasons why it denied the request to amend the record*, and the right to a hearing.

### **HEARING PROCESS**

1. The parent or eligible student, on request, has an opportunity for a hearing to challenge the contents of the student's educational records on the grounds that the information contained in the educational records is inaccurate, misleading, or in violation of the privacy rights of the student.
2. This district will hold the requested hearing within *thirty (30) days* after it receives a request for the hearing. Notice of the date, time, and place will be given to the parent or eligible student within a reasonable amount of time prior to the hearing.
3. Any individual, including a district employee, who does not have a direct interest in its outcome, may conduct the hearing. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues raised at the hearing. *The parent or eligible student may, at their own expense, be assisted or represented by an individual of his or her own choice, including an attorney.*
4. *The individual conducting the hearing is not bound by common law or by the rules of evidence. Evidence will be admitted and given weight only if it is the kind of evidence which reasonable persons are accustomed to rely on in the conduct of serious affairs.*
5. The hearing officer will make his/her decision in writing within *fourteen (14) days* after the close of the hearing. The decision will be based solely on the evidence presented at the

hearing and will include a summary of the evidence and the reasons for the decision. The hearing officer's decision will be the final decision of this district.

6. If the hearing officer concludes that the information being contested is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the district will amend the records at issue and inform the parent or eligible student of the amendment in writing.
7. If the hearing officer concludes that the information in the educational record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the district will inform the parent or the eligible student of the right to place a statement in the record commenting on the contested information or stating why he or she disagrees with the district's decision, or both. If such a statement is received by this district, it will remain as part of the record for as long as the student's record is maintained and the statement will be disclosed whenever this district discloses the portion of the record to which the statement relates.

## **EDUCATIONAL RECORDS OF STUDENTS WITH DISABILITIES**

This district will allow parents of students with disabilities and eligible students with disabilities the right to inspect and review any educational records relating to the student that are collected, maintained, or used by this district.

The district will also comply with a request to inspect and review such records without unnecessary delay, and in no event more than forty-five (45) calendar days after the request has been made, in these situations:

1. Before any meeting regarding the student's Individualized Education Program (IEP);
2. Before any hearing relating to the identification, evaluation, or educational placement of the student; or
3. Before any hearing relating to the provision of a Free Appropriate Public Education (FAPE) to the student.

This district will inform the parent or eligible student when personally identifiable information collected, maintained, or used by the district is no longer needed to provide educational services to the student. The information must be destroyed at the request of the parent or eligible student. However, this district may maintain a permanent record of the student's name, address, and phone number, his or her grades, attendance records, classes attended, grade level completed, and year completed without time limitation.

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## **LEGAL REFERENCE:**

Idaho Code Section 32-717A

The Family Educational Rights and Privacy Act of 1974

20 USC 1232g

34 CFR Part 99

Individuals with Disabilities Education Act

20 USC 1412(2)(D) and USC 1417

34 CFR Section 300.560 through Section 300.576

Elementary and Secondary Education Act, Section 9528 (2001)

Protection of Pupil Rights Amendment, 20 USC 1232h, 34 CFR Part 98, as amended by the No Child Left Behind Act of 2001 (2002)

**ADOPTED:**

September, 2010

**AMENDED:**

November 6, 2017



**Weiser School District No. 431**  
**INSTRUCTION 2150**

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 use 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.

Cross Reference:8700 Computer Software

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

Policy History:

Adopted on: 11/6/2017

Revised on:

## **Weiser School District No. 431**

### **INSTRUCTION 2200**

#### School Year, Calendar, and Instructional Hours

##### School Fiscal Year

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

##### School Calendar

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

##### Holidays and Commemorative Days

School holidays shall include New Year's Day, Memorial Day, Independence Day, Thanksgiving Day, and Christmas Day **[LIST OTHERS IF APPLICABLE]**.

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

##### Instructional Hours

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

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

##### Teacher Inservice Days

Not more than 22 hours may be utilized for inservice teacher activities.

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

I.C. § 33-701 Fiscal Year – Payment and Accounting of Funds

IDAPA 08.02.01.250.01 Required Instructional Time

IDAPA 08.02.01.250.03 Day in Session When Counting Pupils in  
Attendance

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2210**

School Closure

The Superintendent may order the closure of schools in the event of extreme weather; facility failures; quarantine or order by the city, county, or state health agencies; 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: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2210P**

School Closure

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

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

Work Schedules and Responsibilities for School Closures

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

**Central Administrative Personnel:** Central administrative personnel shall be expected to report for duty on their assigned shifts in the event of any school closure insofar as is safely possible.

**Building-Level Administrators and Key Support Staff:** All building-level administrators and shall report for duty per their normal shifts or as otherwise directed each day during the school closure, together with the head custodian and at least one secretary, insofar as is safely possible. The building administrator shall ascertain that the building has been adequately secured and that any child who mistakenly reports to school (in the event that school has been closed) is properly and safely cared for and returned home. The administrator and this minimal support staff shall notify other staff and/or other support employees of the situation, and shall respond to telephone questions. When the situation has been stabilized, the personnel who reported to work may choose to return home.

Procedure History:

Promulgated on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2230**

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.

Grouping for Instruction

Departmental grouping shall be implemented at the discretion of the teachers and with the approval of the building principal. Whenever possible, the following factors may be considered in grouping students:

1. Teacher recommendations;
2. Achievement test scores;
3. Psychological tests; and
4. Staff and facility availability.

The grouping process facilitates teaching techniques and promotes the academic and social welfare of the students. Teachers shall make every effort to improve the grouping process by recognizing that every child has a capacity far beyond his or her present performance and by attempting to enhance the learning level of the student.

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2240**

Class Size

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

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	20
Grades 1, 2, and 3	20
Grades 4, 5, and 6	26
Junior High	160 per teacher
High School	160 per teacher
Alternative School Grade 7 through 12	18 average daily class load

Class sizes should promote an educational setting which permits the teacher or teachers to best serve the individual interests and welfare of students.

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

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

Policy History

Adopted On: 11/6/2017  
Revised On:



**Weiser School District No. 431**  
**INSTRUCTION 2300**

Guidance and Counseling

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

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

1. Provide staff with meaningful information that can be utilized to improve the educational services offered to individual students;
2. Provide students with planned opportunities to develop future career and educational plans;
3. Refer students with special needs to appropriate specialists and agencies;
4. Aid students in identifying options and making choices about their educational program;
5. Offer a guidance curriculum that identifies knowledge and skills to be attained by all students at various stages of their development and provides appropriate activities for their achievement
6. Assist teachers and administrators in meeting the academic, social, and emotional needs of students;
7. Provide for a follow-up with students who further their education and/or move into the world of work;
8. Solicit feedback from students, staff, and parents for purposes of program improvement;
9. Assist students in developing a sense of belonging and self-respect; and
10. Offer counseling, consultation, and referral.

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. § 33-1212Elementary School Counselors  
IDAPA 08.02.03.108Guidance Programs

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2305**

Nutrition Services

Rationale

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

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

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

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

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

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

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

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

### Nutrition-Related Health Problems

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

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

Cross Reference:8200 Healthy Lifestyles

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

### Policy History:

Adopted on: 11/6/2017

Revised on:

## **Weiser School District No. 431**

### **INSTRUCTION 2310**

#### Nutrition Education

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

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

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

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

The District has a comprehensive curriculum approach to nutrition in kindergarten through grade 12. All instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate. The health benefits of good nutrition should be emphasized. These nutritional themes include but are not limited to:

1. Knowledge of My Plate;
2. Healthy choices to decrease illness;
3. Sources and variety of foods;
4. Guide to a healthy diet;
5. Diet and disease;
6. Understanding calories and food as energy;
7. Healthy snacks;
8. Healthy breakfast;
9. Healthy diet;
10. Food labels;
11. Major nutrients;
12. Multicultural influences;

13. Serving sizes by age, sex, and activity level;
14. Proper sanitation;
15. Importance of fluid intake and selection; and
16. Identifying and limiting low nutrition food.

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

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

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

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

### School Community

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

### Local Community

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

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

## Parent Involvement

The District will support parents' efforts to provide a healthy diet and daily physical activity for their children. The District will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the District's nutrition standards for individual foods and beverages. Celebrations that involve food during the school day shall be limited to no more than one party per class per month. No more than one food or beverage that does not meet nutrition standards for Smart Snacks in Schools may be served at such parties. The District will provide parents a list of foods that meet the District's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the District will provide opportunities for parents to share their healthy food practices with others in the school community.

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

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

1. Nutrition education will be provided to parents beginning at the elementary level. The goal will be to continue to educate parents throughout the middle and high school levels;
2. Healthy eating and physical activity will be actively promoted to students, parents, teachers, administrators, and the community at registration, PTO meetings, open houses, health fairs, teacher inservices, etc.; and
3. Nutrition education from evidence-based sources (such as USDA's Team Nutrition and My Plate) may be provided in the form of handouts, postings on the District website, or presentations at open houses that focus on nutritional value and healthy lifestyles.

Cross Reference:8200 Healthy Lifestyles  
8230 District Nutrition Standards

Legal Reference:I.C. § 33-512 Governance of Schools  
42 USC § 1758b, Section 204 Healthy, Hunger-Free Kids Act of 2010  
7 CFR § 210.30Local School Wellness Policy

Other References:Implementation and Monitoring Plan, Idaho State Department of  
Education

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2315**

Physical Activity Opportunities and Physical Education (PE) Daily Physical Education (PE) K-12

All students in grades K-12, including students with disabilities, special healthcare needs, and those in alternative educational settings, will receive daily physical education (PE) (or its equivalent of 150 minutes per week for elementary school students and 225 minutes per week for middle and high school students) for the entire school year. All PE will be taught by a certified PE teacher. Student involvement in other activities involving physical activity, such as interscholastic or intramural sports, will not be substituted for meeting the PE requirement. Students will spend at least 50 percent of PE class time participating in moderate to vigorous physical activity.

Integrating Physical Activity into the Classroom Setting

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

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

Daily Recess

All elementary school students will have at least 20 minutes each day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

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



Physical Activity and Punishment

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

Cross Reference:8200 Healthy Lifestyles

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

Policy History:

Adopted on: 11/6/2017

Revised on:

## **Weiser School District No. 431**

### **INSTRUCTION 2320**

#### Health Enhancement Education

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

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

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

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

#### Alcohol, Tobacco, and Drug Education

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

Cross Reference: 2307 Physical Activity Opportunities and Physical Education

Legal Reference: I.C. § 33-1605 Health and Physical Fitness – Effects of Alcohol,  
Tobacco, Stimulants and Narcotics  
I.C. § 33-1608 et seq. Family Life and Sex Education – Legislative Policy  
IDAPA 08.02.03.160 Safe Environment and Discipline

#### Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2325**

Driver Training Education

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

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

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

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

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

I.C. § 49-110 Definitions

I.C. § 49-307 Fee for Class D Driver's Training Instruction

Permit - - Class D Supervised Instruction Permit

IDAPA 08.02.02.230 Driver Education

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2330**

Community and Adult Education

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

Policy History:

Adopted on: 11/7/2016

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2335**

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.

The District may make use of supplemental online materials on digital citizenship such as those found at [CommonSenseMedia.org](http://CommonSenseMedia.org).

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

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

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

Cross Reference:3270District Provided Access to Electronic Information,  
Services, and Networks  
3295PHazing, Harassment, Intimidation, Bullying, Cyber  
Bullying, Menacing  
5265Employee Responsibilities regarding Student Harassment,  
Bullying

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

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2340**

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.

Controversial issues include any topic on which there are differences of opinion arising from different interpretations of facts or differences of values.

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. The emotional, intellectual and social capacities of the class;
4. Community standards, morals, and values;

5. The significance or persistence of the issue and the likelihood information acquired about it will be of continuing usefulness;
6. The relevance of the topic within the course curriculum;
7. The importance and interest of the topic to students;
8. The necessity of a balanced presentation;
9. The personal and academic ability of the teacher to address the issue appropriately; and
10. The necessity of seeking prior administrative counsel and guidance in such matters.

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

1. All classroom studies will be curriculum-related, objective, and impartial;
2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance, and recognize that no one idea or viewpoint should necessarily prevail;
3. Teachers will encourage students to draw conclusions based on rational examination of evidence rather than emotional reaction;
4. Teachers use careful professional judgment in deciding what issues will be discussed in their classrooms;
5. 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
6. Teachers will exercise professional judgment in determining the appropriateness of the issue to the curriculum and to the age and grade level of the students.

To this end:

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



3. The teacher shall notify parents or guardians when especially controversial issues may be discussed and that they may have their child excused if family religious or moral values so dictate. The teacher should have the principal view questionable materials, etc.
4. The Board directs that a philosophy of abstinence shall be a part of and the underlying principal in all sex education instruction. However, it is recognized that this alone may not prevent pregnancies and sexually transmitted disease. Therefore the Board allows for instruction in sex education including AIDS awareness, sexually transmitted diseases, birth control, and general human sexuality.

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. 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".

Parents/guardians objecting to the handling of controversial issues in the classroom may address their concerns through the Uniform Grievance Procedure.

Cross Reference 2341 Controversial Speakers  
4120 Uniform Grievance Procedure

Legal Reference: I.C. § 33-512 Governance of Schools  
I.C. § 33-1611 Excusing Children from Instruction in Sex  
Education

Policy History:

Adopted on: 11/6/2017

Revised on:

## **Weiser School District No. 431**

### **INSTRUCTION 2345**

#### Speakers in the Classroom and at School Functions

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

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

#### Controversial Speakers

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

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

#### Policy History:

Adopted on: 11/06/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2345P**

Controversial Speakers Procedure

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

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

B. Tobacco, alcohol, or drug use is prohibited; and

C. The teacher/sponsor responsible for inviting the resource person and any member of the school administration has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering the safety of students and staff.

11. In the event an outside community speaker is denied access to the classroom, the teacher may request a meeting be held between the Superintendent or designee, the principal or designee, and the teacher/sponsor. The meeting shall be held no later than five working days from the date of the request for the meeting. The administrators shall review with the teacher/sponsor pertinent information concerning the request and render a final decision on the issue.

Procedure History:

Promulgated on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2350**

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.

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

### Assemblies and Extracurricular and Athletic Events

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

### Student Religious Expression and Assignments

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

### Religion in the Curriculum

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

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

### Student Religious Clubs

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

### Distribution of Religious Literature

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

## Religious Holidays

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

### Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2355**

Release Time

For students in grades kindergarten through 8, the District will not allow release time.

Upon application, students in grades 9 through 12 may be excused from school provided that no student will be excused in excess of five periods in a school week or 165 hours in any given school year.

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

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

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

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

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

Legal Reference: Article IX, § 6 Idaho Constitution – Religious Test and Teaching in School

Prohibited

I.C. § 33-519 Release for Religious Instruction

I.C. § 33-1603 Sectarian Instruction Forbidden

IDAPA 08.02.02.220 Release Time Program for Elementary and  
Secondary Schools

Policy History:

Adopted on: 11/6/2017

Revised on:



**Weiser School District No. 431**  
**INSTRUCTION 2360**

Interscholastic Activities

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

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

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

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 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.

The Superintendent, with the approval of the Board, shall determine proper procedures for the conduct of extracurricular activities. These procedures shall conform to the rules and regulations of the Idaho High School Activities Association of Idaho, the Snake River Valley Conference, the District Board of Control, the Weiser School District, local City ordinances, and the laws of the State.

All intramural activities must be approved by the Building Principal and must be properly supervised.

## High School Sports

Weiser High School provides participation in many major sports and in other activities, including music, speech, and leadership activities sponsored by the Snake River Valley Conference and the Idaho High School Activities Association. The Weiser High School student body may sponsor the following athletic teams with full-time coaches and regular schedules:

1. Football: Varsity and JV;
2. Basketball (girls): Varsity, JV and Frosh;
3. Basketball (boys): Varsity, JV and Frosh;
4. Baseball: Varsity and JV;
5. Track (boys and girls): Varsity and JV;
6. Tennis (boys and girls): Varsity and JV;
7. Golf (boys and girls): Varsity and JV;
8. Wrestling: Varsity and JV;
9. Cross Country (boys and girls): Varsity and JV;
10. Volleyball (girls): Varsity and JV;
11. Softball (girls): Varsity and JV; and
12. Soccer (boys and girls): Varsity and JV.

## Middle School Sports

Weiser Middle School provides participation in cross country, football, basketball, tennis and track for both boys and girls, and volleyball and wrestling. A student shall not participate in more than one sport in any given season of athletic competition.

Cross Reference: 3510Administering Medication to Students

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

### Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2365**

Participation of Private School Students in Federally Funded District Programs

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

To accomplish this objective, the Superintendent shall:

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

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

- I. By creating a pool or pools of funds with all of the eligible federal funds based on all the children from low-income families in a participating school attendance area who attend private schools; or
  - II. In the District's participating school attendance area who attend private schools with the proportion of funds allocated under eligible federal funds based on the number of children from low-income families who attend private schools; and
- K. When during the day the services will be available.
9. In the event there is any disagreement with the views of private school officials with respect to an issue described in paragraph (8), above, the Superintendent shall explain in writing to the private school officials the reasons why the District disagrees. The joint consultation meetings shall occur before the District makes any decision that affects the opportunities of eligible private school children to participate in funded programs. These meetings will continue throughout implementation and assessment of applicable services. The meetings will include discussion of how the District intends to deliver equitable services to eligible private school children. The District shall maintain in its records and provide to the State educational agency involved a written affirmation signed by all participating private school officials that participated in meaningful consultation with the District as set forth above. The written affirmation shall provide the option for private school officials to indicate the officials' belief that timely and meaningful consultation had not occurred, or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the District shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State Department of Education.

Cross Reference:4160 Parent Right to Know Notices

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

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2375**

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 Americans 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 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 a 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
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 animal's 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 for or supervise his or her 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.
  - D. Requests for service animal-related accommodations will be reviewed based on the specific circumstances particular to the student in question and may be addressed in conjunction with a student's Section 504 Plan or Individual Education Plan.
11. 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: 10/19/2022

Revised on:



**Weiser School District No. 431**  
**INSTRUCTION 2380**

Head Start Program Coordination

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

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

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

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

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2385**

English Learners Program

In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. Adequate staff and necessary resources will be provided for a successful LEP program. The purposes of the program are:

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

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

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

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

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

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

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

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

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

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

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

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

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

communications with parents or guardians shall be in the language understood by the parents.

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

Reporting

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

Cross Reference: 4160Parents Right-to-Know Notices

Legal Reference: Title VI, Civil Rights Act of 1964

Equal Education Opportunities Act as an amendment to the Education  
Amendments of 1974 Bilingual Education Act

20 USC §§ 6811, et seq., the "English Language Acquisition, Language  
Enhancement, and Academic Achievement Act" as amended by the Every  
Student Succeeds Act of 2015

I.C. § 33-1618Assessment Exception

Policy History:

Adopted on: 11/6/2017

Revised on:

## **Weiser School District No. 431**

### **INSTRUCTION 2390**

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

#### Education of Migratory Children

##### Purpose

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

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

##### Eligibility

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

1. Migratory child: The term "migratory child" means a child or youth who made a qualifying move in the preceding 36 months:
  - A. As a migratory agricultural worker or a migratory fisher; or
  - B. With, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.
2. Migratory fisher: The term "migratory fisher" means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or

seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, then the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.

3. Qualifying move: The term “qualifying move” means a move due to economic necessity:

A. From one residence to another residence; and

B. From one school district to another school district, except:

i. In the case of a state that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or

ii. In the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.

C. The term “in order to obtain”, when used to describe why a worker moved, means that one of the purposes of the move is to seek or obtain qualifying temporary employment or seasonal employment in agricultural work or fishing work.

D. If a worker states that a purpose of the move was to seek any type of employment, i.e., the worker moved with no specific intent to find work in a particular job, the worker is deemed to have moved with a purpose of obtaining qualifying work if the worker obtains qualifying work soon after the move.

E. Notwithstanding item D above, a worker who did not obtain qualifying work soon after a move may be considered to have moved in order to obtain qualifying work only if the worker states that at least one purpose of the move was specifically to seek the qualifying work, and:

i. The worker is found to have a prior history of moves to obtain qualifying work; or

ii. There is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available.

### Plan Requirements

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

1. *Performance targets.* The plan must specify:

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

### Record Keeping

District records for migratory children should include the following:

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

The District is required to keep financial records to demonstrate:

1. The amount of funds under the \_\_\_\_\_ grant or sub-grant;

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

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

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

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

80.42(b)(c) Education Department General Admin. Regulation (EDGAR) 20  
USC §§ 6391, et seq., Education of Migratory Children, as amended by  
Every Student Succeeds Act of 2015  
34 CFR 200.81 *et seq.* Migrant Education Programs

Policy History:

Adopted on: 11/6/2017

Revised on:



**Weiser School District No. 431**  
**INSTRUCTION 2395**

Idaho Digital Learning Academy Classes

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

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

Site Coordinator

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

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

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

Student and Course Selection

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

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

1. Need to make up credits in order to graduate on schedule;
2. Are hospitalized or homebound;

3. Are interested in advanced placement or dual credit courses;
4. Want to supplement their curriculum by taking course(s) not offered at their school;
5. Have scheduling conflicts;
6. Want to accelerate their academic program by taking additional courses to facilitate early graduation; or
7. Are excused from being physically present on the campus of their school of record for an extended period of time.

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

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

### Ethical Conduct

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

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

### Tuition and Fees

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

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

### Grading

IDLA provides a percentage grade to the Districts. The District transcribes the credit. The grade received from any IDLA class will be averaged into the student's GPA. The student will be granted high school credit when earned through the IDLA. Grade percentages in courses shall be based on

such criteria as mastery of the subject, demonstrated competency, and meeting the standards set for each course.

### Advanced Placement Designation on Transcript

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

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

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

Cross Reference 3270-3270P Acceptable Use of Electronic Networks

Legal References: I.C. § 33-5502 Creation—Legislative Findings—Goal

I.C. § 33-5505 Definitions

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

### Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2410**

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.

**[REQUIRED FOR DISTRICTS WITH 15 OR MORE EMPLOYEES]**

The Board directs the Superintendent to fulfill the following responsibilities:

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

Cross Reference: 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: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2410P**

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

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

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

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

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

- F. Once the District has selected an impartial hearing officer, the District shall provide the parent/legal guardian and all other interested parties with notice of the person selected;
  - G. Within five days of the District's selection of a hearing officer, a prehearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard, and stipulate to undisputed facts to narrow the contested factual issues;
  - H. The hearing officer shall in writing notify all parties of the date, time, and location of the due process hearing;
  - I. At any time prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the State Department of Education's list of trained mediators.
  - J. At the hearing, the District and the parent or legal guardian may be represented by counsel;
  - K. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriate equipment or a court-reporter. The District shall be allowed to present its case first. Thereafter the parent/legal guardian shall be allowed to present their case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The hearing officer shall make all decisions relating to the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions, and decision;
  - L. Within 20 days of the hearing, the hearing examiner should issue a written report of his or her decision to the parties;
  - M. Appeals may be taken as provided by law. The parent/legal guardian may contact the Seattle Office, Office of Civil Rights, U.S. Department of Education, 915 Second Avenue Room 3310, Seattle, WA 98174-1099, (206) 607-1600.
1. Uniform Grievance Procedure: If a parent/legal guardian of the student alleges that the District and/or any employee of the District has engaged in discrimination or harassment of the student, the parent/legal guardian may proceed through the District's Uniform Grievance Procedure.
  2. The district will designate an employee(s) to coordinate compliance with Section 504 [34 CFR 104.7 (a)]

3. The district provides to students and parents written notice that the district does not discriminate on the basis of disability - included in the student/parent handbook and on the district's website. [34 CFR 104.8]
4. The district conducts a self-evaluation with help from interested parties, including persons with disabilities, of the district's policies and procedures to ensure that discrimination is not taking place. [34 CFR 104.6 ©]
5. The district identifies and locates qualified children with disabilities within the district's jurisdiction who are not receiving a public education. [34 CFR 104.32 (a)]
6. The district annually notifies persons with disabilities and their parents or guardians of the school's responsibilities under Section 504 to identify and locate every qualified child with a disability who is not receiving a public education [34 CFR 104.32 (b)]

Procedure History:

Promulgated on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2420**

Parent and Family Engagement

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

District Policy Development

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

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

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



- A. The barriers to greater participation by parents in improvement plan activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- B. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- C. The strategies that will be implemented to support successful school and family interactions.

**5. Implement Evaluation Findings:** The District shall use the findings of the evaluation performed pursuant to Paragraph 4, above, to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the District's parent and family engagement policy described herein; and

**6. Establish a Parent Advisory Board:** The District shall involve parents in the activities of the schools receiving Title I funds, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent and Family Engagement Policy.

#### School-Level Policy Development

Each Title I school shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of paragraphs 1 through 4 below. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be updated periodically to meet the changing needs of parents and the school.

**1. Parental Involvement:** All District schools receiving Title I funds shall:

- A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's programs, to explain the requirements of this policy, and the right of the parents to be involved; and
- B. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with reserved Title I funds, transportation, child care, or home visits, as such services relate to parental involvement; and

- C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the District's and school's available programs, including the planning, review, and improvement of the school's parent and family engagement policy and the joint development of the schoolwide program plan, which will include an adequate representation of parents of Title I qualifying children; and
- D. Provide parents of participating children: A description and explanation of the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
- E. If requested by parents, the school will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- F. If the schoolwide program plan is not satisfactory to the parents of participating children, the school shall submit any and all parent comments on the plan to the District at the time the school first makes the plan available to the District.

2. **School-Parent Compact to Achieve High Student Academic Achievement:** As a component of the school-level parent and family engagement policy developed under this policy, each school shall jointly develop with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging state academic standards. Such compact shall:

A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

B. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

I. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

II. Timely reports to parents on their children's progress;

- III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- IV. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

### District and School Level Development

1. **Empowering Parents:** To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, both the District and each school within the District:
  - A. Shall provide assistance to parents of children served by the school or District, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of this policy, and how to monitor a child's progress and work with educators to improve the achievement of their children; and
  - B. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; and
  - C. Shall provide training and in how to reach out to, communicate with, and work with parents, to implement and coordinate parent programs, and to build ties between parents and the schools; and
  - D. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement in programs and activities with other available federal, state, and local programs, including public preschool programs, that encourage and support parents to more fully participate in the education of their children; and
  - E. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
  - F. May provide literacy training for parents from Title I and
  - G. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; and

- H. May train parents to encourage the involvement of other parents; and
- I. May arrange school meetings at a variety of times, or conduct in-home conferences with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; and
- J. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; and
- K. May foster appropriate roles for community-based organizations and businesses in parent involvement activities;
- L. May provide such other reasonable support for parental involvement activities under this section as parents request; and
- M. Shall inform parents and organizations of the existence of parent involvement programs.

2. **Accessibility of Information for Parents:** In carrying out the parent and family engagement requirements of this policy, the District and participating schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

Legal Reference: 20 U.S.C. § 6311 State Plans

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

20 U.S.C. § 6318 Parental Involvement

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2420P**

Parent and Family Engagement Guidelines

In order to achieve the level of parent and family engagement outlined in District Policy 2420 these procedures guide the development of each Title I 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 student'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 Title I 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.

## **School**

It is the responsibility of school staff to:

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

## **Community**

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

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

## **Title I Administrators**

It is the responsibility of the administration to:

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

8. Create and support a Parent Advisory Board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent and Family Engagement Policy; and
9. Ensure that each Title I school in the District jointly develops with the parents of Title I children a school-parent compact that describes how parents, school staff, and students will work together for improved student academic achievement.

Procedure History:

Promulgated on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2425**

Parental Rights

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

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

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

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

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



A parent/guardian who has an objection to their child’s participation in the District’s adopted curriculum and/or the District’s implementation of practices, policies, and procedures in accordance with educational mandates, on the basis that it harms the child or impairs the parents' firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or program. A parent/guardian who chooses to not have their child participate in the provided educational activity, with the exception of sex education curriculum, shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to the District. The final decision as to the placement of such alternative educational activity shall be at the discretion of the District, with input of the parent, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined above.

Access to Learning Materials

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

Notice

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

Cross Reference:2340F Parental Opt-Out Form for Sex Education  
2420 Parental Involvement  
4105F Request to Address the Board

Legal Reference: Idaho Constitution Article IX

- I.C. § 32 1010 - Intent of the Legislature – Parental Rights
- I.C. § 32 1012 - Parental Right to Direct the Education of Children
- I.C. § 32 1213 - Interference with Fundamental Parental Rights Restricted
- I.C. § 33 6001 - Parental Rights
- I.C. § 33 6002 - Annual Notice of Parental Rights
- I.D.A.P.A. 08, Titles .01, .02, .03 and .04

Policy History:

Adopted on: 11/6/2017  
Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2430**

Gifted and Talented Program

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

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

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

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

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

Legal Reference: I.C. § 33-201 School Age

I.C. § 33-2001 Definitions

I.C. § 33-2003 Responsibility of School Districts for Education of  
Gifted/Talented Children

IDAPA 08.02.03.171 Gifted and Talented Programs

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2435**

Advanced Opportunities

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

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

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

Definitions

"Credit" means middle level or high school credit.

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

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

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

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

Fast Forward Program

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

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

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

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

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

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

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

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

## Advanced Opportunities Scholarship

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

1. Shows that he or she has met all of the graduation requirements of the District; and
2. Completes grades 1 through 12 curriculums in 11 or fewer years.

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

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

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

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

I.C. § 33-4602 Advanced Opportunities  
IDAPA 08.02.03.106 Advanced Opportunities

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

### Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2435F**

Advanced Opportunities Participation Form

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

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

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

Students should meet with their guidance counselor to develop a 4, 5, or 6 year learning plan that will help them maximize the benefits of this program according to the student's college and career interests no later than the end of 8<sup>th</sup> grade. Intentional selection of coursework is a critical element of these programs.

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

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

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

If a student fails to earn credit for a course paid for by *Fast Forward*, the student must subsequently pay for a "like" course on their own before he or she is eligible for further *Fast*

*Forward* funding. If a student performs inadequately on an examination paid for by *Fast Forward*, the local school district will decide whether the student may continue utilizing *Fast*

*Forward* funding, or if he or she must pay for the cost of a “like” examination before using further funds. *Fast Forward* funds may not be used for repeated or remedial course work. With the approval of the District, students can track expenditures of their allocation by creating an account in the Advanced Opportunities portal.

This form will be retained by the District.

Student Name:

Date:

Student Signature:

Date:

Parent/Guardian Name:

Date:

Parent/Guardian Signature:

Date:

School Name:

School District:

**Weiser School District No. 431**  
**INSTRUCTION 2440**

Online Courses and Alternative Credit Options

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

Virtual/Online Courses

The Superintendent is authorized to create a process for students enrolled in secondary schools to register for enrollment in online courses provided by accredited organizations. At a minimum, such process for registration for online courses shall be accommodated through the District's normal registration process.

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.

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

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

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

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

Cross Reference: 2700 - 2700PHigh School Graduation Requirements  
3030Dual Enrollment  
3050Attendance

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



Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2445**

Summer School Instruction

Summer school offerings are designed to assist children with special needs and children of low academic achievement in kindergarten through the 12<sup>th</sup> grade. In addition to individualized instruction in the basic skills, special activities intended to enhance the self-concepts of children are emphasized.

The secondary alternative school's participants are eligible based on State criteria or the discretion of the Superintendent or his or her designee. If a student is not eligible, he or she may enter the alternative program by paying a fee.

Required Summer School

Any student at Weiser Middle School who fails to earn 85 percent of the expected yearly credits will be required to retake that class during summer school

If a student fails more classes than are possible to make up in the summer, the student, parent, counselor, and principal will meet to determine which classes will be taken.

If a student taking a class or classes during summer school does not satisfactorily complete the class or classes, he or she will be retained at the middle school in the grade attempted the previous school year.

Discipline will be handled by the summer school administrator.

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2450**

Contracted Student Services

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

Special Education

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

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2500**

Library Materials

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

Challenge of the selection of materials for the library/media center shall follow Procedure 2530.

Cross Reference: 2530 Learning Materials Review  
2530P Uniform Grievance Procedure

Legal Reference: I.C. § 33-512 Challenge of Educational Material

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2510**

Selection of Library Materials

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

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

Selection of Library Materials

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 principal further delegates that authority to the librarian in the school.

The selection of library materials is a professional task conducted by the library staff. Teacher involvement shall be sought in the selection of all building-level audiovisual and library collections. In selecting library materials, the librarian will evaluate the existing collection, assess curricula needs; examine materials; and consult reputable, professionally prepared selection aids. Critical reviews, "recommended" lists, publishers' announcements, reading, and previewing shall also be utilized in the selection process.

In deciding whether to select an item for the library, the library staff shall consider the following questions:

1. Is the medium accurate and up-to-date?
2. What are the qualifications of the author or producer?
3. Is the medium appropriate to the subject matter?

4. Are the vocabulary, content, concepts, and themes suited to the intended audience?
5. Does it have an organized, well-balanced presentation?
6. Does it provide outlines, charts, graphs, or other visual aids which would be helpful to the user?
7. Will the message contained in this medium hold the attention of the user?
8. Is the quality of production adequate with regard to format, audiovisual qualities, ease of handling, and use of color?
9. Will this item meet the needs of the curricula?
10. Will this item the needs of individual students' interests, abilities, and maturity levels?

### Removing Materials from the Library

When materials no longer meet the criteria for selection, they shall be purge. Purging 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. Frequent purging of materials is required to keep collections current and to provide shelf space for useful materials.

### Gifts

Gift materials may be accepted with the understanding that they must meet criteria set for book selection. Special memorial collections may be maintained within libraries. Bookplates which acknowledge the donor may be placed in gift materials.

### Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2520**

Curricular Materials

Philosophy of Selection

The primary purpose of instructional materials is the support of curriculums. Although a textbook may contain the entire curriculum content of a course of study, more commonly a variety of materials are utilized. Assumptions underlying the latter practice include the following:

1. No individual or group is likely to present the "whole truth" of a situation;
2. People usually are wiser for having considered a subject from various points of view;
3. Students in any subject at any given grade level have a wide range of skills and abilities. An equally wide range of instructional materials is needed to match these individual differences;
4. Access to large and varied collections of materials is essential to programs which provide students with independent study time;
5. Because the curriculum may not include items of personal relevance to students, access to a wide range of supplemental materials is essential; and
6. Teachers can be more flexible and creative if a wide range of materials is available.

Materials are selected to support the curriculum established for each grade level, and effort shall be made to select the best from all the materials which are available.

Works shall be chosen on the basis of their strengths, rather than rejected on the basis of their weaknesses. For example, works presenting stimulating or challenging points of view shall not be rejected simply because unconventional language is utilized; neither shall such works be rejected solely because they are biased. Most materials are biased to some extent; young people must learn how to use and interpret biased materials.

If a controversial issue is covered at all in the curriculum or in the library, materials representing all sides of that issue shall be included.

The Weiser School District encourages the search for what is true and good. Our citizens, young and old, are trusted to reach sound and viable conclusions when this evidence is available.

Selection Process

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

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

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

Teachers of a particular grade or subject shall recommend to department heads, the building principal, and the Superintendent those textbooks and workbooks that best serve the course objectives, providing that such recommendations are found on the State-adopted textbook list or a waiver is approved by the State. The textbook selection process will begin the year following the curriculum adoption of that subject. Requests and recommendations from the teachers and groups may be approved for recommendation to the Board, according to their feasibility, in writing by the Superintendent. Whenever possible, textbook selections should include input from representatives of all grades.

The Board may establish a curricular materials adoption committee for the purpose of advising the Board on selection of curricular materials for use within the District that are not covered by the State curriculum materials committee. Such committees shall include teachers and administrators. Additionally, at least 1/4 of this committee must be comprised of persons other than public educators and Trustees. All meetings of the committee shall be held in open session and be duly noticed. Such committees may be appointed to make recommendations regarding textbook selection for a specific school or for the entire District.

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

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

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



Cross Reference: 2530 Learning Materials Review

Legal Reference: I.C. § 33-118A Curricular Materials – Adoption Procedures

I.C. § 33-512A District Curricular Materials Adoption Committees

IDAPA 08.02.03.128 Curricular Materials Selection

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2530**

Learning Materials Review

Citizens objecting to specific materials used in the District are encouraged to submit a complaint in writing and discuss the complaint with the building principal prior to pursuing a formal complaint pursuant to the Procedure 2530.

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

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2530P**

Challenge of Educational Materials

In the event that any school patron or group of school patrons registers a complaint regarding the appropriateness of any educational material or materials used in the Weiser School District, the building principal of that school may appoint a committee to consider said complaint, provided the complaint cannot be resolved by the building principal and patron(s).

In the secondary schools, the committee shall consist of:

1. The building principal;
2. One teacher from the department in which the challenge is issued;
3. Two teachers from other departments;
4. The librarian;
5. A minimum of two patrons from the school community; and
6. At least two students.

In the elementary schools, the committee shall consist of:

1. The building principal;
2. One teacher from each grade level encompassed by the school; and
3. A minimum of two patrons.

Procedure

1. The complainant shall inform the building principal of the complaint. Action shall be initiated when a written complaint is presented to the building principal. Teachers who are using materials which have been challenged shall be informed of the complaint. Library materials may be continued in circulation until a final decision is made on the complaint.
2. Upon receipt of the written complaint, the building principal shall forward copies of the complaint to the Superintendent. The building principal may set dates for meetings and notify the committee as soon as the complaint is received. The initial meeting of the committee shall be scheduled within five days after having received the complaint.
3. All committee members shall study carefully the material in question and be provided such information about the complaint as is known, prior to the initial meeting.
4. The building principal shall notify the complainant and the faculty member(s) involved and instruct them of the time and dates of meetings and invite them to present their points of view.

5. The committee shall elect its own chair for each complaint.
6. The committee shall vote on all matters, all members having equal votes.
7. The chair shall submit a brief written report to the Superintendent on the committee's recommendation.
8. After review by the Superintendent, the chair shall notify the complainant and faculty member(s), in writing, of the committee's decision.
9. Information shall be disseminated to all personnel affected by the committee's decision.
10. A log shall be maintained by the building principal in regard to the final disposition which has been recommended by the committee as it affects the utilization of the challenged material. A central log shall be maintained by the Superintendent.
11. If the media is printed material and is recommended for disposal by the committee, authorization for such disposal shall be secured from the Superintendent. After authorization by the Superintendent, the material shall be packaged and labeled "Objectionable--for disposal" and sent to the District office.
12. Objectionable material shall be stored in the District office for 60 days prior to disposal.

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2540**

Selection, Adoption, and Removal of Curricular Materials

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

Selection and Adoption

The curricular materials adoption committee should develop, prior to selection, a set of selection criteria against which curricular materials will be evaluated.

Removal

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

Legal Reference: I.C. § 33-118A Curricular Materials – Adoption Procedures  
I.C. § 33-512A District Curricular Materials Adoption Committees  
IDAPA 08.02.03.128 Curricular Materials Selection

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2545**

Technology Advisory Council

The Board supports the establishment of **[a]** Technology Advisory Council**[s]** for the purpose of informing technology integration into the classroom, promoting the sharing of information, and fostering a sense of collective ownership of the District's technology policies. The implementation of this process shall involve regular communication between the Council, administration, and the Board.

Council Membership

The Council shall be organized at the **school [OR] District** level. The membership shall comprise teachers, classified employees, a building administrator, students, parents/guardians of students, and may include business leaders or members of the community at large. The Council shall comprise \_\_\_\_\_ members. Not more than \_\_\_\_\_ of the members shall be teachers, and not more than \_\_\_\_\_ shall be parents of students attending **the school [OR] a school within the District**.

At least one member shall be **the principal of the building [OR] Superintendent of the District**, or the **principal's [OR] Superintendent's** designee.

Teachers and classified employees shall be selected by the administration **at the school site [OR] within the District**. Parents shall be selected by parents of students attending **the school [OR] within the District**, and other representatives shall be selected by the Council.

Council Duties

Duties of the Technology Advisory Council shall include but not be limited to:

1. Providing recommendations on the integration of technology into the learning environment; and
2. Sharing best practices and innovative uses of technology in the classroom.

Public Meeting Law

The Council shall comply with the public meeting laws which, include posting notices of meetings and taking minutes.

Implementation and Review

The Superintendent shall be responsible for overseeing the activities of the Council**(s)** and for providing ongoing assessment of site \_\_\_\_\_ Council functioning.

Legal References: Technology Taskforce: Final Taskforce Recommendations

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2550**

Field Trips, Excursions, and Outdoor Education

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

Field trips which take students out of the State must be approved in advance by the Board. Building principals have the authority to approve all other field trips. Other field trips must be approved in advance by the building principal and by the Superintendent. Preliminary arrangements shall be made with the place to be visited prior to the trip.

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

Only Weiser School District-approved transportation shall be used on field trips. No staff member may solicit students during instructional time for any privately arranged field trip or excursion without Board permission.

Adult supervision of the students shall be adequate to meet the safety and welfare of the students. Teachers shall take roll before leaving the school grounds, keep count during the trip, and take roll again before departing from the place visited.

Policy History:

Adopted on: 11/6/2017

Revised on:



**Weiser School District No. 431**  
**INSTRUCTION 2560**

Contests for Students

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

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

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

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

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2570**

Use of Commercially Produced Video Recordings Purpose

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

Policy

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. Parents will be allowed to notify the teacher of their refusal to consent to showing their child any PG-rated movie at the elementary level. Such refusal will require a signed form from a parent/guardian that will be kept on file. The teacher will create an alternative assignment for any child whose parent/guardian refuses to allow their child to view a movie or video that is related to an instructional objective.

**Junior High Level/Middle School:** Only G or PG rated movies may be shown without parental permission. Any movie with a PG-13 rating to be shown at the junior high/middle school requires parent/guardian notification. Parents/guardians will be allowed to notify the teacher of their refusal to consent to showing their child any PG-13 rated movie at the middle school level. Such refusal will require a signed form from a parent/guardian that will be kept on file. The teacher will create an alternative assignment for any child whose parent/guardian refuses to allow their child to view a movie or video that is related to an instructional objective.

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

Any segment of an R-rated movie to be shown at the high school requires parents/guardians to be notified. Parents/guardians will be allowed to notify the teacher of their refusal to consent to showing their child any R rated movie segment at the high school level. Such refusal will require a signed form from a parent/guardian that will be kept on file. The teacher will create an alternative assignment for any child whose parent/guardian refuses to allow their child to view a movie or video that is related to an instructional objective.

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.

### Administrator's Authorization

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

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

### Copyright

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

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

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

1. A teacher or instructor is present, and the movie/video is shown in the course of face-to-face teaching activities;
2. The showing takes place in a classroom setting with only the enrolled students attending;
3. The movie is used as an essential part of the core, current curriculum being taught;
4. The showing of the movie or video is directly related and of material assistance to the curriculum and lesson objectives;

5. The movie being used is a legitimate copy, not taped from a legitimate copy or taped from television;
6. Recorded Programs from Network and Cable Television: Teachers may only show programs recorded off-air from network and cable television channels, according to the following guidelines:
  - A. Educators desiring to show television programs for instructional purposes should request the school library/media specialist record the program at school with school recording facilities;
  - B. A television program that is recorded off-air may be retained for 45 consecutive calendar days after the date of the recording. At the conclusion of this 45 day retention period, the recording must be destroyed or erased;
  - C. During the first ten consecutive school days of the 45 day period the recording may be used once by individual teachers in classrooms or similar places devoted to instruction, in the course of relevant teaching activities. The teacher may show the program again only once within this ten school day period when instructional reinforcement is necessary;
  - D. Teachers and other school officials who show television programs for entertainment purposes violate this policy as well as federal copyright law;
  - E. After the first ten consecutive days, off-air recordings may be used up to the end of the 45 calendar day retention period only for teacher evaluation purposes, such as to determine whether or not to include a broadcast program in the teaching curriculum, and may not be shown in the schools to students or for other non-evaluation purposes;
  - F. Copies may be made from an off-air recording as necessary to meet the legitimate needs of teachers. However, all copies are subject to the provisions of this policy and must include the copyright notice on the broadcast program as recorded; and
  - G. Off-air recordings need not be used in their entirety, but recorded programs may not be altered from their original content nor may they be physically or electronically merged to constitute teaching anthologies.

#### Use of Movies or Videos As Rewards and Incentives

If a teacher, grade level, or building uses a movie or video to reward students or to encourage successful completion of an academic or behavioral goal established by the teacher, grade level, or building principal, such movie or video shall follow the same protocols as outlined above based on their rating, except that under no circumstances shall an R rated movie ever be shown as a reward or incentive for high school students. Appropriate parental notification, with the parent's right to refuse consent for their child to participate in any event shall be honored. Parents should complete

an opt-out form and the teacher, grade level, or building administrator shall substitute an appropriate alternative activity for the student.

#### Other Organizations Using School Facilities

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

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

#### Policy History:

Adopted on:   11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2570F**

**Parental Movie Opt-Out Form**

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

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

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

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

Date/Signature of Parent/Guardian

**Weiser School District No. 431**  
**INSTRUCTION 2600**

Promotion/Retention

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

The District believes that students thrive best when placed or promoted to grade levels with other students who have comparable age, physical, academic, and social/emotional characteristics. It is our practice to promote students who demonstrate academic performance comparable to their peers.

The decisions to promote or retain a student shall be based on the best interests of the child as determined by the recommendations of the student's teachers and the building principal. The teachers and principal shall consider the student's social, emotional, physical, and intellectual development and attendance.

It shall be the policy of Weiser School District 431 to promote students to the succeeding grade, based on the recommendations of the student's teachers and Building Principal. All decisions to promote or retain students shall be based solely upon the best interests of each individual child:

A student who is being considered for possible retention shall be analyzed according to the following criteria: social, emotional, physical and intellectual development and attendance. Ordinarily, the Board of Trustees considers ninety percent (90%) attendance to be minimal for adequate achievement. Students may be retained on the basis of inadequate attendance. However, each student shall be evaluated individually, according to his/her ability and grade level skill development.

- A. Each of the student's teachers and the Building Principal shall comprise the committee that evaluates the student's progress and arrives at a final decision.
- B. No student shall be retained more than once in grades kindergarten through six (K-6).
- C. Parents shall be notified in a letter signed by both the Building Principal and the teacher by the third report card period that their child is being considered for retention.
- D. Parents shall be notified by a letter from the Building Principal as to the decision to retain or promote the student. If the student is to be retained, the parents may request a conference with the Building Principal and committee within two (2) weeks of notification.
- E. If possible, the student who is retained shall not have the same teacher the following year, unless requested by the parent and agreed upon by the teacher.
- F. If a Weiser Middle School student fails to earn 85% of expected yearly credits, he/she will be required to make those classes up during the summer.

G. All appeals on retentions must be made to the Board of Trustees within thirty (30) days of the conclusion of the school year.

No student shall be retained more than once in grades kindergarten through six.

Parent Notification and Input

Parents shall be notified that their child is being considered for retention. If possible, the student who is retained shall not have the same teacher the following year, unless requested by the parent and agreed upon by the teacher.

If the student is to be retained, the parents may request a conference with the Building Principal and the student's teachers within two weeks of notification. All appeals on retentions must be made to the Board of Trustees within 30 days of the conclusion of the school year.

Policy History:

Adopted on: 11/6/2017

Revised on:



**Weiser School District No. 431**  
**INSTRUCTION 2605**

Advancement Requirements (Grades 6 through 9)

Weiser Middle School's credit system is designed to promote academic success, while ensuring that students acquire the necessary skills to succeed at the next grade level.

Students who are not successful in meeting criteria during the school year may be required to attend after school assistance, summer school, or a credit recovery class. This will provide the students with a second opportunity to prepare them for the next level of study. It is important to remember that progressing to the next grade level or to high school is not automatic; it is earned through successful completion of Weiser Middle School's academic program.

The District has established a set of advancement requirements for 6<sup>th</sup> through 9<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 7<sup>th</sup> grade, students must earn at least 85 percent of the credits attempted in 6<sup>th</sup> grade, earn at least one credit in each core subject area, and be in compliance with the District's attendance policy;
2. To advance to the 8<sup>th</sup> grade, students must earn at least 85 percent of the credits attempted in 7<sup>th</sup> grade, earn at least one credit in each core subject area, and be in compliance with the District's attendance policy.
3. To advance to the 9<sup>th</sup> grade, students must earn at least 85 percent of the credits attempted in 8<sup>th</sup> grade, earn at least one credit in each core subject area, and be in compliance with the District's attendance policy; and
4. Students who have failed more than 20 percent of the courses attempted in the 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 or through successful completion of assigned coursework.

Any student failing to earn at least one credit in each core class subject each semester; such as math, reading, language arts, social studies, and science; will be required to earn at least one credit in that subject before advancing to the next grade level. Students who fail the first semester of any core class may be offered additional academic support during the second semester of that class. This support may include before school or after school or small group study hall.

Students on an Individualized Education Plan (IEP) who do not meet the Middle School credit requirements for advancement, will have their file reviewed and a decision regarding their advancement will be made by the IEP team.

Cross Reference: 2600Promotion/Retention  
3050Attendance Policy

Policy History:

\_Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2605P**

Required Middle School Courses

Middle School students shall be expected to complete the following courses:

Math	1 Credit per semester
Language Arts	1 Credit per semester
Reading	1 Credit per semester (6th grade only)
Science	1 Credit per semester
Social Studies	1 Credit per semester
Physical Education/Health	1 Credit per semester (7th grade only)
Enrichment	1 Credit per semester (7th and 8 <sup>th</sup> grades only)
Exploratory	1 Credit per semester (6th and 7 <sup>th</sup> grades only)
Electives	1 Credit per semester
PLATO Lab	Up to 1 Credit per semester
Language Immersion	Up to 1 Credit per semester

The typical 6th grade student will take five core classes and Exploratory, resulting in a total of six credits per semester.

The typical 7th grade student will take six credits per semester, including:

1. Four core classes;
2. Exploratory, Band, or Choir; and
3. Physical Education or Health.

The typical 8th grade student will take four core classes and two electives, resulting in a total of six credits per semester.

Some students in **grades 6 - 8** may have one less core class to allow them to participate in the PLATO Remediation Lab or the ESL Language Immersion Lab.

Procedure History:

Promulgated on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2610**

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 District requires the following for advancement:

1. A student who successfully completes any required high school course with a grade of C or higher prior to entering the 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      credits in 9<sup>th</sup> grade,      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      credits is required for advancement into the 10<sup>th</sup> grade;
  - B. A minimum of      credits is required for advancement into the 11<sup>th</sup> grade;  
and
  - C. A minimum of      credits is                      required for advancement into the 12<sup>th</sup> grade.

Cross Reference: 2700PHigh School Graduation Requirements

Legal Reference: I.C. § 33-512C Encouragement of Gifted Students

Requirements IDAPA 08.02.03.105High School Graduation

IDAPA 08.02.03.107Middle Level Credit System

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2620**

Grading and Progress Reports

The District's system for evaluating student performance:

1. Prioritizes learning as the most important factor to consider;
2. Allows every individual the opportunity to progress;
3. Fosters a positive, healthy climate where teachers and students work together;
4. Encourages creativity and challenges students; and
5. Is fair.

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.

It shall be the policy of the Weiser School District to issue report cards each quarter, or every nine weeks. The issuance of grades and progress reports on a regular basis serves as the basis for continuous evaluation of the student's performance and for determining changes that should be made to effect improvement. These reports shall be designed to provide information that will be helpful to the student, teacher, counselor, and parent.

Students may be required to have their report card reviewed and signed by a parent/guardian then return it to the teacher. Report cards shall be issued on the week following the end of each grading period except when this procedure conflicts with a holiday.

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

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2620P**

Grading

The intent for the Weiser School District's grading procedure is to aid teachers in establishing a useful process of evaluation which helps the student understand his or her present level of academic performance. Teachers should design a grading system that reflects class goals, teaching styles, and student learning styles. The primary purpose for issuing grade reports shall be to inform parents and students of current levels of achievement, both in a report card form and in a parent-teacher conference.

Teachers must keep an accurate record of scholastic performance. A teacher should be able to justify a student's grade at any time. Performance standards must be communicated to students, parents, and administrators. Teachers must accept the full responsibility of making judgments and evaluating their students. The District's policy for determining grade distribution is an autonomous system. This allows the individual teacher freedom in evaluating student performance.

The District grading system shall incorporate letter grades and/or progress symbols which describe student achievement:

<b>Letter Grade</b>	<b>Numerical Value</b>	<b>Kindergarten through Third Grades (K-3)</b>
A	4	Advanced
B	3	Proficient
C	2	Basic
D*	1	Below Basic
F	0	- Needs attention

*\*Weiser Middle School uses a "No D" Policy*

Parents shall be advised through report cards and/or conferences as to:

1. How their child is progressing in his or her studies;
2. Achievement related to his or her ability; and
3. A comparison of each individual with a prescribed standard of achievement for that class.

The District supports the certified staff's endeavors to use a combination of percentage-based, competency-based, and ability-based evaluation procedures in determining student performance. The focus of this system is on success, not failure. Designing programs to fit learners instead of fitting learners to standard programs gives powerful leverage to educators to analyze, motivate, and assist students toward successful learning.

### Percentage-Based Evaluation

Grading of evaluative criteria is based on the following percentage points for those teachers who use a percentage-based system:

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
0 – 59%	F

### Competency-Based Evaluation

Where Weiser School District curriculum guides outline objectives for individual subjects, the staff may assess competency in determining the grade.

### Ability-Based Evaluation

Individualized evaluation procedures may be used for those students who experience difficulty in mastering objectives at the same rate and in the same instructional manner as other students.

### Kindergarten through Third Grade

Many grades averaged into a quarterly report represent a judgment call on the part of the teacher based on the child's own ability and progress. Daily classwork will be emphasized in the kindergarten through third grade level grading system. Gradually, homework and testing are introduced preparing them for the work load they will encounter as they continue on to higher levels of education.

### Procedure History:

Promulgated on: 11/6/2017



**Weiser School District No. 431**  
**INSTRUCTION 2625**

Parent-Teacher Conferences

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

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

School days shall be set aside for each conference, and children shall be excused from attending school during parent-teacher conferences

Teachers are encouraged to communicate with parents during the year whenever it becomes evident that student progress requires the attention of parents.

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2630**

Homework

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

Teachers may give homework to students to aid in the students' educational development. Such homework must be appropriate to the established goals and learning objectives of the class. Homework should be an application or adaptation of a classroom experience and should not be assigned for disciplinary purposes.

It shall be the building principals' responsibility to clarify this policy to teachers and to assure their compliance.

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2635**

Testing Program

Testing plays an important role in the educational process of the Weiser School District. In order to effectively serve the needs of the individual learner, it is essential that we have appropriate, comprehensive information about each student. Testing is one way to provide relevant data about students.

The District's testing program will include required statewide assessments and optional achievement tests.

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2700**

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 State Board of 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.

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: 2435Advanced Opportunities  
Policy 2700PHigh School Graduation Requirements

Legal Reference: I.C. § 33-4601, *et seq.*Advanced Opportunities  
I.D.A.P.A. 08.02.01.250.02Required Attendance  
I.D.A.P.A. 08.02.01.350Early Graduation  
I.D.A.P.A. 08.02.03.105High School Graduation Requirements

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2700P1**

High School Graduation Requirements

Publication of Graduation Requirements

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

Credits

Students shall be expected to earn a total of 48 semester credits 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 **33 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 7 credits

Government 2 credits

US History (American History 10 and 11) 4 credits

Economics 1 credit

## Arts and Humanities 2 credits

Humanities Credits may be earned from the following courses: French, Spanish, E World Culture, M World Culture, Drama, Concert Band, Jazz Band, Concert Choir, Treble Choir, Chamber Singers, Art Appreciation, Drawing/Printmaking, Watercolor/Acrylic Paint, Commercial Art/Sculpture-Ceramics OR any literature course not taken to fulfill an English requirement.

Health/Wellness 1 credit\*

Physical Education 2 credits

\*(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.

## 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: ACT, SAT, or ACCUPLACER

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.

### Senior Project

A student shall complete a senior project that includes a written report and oral presentation by the end of grade 12 as described in Procedure 2700P2.

### Idaho Standards Achievement Tests (ISAT)

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

### Civics Test

Beginning with the class of 2017, all secondary students must successfully pass the civics test or alternate path with a 60% or higher score as a graduation requirement. "Civics test" as used herein means the 100 questions used by officers of the United States citizenship and immigration services as a basis for selecting the questions posed to applicants for naturalization.

The District will document on the student's transcript that the student has passed the civics test.

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

### Alternative Programs

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

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

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

### Honor Roll

A student must have a minimum GPA of 3.0 to be placed on the honor roll.

### Class Rank (GPA)

Class rank is compiled from semester grades.

### Procedure History:

Promulgated on: 11/6/2017

Revised on:



## **Weiser School District No. 431**

### **INSTRUCTION 2700P2**

#### Senior Project

Each student's senior project shall include the following components.

#### Portfolio

The portfolio shall include:

1. A written portion of the project, as required by the State;
2. A three ring binder including all deadline checklists and research materials; and
3. A three-page research paper focusing on the student's chosen career;

The portfolio will be approved by the student's English

teacher. Multi-Media Presentation

Students will present their Senior Project during their English class. The presentation should meet the following requirements:

1. Be 5-10 minutes in length;
2. The oral presentation must follow a prescribed outline;
3. A minimum of one visual aid is required. Using PowerPoint is optional but strongly suggested; and
4. Students may use note cards and PowerPoint programs, but the speech should be well-rehearsed and nearly memorized.

#### Career Exploration

The career exploration component of the Senior Project is designed to give students an opportunity to investigate possible future career and to help guide post-high school graduation studies. All students must meet the following requirements:

1. The career exploration or junior job shadow activities must be pre-approved by the student's English teacher;
2. Students must fulfill all documentation requirements and include this documentation in their portfolio; and
3. The career exploration experience will be included in the multi-media presentation.

#### Community Service—Optional Honors Component

Volunteering provides students with an opportunity to give to those in need a perspective on the different organizations in the community and an opportunity to change lives (including their own). Helping others is an important element in creating responsible citizens. In order to receive this honors distinction:

1. A student is required to complete a minimum of 20 hours of community service;
2. All hours will be documented on the appropriate forms and included in the senior project portfolio;
3. An essay reflecting on what was learned during the volunteer experience will also be included in the portfolio
4. Students must complete these community service hours outside of organized school and church service activities
5. Students earning the State FFA Degree may qualify for this honors distinction.

Procedure History:

Promulgated on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2700P2F**

Senior Project Portfolio Checklist

<b>Student Initials</b>	<b>Advisor Initials</b>	<b>Contents</b>
		Portfolio cover is relevant to the chosen career and the career is named
<b>Section 1: Introduction</b>		
		Senior Portfolio Checklist - clean copy and signed off by the necessary individuals
<b>Section 2: Career and College Exploration</b>		
		Oral presentation grade sheet/rubric
		Applications: job <b>and</b> college (including academic or professional technical education)
		Two Letters of Recommendation and/or teacher references (and signatures)
		Thank You Letter (for Job Shadow experience)
		GEAR UP and/or College & Career Counselor verification of campus visit
		Career Exploration Summary Sheet (Job Shadow paper)
		Junior Research Paper
		Any other relevant documentation (pictures, other visuals)
<b>Section 3: Community Service—Optional Honors Component</b>		
		Hours Verification Log
		Reflection Essay
		State FFA Degree verification
<b>Student Signature</b>		
<b>Advisor Signature</b>		
<b>Instructor Signature</b>		

**Weiser School District No. 431**  
**INSTRUCTION 2700P3**

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 prior to completion of the student's sixth high school semester. The student must first meet with their counselor to review the application procedure and the student's records, and determine if early graduation is possible.

The petition must include the student's written request to graduate early, a copy of the student's transcripts through the fifth semester, a checklist of graduation requirements completed, a statement of the reasons early graduation is being requested, and a statement of the student's post-secondary educational or vocational goals.

The Superintendent shall submit the petition to the Board for endorsement and approval at the end of the quarter preceding the requested graduation date.

In deciding whether to recommend the student for early graduation, the Superintendent should consider:

1. The maturity of the student;
2. The student's attitude toward early graduation and their post-high school plans;
3. Evidence the high school program has prepared the student for post-high school opportunities. This includes considering the academic standing, extracurricular activities, and regularity of attendance of the student; and
4. Parent/guardian approval.

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.

Procedure History:

Promulgated on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2705**

Military Compact Waiver

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

Purpose

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

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

Applicability

This Compact applies only to children of:

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

Educational Records and Enrollment

1. **Hand Carried/Unofficial Educational Records:** In the event that official educational

records cannot be released to a parent for the purpose of school transfer, the custodian of records from the sending school shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission.

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

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

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

- 3. Immunizations:** The District shall provide a period of 30 days from the date of enrollment, or such other time frame as determined by the rules of the Interstate Commission, within which students may obtain any immunizations required by the District. Where the District's requirements include a series of immunizations, initial vaccinations must be obtained within 30 days, or within the timeline determined to be reasonable by the Interstate Commission.
- 4. Kindergarten and 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.

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

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

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

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

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

## Eligibility

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

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

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

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

### Graduation

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

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

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

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

**2. Exit Exams:** In lieu of testing requirements for graduation at the receiving District, the District and the State of Idaho shall accept any or all of the following:

- A. Exit exams or end-of-course exams required for graduation from the sending school;
- B. National norm-referenced achievement tests; or
- C. Alternative testing.



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

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

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

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

### Conflicts

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

### Cooperation

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

Cross Reference: Policy 2700PHigh School Graduation Requirements

Legal Reference: I.C. § 33-5701Interstate Compact on Educational Opportunity for  
Military Children

IDAPA 08.02.03.105Graduation from High School

### Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2720**

Participation in Commencement Exercises

Statement of Policy

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

Organization and Content of Commencement Exercises

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

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

Legal Reference: United States Constitution-1<sup>st</sup> Amendment

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

Policy History:

Adopted on: 11/6/2017

Revised on:

**Weiser School District No. 431**  
**INSTRUCTION 2800**

Accreditation Standards

The Board will comply with all accreditation standards established by the State Board of Education. The District uses AdvancED 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 submit an annual accreditation report as required to the State Board of Education.

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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