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The Board of Trustees recognizes its obligation and duty to provide an educational program that is equally available to all young people in the Weiser School District. 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 takes cognizance of and provides for the individual differences of all children of the Weiser School District. Innovation and change, based upon thorough research, study, deliberation and evaluation should be encouraged.

ADOPTED:
6-13-1977

See Section 501.3 of this Manual.

ADOPTED:
6-13-1977

AMENDED:
1996

- A. Teachers and aides are on duty from eight twenty o'clock (8:20) A.M. until four o'clock (4:00) P.M. daily, Monday through Friday, unless specifically excused by the Superintendent or Building Principal as noted below.
- B. Teachers shall not leave school for any purpose during the regular school day without the expressed permission of the Principal, except during the lunch period.
- C. Scheduled meetings of the teachers shall not be called during class time, except by consent of the Superintendent or his designated representative.
- D. Building Principals shall not dismiss their schools early without the consent of the Superintendent, except in cases of emergency.

REFERENCE:
See also Section 405.1 of this Manual.

ADOPTED:
5-18-1982

AMENDED:
1996

Weiser High School will be accredited through the Northwest Accreditation Commission.

ADOPTED:

1997

AMENDED:

2011

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, etc; and the utilization of information. Multiple approaches are used to teach the various components of Language Arts. The Success For All reading program is utilized in grades K-5.

MUSIC: Participation in music covers three (3) areas:

A. Appreciation of music

1. Listening
2. Responding

B. Performance of music

1. Singing
2. Playing instruments

C. Creation of music

1. Recognize notation
2. Read notation
3. Writing notation

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

SCIENCE: The Weiser School 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 is utilized. Social studies combine the study of history, geography, and civics so that a better time and place relationship is established by the student.

ADOPTED:
6-13-1977

AMENDED:
1996; 1997; 2011

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.

ADOPTED:
2002

AMENDED:
2011

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 (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/PHYSICAL ED: 6th grade: PE; 7th grade: Health/PE; 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 the contemporary society. Problem solving is also stressed in all mathematics classes.

MUSIC: Participation in music covers three (3) areas:

A. Appreciation of music

1. Listening
2. Responding

B. Performance of music

1. Singing
2. Playing instruments

C. Creation of music

1. Recognize notation
2. Read notation
3. Writing notation

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

SCIENCE: 6th grade: General Science; 7th grade: Life Science; 8th grade: Physical Science.

SOCIAL STUDIES: Social studies include the study of Eastern & Western hemisphere countries, geography, history and culture.

TECHNOLOGY: The industrial arts class (technology) is designed to teach students basic craftsmanship, workmanship, career awareness and choices.

ADOPTED:
6-13-1977

AMENDED:
1996; 1997; 2006; 2011

Weiser Middle School Summer School Curriculum

PURPOSE: To provide students who are behind in credits to improve their skills, and knowledge in these areas during the summer months and recover lost credits.

FORMAT: Students whose score range falls below the basic score in math or reading would 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 still 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.

CURRICULUM: Courses will be designed by staff and administration.

EXCEPTIONS: As approved by the summer school administrator.

ADOPTED:
4-10-2005

AMENDED:
2011

Curricular offerings at the Weiser High School include business education, English/ language arts, fine arts (art, drama, music), foreign language (Spanish and French), health occupations, technology education, mathematics, physical education, science, social studies, vocational and technical education and extra-class activities (Student Council, school assemblies, interscholastic athletics, student publications and speech/ debate activities).

ADOPTED:

6-13-1977

AMENDED:

1996; 1997; 2011

- A. Summer school offerings are designed to assist children with special needs and children of low academic achievement in kindergarten through the twelfth (K-12) 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 administrations discretion. If a student is not eligible, he/she may enter the alternative program by paying a fee.
- B. Required Summer School:
1. Any student at Weiser Middle School who fails to earn 85% of the expected yearly credits will be required to retake that class during summer school
 2. 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.
 3. If a student taking a class or classes during summer school does not satisfactorily complete the class or classes, he/she will be retained at the middle school in the grade attempted the previous school year.
 4. Discipline will be handled by the summer school administrator.

LEGAL REFERENCE:

SBR 08.02.03.100.09

ADOPTED:

6-13-1977, 2-10-1998

AMENDED:

1996; 1997; 2002; 2011

The Weiser School District provides for the operation of local special education services for all students with disabilities. These services are carried out according to a regulatory document that includes specific Federal and State statutes, regulations, and policies that impact students with disabilities. The Weiser Board of Trustees will adopt such document and amend as necessary to meet the requirements of public law.

ADOPTED:

6-13-1977

AMENDED:

1996

No student shall, on the basis of sex, be excluded from participating in, be denied of benefits of or be subjected to discrimination in any educational or extracurricular program in the Weiser public schools. All regular academic classes and extracurricular activities shall be open, without prejudice, to both boys and girls. It shall be the policy of the Weiser School District to provide equal educational opportunities for boys and girls by providing such curricular and co-curricular programs.

ADOPTED:

6-13-1977

AMENDED:

1996

Every attempt shall be made to maintain class sizes which conform to recommendations prescribed by recognized educational authorities. Class sizes should promote an educational setting which permits the teacher or teachers to best serve the individual interests and welfare of students.

LEGAL REFERENCE:

SBR 08.02.02.110

ADOPTED:

6-13-1977

- A. 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.
 4. Staff and facility availability.
- B. 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/her present performance and by attempting to enhance the learning level of the student.

ADOPTED:
6-13-1977

AMENDED:
1996

Field trips shall be permitted, providing that they supplement and reinforce the objectives and materials of the unit being taught. The following criteria shall prevail:

- A. Administrative permission must be granted by both the Building Principal and the Superintendent.
- B. Only Weiser School District-approved transportation shall be used on field trips.
- C. Preliminary arrangements shall be made with the place to be visited prior to the trip.
- D. Adult supervision of the students shall be adequate to meet the safety and welfare of the students.
- E. Teachers shall take roll before leaving the school grounds, keep count during the trip, and take roll again before departing from the place visited.

ADOPTED:

6-13-1977

- A. Homework assignments that are appropriate to the established goals and learning objectives of the class shall be assigned. Extra assignments shall not be utilized as a disciplinary tool.
- B. It shall be the Building Principals' responsibility to orient and clarify this policy to teachers and to assure their compliance.

ADOPTED:

6-13-1977

AMENDED:

1996; 2002

- A. Teachers or a committee of teachers associated with the grade or subject to be taught shall recommend to department heads, 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. If a committee is appointed, one-fourth ($\frac{1}{4}$) of the members shall be persons who are not public educators.
- B. Requests and recommendations from the teachers and groups shall be approved, according to their feasibility, in writing by the Superintendent. Whenever possible, textbook selections should include input from representatives of kindergarten through twelfth (K-12) grades.
- C. All basic textbooks shall be furnished by the Weiser School District and each child shall have adequate opportunity for use of these materials as the District budget permits.

LEGAL REFERENCE:

Idaho Code Sections

33-512A

SBR 08.02.03.100.11

ADOPTED:

6-13-1977

AMENDED:

1996; 1997; 2011

- A. The administrative personnel of the Weiser School District may utilize State consultants and other special consultants in revising and upgrading its curriculum. Board of Trustees approval is required before money is expended.
- B. Whenever possible, community resources may be utilized by teachers to enrich their instructional programs. All such personnel shall be approved by the Building Principal prior to the participation of said resource persons.

ADOPTED:

6-13-1977

AMENDED:

1996

A. Basis and Approach:

1. In view of the importance attached to the free exchange of ideas in the United States, the consideration of issues on which there is public disagreement deserves a significant place in our educational process. Classroom treatment of controversial issues is generally accepted as an important part of education for effective citizenship. In fact, it is difficult to conceive of American schools doing anything other than what they have always done, handling issues on which there is a difference of opinion as a part of the normal day-to-day operation in a school.

2. It is the policy of the Weiser School District to encourage an impartial, scientific study of controversial issues that result from an area of study in order that students may have the opportunity to explore such issues in a learning environment that is as free from prejudice as is humanly possible.

B. Definition: A "controversial issue" is any topic or problem on which there are differences of opinion. A controversial issue arises when different interpretations are given to a particular set of circumstances. Although there may be disagreement over facts, an issue usually becomes controversial because of values which are applied to the facts. Such issues will vary according to region; community; prevailing political, economic and sociological climate; and time.**C. Criteria for Determining the Appropriateness of Controversial Issues for Treatment in the Classroom:**

1. The topic should be significant or related to a persistent problem so that the information acquired about it will be of continuing usefulness. Significant issues are those which, in general, concern considerable numbers of people and/or are under consideration by the public.

2. The topic should be considered within the emotional, intellectual and social capacities of the class.

3. There should be adequate and appropriate materials available which present all sides of the issue.

4. The issue should be of importance and interest to students.

5. The topic should be one which the teachers can handle from both personal and academic point of view.

6. The topic should be one which is in harmony with the nature of the course of study and one which is in keeping with the general aims of the Weiser School District and fits the educational objective for the particular unit of study.

7. Administrator's approval should be secured.

D. Rights and Responsibilities of Teachers:

1. Teachers should realize that freedom to teach must not be construed to mean license to shock or to indoctrinate. Teachers must use careful professional judgment in deciding what issues will be discussed in their classrooms.

2. Teachers should have the right to express an opinion providing the students understand it is the teacher's opinion and does not have to be accepted by the students as an authoritative answer. No student should feel ostracized because his/her opinion varies from that of the teacher or his/her fellow classmates.

3. It is the duty of teachers to teach students to arrive at decisions based on a rational examination of evidence, rather than on an emotional reaction.

4. The teacher who handles controversial issues in the classroom according to the spirit of this statement of policy shall have the support of the school administration and the Board of Trustees. Parents may lodge complaints in regard to controversial issues by utilizing the formal chain of command. Forms may be obtained for this purpose from the office of the Building Principal involved. All complaints will be considered by the Administrative Council. Recommendations shall be made by the Council to the Building Principal, Superintendent and Board of Trustees.

5. The teacher should provide an alternative activity for any students where the parent and student find the topic inappropriate to their beliefs.

REFERENCE:

See also Section 603.8 of this Manual.

ADOPTED:

6-13-1977

AMENDED:

1996

- A. Categories: Instructional materials, sometimes called "media", fall into the major categories of: 1) textbooks or required standardized materials, and 2) library, or supplemental diversified materials. Both categories are herein defined to include printed and audio-visual formats, as well as fiction and nonfiction.
- B. Variety of Materials: Instructional materials have as their primary justification the support of curricula. 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.
 6. Teachers can be more flexible and creative if a wide range of materials is available.
- C. Philosophy of Selection:
1. 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 deal with this situation.
 2. 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. Since

controversy is a major component of modern life, an enlightened citizenry needs to learn to cope with it. Untested beliefs, dogma and value structures are likely neither to be as valid nor as durable as those which have been challenged by conflicting ideas.

3. A mission of the schools is to expose students to ideas, not to restrict them; to encourage the study of problems and their resolution, not conceal them. If an increasing portion of the curriculum is to be devoted to issues of real importance to students, many controversial materials must be provided and discussed. These are the issues about which students often seem to require and desire information.

4. The Weiser School District, above all, encourages the search for what is "true and good". Since this search can never truly be completed, because concerned and informed individuals and groups frequently cannot agree even upon definitions for the terms, controversy shall be permitted and even encouraged, under the guidelines defined and established by the Weiser School District. Debate, based on all the available evidence, is encouraged. Our citizens, young and old, are trusted to reach sound and viable conclusions when this evidence is available.

5. No student shall be prevented from reading or viewing any school material or materials which are appropriate to their maturity level, if he/she expresses an interest in said materials. Conversely, no student shall be forced to read or view materials which he/she finds objectionable. Ideas shall not be forced on students nor denied to them.

6. Since this selection policy is nonrestrictive and open, a procedure for handling complaints has been established. Challenges to materials in the Weiser schools shall be given careful consideration and are welcomed as part of the ideological give-and-take which is characteristic of a working democracy.

D. Textbooks:

1. Textbooks shall be selected by committees of teachers and administrators for use in individual schools or on a District-wide basis and shall be presented for formal adoption to the Board of Trustees. Quantities of selected materials may vary from room-to-room. Instructional materials of this type are also referred to as basic textbooks.

2. Supplementary materials are books and other media selected to accompany or support a standardized text or course of study. If supplemental materials are to be utilized in lieu of basic or standardized texts, they shall be submitted for formal adoption to the Board of Trustees.

3. Materials utilized in pilot programs shall not be submitted for adoption until the committee recommends action subsequent to the utilization and evaluation of such materials in the classroom. The Board of Trustees shall be informed of pilot programs being conducted in the Weiser School District. No pilot program shall extend beyond three (3) years without a recommendation to the Board of Trustees. Pilot materials are proposed basic or standardized textbooks for an existing course or a new course.
- E. Library, Audiovisual and Supplementary Materials:
1. Teacher involvement shall be sought, also, in the selection of all building-level audiovisual and library collections. Selection procedures shall adhere to the following criteria: the media shall fulfill the requirements of the curriculum as well as the needs of individual interests, abilities and maturity levels of students. Needs from these sources will require a wide-range of instructional materials for an acceptable level of quality, on all levels of difficulty, and with a diversity of appeal; and the presentation of different points of view--ethnic, religious, political and cultural. Critical reviews, "recommended" lists, publishers' announcements, reading and previewing shall be utilized in the selection process.
 2. Criteria that shall be utilized in selecting all kinds of media:
 - a. Authenticity: Is the medium accurate and up-to-date? What are the qualifications of the author or producer?
 - b. Appropriateness: Is the medium appropriate to the subject matter? Are the vocabulary, content, concepts and themes suited to the intended audience?
 - c. Context: Does it have an organized, well-balanced presentation? Does it relate to the needs of the students? Does it provide outlines, charts, graphs, etc., which would be helpful to the user?
 - d. Interest: Will the message contained in this medium hold the attention of the user? Is it stimulating?
 - e. Technical Quality: Is the quality of production adequate--format, audiovisual qualities, ease of handling, use of color?
 - f. Software: All copyright laws will be followed when using software in the Weiser School District.
 3. Each building will develop appropriate educational use policies for technology. All copyright laws will be observed.

- F. Gift Materials: The schools shall accept gift materials with no commitment in regard to their use. Special memorial collections may be maintained within libraries. Bookplates which acknowledge the donor may be placed in gift materials.
- G. Discarded Materials: School libraries and storage centers shall contain collections of materials which support current curricula. They are not designed to become archives or storehouses of all recorded wisdom. Frequent weeding of materials is required to keep collections current and to provide shelf space for useful materials. Discarded materials may be donated to appropriate organizations, whenever possible.

REFERENCE:

See also Sections 603.5 and 603.7 of this Manual.

ADOPTED:

6-13-1977

AMENDED:

1996; 1997

- A. Complaints: In the event that any school patron, or group of school patrons, shall register a complaint against the appropriateness of any educational material or materials being utilized in the Weiser School District, the Building Principal of that school shall appoint a committee to consider said complaint, provided the complaint cannot be resolved by the Building Principal and parents.
1. In the secondary schools, the committee shall consist of:
 - a. The Building Principal.
 - b. One teacher from the department in which the challenge is issued.
 - c. Two (2) teachers from other departments.
 - d. The librarian.
 - e. A minimum of two (2) patrons from the school community.
 - f. At least two (2) students.
 2. In the elementary schools, the committee shall consist of:
 - a. The Building Principal.
 - b. One teacher from each grade level encompassed by the school.
 - c. A minimum of two (2) patrons.
- B. Procedures:
1. Be courteous, but make no commitments.
 2. Invite the complainant to file his/her objections in writing, if the complaint cannot be resolved by the Building Principal and parents.
 3. Inform the Building Principal of the complaint. Action shall be initiated when a written complaint is presented to the Building Principal. Teachers who are utilizing materials which have been challenged shall be informed of the complaint. Library materials shall be continued in circulation until a final decision is made on the complaint.
 4. Upon receipt of the written complaint, the Building Principal shall forward copies of the complaint to the Superintendent. The Building Principal shall 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 (5) days after having received the complaint.

5. 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.

6. 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.

7. The committee shall elect its own chairperson for each complaint.

8. The committee shall vote on all matters, all members having equal votes.

9. The chairperson shall:

a. Submit a brief written report to the Superintendent.

b. After review by the Superintendent, the chairperson shall notify the complainant and faculty member(s), in writing, of the committee's decision.

10. Information shall be disseminated to all personnel affected by the action of the committee of the committee's decision.

11. 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.

12. 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 Weiser School District office after a thirty (30) day period. In the event of an appeal during the thirty (30) days, the material shall remain packaged in the school until a final review is made by the Board of Trustees which shall determine the final disposition of the materials.

13. Objectionable material shall be stored in the Weiser School District office for sixty (60) days prior to disposal.

ADOPTED:
6-13-1977

AMENDED:
1996

- A. In each of the Weiser Schools, a comprehensive guidance program will be provided as an integral part of the educational program. A comprehensive guidance and counseling program includes these elements.
1. 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.
 2. Individualized planning with students and their parents in each of these domains: personal/social development, educational development, and career development.
 3. Response services of counseling, consultation, and referral.
 4. System support functions that promote effective delivery of guidance services.
- B. School personnel involved in the observation, examination or evaluation of students, or in making related reports, shall not disclose to any person the name or address of a student with physical, mental, educational or social handicaps, nor data resulting from such observation, examination or evaluation, except when such disclosure is duly authorized by Weiser School District policy and procedures, including the valid written request of the student's parent or guardian. Information contained in student personnel folders or health records shall be regarded as confidential as well as all information deposited in the office of the Superintendent, unless otherwise provided.

LEGAL REFERENCE:

Idaho Code Sections
33-1212
SBR 08.02.03.100.07

ADOPTED:

6-13-1977

AMENDED:

1996; 1997

The Weiser School District shall establish supplementary programs, as funding is available, to better serve the educational needs of all students requiring individual assistance in such areas as:

- A. Health.
- B. Guidance and counseling.
- C. Psychological.
- D. Reading.
- E. Math.
- F. Special education programs for qualifying students.
- G. English as a second language.

ADOPTED:

6-13-1977

AMENDED:

1996

Weiser School District desires to meet the academic, social and emotional needs of all students attending Weiser Schools. Students who have a limited proficiency in English may require instruction and training, which are not available through another district program. The program described in this document is the Weiser School District plan for meeting the needs of limited English speaking students. This program is designed so the student will be afforded the maximum opportunity to participate in the standard curriculum of school offerings.

- A. Helping Idaho students continually progress in their mastery of the English language is an integral part of the education process. All students, including limited-English-proficient (LEP) students, represent a broad range of abilities and interests. For this reason student progress alone cannot serve as the only criterion for the placement and retention of students in special programs for LEP students; neither can it be the only criterion used to judge the success of a school program.
- B. The schools in this District are required to make a reasonable effort to address the special language deficiencies of LEP students. The programs and practices used in this District will be reasonably calculated to effectively implement the educational theory adopted by each school. However, there is no guarantee for the success of every individual student in meeting pre-specified criteria of English language proficiency.
- C. An LEP student is defined as a student who:
 - 1. Has a native language other than English and comes from an environment where a language other than English is dominant; or
 - 2. Is a Native American and comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency.
- D. Such student must also have difficulty speaking, reading, writing, or understanding the English language, whose difficulties may deny the student the opportunity to learn successfully in classrooms where the language of instruction is English or to fully participate in our society; and who meets one or more of the following criteria:
 - 1. Language assessment scores indicate that the student is not English language proficient based on the standardized score three (3) or below as measured by language assessments such as the Language Assessment Survey (LAS) and Woodcock-Munoz Language survey; or

2. Scores below the fortieth (40th) percentile on the Iowa Test of Basic Skills (ITBS);
or

3. Report card grades, teacher observations, and other performance data show the student is not performing at grade level with his/her English-speaking peers.

E. Student Identification And Language Assessment: The following procedure will be used for the identification of LEP students:

1. Students with potential limited English proficiency must be identified through a screening and teacher observation within two (2) weeks of the student enrollment. The District will give a Home Language Survey to all students at the time of registration. This will be written in appropriate language. If the forms are not completed after ten (10) working days, a trained staff person will interview the student for the requisite data.

2. The District will request from the Idaho Department of Education a list of approved or recommended language dominance tests. Where no tests are available to assess the language dominance of students, locally developed tests may be administered to determine the deficiencies.

3. The programs and practices used with LEP students will be reasonably calculated to effectively implement the educational theory adopted by this District and will:

a. Be recognized as sound by some experts in the field; or

b. Be recognized as legitimate educational strategies; and

c. Be modified if it is determined that this District's programs prove to be unsuccessful after a legitimate trial period.

4. Students who are of limited English proficiency are entitled to instructional programs that lead to proficiency in English. Once students have been placed in an alternative language program, they will be provided with services until they are proficient enough in English to participate meaningfully in the regular educational program. Factors to take into account will include:

a. Whether the students are able to keep up with their non-LEP peers in the regular educational program;

b. Whether the students are able to participate successfully in essentially all aspects of the school's curriculum without the use of simplified English materials;

c. Whether the students' retention-in-grade and dropout rates are similar to those of their non-LEP peers.

d. LEP students will not be placed in special education programs that do not address the students' inability to speak or understand English, but will be placed in programs that meet their needs.

e. LEP students will not be categorically excluded from gifted/talented programs or other specialized programs.

5. The criteria used for existing students from an alternative language program:

a. Will be based on objective standards, such as standardized test scores;

b. Students will not be exited from LEP programs unless they can read, write and comprehend English well enough to participate meaningfully in this District's educational programs;

c. Alternative programs will not be a means to segregate national origin minority students.

6. Educational justifications for excluding a particular LEP student from a specialized program may include:

a. Time for the program would unduly hinder the student's participation in an alternative language program; and

b. The specialized program requires proficiency in English language skills for meaningful participation.

7. This District will report annually to the Idaho Department of Education on an appropriate form the following:

a. Total number of children participating in the LEP program;

b. Progress made by students enrolled in the program;

c. Number of students exited from the program and the criteria upon which this decision was made;

d. Proposed changes, if any, for the subsequent year.

8. All LEP programs will be periodically evaluated or modified as appropriate to ensure that these programs are successful. Success is measured by LEP students overcoming their language barriers sufficiently well and sufficiently promptly to participate meaningfully in this District's education programs.

9. Adequate staff and necessary resources will be provided for a successful LEP program.

10. If this District does not have LEP students enrolled, it will certify that fact to the Idaho Department of Education under the signature of the Superintendent of Schools or the Chairman of the Board of Trustees.

LEGAL REFERENCE:

Title VI of the Civil Rights Act of 1964

42 USC Section 2000d, et seq.

Lau v. Nichols, 414 U.S. 563, 94 S. Ct 786 (1974)

Castaneda v. Pickard, 648 F2d 989 (5th Cir. 1981)

Idaho Migrant Council, Inc. v. Board of Education, Civil No. 79-1068 (1983) (Consent Decree)

Office for Civil Rights Memorandum to OCR Senior Staff from Williams, September 27, 1991

Office for Civil Rights Memorandum to OCR Senior Staff from Williams, April 6, 1990

ADOPTED:

2002

It is the responsibility of this district to identify and evaluate students in need of special services or programs in order that such students may receive the required free appropriate education pursuant to the provisions of Section 504 of the Rehabilitation Act of 1973.

For the purposes of this policy, a student who may need special services or programs pursuant to Section 504 is one who has a physical or mental impairment that substantially limits the student's ability to participate in or benefit from the district's educational programs.

Students may be eligible for services under the provisions of Section 504 even though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA). Students who are identified as individuals with exceptional needs, according to IDEA criteria, are not addressed under this policy. The needs of such students are provided for under district policy and under state and federal laws and regulations.

For the purposes of this policy, the provision of an appropriate education is the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met.

IDENTIFICATION AND REFERRAL PROCEDURES

Any student who needs or is believed to need special education or related aids and services not available through existing programs in order to receive a free appropriate public education may be referred by a parent, teacher, or other certificated school employee to the 504 team for identification and evaluation of the student's individual education needs.

The *504 team* will be composed of persons knowledgeable about the student, the meaning of evaluation data, and the placement options. Each building principal will monitor the composition of the *504 team* to ensure that qualified personnel participate.

The *504 team* will consider the referral and, based upon a review of the student's existing records, including academic, social, and behavioral records, make a decision as to whether an evaluation under this procedure is appropriate. If a request for evaluation is denied, the *504 team* will inform the parents or guardian of this decision and of their procedural rights.

EVALUATION

Evaluation of the student and formulation of a plan of services will be carried out by the *504 team* according to the following procedures:

1. The *504 team* will evaluate the nature of the student's disability and the impact of the disability upon the student's ability to participate in or benefit from the district's educational programs. This evaluation will include consideration of any behaviors that interfere with regular participation of a student who otherwise meets the criteria (such as age) for participation in the education program and/or activities.

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2. The *504 team* shall consider all relevant information on the student to determine whether he or she is disabled under Section 504. Information may include reports from physicians, observations from parents, teachers, and/or school personnel, results of standardized aptitude and achievement tests, comprehensive assessments conducted by this district's professional staff and other relevant evaluation material, as appropriate. The information will also include consideration of the student's behavior.

In order to ensure that the *504 team's* interpretation of evaluation of data and placement decision is consistent with federal law, the *504 team* shall:

1. draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;
2. document that the information obtained from all sources is carefully considered;
3. ensure that the *504 team's* placement decision is made by a group of persons, including persons knowledgeable about the student, the meaning of the valuation data, and the placement options; and
4. ensure that the placement decision provides appropriate academic and nonacademic settings.

No final determination of whether the student will or will not be identified as a disabled individual within the meaning of Section 504 will be made by the *504 team* without first inviting the parent or guardian of the student to participate in a meeting concerning such determination.

A final decision will be made by the *504 team* in writing, and the parents or guardian of the student shall be notified of the Section 504 procedural safeguards available to them, including the right to an impartial hearing and review.

WRITTEN PLAN FOR SERVICES

For a student who has been identified as disabled within the meaning of Section 504 and in need of special education or related aids and services, the *504 team* shall be responsible for determining what is needed. In making such determination, the *504 team* shall consider all available relevant information, drawing upon a variety of sources, as set forth in the Evaluation section of this policy.

The parents or guardian shall be invited to participate in *504 team* meetings where services for the student will be determined, and shall be given an opportunity to examine all relevant records.

The *504 team* will develop a written plan describing the disability and the special education or related aids and services needed. The plan will specify how the regular or special education and related aids and services will be provided, and by whom.

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The team may also determine that no special education or related aids and services are appropriate. If so, the record of the *504 team* proceedings will reflect the identification of the student as a disabled person and the basis for the decision that no special services are presently needed.

A disabled student shall be placed in the regular educational environment of the district, with the use of the supplementary aids and services, unless the district demonstrates that such placement cannot be achieved satisfactorily. The disabled student shall be educated with those who are not disabled to the maximum extent appropriate to the individual needs of the student.

The *504 team* shall notify the parent or guardian in writing of its final decision concerning the services to be provided.

All teachers of student with disabilities shall be provided with information in sufficient detail to address the individual needs of each student with a disability.

REVIEW OF THE STUDENT'S PROGRESS

The *504 team* will monitor the progress of the disabled student and the effectiveness of the student's education plan annually to determine whether special education or related aids and services are appropriate and necessary, and that the disabled student's needs are being met as adequately as the needs of non-disabled students.

Prior to any subsequent significant change in placement, a comprehensive reevaluation of the student's needs will be conducted.

PROCEDURAL SAFEGUARDS

The parents or guardians shall be notified in writing of all *504 team* decisions concerning the identification, evaluation, or educational placement of students made under this policy.

The parents or guardian shall be notified that they may examine relevant records.

As to such decisions by the *504 team*, the parents or guardian shall have the right to an impartial hearing, with the opportunity for participation by the parents or guardian and their counsel.

The request for hearing shall be made in writing and addressed to:

Section 504 Compliance Officer
Weiser School District #431
925 Pioneer Road
Weiser, Idaho 83672
Phone: 208 414-0616 Fax: 208 414-1265

The hearing will be held in accord with district policy.

LEGAL REFERENCE:

SECTION 600: EDUCATIONAL PROGRAM

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SECTION 504 HEARING PROCEDURE – PURPOSE AND SCOPE

An impartial hearing procedure is available to students and their parents to resolve differences dealing with educational services available under Section 504 of the Rehabilitation Act (hereinafter “Section 504”) when such differences cannot be resolved by means of a less formal procedure. Students and their parents are encouraged to use this school district’s Civil Rights Grievance Procedure for resolution of differences whenever possible.

The hearing procedures and procedural safeguards set forth in this policy apply to the identification, evaluation, or educational placement of a student, as set forth in 34 CFR 104.36. A student qualifies for a free appropriate public education, including related services, under Section 504 if he/she has a physical or mental impairment which substantially limits one or more major life activities.

The following definitions will apply to all related hearing matters:

1. “Days” means calendar days;
2. “Parents” means parents or legal guardians;
3. “Placement” means the program concerning the educational placement of the student.

HEARING PROCEDURES

A Section 504 impartial hearing may be requested by the school district or a parent of an affected student on matters directly related to the school district’s decisions or actions regarding the following:

1. The identification or eligibility of a student as disabled under Section 504;
2. The evaluation procedures utilized with the student, including a decision not to evaluate a student; or
3. The educational placement and/or related aids and services recommended for or provided to the student, including any change in placement as a result of disciplinary action.

All requests for hearing under this policy must be submitted in writing addressed to the Superintendent of Schools. The written request for a hearing must contain:

1. *The specific nature of the dispute;*
2. *The specific relief or remedy requested; and*
3. *Any other information the school district or parents believe is important to understanding the dispute*

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The hearing procedure will be presided over and decided by an impartial hearing officer. The Superintendent of Schools, or his/her designee, will select an impartial hearing officer within fifteen (15) days of receipt of the request for a Section 504 hearing. The selected hearing officer will:

- 1. Be qualified to review school district decisions relating to Section 504;*
- 2. Be impartial and unbiased; and*
- 3. Not be an employee of the school district.*

The selected hearing officer, prior to the hearing, will review the school district's actions and notify the parties in writing of the date of the hearing. The parents and the school district will be given at least ten (10) days' notice of the date of the hearing. The notice from the appointed hearing officer will contain:

- 1. A statement of the time, place, and nature of the hearing;*
- 2. A statement of the legal authority and jurisdiction under which the hearing is being held;*
- 3. A statement of the availability of relevant records for examination;*
- 4. A concise statement of the issues in dispute;*
- 5. A statement setting forth the right of the student's parents or guardian to participate in the hearing procedure; and*
- 6. A statement of the right to be represented by counsel.*

All written correspondence will be provided in English and/or interpreted in the parents' primary language.

The hearing will be conducted and a written decision will be mailed by the hearing officer to all parties within forty-five (45) days from the date of the hearing assignment, except that either party to the hearing may request a continuance. The continuance may be granted by the hearing officer upon a showing of good cause. Any continuance(s) granted by the hearing officer will extend the time for rendering a final hearing decision for a period equal to the length of the continuance(s).

The appoint hearing officer will preside at the hearing and will conduct the hearing proceedings in a manner that allows all parties the following rights:

- 1. The right to be represented by counsel;*
- 2. The right to present evidence and oral arguments;*
- 3. The right to an electronic verbatim record of the hearing; and*

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Parents involved in the hearing process will have the right to:

- 1. Have the student present at the hearing; and*
- 2. Open the hearing to the public*

In cases where there are language differences, an interpreter will be provided by the school district.

The appointed hearing officer will review all relevant facts presented at the hearing and will determine whether the student's rights have been fully observed. The hearing officer will have the authority to uphold, reverse, or modify the school district's decisions or actions with regard to the:

- 1. Identification of the student as disabled;*
- 2. Evaluation procedures utilized with the student, including a decision not to evaluate a student; and*
- 3. Educational placement and/or services and accommodations recommended for or provided to the student.*

DECISION OF THE HEARING OFFICER

A copy of the hearing officer's finding of fact and decision will be delivered to the school district and the parents within forty-five (45) days from the date of the assignment of the hearing officer, unless a continuance was granted.

The decision of the hearing office binding on all parties concerned and may be appealed to a court of competent jurisdiction.

RECORD OF THE HEARING

An electronic verbatim recording of the Section 504 hearing will be on file at the school district administration office and will be available for review upon request by the parents and/or any of the involved parties.

REVIEW PROCEDURE

The decision of the hearing officer may be appealed to a court of competent jurisdiction.

LEGAL REFERENCE:

29 USC Chapter 16
34 CFR Part 104

ADOPTED:

February 8, 2010

SECTION 600: EDUCATIONAL PROGRAM*Weiser School District 802*

The Weiser School District endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible children in all aspects of the District's education program as required by Section 118(a) of the Elementary and Secondary Education Act (ESEA). The education of children is viewed by the District as a cooperative effort between parents, school, and community. In this policy the word "parent" also includes guardians and other family members involved in supervising the child's participation in school.

Pursuant to federal law, the District will develop jointly with and distribute to the parents of children participating in a Title I program, a written parent involvement policy. Such policy will be made available to the local community and updated periodically in an understandable format and to the extent possible, in a language the parents can understand. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English Proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

ANNUAL MEETING

Each year an annual meeting of Title I parents will be held at Title I schools. All parents will be given the opportunity to participate in the design, development, operation, and evaluation of the program of the school for the next school year. Activities to fulfill the requirements for parental-involvement goals shall be presented at this meeting.

In addition to the required annual meeting, additional meetings shall be held at various times of the year for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

1. Information about all programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and in the process of school review and improvement; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the District level. The school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools. Title I funding, if sufficient, may be used to facilitate these parent meetings and to promote parent attendance including offering flexible times and places for such meetings and, when feasible, assist with transportation, child care, and other related services such as translation and interpretation. The district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Migrant programs, after-school programs, home instruction programs for preschool students, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

SCHOOL/PARENT COMPACTS

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

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

Legal Reference: P.L. 107-110, “No Child Left Behind Act of 2001”, Title I – Improving the Academic Achievement of the Disadvantaged, § 1118 Section 118(a)(2) of the Elementary and Secondary Education Act (ESEA)

ADOPTED:
11/12/07

AMENDED:
02/04/13

- A. It shall be the policy of the Weiser School District to issue report cards on a nine (9) week (quarterly) grading period. It may be required that these cards be reviewed and signed by a parent or guardian and returned 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.
- B. Parent-teacher conferences shall be held yearly between elementary and secondary school teachers and parents. School days shall be set aside for each conference and children shall be excused from attending school during parent-teacher conferences. In addition, teachers are expected to report failing grades to parents no later than three (3) weeks prior to the end of each grading period and to contact parents in regard to special needs of students throughout the school year. Teachers are urged to make a special effort to contact parents in order to report positive aspects of personal and academic development. Weiser High School grades will be uploaded to the internet based student management system.

ADOPTED:
6-13-1977

AMENDED:
1996; 2011

A. Philosophy:

1. The philosophy of Weiser School District 431 concerning academic achievement, as well as children's social growth and development, is based on the premise that children have diverse capabilities and individual patterns of growth and learning. Therefore, the District feels it is imperative for teachers to have as much accurate knowledge of each student as possible in order to assess individual student needs and growth and to develop instructional plans for the student based on those needs.
2. The District's system for evaluating student performance:
 - a. Believes learning is the most important factor to consider;
 - b. Allows every individual the opportunity to progress;
 - c. Fosters a positive, healthy climate where teachers and students work together.
 - d. Encourages creativity and challenges students;
 - e. Is fair.

B. Purpose:

1. The intent of the Weiser School District's grading policy is to aid teachers in establishing a useful process of evaluation which helps the student understand his/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.
2. The Superintendent shall plan and schedule regular parent-teacher conferences. Parent-teacher conferences are an integral part of the grading system because parents are vitally interested in their student's progress. Teachers shall communicate with parents during the year whenever it becomes evident that student progress requires the attention of parents.

C. Policy:

1. 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 Weiser School District's policy for determining grade distribution is an autonomous system. This allows the individual teacher freedom in evaluating student performance.

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

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

3. Parents shall be advised through report cards and/or conferences as to:
 - a. How their child is progressing in his/her studies;
 - b. Achievement related to his/her ability;
 - c. A comparison of each individual with a prescribed standard of achievement for that class.

4. When communicating the progress and effort of students to parents, teachers should consider if the student appears to be:
 - a. Working hard enough;
 - b. Well behaved;
 - c. Getting along well with fellow students;
 - d. Happy in school;
 - e. Attending regularly.

D. Suggested Guidelines: The Weiser School 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.

- E. 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

- F. Competency-Based Evaluation: Where Weiser School District curriculum guides outline objectives for individual subjects, the staff may assess competency in determining the grade.

- G. 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.

- H. Addendum:

1. Due to the developmental nature of an early elementary school, a rigid grading system would be difficult to write and impossible to use. Children enter kindergarten at many varied skill levels. Each success on whatever level over the next few years must be recorded and credited according to the child's own ability and expertise. It is not possible to use a percentile rating in a classroom where one child is struggling to gain mastery of the alphabet, colors and numbers while another is working with mathematical computations and reading.

2. 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 carries the major emphasis in a kindergarten through third (K-3) 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.

ADOPTED:

6-13-1977

AMENDED:

1996; 2011, 2022

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 means available which can provide relevant data about students.

A. Statewide Assessment Program to monitor student achievement:

Idaho Reading Indicator (IRI), Grades K-3. The IRI is administered three (3) times a year (Fall, Winter, Spring). The IRI assesses the number of students who are reading at, near, or below grade level. The IRI serves as a screener to help identify students who are at risk for reading problems.

Idaho Standards Achievement Test (ISAT) Grades 3 through 8 and 10. The ISAT is administered in the Spring each year to all students. The ISAT will test student proficiency levels in language usage, reading, and mathematics.

SAT, ACT OR COMPASS Test: Will be administered to all juniors (grade 11) as part of the State board graduation requirements.

B. Other Optional Achievement Tests:

National College Admissions and Placement Examinations, Grades 11-12. These two (2) admissions exams are optional for students seeking post secondary enrollment into college programs. Many colleges require one or the other exams for placement. The Weiser High School counseling staff will help students register and prepare for these exams, which are periodically given at different locations in the Treasure Valley.

1. **A.C.T.** (formerly, the American College Testing Program)
2. **S.A.T.** Scholastic Aptitude Test

National Merit Scholarship Qualifying Test (P-SAT), Grades 10-11. This is an optional exam for students interested in participating in the National Merit Scholarship Program.

Armed Services Vocational Aptitude Battery (ASVAB), Grades 10-12. The ASVAB is an interest inventory given to students to help them evaluate their vocational interests and aptitudes.

Limited English Proficiency Assessments (IELA). All grades. Language dominance assessments are used to determine the proficiency level of limited English students.

Learning Disability Assessments. All Grades. The Weiser School District uses a variety of ability and achievement tests with students who are suspected of having conditions that adversely affect their learning.

Other Diagnostic Assessments are used at different grade levels to help school officials make appropriate placements in grade level and ability level groups, such as:

Gates-McGinitie Reading Level Assessment

Star Math

Star Reading

Success For All

AIMsWeb Reading/Math Probes

Study Island

Plato

ADOPTED:
2002

AMENDED:
2011

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. 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.
- B. 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.
- C. No student shall be retained more than once in grades kindergarten through six (K-6).
- D. 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.
- E. 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.
- F. 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.
- G. 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.
- H. All appeals on retentions must be made to the Board of Trustees within thirty (30) days of the conclusion of the school year.

ADOPTED:

5-18-1982

AMENDED:

1996; 2002; 2011

No later than the end of grade eight (8), all students will develop a parent approved student learning plan for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the district's graduation standards. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.

LEGAL REFERENCE:

SBR 08.02.03.100.04b

ADOPTED:

1997

AMENDED:

2011

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 and/or high school is not automatic; students must earn the right through successful completion of Weiser Middle School's academic program.

Math:	1 Credit per semester
Language Arts:	1 Credit per semester
Reading:	1 Credit per semester (6 th Grade)
Science:	1 Credit per semester
Social Studies:	1 Credit per semester
P.E./Health:	1 Credit per semester (7 th Grade)
Enrichment:	1 Credit per semester (7 th and 8 th)
Exploratory:	1 Credit per semester (6 th and 7 th)
Electives:	1 Credit per semester
PLATO Lab:	1 Credit per semester
Lang. Immersion.	1 Credit per semester
Study Hall	0 Credit per semester

- Typical Sixth Grade Student: 5 core classes, Exploratory (Six credits per semester)
- Typical Seventh Grade Student: 4 core classes, Exploratory/Band/Choir, PE/Health (Six credits per semester)
- Typical Eighth Grade Student: 4 core classes, 2 electives (Six credits per semester)

Some students in sixth, seventh, or eighth grade may have one less core class to allow them to participate in the PLATO Remediation Lab or the ESL Language Immersion Lab.

Students that are enrolled in the 6th – 8th grade will be required to earn **85%** (10 of 12) of the possible credits each school year to be passed on to the next grade.

Students will not be allowed to lose a full year of credit in any “core” (math, reading, language arts, social studies, science) academic area. (i.e. any student failing to earn at least one credit in a core class would be required to successfully complete summer school before advancing to the next grade level.)

In addition to meeting the academic requirement in each class, students must also meet the district 90% attendance policy (501.1) in order to earn credit in each class.

Students on and Individualized Education Plan (IEP) not meeting the credit system requirements will be reviewed by the IEP team prior to advancing to the next grade level.

*Remediation: Students, who fail the 1st semester of any core class, will be offered additional academic support during the 2nd semester of that class. This may be in the form of before school or after school tutoring, or small group study hall.

*Credit Recovery: Any student who fails 3 or more classes 1st semester will be given the opportunity to recover those lost credits during 2nd semester. Students who fail to earn 85% of their attempted credits per year, or fail any core subject for the entire year, or do not meet the attendance requirements will be required to recover lost credits before advancing to the next grade level. The primary method of credit recovery will be successfully completing summer school. Alternate methods may include the successful completion of assigned courseware.

The required courses for a Weiser High School diploma include:

	<u>Subject</u>	<u>Semester Credits</u>
Four (4) Years	English	8
Three (3) Years	Mathematics (2 credits during Sr. Year) Minimum of Algebra I and Geometry Standards	6
Three (3) Years	Science (4 credits of lab science)	6
One (1) Year	American History 10	2
One (1) Year	American History 11	2
One (1) Year	American Government	2
One (1) Semester	Economics	1
One (1) Semester	Health	1
One (1) Semester	Oral Communications	1
Two (2) Semesters	Humanities	2**
Two (2) Semesters	Physical Education	2
	Required Credits needed for graduation	33
	Elective Credits needed for graduation	<u>15</u>
	Total Credits	<u>48</u>

****Humanities Credits may be earned from the following courses:**

French, Spanish, EWorld Culture, MWorld 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.

OTHER GRADUATION REQUIREMENTS:

All students must complete a Senior Project containing a

written and oral presentation. (Refer to Senior Project

- All students must take the ACT, SAT or COMPASS Test by the end of their junior year.
- All students must also score proficient on the ISAT in the following areas prior to graduation:

Science	State End of Course Assessment
Reading	220
Mathematics	238
Language Usage	226

Students who are not proficient on any of the ISAT subtests by the conclusion of their junior year will begin working on the Alternative Graduation Mechanism. Please refer to Weiser School District Policy 605.7.1.

ADOPTED:

1988

AMENDED:

1996; 1997; 2002; 2006; 2009

PORTFOLIO:

1. The written portion of the project required by the State.
2. A three ring binder including all deadline checklists and research materials.
3. Includes a three-page research paper focusing on the student's chosen career.
4. The portfolio will be approved by the student's English teacher.
5. See attached page for a sample of items to be included in the portfolio.

MULTI-MEDIA PRESENTATION:

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

- 8-12 minutes in length
- The oral presentation needs to follow a prescribed outline. A minimum of one visual aid is required; using PowerPoint is optional but strongly suggested.
- 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 future career possibilities and to help guide post-high school graduation studies. All students must meet the following requirements:

- The career exploration (junior job shadow) must be pre-approved by the student's English teacher.
- Students must fulfill all documentation requirements and include this documentation in their portfolio.
- 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 needs, 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:

- Each student is required to complete a minimum of 20 hours of community service.
- All hours will be documented on the appropriate forms and included in the senior project portfolio.
- A reflection of the volunteer experience will also be included in the portfolio.
- Students are encouraged to initiate and complete these community service hours outside of organized school and church service activities.
- Students earning the State FFA Degree may qualify for this honors distinction.

SENIOR PORTFOLIO CHECKLIST

Student Initials	Advisor Initials	Contents
		Portfolio cover is eye catching and relevant to the chosen career
Section I: Introduction		
		Senior Portfolio checklist–clean copy and signed off by the necessary individuals
		Honor’s Application (if applicable)
		Self-Evaluation (included in the Job Shadow paper)
Section II: Career and College Exploration		
		Cover Letter
		Current Resume
		Application (job and college – academic or professional technical education)
		Two Letters of Recommendation
		Thank You Letter (for Job Shadow experience)
		College Campus Visit Summary
		College Prep Exam (ACT, SAT, COMPASS)
		Career Exploration Summary Sheet (Job Shadow paper)
		Career Exploration: Research Paper
		Any other relevant documentation (pictures, other visuals)
Section III: Community Service – Optional Honors Component		
		Hours of Verification Log
		Reflection Essay
		State FFA Degree verification
Student Signature	Date	
Advisor Signature	Date	
Instructor Signature	Date	

ADOPTED:
11/14/2011

The Weiser Board of Trustees will accept credit towards graduation from nonpublic school courses, correspondence courses, and dual enrolled courses only when such courses are offered from a program accredited by a regional accreditation agency. The school district may provide the opportunity for students who have taken nonaccredited courses to challenge the corresponding high school course. A committee made up of a teacher from the course in question, a counselor, and the principal or his/her designee will determine if the existing standards of the course have been adequately demonstrated by a student challenging a course at Weiser High School.

REFERENCE:

Definition of nonpublic student ' 501.6(A) of this Policy Manual, I.C. ' 33-203; requirements of accredited program ' 501.6(D) of this Policy Manual; right to challenge to basic courses ' 501.2(D) of this Policy Manual; requirement to allow dual enrollment I.C. ' 33-203.

ADOPTED:

1997

Idaho Administrative Code, IDIPA 08.02.03 requires students to achieve a score of proficient or advanced on the ISAT mathematics, ISAT Reading and ISAT Language Usage in order to graduate from an Idaho High School. Students not scoring at least proficient on all of the ISAT sub-tests, by the spring of their junior year of high school, will be required to complete Weiser High School's Alternative Graduation Mechanism. The following is a description of Weiser High School's locally established mechanism:

1. Students who do not score at least proficient on all ISAT sub-tests during the spring of their sophomore year will be provided with a copy of Weiser High School's Alternative Graduation Mechanism.
 2. These students will continue to take the ISAT each time it is administered.
 3. Students who do not meet minimum proficiency standards prior to fall of their senior year, will be required to complete the following classes provided by Idaho Digital Learning Academy (IDLA) in areas that they have not scored proficient:
 - ISAT Reading
 - ISAT Language Usage
 - Conceptual Math
 - All course work must be completed prior to March 1st of the year the student would like to graduate.
- Any waiver of this completion date must be approved by the Administration.
 - In addition to the successful completion of these courses, students must also fulfill the following requirements in order to complete the Weiser High School Alternative Graduation Mechanism
 - Earn a minimum of 48 credits (see student handbook for credit requirements)
 - Complete all aspects of the Senior Project

Weiser High School and the Weiser School District strive to provide the best education possible for all of its students and this Alternative Graduation Plan provides another way for students to demonstrate they have attained the skills needed to be successful after they graduate from Weiser High School.

ADOPTED:
04/09/07

ADMENDED:
2011

The intent of this provision is to provide an opportunity for the student to improve his/her educational or vocational future by graduating from high school with less than eight (8) semesters of attendance in grades nine through twelve (9-12).

- A. To be eligible for early graduation at Weiser High School a student must meet the Weiser High School graduation requirements.
- B. A maximum of eight (8) semester credits may be taken by correspondence or as a dual enrolled student. Correspondence courses must be taken from institutions accredited by the regional accrediting agency or State Board of Education, and shall be approved by the administration if they are to apply towards credits for graduation.
- C. Evaluation criteria for recommendation to the Superintendent and the Board of Trustees shall include the following:
 - 1. Mental and physical maturity of the student.
 - 2. Student's attitude toward early graduation and their post-high school plans.
 - 3. Evidence that the high school program has prepared the student for post-high school opportunities. Such preparation includes: academic standing, extracurricular activities, regularity of attendance, etc.
 - 4. Parents' approval.
- D. Procedure for application:
 - 1. Prior to the completion of the sixth (6th) semester, a student and his parents may make written application to the Weiser High School Principal for early graduation.
 - 2. The application will include a written request, approved by parents, guardian, along with a copy of the students transcripts through the fifth (5th) semester, a checklist of graduation requirements completed, and a statement regarding the reasons early graduation is being requested and the students post-secondary educational or vocational goals.
 - 3. Students will schedule a conference with their counselor to:
 - a. Review the application procedure and the student's records, and determine if early graduation is possible.

b. Discuss the reason(s) for early graduation in view of the student's educational and/or vocational goals.

4. Following this conference, the student's counselor will make a recommendation to the Building Principal regarding the student's application.

5. The Building Principal will hold conferences with the student and his parents or guardian to evaluate the application and to determine the feasibility of early graduation.

6. A recommendation from the Building Principal along with the student's application will be forwarded to the Superintendent of Schools.

7. The decision of the Superintendent and the Board of Trustees will be sent to the applicant and the Building Principal. If approved, the Board of Trustees will authorize the Building Principal to issue to the student a standard Weiser High School diploma.

ADOPTED:

11-10-1986

AMENDED:

1996; 1997

- A. Personnel folders on each student are required in order to supply necessary information to future employers, institutions of higher education and in order to assist teachers to further the aspirations of and assist students to realize their maximum potential. Data included in such folders includes names and addresses of parents or guardian, birth date, academic work completed, grades, test scores, attendance and health records. All data included in student folders shall be objective. Observations shall be verified with regard to time and date of observation and specific behavioral characteristics.
- B. Information in student personnel folders shall be regarded as confidential and subject to review by parents or students, if over eighteen (18) years of age.

LEGAL REFERENCE:

Idaho Code Sections

18-4511, 33-209

See also Sections 505.1 and 805.2 of this Policy Manual.

ADOPTED:

6-13-1977