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SECTION 600
CURRICULUM

601.0 STATEMENT OF PHILOSOPHY

601.1 - Board Belief Statement

It is the belief of the Board of Trustees of School District # 342 that it is the obligation of this School District to provide a thorough system of education so that each student has the opportunity to reach his/her fullest potential. The District-approved curriculum should form the basis of instruction for each student so that each graduate is sufficiently well educated that he/she can contribute to society, be productive in the workforce, and continue their education in pursuit of their career or interests. Schools will provide instruction and activities necessary for students to acquire the skills to enable them to be responsible citizens in their homes, schools, communities, state and nation. Where the District-approved curriculum is inadequate to meet the needs of students, it is incumbent upon teachers and administrators to focus on the problem and present satisfactory solutions to the Board.

Idaho Code Section 33-1612
Section 08, IDAPA Rules

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

602.0 CURRICULAR OBJECTIVES IN CULDESAC JOINT SCHOOL DISTRICT
No. 342

602.1 - Board Belief Statement

Believing that there should be common themes that cross all curricular areas, the Board of Trustees states that the following broad areas of emphasis should be evident in all relevant programs of this School District:

- **Communication Skills Emphasis.**
Communication skills enabling students to be responsible citizens of their homes, schools and communities will be emphasized throughout the curriculum. The teaching and demonstrating of effective communication skills will be exemplified throughout the K-12 system.

Idaho Code Section 33-1612

- **Age-Appropriate Classroom, School, and Community Activities.**
Each year, age-appropriate classroom, school and community activities will be provided to all students for the purpose of developing written and oral communication skills with individuals and groups. Good listening skills are a critical component of the communication process.

Idaho Code Section 33-1612

- **Technology Emphasis.**
Throughout the kindergarten through twelve (K-12) system, technology will be integral to curriculum, instruction and assessment. Technology moves communication to a new dimension. The kindergarten through twelve (K-12) system must lay the foundation for students to be able to participate comfortably in an increasingly technological society. Classroom activities will include instruction using multi-media, distance learning and other technologies. Students who have documented contact hours on individualized computer education or distance learning programs are eligible to be counted as part of the district's average daily attendance, whether the student is actually in the computer lab or distance learning center, or has logged on to the computer from another location.

Idaho Code Sections 33-1003C, 1612

- **Academic Skill Development.**
All students will be provided the opportunity to develop their academic skills (i.e., reading, language arts and communication, mathematics, science, social studies) and to develop the skills necessary for entering the workforce, including self-management skills (i.e., ability to plan, self-discipline, respect for authority, ongoing skill improvement), individual and teamwork skills (i.e., personal initiative, working with others), thinking/information skills (i.e., reasoning, problem solving, acquiring and using information) and vocational-technical skills based on the standards of the industry as approved by the State Board of Professional Technical Education.

Idaho Code Section 33-1612

- **Workforce Skill Development.**
Recognizing that students may or may not be active in the workforce, the Board of Trustees of School District # 342 believes all students should be provided the opportunity to become contributing community and family members. This instruction includes homemaking skills (i.e., nutrition, child development, resource management); balancing work and family responsibilities; and entrepreneurial skills.

Idaho Code Section 33-1612

- **Work-based Learning Experiences.**
Work-based learning experiences may be provided as part of the instruction in this school district. For students to receive credit, these experiences will include: training plans, training agreements, approved work sites, and supervision by appropriately certificated personnel. If work-based learning experiences are selected, they will be included in the Parent Approved Student Learning Plans. Instruction will be organized to facilitate a successful transition into the workforce and further education.

Idaho Code Section 33-1612

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

603.0 ACCREDITATION

603.1 Methods of State Accreditation

The Culdesac Joint School District will use Advanced ED – NWAC for accreditation.

Section 08 IDAPA Rules

Revised: May, 2018
Reviewed and Adopted: July, 2008
Adopted: June, 2000

604.0 REQUIRED PROGRAM OF INSTRUCTION

604.1 - Required Instruction at the Elementary Level

Culdesac Joint School District No. 342 will offer a core of instruction in Grades Kindergarten through Six that will include, but not be limited to, the following:

- Reading, Language Arts and Communication - including instruction in reading, writing, English, literature, technological applications, spelling, speech and listening.
- Mathematics - including instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability.
- Science - including instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.
- Social Studies - include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

Section 08, IDAPA Rules

Reviewed & Adopted: July 9, 2008

Adopted: June 6, 2000

604.2 - Additional Elementary Grade Level Instruction

In addition to the Core Instruction in Policy 604.1, the Culdesac Joint School District will also offer instruction in the following areas to elementary students:

- Physical education with an emphasis on fitness, wellness, and lifetime recreation.
- Health education with an emphasis on sound nutrition, healthy lifestyle choices.
- Fine arts with an emphasis on art, music, and dance.

Reviewed & Adopted: July 9, 2008

Adopted: June 6, 2000

604.3 - Required Instruction at Middle School/Junior High School Level

Culdesac Joint School District No. 342 will offer a core of instruction in the Middle School/Junior High School grades that will include, but not be limited to, the following:

- Reading, Language Arts and Communication - including instruction in reading, writing, English, literature, technological applications, spelling, speech and listening.
- Mathematics - including instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability.
- Science - including instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.
- Social Studies - including instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

Section 08, IDAPA Rules

Reviewed & Adopted: July 9, 2008

Adopted: June 6, 2000

604.4 - Additional Middle School/Junior High Grade Level Instruction with Required Participation

In addition to the Core Instruction in Policy 604.4, the Culdesac Joint School District will also offer instruction in the following areas in which middle school/junior high school students are required to take part:

- Physical education with an emphasis on fitness, wellness, and lifetime recreation.
- Health education with an emphasis on sound nutrition, healthy lifestyle choices.

Section 08, IDAPA Rules

Reviewed & Adopted: July 9, 2008

Adopted: June 6, 2000

604.5 - Middle School/Junior High School Grade Level Instruction with Optional Participation

As a part of offering students a comprehensive curriculum, Culdesac Joint School District No. 342 directs the administrators in the Middle School/Junior High School grades to offer the following courses on a rotating basis so that all students have the opportunity to enroll if they so choose at some point during their Middle School/Junior High School years:

- Family and consumer sciences
- Fine and performing arts
- Vocational-technical courses
- Student advisory period (middle school mandatory)
- Exploratory period (middle school optional)

Section 08, IDAPA Rules

Reviewed & Adopted: July 9, 2008

Adopted: June 6, 2000

604.06 – REQUIRED INSTRUCTION IN SENIOR HIGH SCHOOL/STATE MINIMUM GRADUATION REQUIREMENTS

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-12-14)

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-29-10)

b. Mastery. A student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-10)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-29-10)

d. Mathematics. Six (6) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit.

(3-12-14)

i. Students must complete secondary mathematics in the following areas:(3-12-14)

(1) Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)

(2) Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)

(3) Two (2) credits of mathematics of the student's choice. (3-29-10)

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, 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 (6) credits of high school level mathematics. (3-12-14)

iii. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their

last year of high school. High School math credits completed in middle school shall count for the purposes of this section. (3-12-14)

e. Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (3-29-10)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (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. (3-12-14)

i. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. (3-12-14)

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated

through various measures of accountability including examinations or other measures. (3-29-10)

03. College Entrance Examination. (Effective for all public school students who enter grade nine (9) in Fall 2012 or later.) (3-12-14)

a. A student must take one (1) of the following college entrance or placement examinations before the end of the student's eleventh grade year: SAT, ACT, or Compass. A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet this requirement: (3-12-14)

i. Transferred to an Idaho school district during grade eleven (11); (3-12-14)

ii. Was homeschooled during grade eleven (11); or (3-12-14)

iii. Missed the spring statewide administration of the college entrance exam dates for documented medical reasons. (3-12-14)

b. A student may elect an exemption in grade eleven (11) from the college entrance exam requirement if the student is: (3-12-14)

i. Enrolled in a special education program and has an Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved tests; (3-12-14)

ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or (3-12-14)

iii. Enrolled for the first time in grade twelve (12) at an Idaho high school after the spring statewide administration of the college entrance exam. (3-12-14)

c. Students who are eligible to take an alternate assessment may take the ACCUPLACER Placement exam during their senior year to meet the college entrance exam graduation requirement. (3-12-14)

04. Senior Project. A student must complete a senior project by the end of

grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA.

(3-12-14)

05. Middle School. A student will have met the high school content and credit area requirement for any required high school course if: (3-12-14)

a. The student completes such course with a grade of C or higher before entering grade nine (9); (3-12-14)

b. The course meets the same content standards that are required in high school; and (3-12-14)

c. The course is taught by a properly certificated teacher who meets the federal definition of highly qualified for the course being taught. (3-12-14)

d. 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. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all highschool core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. (3-12-14)

06. Proficiency. Each student must achieve a proficient or advanced score on the grade ten (10) Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. Students who receive a proficient or advanced score on the grade ten (10) ISAT while in grade nine (9) may bank the score for purposes of meeting their graduation requirement. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and will be given an opportunity to demonstrate proficiency of the content standards through some other locally established plan. School districts or LEAs shall adopt an alternate plan and provide notice of that plan to all students who have not achieved a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test by the fall semester of the student's junior year. All locally established alternate plans used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. Alternate plans must be promptly re-submitted to the Board whenever changes are made in such plans. (3-12-14)

a. Before entering an alternate measure, the student must be: (4-2-08)

i. Enrolled in a special education program and have an Individual Education Plan (IEP); or (3-20-04)

ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less; or (3-20-04)

iii. Enrolled in the fall semester of the senior year. (3-20-04)

b. The alternate plan must: (4-7-11)

i. Contain multiple measures of student achievement; (4-7-11)

ii. Be aligned at a minimum to tenth grade state content standards; (4-7-11)

iii. Be aligned to the state content standards for the subject matter in question; (4-7-11)

iv. Be valid and reliable; and (4-7-11)

v. Ninety percent (90%) of the alternate plan criteria must be based on academic proficiency and performance. (4-7-11)

c. A student is not required to achieve a proficient or advanced score on the ISAT if: (5-8-09)

i. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam must approved by the State Board of Education and must measure skills at the tenth grade level and be in comparable subject areas to the ISAT; (5-8-09)

ii. The student completes another measure established by a school district or LEA and received by the Board as outlined in Subsection 105.06; or (3-29-10)

iii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (5-8-09)

iv. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (5-8-09)

d. Those students who will graduate in 2016 and have not received a proficient or advanced score on the ISAT in grade nine (9), will be required to complete an alternative plan for graduation, as designed by the district, including the elements prescribed in Subsection 105.06.b. and may enter the alternate path prior to the fall of their senior year.

(3-12-14)

07. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

08. Foreign Exchange Students. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA.

(4-11-

AS PER IDAPA 08.02.03.105

Section 08, IDAPA Rules

Reviewed & Adopted: July 9, 2008
Adopted: August 23, 2000
Revised: August 8, 2012
Revised: August 13 2014

604.7 - District Requirements for Graduation

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

The Board shall establish graduation requirements which, as a minimum, satisfy those established by the Board of Public Education (IDAPA 08.02.03.107). Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter ninth 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 nine through twelve (9-12). The Board shall consider and vote on whether to approve graduation requirements as recommended by the Superintendent.

All students will show proficiency on the Idaho Standards Achievement Test (ISAT) as defined by State Board rules in order to graduate (IDAPA 08.02.03.105.02). An “eligible” student who does not attain at least a proficient score prior to graduation may appeal to this Board for relief from the ISAT proficiency requirement.

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.

IDAPA 08.02.03.105
IDAPA 08.02.03.107
IDAPA 08.02.01.250.02

Reviewed & Adopted: July 9, 2008
Revised: August 14, 2002
Revised: August 8, 2012
Revised: August 13, 2014

604.8 - Earning Credit Toward Graduation

Graduation credit may be earned in academic subjects, electives, and approved work-based learning experiences. Nonacademic courses, i.e., classroom and office aides do not qualify for credit unless they are approved work-based learning experiences.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

604.9 - Nonpublic Student Graduation

A nonpublic student must meet all grade and other graduation requirements of this District in order to graduate and obtain from the schools of this District.

Reviewed & Adopted: July 9, 2008
Adopted: August 11, 1995

604.10 – 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

Adopted: 3/2017

605.0 STUDENT LEARNING PLANS

605.1 - Middle School/Junior High School Students

No later than the end of Grade eight (8) all students will develop parent-approved student learning plans 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. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.

Section 08, IDAPA Rules

Reviewed & Adopted: July 9, 2008

Adopted: June 6, 2000

605.2 - High School Students (Grades 9-12)

Students will maintain 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. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.

Section 08, IDAPA Rules

Reviewed & Adopted: July 9, 2008

Adopted: June 6, 2000

605.3 Title I Parent Involvement Plan

Title I Parent Policy

Culdesac School District will make the best use of its resources to provide a stimulating program to develop all students to their intellectual capacity, a highly qualified staff that recognizes and teaches toward the needs of the students, and physical facilities that promote a maximum climate for learning. Furthermore, Culdesac School District will maximize the advantages of its small size to strive toward becoming the most effective school district it can be.

As a result of their education, all Culdesac students should have knowledge of basic academic areas and should develop proficiency in the ability to think and act effectively in the use of basic academic skills and technical skills. Culdesac students should value American ideals and strong family unit as the basic structures of our society and should develop a lifelong desire for learning.

TITLE I PARENT MISSION:

Culdesac School district believes that the family is the child's first and most important teacher. In partnership with the family and community, the school will provide every individual with academic and life skills enabling them to become permanent learners and responsible, productive citizens of our ever-changing community and world. The mission of the Title I program is to prepare students to be lifelong, successful learners in this complex and changing world.

ELEMENTS OF TITLE I PARENTS INVOLVEMENT

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

- 2) Title I staff will meet parents of children in title I when the child is referred to the program. Title I staff will be available to conference with parents during parent/teacher conference days.
- 3) Parents of children in Title I will be provided:
 - a. Information on the Title I Program in their child's school.
 - b. Timely information on their child's academic progress.
 - c. Reasonable access to staff and school personnel.
 - d. Specific instructional strategies to help their child at home.
- 4) Resource information may be available for parent access in the form of classes, workshops, books, etc.
- 5) Parents of children in title I will be encouraged to participate in the school setting through visits, workshops, classroom participation, field trips, etc.
- 6) Title I will provide staff development opportunities to Title I staff in the area of parent involvement.
- 7) The Title I Parent Involvement program will support and encourage interaction with community agencies.
- 8) Title I staff and Parents of Title I children will sign title I Partnership Agreements. The Agreements will outline home and school goals for their children receiving title I services. Parents will have the opportunity to help formulate their own persona goals.
- 9) Parents of children in title I will be asked to evaluate the effectiveness of the title I program on a yearly basis through a Title I Program survey. The survey will include:
 - a. The type and effectiveness of parent involvement.
 - b. Ideas for future parent involvement.
 - c. Information regarding school-parent compacts.
 - d. Barriers to and success of the parent involvement program.
- 10) The parent's evaluation results will be shared with the Title I staff to determine strengths and weaknesses of the program. The evaluation results will be used to set goals for the following year.

Approved: 2/18/04

605.4 Parent and Family Engagement

District Policy Development

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

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

1. **Demonstrate Joint Development of Engagement Plan:** The District shall involve parents and family members in jointly developing the District's Plan; and
2. **Coordinate Assistance and Support:** The District shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education; and
3. **Coordinate with Other Programs:** The District shall coordinate and integrate its parent and family engagement strategies to the extent feasible and appropriate, with the District's other relevant federal, state, and local programs; and
4. **Conduct Annual Program Evaluation:** The District shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of its parent and family engagement policy in improving the academic quality of all its schools receiving Title I funds, including identification of:
 - A. The barriers to greater participation by parents in improvement plan activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - B. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

- C. The strategies that will be implemented to support successful school and family interactions.
- 5. **Implement Evaluation Findings:** The District shall use the findings of the evaluation performed pursuant to Paragraph 4, above, to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the District's parent and family engagement policy described herein; and
- 6. **Establish a Parent Advisory Board:** The District shall involve parents in the activities of the schools receiving Title I funds, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent and Family Engagement Policy.

School-Level Policy Development

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

- 1. **Parental Involvement:** All District schools receiving Title I funds shall:
 - A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's programs, to explain the requirements of this policy, and the right of the parents to be involved; and
 - B. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with reserved Title I funds, transportation, child care, or home visits, as such services relate to parental involvement; and
 - C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the District's and school's available programs, including the planning, review, and improvement of the school's parent and

family engagement policy and the joint development of the schoolwide program plan, except that if a school has in place a process or procedure for involving parents in the joint planning and design of the school's programs, the school may use that process or procedure, if such existing process or procedure already includes an adequate representation of parents of Title I qualifying children; and

- D. Provide parents of participating children:
 - I. Timely information about qualifying programs;
 - II. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - III. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
 - E. If the schoolwide program plan is not satisfactory to the parents of participating children, the school shall submit any and all parent comments on the plan to the District at the time the school first makes the plan available to the District.
2. **School-Parent Compact to Achieve High Student Academic Achievement:** As a component of the school-level parent and family engagement policy developed under this policy, each school shall jointly develop with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging state academic standards. Such compact shall:
- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
 - B. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - I. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

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

District and School Level Development

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

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

practicable, in a language such parents understand.

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

Adopted: June 2017

605.5 English Language Learners Program

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

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

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

The Superintendent or designee will 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, will 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 will 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 will have access to, and be encouraged to participate in, all academic and extracurricular activities of the School District.

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

The English Learners program will 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 will be provided while the student is learning English to assure achievement of academic standards.

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

At the beginning of each school year the School District will 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 will be in the language understood by the parents.

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

Reporting

The Superintendent or designee will provide the Idaho Department of Education a report, in a form prescribed by the Department, describing the School District’s English Learner program, activities, and applicable demographic data when requested.

Legal Reference:

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

Adopted:
January, 2018

606.0 TEXTBOOK CURRICULAR MATERIALS ADOPTION COMMITTEE

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

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

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

A textbook curricular materials adoption committee may be appointed to advise the Board on selection of textbook curricular materials for use within the school of this district. Such a committee shall contain a membership at least one-fourth (1/4) of which are ~~is~~ persons who are not public educators or school trustees. All meetings of the committee shall be open to the public and any member of the public may attend such a

meeting and file written or make oral objections to any textbook curricular materials under consideration.

The Culdesac Joint School District shall have on hand and available to the public the titles, authors and publishers of all textbook curricular materials being used in the district. The public has the right to inspect the instructional materials, except students' tests, used in the district's schools.

Idaho Code Section 33-118A
Idaho Code Section 33-512A
IDAPA 08.02.03.112

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

607.0 GUIDANCE PROGRAM

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.

Culdesac Joint School District No. 342 shall offer a comprehensive guidance program as an integral part of the educational program. The comprehensive guidance and counseling program will include these elements:

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

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

IDAPA 08.02.03.108
Idaho Code Section 33-1212

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

608.0 EXCEPTIONAL CHILD PROGRAM

608.1 - Establishment and Responsibilities of IEP Teams

IEP Teams will be established and utilized to coordinate activities and make decisions regarding eligibility, to develop individual education programs and to determine the placement of students with disabilities. The IEP Team membership is specified by the Individuals with Disabilities Education Act and would typically include the child's teacher, parents, an administrator and others as appropriate.

Individuals with Disabilities Education Act (IDEA)

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

608.2 - Eligibility for Services Under IDEA

The IEP Team will review the comprehensive evaluation information completed for each child and determine if each child is eligible for special education or related services, using minimum state guidelines for eligibility. All information, including documentation of eligibility or ineligibility, becomes part of the student's permanent file.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

608.3 - Initiating Student Services Under IDEA

The IEP Team will develop Individual Education Programs (IEPs) for each student who is eligible for special education prior to the initiation of special education or related services. The IEP will include components required by federal law and the LEAs policies and procedures. The IEP Team will determine the least restrictive educational environment in which the student's IEP can be appropriately implemented.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

608.4 - Timelines for Initiation of Services

The IEP will be implemented as soon as possible after it is developed. The total timeline from the date of written parental consent for pre-placement evaluation to IEP implementation will not exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive days. Extensions may be granted only when all parties have agreed in writing to the extension.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

608.5 - Student Transfers Under IDEA

When a student eligible for special education or related services (as indicated on a current IEP) transfers from one (1) Idaho school district to another, the student will continue to be included in special education services. The receiving district may accept and implement the IEP developed by the sending district or may develop a new IEP. If a new IEP cannot be developed within five (5) days, or if the district wishes to re-evaluate the child, an interim (short-term) IEP must be implemented pending the development of the standard IEP. If the student transfers to an Idaho school district from another state, the district must determine if the student meets Idaho's state eligibility criteria for special education.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

608.6 - Notification of Students Reaching Majority Age

In accordance with the provisions of part B of the federal Individuals with Disabilities Education Act (IDEA), a student with a disability shall be informed by the school district or other public agency providing education to the student, at least one (1) year before he reaches the age of majority, that rights currently afforded to the parents or guardian of the student pursuant to IDEA, will transfer to the student when he reaches the age of majority. However, such rights shall remain with the parent or guardian after the student reaches the age of majority if the student is determined to be incompetent under Idaho law or if an individualized education program team determines the student lacks the ability to provide informed consent with respect to his educational program.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

608.7 - Annual Review of Student IEP

A review of each special education student's program and placement will be conducted at least annually by the IEP Team. The IEP Team will review the student's progress, will determine if additional evaluations are necessary, and whether the student is still eligible for special education. Continuing eligibility may be determined by formal or informal assessment, progress towards IEP goals and objectives or other relevant means. Students who are no longer eligible must be formally exited from special education. State funded personnel may continue to monitor the student and consult with general educators. For a student who continues to be eligible for special education, the IEP Team will develop a new IEP or make revisions as needed. A complete IEP must be written at least annually.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

608.8 - Requesting Meeting of IEP Team Members

Any member of an IEP Team may request a team meeting at times other than the annual review for purposes of determining student progress in special education and related services or to consider revisions or amendments to the IEP or placement. IEP Team meetings will be convened on reasonable request of any member.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

608.9 - Parent Objection to Change in Placement

If parents disagree with an individual education program or placement change proposed by the district, they may file a written objection to all or parts of the proposed change. If parents file a written objection that is postmarked or hand delivered within ten (10) days of the date they receive written notice of the proposed change from the district, the changes to which the parents object cannot be implemented. The district and parent may use informal methods such as additional IEP Team meetings or voluntary mediation to resolve the disagreement. If these informal attempts fail, the district may request a due process hearing to obtain a hearing officer's decision regarding the proposed change. The written objection cannot be used to prevent the district from placing a student in an interim alternative educational placement in accordance with IDEA procedures for discipline of a student for possession of a weapon as defined by the Individuals with Disabilities Education Act.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

608.10 - Student Placement During Hearing

During the pendency of any due process hearing or appeal of hearing results by civil action, the child's educational placement will be determined by the Individuals with Disabilities Education Act "stay put" requirements. The district's reassignment of a student to another classroom or building in the district will not be construed as a change in placement as long as the IEP goals remain unchanged and the degree of interaction with non-disabled peers remains the same.

Reviewed & Adopted: July 9, 2008

Adopted: June 6, 2000

609.0 AT-RISK STUDENTS

609.1 - Definition of At-Risk Student

An At-Risk youth is any secondary student grade seven through twelve (7-12) who meets any three (3) of the following criteria:

- Has repeated at least one (1) grade.
- Has absenteeism that is greater than ten percent (10%) during the preceding semester.
- Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program.
- Has failed one (1) or more academic subjects.
- Is two (2) or more semester credits per year behind the rate required to graduate.
- Has substance abuse behavior.
- Is pregnant or a parent.
- Is an emancipated youth.
- Is a previous dropout.
- Has serious personal, emotional, or medical problems.
- Is a court or agency referral. (4-1-97)
- Upon recommendation of the school district as determined by locally developed criteria for disruptive student behavior.

Section 08, IDAPA

Reviewed & Adopted: July 9, 2008

Adopted: June 6, 2000

609.2 - Instructional Program for At-Risk Students

Special instruction courses for at-risk youth enrolled in an alternative secondary program will include:

- Academic skills that include language arts and communication, mathematics, science, and social studies that meet or exceed minimum state standards.
- A personal and career counseling component.
- A physical fitness/personal health component.
- A state division approved Professional Technical component.
- A child care component with parenting skills emphasized.

Reviewed & Adopted: July 9, 2008

Adopted: June 6, 2000

609.3 - Graduation Credit in At-Risk Program

Graduation credit may be earned in academic subjects, electives, and approved work-based learning experiences. Nonacademic courses, i.e., classroom and office aides, do not qualify for credit unless they are approved work-based learning experiences.

Reviewed & Adopted: July 9, 2008

Adopted: June 6, 2000

609.4 – Alternate Graduation Plan

1. Students who do not demonstrate grade level mastery on the ISAT at the end of 8th grade are targeted for intervention in the areas of Math and English by being placed in a remediation, ISAT Math and/or ISAT English class as well as their regular Math and English classes in the Fall of their 9th grade year. ISAT Math and ISAT English are remediation classes designed to help students acquire the necessary skills to master their ISAT tests by the end of their sophomore year.
2. Students who do not master their ISAT tests by the end of their sophomore year are placed into a PLATO-based ISAT preparation program in their junior year. The junior students have four opportunities to pass their ISAT exams during their junior year at which time they may exit from the ISAT preparation program.
3. Any student who has not reached proficiency on the ISAT test by the beginning of his/her senior year will again be placed in a PLATO-based ISAT preparation program. At this

time he/she may appeal to the District board for an alternative measure to demonstrate proficiency of the Idaho State Standards. The student will be required to present documentation that he/she has taken advantage of the opportunity to build his/her skills through the PLATO program. He/she will also be required to take the ISAT each time that it is offered through his/her senior year.

4. A student who is approved by the board of trustees for alternate assessment will be required to submit documentation of PLATO objectives mastered for any subject area in which the student has not reached proficiency as measured on the ISAT. This documentation will demonstrate that at least 75% of the state standards for that subject area have been mastered at the 10th grade level, as completed in the PLATO learning program.

Rationale

The RIT score required for proficiency on the ISAT is approximately 75% of the highest possible RIT score for each subject area.

The PLATO curriculum has been aligned to Idaho state standards; it has undergone determination of validity and reliability; it includes instruction, assessment, and recordkeeping components; and it is based 100% on academic proficiency and performance.

Alternate Graduation Mechanism

Description and explanation of the alternate graduation plan measures:

The measure will be documentation that 75% of the state standards have been mastered in the PLATO-based ISAT preparation program at the tenth grade level.

Evidence that the measure is aligned to a minimum of tenth grade standards:
PLATO has already aligned its curriculum to Idaho's standards at the 10th grade level.

Evidence that the measure is aligned to the reading and math content standards:
PLATO has already aligned its math and reading curriculum to Idaho's content standards.

Evidence that the measure is valid and reliable:
Documented research supports the reliability and validity of the PLATO program.

How the measure will be consistently updated to ensure validity, reliability, and alignment:
PLATO upgrades and updates will be utilized to keep the program up-to-date.

When the option will be available to students:
Students will appeal for an alternate measure in the fall of their senior year.

How district will encourage maximum number of students to participate in and pass the ISAT:
The district will begin remediation in the fall of the ninth grade for any student who has not scored proficient on his/her ISAT test. Any student who has not scored proficient on the ISAT exam by the spring of his/her sophomore year will begin the PLATO-based ISAT

preparation program in the fall of his/her junior year. Only students who document that they have part in all possible ISAT testing periods and have made maximum effort to prepare themselves through the PLATO-based ISAT preparation program will be allowed to graduate through the alternative measure.

The primary goal will be for students to fully utilize the PLATO-based ISAT preparation program in order to reach proficiency on the ISAT. The motivation to continue trying to pass the ISAT will be the prospect of leaving the preparation program as soon as the ISAT is passed. The other motivation provided by this proposal lies in the student being able to apply the work done in the PLATO-based ISAT preparation program for passing the ISAT, toward the alternated graduation mechanism only if needed. Thus, a student who works hard in PLATO and masters 75% of the objectives-but is not able to pass the ISAT-is still rewarded by being able to apply those objectives to the alternate graduation portfolio. We believe this will motivate students to work hard in PLATO to master the objectives, which will hopefully result in their passing the ISAT; and will also discourage students from giving up and dropping out before the end of the senior year.

Adopted 1/11/06

609.5 Education of Homeless Children

It is the policy of the District to ensure that:

1. Each child of a homeless individual and each homeless child has equal access to the same free, appropriate public education, including a public preschool education, as provided to other students;
2. Homelessness does not in any way separate homeless students from the mainstream school environment; and
3. Homeless children and youths have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging state academic standards to which all students are held.

The Board of Trustees directs all District schools to admit children who are homeless regardless of residence and irrespective of whether the homeless child is able to produce records normally required for enrollment. The Board shall not enter into an out-of-District attendance and tuition agreement with another district for a homeless child.

All schools and employees of the District shall work to ensure that children and youth who are homeless are free from discrimination, segregation, and harassment. The District will also strive to prevent stigma against students who are homeless.

Definitions

For the purposes of this Policy, the following definitions shall apply.

The terms “enroll” and “enrollment” includes attending classes and participating fully in all school activities.

The terms “homeless,” “homeless individual,” and “homeless person” include:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Migratory children who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses 1 through 3 above; and
5. An unaccompanied student and homeless families with children and youth are also defined as homeless if they:
 - A. Have experienced a long term period without living independently in permanent housing;
 - B. Have experienced persistent instability as measured by frequent moves over such period, and
 - C. Can be expected to continue in such status for an extended period of time because of chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse, the presence of a child or youth with a disability, or multiple barriers to employment.

The term “school of origin” is defined as the school that the student attended when permanently housed, or the school in which the student was last enrolled, including a preschool. When a student completes the final grade level served by the students “school of origin,” the “school of origin” shall progress to the designated receiving school at the next grade level for all of its

feeder schools the same as for all students attending one school and progressing to another school in the District.

In General

The District shall ensure the following is provided according to the homeless student's best interest:

1. That the homeless student's education continues in the school of origin for the duration of homelessness:
 - A. In any case in which a family becomes homeless between academic years or during an academic year; and
 - B. For the remainder of the academic year, if the student becomes permanently housed during an academic year; or
2. That the homeless student is eligible to enroll in the same schools as non-homeless students who live in the same attendance area where the homeless student is actually living.

School Stability

In determining the best interest of the homeless student each school within the District shall:

1. Presume that keeping the student in the school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent or guardian, or (in the case of an unaccompanied youth) the student;
2. Consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless students, giving priority to the request of the student's parent or guardian or (in the case of an unaccompanied youth) the student;
3. If, after conducting the best interest determination based on consideration of the above presumptions, the Superintendent determines that it is not in student's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied student) the student, provide the student's parent or guardian or the unaccompanied student with a written explanation of the reasons for his or her determination, which will be provided in a manner and form understandable to such parent, guardian, or

unaccompanied student, including information regarding the right to appeal under “Enrollment Disputes”, below; and

4. In the case of an unaccompanied student, ensure that the District’s liaison designated under “District Liaison,” below, assists in placement or enrollment decisions under this subparagraph, gives priority to the views of such unaccompanied student, and provides notice to such student of the right to appeal under “Enrollment Disputes,” below.

Immediate Enrollment:

1. **In General:** The school selected in accordance with this policy shall immediately enroll the homeless student, even if the student:
 - A. As unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation; or
 - B. Has missed application or enrollment deadlines during any period of homelessness.
2. **Relevant Academic Records:** The enrolling school shall immediately contact the school last attended by the student to obtain relevant academic and other records.
3. **Relevant Health Records:** If the student needs to obtain immunizations or other required health records, the enrolling school shall immediately refer the parent/guardian of the student, or (in the case of an unaccompanied student) the student, to the District’s liaison designated under “District Liaison,” below, who shall assist in obtaining all necessary immunizations and/or screenings, or other required health records, in accordance with “Records,” below.

Records

Any record ordinarily kept by the school, including immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless student shall be maintained:

1. So that the records involved are available, in a timely fashion, when the student enters a new school or school district; and
2. In a manner consistent with FERPA, applicable Idaho law, and District policy.

Enrollment Disputes

If a dispute arises over eligibility, or school selection or enrollment in a particular school:

1. The student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;’
2. The parent or guardian of the student or (in the case of an unaccompanied student) the student shall be provided with a written explanation identifying the bases for any decisions related to school selection or enrollment made by the District, or other entity, including the rights of the parent, guardian, or unaccompanied student to appeal such decisions;
3. The parent, guardian, or unaccompanied student shall be referred to the local educational agency liaison designated under “District Liaison” below, and upon being informed of the dispute, the liaison shall initiate an appeal of the dispute regarding the educational placement of homeless student as expeditiously as possible; and
4. In the case of an unaccompanied student, the liaison shall ensure that the student is immediately enrolled in the school in which the student seeks enrollment pending resolution of the student’s dispute.

Placement Choice

The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

Privacy

Information about a homeless student’s living situation shall be treated as a student education record, and shall not be deemed to be disclosable “directory information” under the Family Education Records Privacy Act (“FERPA”).

Contact Information

Nothing in this policy shall prohibit the District and/or the enrolling school from requiring the parent or guardian of a homeless student to submit contact information.

Comparable Services

Each homeless student in the District shall be provided services comparable to those services provided to other students in the school attended by the homeless student, including the following:

1. Transportation services;
2. Educational services for which the student meets eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965, or similar State or District sponsored programs, educational programs for children with disabilities, and educational programs for English Learners;
3. Programs in career and technical education;
4. Programs for gifted and talented students; and
5. School nutrition programs.

District Liaison

For purposes of this policy, the Superintendent shall designate a District employee to serve as its liaison to serve homeless students in accordance with the following provisions. The liaison for homeless students designated by the Superintendent shall ensure that:

1. All homeless students are identified by school personnel through outreach and coordination activities with other entities and agencies;
2. All homeless students are enrolled in, and have a full and equal opportunity to succeed the same as non-homeless students of the District;
3. Homeless families and homeless students have access to and receive educational services for which such families and students are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by the District;
4. All homeless families and homeless students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services;

5. The parents or guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
6. Public notice of the educational rights of homeless students is disseminated in locations frequented by parents or guardians of such students, and unaccompanied students, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless students, and unaccompanied students;
7. Enrollment disputes are mediated in accordance with “Enrollment Dispute,” above;
8. The parent or guardian of a homeless student, and any unaccompanied student, is fully informed of all transportation services, including transportation to the student’s school of origin, and is assisted in accessing transportation to the student’s assigned school;
9. School personnel providing services to homeless students receive professional development and other support; and
10. Unaccompanied homeless students:
 - A. Are enrolled in school;
 - B. Have opportunities to meet the same challenging state academic standards as the State establishes for other students; and
 - C. Are informed of their status as independent students under 20 USC § 1087vv(d), and that such students may obtain assistance from the District Liaison to obtain verification of such status for purposes of the Free Application for Federal Student Aid.

Local and State Coordination

The District’s liaison(s) for homeless students shall, as a part of their duties, coordinate and collaborate with the Idaho State Office of the Coordinator for Education of Homeless Children and Youths, as well as with community and school personnel who are responsible for the provision of education and related services to homeless students. Such coordination shall include collecting and providing to the State Coordinator the reliable, valid, and comprehensive data needed to meet the requirements of 42 USC § 11432(f)(1) and (3).

Homeless Status

The District’s Liaison who receives training provided by the Idaho State Office of the Coordinator for Education of Homeless Children and Youths may authorize a homeless student who is eligible for and participating in a program provided by the District, or the immediate family of such student, who otherwise meets the eligibility requirements Federal Housing Assistance (see 42 USC §§ 11360 *et. seq*), to do so without approval or other agency action by or on behalf of the Department of Housing and Urban Development.

Title 1, Part A

Any student who is homeless and attends school within the District is eligible for Title 1, Part A services. The District shall set aside funding to provide homeless students who attend schools that do not participate in Title 1, Part A with services comparable to those provided by participating schools. Funding may also be set aside to provide targeted assistance to homeless students who attend participating schools.

Legal Reference:

42 U.S.C. § 11301, et seq.	McKinney-Vento Homeless Assistance Act
20 U.S.C. § 6311, et seq.	Title 1, Part A, of the Elementary and Secondary Education Act, as amended by ESSA of 2015
20 U.S.C. § 1400	Individuals with Disabilities Education Improvement Act of 2006
42 U.S.C. § 1758	Child Nutrition and WIC Act of 2004
42 U.S.C. § 9801-642A	Improving Head Start for School Readiness Act of 2007
I.C. § 33-1404	Districts to Receive Pupils

**Reviewed: July, 2017
April, 2015**

Revised: November, 2017

Adopted: November, 2011

609.51 Homeless Student Education Notification of Enrollment Decision Form

This form is to completed when a school/district denies the school enrollment choice of a parent, guardian, or unaccompanied youth who is seeking enrollment under the McKinney-Vento Homeless Assistance Act.

Date: _____

Person Completing Form: _____ Title: _____

School: _____ District: _____

School of Origin Local Attendance Area Other

In compliance with section 722(g)(3)(E) of the McKinney-Vento Homeless Assistance Act, this written notice of denial of school enrollment is provided to:

Name of Parent/Guardian/Unaccompanied Youth: _____

Name of Student(s): _____

After reviewing the request to enroll the student(s) listed above, **the enrollment request is denied.** This determination was based on:

- Personal Safety Issues Anticipated stay in temporary location
 Age of child or youth Need for special education and related services
 Time remaining in school year Availability of specialized programming at another a school
 Other (please specify): _____

You have the right to appeal this decision. You may do so by completing the appeal form attached to this notice or by contacting the district’s local homeless education liaison.

Name of Local Liaison: _____ Telephone: _____

In addition:

- Pending the resolution of the dispute, the student(s) listed above has the right to **enroll immediately** in the requested school. The student(s) will also have the right to continue all appropriate educational services, transportation, free meals, and Title I, Part A services.
- You may provide written or verbal communication(s) to support your position regarding the student’s enrollment in the requested school. An appeal form is attached.

- You may contact the State Coordinator for Homeless Education at the Idaho State Department of Education if further help is needed or desired.

Name: _____ Telephone: _____

- You may seek the assistance of advocates or attorneys at your own expense.

**Adopted:
January, 2018**

609.52 Homeless Student Education Appeal of Enrollment Decision Form

This form is to be completed by the parent, guardian, or unaccompanied youth who disagrees with a school enrollment decision. This information may be shared verbally with the local homeless education liaison as an alternative to completing this form.

Date: _____

Student(s): _____

Person Completing Form: _____

Relation to Student(s): _____

Contact Information (Phone # or E-mail): _____

I wish to appeal the enrollment decision made by: _____

School: _____ District: _____

I have been provided with the following:

- A copy of the Notification of Enrollment Decision
- A copy of the Idaho State Department of Education’s Dispute Resolution Process
- Contact information for the school district’s local homeless education liaison

I understand that:

- Pending the resolution of the dispute, the student(s) listed above has the right to **enroll immediately** in the requested school. The student(s) will also have the right to continue all appropriate educational services, transportation, free meals, and Title I, Part A services.
- I may contact the State Coordinator for Homeless Education at the Idaho State Department of Education if further help is needed or desired.

Name: _____ Telephone: _____

- I may seek the assistance of advocates or attorneys at my own expense. You may include a written explanation to support your appeal in the space below or you may Provide your explanation verbally to the local homeless education liaison.

Signed: _____ Date: _____

**IDAHO STATE DEPARTMENT OF EDUCATION
DISPUTE RESOLUTION PROCESS**

In compliance with the McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B, reauthorized by the No Child Left Behind Act, and Section 33-1404, Idaho Code, the following procedures are established to promptly resolve disputes regarding the educational placement of students experiencing homelessness, and will be implemented in all school districts in the State, including charter schools.

A student is considered homeless under the McKinney-Vento Homeless Assistance Act if the student lacks a fixed, regular, and adequate nighttime residence.

School enrollment of a homeless child or youth will be determined based on the best interest of the student and the request of the parent, guardian, or unaccompanied youth. To the extent feasible, the student will be immediately enrolled or continue enrollment in the school of origin, which is defined as the school last attended by the student when permanently housed or the last school in which the student was enrolled.

If a dispute arises over the educational placement of a homeless student or if a school or school district denies a child, youth, or unaccompanied youth homeless status, the homeless child or youth will be immediately enrolled in the requested school until the dispute is resolved. The student will also have the right to continue all appropriate educational services, transportation, free meals, and Title I, Part A services while the dispute is pending.

A written explanation of the decision to deny enrollment and notice of the right to appeal will be promptly provided to the parent, guardian, or unaccompanied youth. Such notice will be in language the parent, guardian, or unaccompanied youth can understand and will include a summary of the dispute resolution process and an appeal form (see Notification of Enrollment Decision and Appeal of Enrollment Decision).

In addition, the school district will promptly refer the parent, guardian, or unaccompanied youth to the local homeless education liaison who will carry out the dispute resolution process within ten (10) business days. The local liaison will advise the parent, guardian, or unaccompanied youth of the student's rights, assist in and carry out the dispute resolution process, and ensure the unaccompanied youths are provided equal access to the dispute resolution process.

If an agreement cannot be reached between the parties regarding the educational placement or enrollment status of the student, the school district will promptly seek further assistance from the

State Coordinator for Homeless Education who will review and determine within ten (10) business days how the student's best interests will be served. All parties will be expeditiously informed of the State's determination in writing and such decision will constitute final resolution of the dispute.

**Adopted:
January, 2018**

610.0 STUDENT PUBLICATIONS

610.1 - Publications Oversight

As part of its curricular offerings, School District #342 may offer opportunities for students to participate in activities such as student newspaper, yearbook, and other similar curricular-related activities.

Journalistic experience in a school setting should be calculated to develop the background of skills and understanding which will equip a student for the responsibilities of the free press in our society. Students must recognize, however, that a school-sponsored newspaper is unique and different from other newspapers in at least four ways.

1. It is an instructive tool in addition to a means of student self-expression.
2. It is read not just by the intended audience of fellow students, but by parents and many citizens outside the school.
3. It is partially supported by tax funds.
4. It is an influence on the public relations of the entire district since content is read by many not simply as expressions of individual students, but as expressions representative of the entire student body and approved by the administration.

The concept of "freedom of the press" under the First Amendment has application with regard to school-sponsored publications. However, the United States Supreme Court has established that school districts may exercise editorial control over the style and content of school-sponsored newspapers without violating the First Amendment. All school-sponsored publications shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, vulgar, lewd, invades the privacy of others, conflicts with the basic educational mission of the school, is socially inappropriate, is inappropriate due to the maturity of the students, or is materially disruptive to the educational process will not be tolerated.

The District recognizes that there are valid and necessary reasons to exercise such prepublication editorial control and to impose reasonable restrictions on student speech in school-sponsored publications. Thus, the following guidelines apply to all school-sponsored student publications.

- A. School-sponsored publications are those publications, including, but not limited to, school newspapers, yearbooks, and athletic programs, which may fairly be characterized as part of the District's curriculum, whether or not they occur in a traditional classroom setting. Generally they include student publications which are supervised by a faculty member and are designed to impart particular knowledge or skills to student participants and audiences. However, they also may include publications which students, parents, and members of the public reasonably perceive to be sponsored or approved by the District. The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.
- B. The District will not restrict student freedom of expression when such expression is within the rules of responsible journalism and is consistent with the four factors outlined below. The principal of each school shall meet with the publication advisor, student editors, and student writers to establish guidelines for achieving a maximum of student freedom of expression subject to the limitations set forth in this policy.
 1. All publications must be reviewed and approved by the building principal prior to distribution. The building principal shall have the authority to determine the appropriateness of any particular item for publication. In exercising such authority, material will not be considered suitable for publication that is ungrammatical, inadequately researched, obscene, defamatory, advocates racial or religious prejudice, invades the privacy rights of others, is unsuitable for the audiences for which the publication is intended, contributes to the disruption or interruption of the educational process or the operation of the school, or otherwise is contrary to District policy or applicable federal or state law. The school principal may also exclude material that may serve to associate the District with any position other than neutrality on matters of political controversy.
 2. The principal of each secondary school shall have the authority to determine whether advertising will be accepted for inclusion in school-sponsored student publications. The District has an important interest in avoiding the impression that it has endorsed a viewpoint at variance with its educational mission. Consequently, if advertising is accepted, each school principal shall have authority to exclude certain categories of advertising. For example, drug, drug paraphernalia, or alcoholic beverage advertisements or any other advertisements that may be viewed as

encouraging action that might endanger the health and welfare of students may be excluded. Similarly, advertisements which are factually inaccurate, defamatory, obscene, advocate racial or religious prejudice, contain either explicit or implicit sexual content or overtones, or are of poor production quality may be excluded. The school principal may also exclude advertising that may serve to associate the District with any position other than neutrality on matters of political controversy.

3. In the event that the building principal determines that material is not suitable for publication, students may appeal such decision to the Superintendent or his/her designee. The decision of the Superintendent or his/her designee will be final.

4. Copies of each issue of the student publication shall be sent to the Superintendent and each member of the Board of Trustees.

Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

611.0 CURRICULUM RENEWAL PROCESS

611.1 - Statement of Belief

It is the belief of the Board of Trustees of School District #342 that the curriculum offered to students should be viewed as a “work in progress”. As such, revisions to the curriculum that provide more relevant learning experiences for the students of this school district should be viewed in a favorable light. It is incumbent upon the administration and teaching staff to work together in a harmonious manner to bring forth those changes that will be beneficial to our students.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

611.2 - Monitoring the District Curriculum

The Board believes that there are several effective methods of monitoring the district curriculum. Among others, there should be:

- a continual evaluation of courses and activities offered to students through both formal and informal methods.

- an annual survey of one, three, and five year graduates of district schools to ascertain the effectiveness of programs the students enrolled in while in the district's schools.
- a constant dialogue with members of the business community to ensure that graduates of district schools who enter the workforce have the necessary skills to succeed.

Reviewed & Adopted: July 9, 2008

Adopted: June 6, 2000

611.3 - Curricular Changes

The Board of Trustees believes that changes in the district's curricular offerings can best be made when members of the administration and teaching staff work together in a spirit of cooperation with the focus being what is best for the students who attend our schools. The Board encourages the formation of a district-wide curriculum committee whose job it is to oversee the process whereby proposed curricular changes may be brought before the Board. The Board directs the superintendent to form such a committee with the majority of members to be active members of the teaching staff of the school district. The committee is to file an annual status report with the Board on the effectiveness of the district's curriculum, the results of student surveys, the results of any formal surveys of the business community, and any recommendations for change in district curriculum.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

612.0 PUBLIC COMPLAINTS ABOUT INSTRUCTIONAL MATERIALS

612.1 - School Board Responsibility

As the governing body of Culdesac Joint School District No. 342 the Board is legally responsible for the selection of all instructional materials used in the school district. Since it is a policy-making body, it delegates to professionally trained personnel the authority for the selection of instructional and library materials in accordance with district policy. The Board requires that instructional materials be non-discriminatory in nature, and selected only after involvement of teachers, administrators, and patrons as noted in Board Policy 606.0.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

612.2 - Patron's Right to Review Materials

Patrons have the right to review instructional materials. Requested materials will be made available for patron review during normal school business hours. Patrons wishing to make a request for removal of instructional materials from school premises may be required to submit, in advance, a refundable deposit equal to the value of the requested materials. If, after a reasonable amount of time for study, a request to return the materials is ignored or refused, the deposit may be used to purchase replacement materials.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

612.3 - Complaints about Instructional Materials

All complaints about instructional materials, whether the complaint applies to a single child, an entire class, or an entire building, must be submitted in writing. The complaint must address the following items:

- Complainant's name, address, and home phone number
- A statement as to whether the complainant represents a single party, an organization, or other group.
- The name of the materials found to be objectionable, including the author, publisher, and copyright.
- The specific items that the complainant finds objectionable, and the reasons for the objections.
- A statement as to whether or not the complainant has examined the entire body of the objectionable work.
- A statement as to whether or not the complainant understands the teacher's purpose in using this material.
- A statement as to the perceived harm that would occur if this material was used as planned.
- The exact action that the complainant wishes the school district to take regarding the materials.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

612.4 - Process for Reviewing Complaints

If the complainant states orally that their son/daughter should not be subjected to the offending material, the teacher shall assign alternate material for that student's use for up to five days pending receipt of a written complaint. Upon receipt of a written complaint about instructional materials, the teacher shall provide alternative materials until the written complaint is resolved.

- The initial review of the written complaint will be completed by the teacher and building principal with the principal having the authority to grant or deny the request.
- When the complaint affects students outside the immediate family of the complainant, or where the original complaint was denied and is now being appealed, a review committee shall be established consisting of seven (7) members. The committee shall be chaired by the superintendent or his/her designee. The chairperson shall appoint two parents in addition to the complainant, one of whom should have students in the building of the school district, the building principal, and two teachers from the building involved.

- If the challenged materials have use beyond the immediate family of the complainant, they shall remain in use until the outcome of the written complaint is known.
- The review committee shall convene within fifteen (15) working days of receiving the written complaint, and shall complete its review within thirty (30) days of the receipt of the complaint.
- The decision of the committee shall be by majority vote, with the numerical total of For and Against noted in the minutes of the meeting.
- The decision of the committee may be appealed to the Board of Trustees within five (5) days after written receipt of the decision. The decision of the Board shall be final and binding, and no appeals may be made once their decision is made.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

613.0 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. Any parent/guardian may have their child excused from any planned instruction in sex education by filing a written request to the board. Alternative educational endeavors will be provided for those students who are excused.

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 in-service 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.

Students shall receive education regarding the use of alcohol, tobacco and drugs. The Superintendent, or his/her 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.

**Idaho Code Sections
33-1605, -1608, -1609, -1610, -1611
IDAPA 08.02.03.450**

**Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000**

614.0 RELEASE TIME

Culdesac Joint School District 342 allows release time for students from the regular school day for religious or other purposes under the following conditions:

1. Students in grades nine (9) through twelve (12) may be excused from school for a period not exceeding five (5) periods each week and not exceeding one hundred sixty five (165) hours during any one school year.
2. Students desiring to have release time must have a parental release form signed by a parent or guardian on file in the school office.
3. The board shall have reasonable discretion over the scheduling and time of the release time.
4. Release time shall not reduce the minimum graduation requirements.
5. No public school facilities shall be used for religious instruction under this policy.
6. No public school facilities, personnel, or equipment may be utilized, nor attendance records for the benefit of release classes for religious instruction be provided.
7. No credit shall be awarded by this district for completion of courses during release time for religious purposes.
8. At the discretion of the board, credit may be granted for release time activities that are not religious in nature.
9. 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. Registration for release time programs shall not occur on school property.

10. 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 religious instruction.

**Idaho Code Section 33-519
Idaho Code Section 33-1603
IDAPA 08.02.02.220
Article IX § 6 Idaho Constitution**

**Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000**

615.0 SPECIAL EDUCATION

Culdesac Joint School District adopts in full the *Idaho Special Education Implementation Manual* dated September 2000, and all subsequent amendments to the manual as developed by the Idaho State Department of Education, Special Education Section.

**Idaho Code 33-2001 et seq.
20 U.S.C. 1400 et seq.
34 C.F.R. 300 et seq.**

**Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000**

616.0 GIFTED AND TALENTED EDUCATION

Culdesac Joint School District 342 strives to meet the educational needs of all students. In an effort to achieve this goal the district recognizes the unique characteristics of gifted and talented children and further recognizes our responsibility to develop special programs in response to their individual abilities and competencies.

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 the ability in the performing or visual arts. Further, gifted and talented students possess 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 of Trustees requires that the district superintendent establish educational standards and develop a program for Gifted and Talented students. The superintendent shall develop a plan to:

- Identify and define gifted and talented students in the following areas:
 1. Intellect;
 2. Specific academic, leadership, and creativity;
 3. Visual/performing arts.
- Provide a program to meet their emotional and educational needs; and
- Develop a plan for staff training, administering, supervising, evaluating, and teaching such programs.

The eligibility criteria as determined by the State Board of Education shall be followed. Pursuant to State Board mandate, the Plan will be updated every three (3) years.

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.

**Idaho Code Sections
33-201, 33-2001, 33-2003
IDAPA 08.02.03.999**

**Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000**

617.0 REPORT CARDS

Report cards are used by all schools at all levels to report student progress to the parents/guardians.

Student reports are to be issued each nine weeks. In addition, Culdesac Joint School District shall provide parent-teacher conference days in order to ensure continuous communication with parent/guardian regarding student progress. These conferences will be held at the end of the first and third quarters.

Report cards for secondary students will be distributed to the parents at the end of each of the four (4) grading periods. Conferences with parents/guardians should be arranged on an individual basis whenever necessary.

Upon recommendation of the principal and with the approval by the Board of Trustees the district may implement an alternative method of grading and tracking.

Idaho Code Section 33-512(2)

Reviewed & Adopted: July 9, 2008

Adopted: June 6, 2000

618.0 COMPUTER SOFTWARE

All district staff and students shall abide by the licensing agreement that accompanies each piece of software purchased by this district or used on district equipment. A notebook shall be kept in the room that is the primary equipment location (server room). Included in this notebook shall be:

- Licensing agreements for the software used on the equipment and warranties.
- Serial numbers.
- Printout of autoexec.bat, config.sys, windows.sys ini, and win.ini (if applicable) or a utility printout.

A copy of all licensing agreements shall be filed with the technology coordinator. The district building, room location, and name of software shall be written on, or attached to, the agreement. Whenever a software backup copy is made, it will be used exclusively for that purpose, with the original secured in a locked location within the server room.

All personal software used on district equipment will be accompanied by:

- The original discs;
- A copy of the licensing agreement; and

- A written statement by the owner of the software stating that the software is personal software and is being used observing the software agreement.

The technology coordinator shall monitor the observance of all policies. If deviations from the policies are observed, the responsible party will be asked to comply with this policy. If the individual does not comply with this policy immediately, the individual shall be reported to the building principal who will take necessary steps to ensure compliance.

The unauthorized copying of any computer software which is licensed or protected by copyright is theft. Failure to observe software copyrights and/or license agreements may result in disciplinary action by the District and/or legal action by the copyright owner.

No District-owned computing resources should be used for unauthorized commercial purposes. Illegal copies of copyrighted programs may not be made or used on school equipment. The legal or insurance protection of the District will not be extended to employees who violate copyright laws.

The Principal of the school and Superintendent are the only individuals who may sign license agreements for software for the school.

**17 U.S.C. Section 101 et seq.
Marcus v. Rowley, 695 F.2d 1171 (9th Cir. 1983)**

**Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000**

619.0 COMPUTER AND NETWORK SERVICE

619.1 - General

Computer network service through the Internet provides an electronic highway connecting millions of computers around the world. Students and staff can access information and news from educational and research institutions, send and receive electronic mail (E-mail), take part in distance learning activities, consult with experts, and view library holdings by using the Internet.

Internet access is a service provided by the district. The system administrators of the computer network service are employees of Culdesac Joint School District 342 and reserve the right to monitor all activity on the computer network service. On acceptance for use of the computer network service, students and staff will be given a user ID (name) and password.

Users may encounter information on the Internet and other computer network services that may be perceived as controversial or potentially harmful. Because of the changing information and sources of information on such computer network services, it is impossible to monitor the content. This school district can not control the Internet and other computer network service sources of information. Rather, this district will strive to provide students with the understanding and skills needed to use computer network services in an appropriate manner.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

619.2 - Privileges and Responsibilities

The use of this district's computer networking capabilities is a privilege, not a right. Permission from parents/guardians is required before students may access the computer network services. All school district users must sign an Acceptable Use Agreement before access is permitted.

Student and staff freedom of speech and access to information will be honored; however, Culdesac Joint School District reserves the right to monitor and review all electronic transmissions and activities. Access may be denied, revoked, or suspended to specific school district users at any time because of inappropriate use. Further disciplinary action may be taken.

Use of this district's computer networking capabilities must be directly related to education consistent with instructional objectives of this district.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

619.3 - Information Content

This school district provides students and staff access to other computer systems around the world through the Internet. This district and its administrators do not have control of the content of information that may be found in other computer systems. Some computer systems contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal materials. This district does not condone the use of such materials and does not knowingly permit use of such materials in the school environment. Parents/guardians of students should be aware that such materials exist. Students bringing such materials into the school environment will be dealt with according to the discipline policies of the district. Intentionally accessing or using such materials may result in termination of access to this district's computer network servicing capabilities as well as in-school suspension, suspension from school or expulsion from school; or disciplinary actions to staff, including termination.

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

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

619.4 - Online Use

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

1. Use may not be for private or commercial purposes. Users shall not attempt to sell or offer for sale any goods or services that could be construed as a commercial enterprise, unless approved by the board of trustees or their authorized representative.
2. Illegal activity is prohibited.
 - Sending, receiving, or accessing obscene or pornographic materials is prohibited and punishable by law.
 - Sending, receiving, or accessing harassing or objectionable material is prohibited.
3. Using programs to infiltrate a computing system and/or damage the software components is prohibited.
4. Students and staff shall use the computer network service resources efficiently to minimize interference with others.
5. Users are responsible for making back-up copies as needed.
6. Users are responsible for taking precautions against computer viruses on their own equipment and this school district's equipment.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

619.5 - Online Conduct

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

1. Users may not be abusive in their messages to others.
2. Users may not swear, use vulgarities or any other inappropriate language.
3. Users may not reveal personal information of others and should be cautious when revealing user's own personal information (home address, phone number, etc.).
4. The computer network service may not be used in such a way that use would disrupt the use of the computer network service by others.
5. All communications and information accessible via the computer network service should be assumed to be private property but open to school district scrutiny.
6. Users shall not submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material, nor may they encourage the use of controlled substances.
7. Users shall not transmit materials, information or software in violation of any local, state or federal law.
8. Attempts to log in to the system using another user's account shall result in termination of the user's account.

Any action by a school district user that is determined by the designated administrator to constitute an inappropriate use of this district's computer network service, or to improperly restrict or inhibit other users from using and enjoying the district's computer network service is strictly prohibited, and may result in disciplinary action.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

619.6 - Copyrighted Material

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

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

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

Any student or 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 Principal or Superintendent. The Principal or Superintendent will assist staff in obtaining proper authorization to copy or use protected materials when such authorization is required.

17 USC 101 to 1010

Federal Copyright Law of 1976

Reviewed & Adopted: July 9, 2008

Adopted: June 6, 2000

619.7 - Electronic Mail

The District's electronic mail system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides e-mail to aid students and staff members in fulfilling their duties and responsibilities and as an education tool.

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

1. Messages received by the computer network service are retained on the system until deleted by the recipient.
2. A canceled computer network service account will not retain its E-mail. Users are expected to remove old messages in a timely fashion.
3. The system administrators may remove such messages if not attended to regularly by the user.
4. It should be recognized by users, that E-mail may be viewed by others. There is no guarantee of confidentiality.
5. The system administrators will not intentionally inspect the contents of E-mail sent by one user to an identified addressee, or disclose such contents to other than the sender, or an intended recipient, without the consent of the sender or an intended recipient, unless required to do so by law or by policies of this district, or to investigate complaints regarding E-mail which are alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal materials.
6. This district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any E-mail transmitted on this district's computer network service. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.
7. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
8. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet "domain." This domain name is a registered domain name and identifies the author as being with the District.

Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of this District. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.

9. Use of the District's electronic mail system constitutes consent to these regulations.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

619.8 - Third Party Supplied Information

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

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Adopted: June 6, 2000

619.9 - Disk Use

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

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Adopted: June 6, 2000

619.10 - Security

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

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

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Adopted: June 6, 2000

619.11 - Vandalism

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

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Adopted: June 6, 2000

619.12 - Student Discipline

Violation of this policy may result in the following disciplinary actions:

1. A student may lose computer privileges/network access. The length of loss will depend on age and severity of the infraction as determined by the network administrator.
2. A student who has exhibited a pattern of abuse or flagrant violations, continues to engage in serious or persistent misbehavior by violating this policy may lose all computer privileges/network service access for the remainder of the year.
3. Students may be removed from the class, suspended, or expelled from school if he/she engages in conduct while on the computer network service that could be considered criminal, as defined by federal and/or state law. Students committing criminal acts may be prosecuted. Expulsion may be considered for flagrant violations of this policy.
4. Each student is responsible for any damage he/she may cause to the district's computers or to the computer network service. The student may pay all costs incurred in restoring the computer or the computer network service to its previous working condition.
5. If a class requires the use of a computer and/or the computer network service, a student who has lost computer privileges under this policy will be allowed to participate under constant direct teacher supervision unless he/she has been removed from the class.

Reviewed & Adopted: July 9, 2008
Adopted: June 6, 2000

619.13 - Upgrading User Account Information

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

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Adopted: June 6, 2000

619.14 - Termination Of Account

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

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

Culdesac Joint School District 342's administration, faculty and staff may request the system administrator to deny, revoke, or suspend specific user access.

17 U.S.C. Section 101 et seq.

Reviewed & Adopted: July 9, 2008

Adopted: June 6, 2000

620.0 EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES

Extracurricular activities are an integral part of school life and often require as much careful planning and supervision as regular curricular subjects. The superintendent, with the approval of the Board of Trustees shall determine proper procedures of extracurricular activities. These procedures shall conform to the best acceptable moral standards. The rules and regulations of the IHSAA, the White Pine conference, the Culdesac Joint School District No. 342, local city ordinances, and the laws of the state shall be obeyed.

Extracurricular or co-curricular activities are supplements to the regular instructional programs and afford students opportunities for enrichment. **However, participation in extracurricular and co-curricular activities is a privilege, not a right.** I.C. § 33-512(12). As representatives of their school and District, students participating in such activities are expected to meet high standards of behavior.

General Definitions for Extracurricular and Co-Curricular Participation Policy

Unless the context otherwise requires, in this policy:

“Extracurricular Activities” means a district and/or school authorized activities which take place outside of the regular school day and do not involve class credit, including, but not limited to athletics, student groups or organizations, and community activities for which high school letters are awarded.

“Co-Curricular Activities” are district and/or school authorized activities held in conjunction with a accredited class, but taking place outside of the regular school day including, but not limited to, debate, drama, drill team, band or choir.

“Activity Suspension or Suspension from Extracurricular or Co-Curricular Activities” means that suspended students shall not travel, dress in uniform, associate or participate with the team or group at its scheduled event(s). Suspended students may be allowed to participate in practices/meetings; however, the principal or designee may deem it necessary for students to be withheld from practices/meetings for the duration of the suspension.

“Controlled Substances” include, but are not limited to opiates, opium derivatives, hallucinogenic substances, including cocaine, and cannabis and synthetic equivalents or the substances contained in the plant, any material, compound mixture or preparation with substances having a depressant effect on the central nervous system, and stimulants.

“Drugs” include any alcohol or malt beverage, any inhalant, any tobacco product, any controlled substances, any illegal substance, any abused substance, any look-alike or counterfeit drug, any medication not approved and registered by the school authorities and/or any substance which is tended to alter mood, and/or any substance which is misrepresented and sold or distributed as a restricted or illegal drug.

“Drug Paraphernalia” is defined as any or all equipment, products and materials of any kind which are used, intended for use, or designed for use, in planting, propagating, cultivation, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance as defined in this policy.

“Emergency Activity Suspension” is defined as imposition of an activity suspension by a principal or his designee prior to an informal hearing when it is necessary to protect the health and safety of the individual(s) involved and immediate action is appropriate.

“Event” is defined as a match, game, meet, or other competitive event, including regional and/or state tournaments, competitions. “Event” is also defined as any band or choir performance(s).

“Knowingly Present” shall mean that a student attended a gathering of two (2) or more individuals at which one or more of the attendees (other than the student at issue) were using or are in possession of drug paraphernalia, controlled substances, drugs, pornography, or alcohol or tobacco and the student knew or reasonably should have known that such use or possession was occurring.

“Minor Infraction” shall mean a minor deviation from acceptable behavior or stated student expectations which occurs while the student is engaged in the extracurricular or

co-curricular activity and which is not material or substantial. Students will be given notification of the first minor infraction. Students and parents will be given notification of the second minor infraction through a conference and will be informed that a third minor infraction may result in activity suspension.

“Major Infraction” shall mean a material or substantial deviation for acceptable behavior or stated student expectations which occurs while the student is engaged in the extracurricular or co-curricular activity, including but not limited to insubordination toward or non-compliance with the person in charge of the activity, verbal or physical abuse (hazing, fighting), refusal of a student to identify him/herself to school personnel upon request.

“On any school premises or at any school sponsored activity, regardless of location” includes, but not be limited to buildings, facilities, and grounds on the school campus, school buses, school parking areas; and the location of any school sponsored activity. “On any school premises or at any school sponsored activity, regardless of location” also includes instances in which the conduct occurs off the school premises but impacts a school related activity.

“Scholastic Year” is defined as the period of time beginning with the first day of the fall extracurricular and co-curricular activities season and ending with the last day of school.

“School Days” include only those days when school is in session.

Eligibility Requirements for Extracurricular and Co-Curricular Participation

To take part in any extracurricular or co-curricular activity students must maintain a 2.0 GPA. If they do not have a 2.0, they are on probation for 2 weeks and can bring up their work and receive a written slip from the teacher or teachers of their passing work. If after the probationary period they do not have their work up to 2.0, they are not allowed to take part in any extracurricular or co-curricular activity until their work is up to 2.0 GPA.

620.1 - Extracurricular and Co-Curricular Activity Suspension

Extracurricular or Co-curricular activity Suspension

The Board believes that the safety and welfare of other students may be adversely affected when students who are involved in extracurricular or co-curricular activities commit major infractions or repeated minor infractions at school or during school activities, and/or are involved in criminal conduct or drug use in any location.

At the beginning of each semester, teachers or coaches of co-curricular courses will identify for students how participation in the co-curricular activity impacts their course grade. Co-curricular students who are suspended as a result of this policy will have the co-curricular course grade affected only if the reason for the suspension was related to

course work or course expectations. Students who miss a co-curricular activity because of a suspension may ask to do, or be required to do, alternative assignments or special projects to make up the missed activity.

I. Activity Suspension as a Result of a School Suspension

A student will be immediately suspended from all extracurricular and co-curricular activities when he/she receives a suspension (not including an in-school detention) from school for any reason.

Consequences:

1. The activity suspension is automatic, is for the duration of the school suspension, and runs concurrent with the school suspension.
2. This type of activity suspension cannot be appealed.

II. Activity Suspension for Repeated Minor Infractions or a Major Infraction During an Activity

A student may be suspended from an extracurricular or co-curricular activity when he/she commits a third minor infraction, or a major infraction, while engaged in an extracurricular or co-curricular activity on any school premises or at any school-sponsored activity, regardless of location. The coach or advisor will recommend suspension to the Principal.

Consequences:

1. The incident will be reviewed pursuant to the Informal Hearing Process at Section V of this policy.
2. If the evidence supports the recommendation, the student may be given an activity suspension for a period of time up to and including the remainder of the season or duration of the activity in that scholastic year for that activity only.
3. If the activity suspension exceeds nine (9) school days, the parent/guardian may request an appeal as outlined in the Appeal Process at Section VI of this policy.

III. Activity Suspension for Criminal Conduct or Drug Use in Any Location During the Scholastic Year

A student may be suspended from extracurricular and co-curricular activities when he/she has been arrested or it reasonably appears to the District that he/she has violated criminal law, other than infractions or minor traffic violations; or has been involved with drug paraphernalia, controlled substances, or drugs, including alcohol or tobacco, **in any location, either on or off campus**, during the scholastic year, in any of the following ways: attempting to secure or purchase; using or having reasonable suspicion of having used; possession; intending or attempting to sell or

distribute; selling or giving away; or being knowingly present when any of the above are used, possessed, or consumed.

Consequences:

A. Knowingly Present

1. First Violation: When a student violates the “knowingly present” prohibition of this policy for the first time during a scholastic year, the school resource officer (“SRO”), principal, or athletic director:
 - ✓ will hold a conference with the student;
 - ✓ will notify the student’s parent/guardian and the student of the violation;
 - ✓ may arrange a conference with the parent/guardian and the student; and
 - ✓ will inform the student and parent/guardian of consequences for future violations of the policy.
2. Second Violation: When a student violates this “knowingly present” prohibition of this policy for the second time during a scholastic year, he/she is subject to the consequences outlined below in part III.B “Other Violations” of the policy.

B. Other Violations

1. The incident will be reviewed pursuant to the Informal Hearing Process in Section V of this policy. If the evidence supports the accusation, the student may be suspended from all extracurricular and co-curricular events for a period of twenty-one (21) calendar days.
2. The suspension will be reduced to a fourteen (14) calendar day period if:
 - a. In the case of criminal conduct, the student receives counseling which has been approved by a school counselor.
 - b. In the case of drug, alcohol, or tobacco use, the student agrees to and completes
 - 1) A drug/alcohol/tobacco assessment provided by the school (no cost) or the community (the family incurs the cost); and/or
 - 2) Drug/alcohol/tobacco education group, provided or facilitated by the school, and/or the community.
3. If no event is scheduled during the period of the suspension, the student will be withheld from the next scheduled event.
4. If the student notifies school personnel (self-reports) concerning his/her criminal conduct or drug use prior to the personnel’s knowledge of the incident(s), the principal or athletic director may reduce the length of the activity suspension.
5. On the occasion of a subsequent infraction during a scholastic year, and if the evident supports the accusation, the principal or athletic director will bar the student from any form of extracurricular or co-curricular activity for the balance of the scholastic year.
6. All students who receive an activity suspension for criminal conduct or drug use shall be reported to the Superintendent or designee and, if applicable, to the appropriate law enforcement agency.
7. The parent/guardian may request an appeal as outlined in the Appeal Process at Section VII of this policy, with either a first or second offense.

IV. Infractions Which Occur in Out-of-School Trips

During an out-of-school trip, if the authorized person in charge of the activity determines that a student should be sent home early because of criminal conduct, drug use or a major infraction, the authorized person will notify the parent/guardian, and ask him/her to take charge of the return of the student. The parent/guardian will assume any expenses incurred for the return of the student.

V. Informal Hearing Process

Prior to giving an activity suspension to a student, the principal or athletic director shall grant the student an informal hearing on the reasons for the activity suspension and the opportunity to challenge those reasons unless an emergency activity suspension is necessary. If an emergency activity suspension is necessary, an informal hearing will be held as soon as possible after the emergency ceases to exist.

VI. Student travel to or from an extracurricular or co-curricular activity

If a student causes a disruption or hazard on the bus, a hearing will be held with the principal, driver, instructor\coach\ or adult sponsor, parent/guardian and student. The driver, instructor\coach\ or adult sponsor, parent/guardian and the student will have the opportunity to share with the principal their perceptions of the problem. If the principal finds that there has been an infraction of bus rules, he will take the following action:

1. On the first infraction, the student will be warned that following any further infraction he/she will be declared ineligible for transportation to the extracurricular or co-curricular activities for one event.
2. On the second infraction during a semester, the student will be declared ineligible for transportation to the extracurricular or co-curricular activity for two events.
3. On the third infraction during a semester, the student will be declared ineligible for transportation to the extracurricular or co-curricular activities for the remainder of the semester.

Based on the severity of the problem as it relates to respect and safety for others, the principal may bypass step #1 and/or step #2 above and immediately declare the student ineligible for transportation for two weeks or for the remainder of the semester.

VI. Appeal Process

1. This appeal process may be used by students and their parent/guardian only in those instances where an activity suspension or transportation to an extracurricular or co-curricular activities exceeds nine (9) school days.
2. The parent/guardian must request an appeal in writing within two (2) school days from the notification of the activity suspension decision.
3. The Superintendent will appoint a three-member panel composed of certificated staff members who have not been involved in the disciplinary action in question. The hearing panel will notify the student and the parent/guardian of the date, location, and time of the hearing; the student will have an opportunity to present additional evidence regarding the circumstances of the suspension or reasons to reduce the length thereof. The appeal must be scheduled within five (5) school days of the request.
4. If the panel determines that the evidence reviewed at the appeal supports the suspension, the suspension of the student from extracurricular and/or co-curricular activities shall be continued.
5. The student and the parent/guardian will be notified in writing of the panel's findings and determination with respect to the student suspension from extracurricular and/or co-curricular activities within two (2) school days of the panel's decision.
6. The panel's determination is final, and is not appealable to the Superintendent or Board of Trustees.

VII. Elementary Students

Students in kindergarten through sixth (K-6) grade who are in violation of this policy may have the length of the activity suspension reduced by the principal or other authorized administrator.

Reviewed & Adopted: July 9, 2008
Adopted: August 10, 1987

621.0 EXTRA CURRICULAR ACTIVITIES SCHOOL SPONSORED

- 1,500 miles maximum trip. (Round trip)
- No drinking by chaperones or students.
- No smoking by students.
- No use of drugs by students or chaperones.
- At least one chaperone in each car.
- If group breaks into smaller individual groups there will be a chaperone with each group.
- All school policy applies from the time the group leaves school until they return. Twenty-four hours per day.

- Any infractions of these rules by chaperones will deny them the right to chaperone any school activity for Culdesac Joint School District No. 342 henceforth.

The advisor is responsible for the students included in this activity, the chaperones are responsible in turn to the advisor and the advisor is responsible to the administrator.

Reviewed & Adopted: July 9, 2008
Adopted: August 10, 1987

622.0 TRANSPORTATION FOR EXTRACURRICULAR ACTIVITIES

Any student engaged in extracurricular activities, shall use school transportation at all times. Unless other travel arrangements are authorized, students will board the bus at the school designated as point of origin for the trip and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students.

The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent. The teacher and/or advisor must be informed by the parents in writing that their child or children, will ride with other parents to or from the activities, and reasons for this request.

The teacher, coach or advisor may insist that all of their charges ride on school transportation to the activity or that they ride both ways. The board or their designate reserves the right to decide what is in the best interest of all the students while engaged in extra curricular activities.

The activity must provide at least one instructor\coach\ or adult sponsor for each bus on a special trip. The bus driver will be responsible for the safe operation of the bus. The sponsor will be responsible for supervision of students and enforcement of bus rules. Any adult designated by the principal as a sponsor will have such authority.

Students must follow all school bus rules with this exception: Food and drink not in glass containers will be allowed on the bus with permission of the principal. However, any debris must be cleaned up at the end of the trip and before students leave the bus.

Reviewed & Adopted: July 9, 2008
Adopted: August 10, 1987

623.0 EXTRA CURRICULAR ACTIVITIES NON-PARTICIPANTS

When a field trip or extra curricular trip is planned and the entire class is not participating, arrangements must be made to guarantee that all students left behind will be in attendance in their regular classes.

Students will not be allowed to leave the school if they are not participating in the extra curricular activity.

The teacher and/or teachers who will be conducting these events will inform the office of the plans and how each pupil or student will be cared for. It is not the responsibility of the office to make arrangements for non-participants except to make substitute teachers available.

Reviewed & Adopted: July 9, 2008

Adopted: August 10, 1987

624.0 CURRICULUM DESIGN

The curriculum design for the Culdesac Joint School District No. 342 shall be so designed as to meet State Board of Education standards.

The curriculum shall be modified as necessary to provide the best possible educational opportunities to the students and patrons of the school district.

Reviewed & Adopted: July 9, 2008

Adopted: August 10, 1987

624.1 - Culdesac School District Course Description/Grading Policy Grades 7-12

- STANDARD COURSE WORK – Students will do regular course work with no modifications.
- BASIC COURSE WORK – Students will do regular course work with some modifications, such as test with notes, highlighted books, reduced assignments, etc.
- DEVELOPMENTAL COURSE WORK – Students will do course work that is at their own level with appropriate modifications and assignments.

Options one, two, and three are available to all students. Option two and three are only available with prior Academic Committee Approval. The Academic Committee will be composed of an administrator, classroom teacher, counselor, and Special Education teacher.

Options one, two, and three count towards graduation requirements and shall be eligible for the Honor Roll. Option one shall only be considered for class ranking.

Reviewed & Adopted: July 9, 2008
Adopted February 11, 1998

625.0 EXPERIMENTAL PROGRAMS

When the administrative staffs deem it desirable to set up an experimental program, it shall be done with the approval of the superintendent and Board of Trustees. Before such experimental programs become a part of the regular curriculum, they shall be evaluated as to their merits and approved for adoption by the Board of Trustees.

Reviewed & Adopted: July 9, 2008
Adopted: August 10, 1987

626.0 CURRICULAR GUIDES

All schools shall have curricular guides available and accessible for each teacher and public review.

Reviewed & Adopted: July 9, 2008
Adopted: August 10, 1987

627.0 CONTROVERSIAL ISSUES

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 not necessarily be limited to (1) politics, (2) science, (3) health and sex education and (4) values and ethics.

Teachers shall guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, importance of fact, 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 school board policy, and by the school's mission statement.

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

1. relative maturity of students;
2. District philosophy of education;
3. community standards, morals and values;
4. the necessity for a balanced presentation; and
5. the necessity to seek 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 that no one idea or viewpoint should necessarily prevail;
3. teachers will not attempt, directly or indirectly, to limit or control students' judgment concerning any issue, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation;
4. teachers will exercise professional judgment in determining the appropriateness of the issue to the curriculum and to the age and grade level of the students.

To this end:

1. the teacher shall be free to choose supplemental materials to support and enhance the regular classroom curriculum except in sex education instruction as outlined in item four of this section. To encourage the free flow of information and enhance student creativity, unplanned issues may be brought up in the classroom and briefly discussed.
2. the school shall provide for parents 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 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 as to 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 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 School Board directs that a philosophy of abstinence shall be a part of and the underlying principal in all sex education instruction. However, it is recognized that this alone may not prevent pregnancies and sexually transmitted disease and therefore the School Board allows for instruction in sex education including AIDS awareness, sexually transmitted diseases, birth control, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgment of the instructor. This does

not preclude giving impartial view points on both sides of issues such as the right to an abortion or on the use of birth control methods.

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

I.C. § 33-512

Reviewed & Adopted: July 9, 2008

Adopted: August 10, 1987

628.0 OBJECTIVES OF THE INSTRUCTIONAL PROGRAM

A set of yearly goals must be completed by each teacher for their program. These goals must be sequential in continuance curriculum area such as language arts.

Specific objectives for each course:

1. Specific objectives for each course
2. Activities to meet the objectives and
3. Evaluative criteria will be constructed and filed by each teacher for their classes.

Reviewed & Adopted: July 9, 2008

Adopted August 10, 1987

629.0 COLLECTION DEVELOPMENT POLICY

629.1 - Mission Statement

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

The Culdesac School District Media and Technology Center has two major purposes:

- To support and enrich the curriculum
- To provide for personal interests and recreational reading

The Board of Trustees hereby states that it is the policy of Culdesac School District to provide a wide range of instructional materials in its media centers in all levels of difficulty, with diversity of appeal, and the presentation of different points of view. It will allow the review of media center materials through its established procedure.

Reviewed & Adopted: July 9, 2008

629.2 - Intellectual Freedom

The Culdesac School District Media and Technology Center does not promote particular beliefs or views nor is the selection of any library material, print or non-print, equivalent to endorsement of the viewpoint of the author expressed therein. To be a resource where the student can examine many points of view is one of the essential purposes of a K-12 library. The library endorses the American Library Association's "Library Bill of Rights" and "School Bill of Rights."

Reviewed & Adopted: July 9, 2008

629.3 - Selection Guides

The primary objective of the District's library is implementing and supporting the educational program in the schools. It is the objective of this library to provide a wide range of materials on all appropriate levels of difficulty, with diversity of appeal and the presentation of different points of view.

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

Selection of materials is made on the basis of the following:

- Book reviews and other professional tools such as standard catalogs and bibliographies. Book list, Library School Journal, State Department of Education book list.
- Recommendations from staff, librarians, students and parents.
- Examination and preview of print and non-print library materials.
- No single standard exists which can be applied in all acquisition decisions. Some materials must be judged primarily on their artistic merits, scholarship, or value as human documents; others are intended to satisfy recreational and entertainment needs.

General criteria considered in evaluation and re-evaluation of materials for the Culdesac School District include:

- Educational significance
- Contribution the subject matter makes to the curriculum and to the interests of students
- Favorable reviews found in standard selection sources
- Favorable recommendations based on preview and examination of materials by professional personnel
- Reputation and significance of author, producer, and publisher
- *Validity, up-to-datedness, and appropriateness of material*
- Contribution the material makes to breadth of representative viewpoints on controversial issues
- High degree of potential user appeal
- Quality and variety of format
- Value commensurate with cost and/or need
- Timeliness or permanence
- Integrity

Reviewed & Adopted: July 9, 2008

629.4 - Responsibility for Selection of Library Materials

The Culdesac Board of Trustees are legally responsible for all matters relating to the operation of the Culdesac Joint School District.

The Superintendent is responsible for 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 of the school. The principal further delegates that authority to the Library Media Generalist.

Reviewed & Adopted: July 9, 2008

629.5 - Weeding and Replacements

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

Following are several classes of materials that can be considered as good candidates for discarding:

- Old and worn out books
- Outdated books
- Books that are trivial, poor in format, or old-fashioned in style of writing or illustration
- Duplicates of little used books
- Didactic or moralistic fiction and books which contribute to development of false stereotyped of minority groups
- Bibliographies of now obscure persons
- Old travel and humor books
- Magazines which are five years older and/or not listed in the reader's Guide

Discarded materials will be clearly stamped:

“WITHDRAWAL FROM CULDESAC PUBLIC SCHOOL LIBRARY”

Materials will be discarded in compliance with I.C. § 33-601. The Board may sell materials with an estimated value of less than \$1,000, without appraisal, by sealed bid or at auction if there is at least one published advertisement prior to such sale. If the Board, by unanimous vote of those members present, finds that the materials have an estimated value of less than \$500.00 and is of insufficient value to defray the costs of

arranging a sale, the materials may be disposed of in the most cost-effective and expedient manner by an employee with such authority. In this event, materials weeded from the collection shall be available to faculty and students for a period of one week before they are discarded.

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

Reviewed & Adopted: July 9, 2008

629.6 - Reconsideration of Challenged Material

The suitability of particular materials may be questioned and reconsideration formally requested in accordance with School Board Policy.

Reviewed & Adopted: July 9, 2008

629.7 - Gifts

Gifts are accepted with the provision that they will be evaluated for inclusion in the collection in the same manner as other materials, and unusable gifts will be disposed of in appropriate manner.

The library cannot legally appraise gifts for tax purposes. Donors are offered a signed and dated gift statement as a receipt.

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Adopted September 11, 1991