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## Clark County School District No. 161

### INSTRUCTION

2000

#### Goals

The District's educational program will seek to provide an opportunity for each child to develop to his or her maximum potential. The objectives for the educational program are:

- To foster self-discovery, self-awareness, and self-discipline.
- To develop an awareness of and appreciation for cultural diversity.
- To stimulate intellectual curiosity and growth.
- To provide fundamental career concepts and skills.
- To help the student develop sensitivity to the needs and values of others and respect for individual and group differences.
- To help each student strive for excellence and instill a desire to reach the limit of his or her potential.
- To develop the fundamental skills which will provide a basis for life long learning.
- To be free of any sexual, cultural, ethnic, or religious bias.

The administrative personnel are responsible for apprising the Board of the educational program's current and future status. The Superintendent should prepare periodic reports that include:

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

#### Policy History:

Adopted on: 06/09/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2100

#### Curriculum Development and Assessment

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

#### Development and Assessment

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

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

In all program areas and at all levels, the District shall assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. The District will use assessment results to improve the education program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school.

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

Cross Reference:	2000	Goals
	2800	Objectives

Legal Reference:	I.C. § 33-512A	District curricular materials adoption committees
	I.C. § 33-1601 et seq.	Courses of Instruction
	IDAPA 08.02.01 et seq.	Rules of the State Board of Education

#### Policy History:

Adopted on: 06/09/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2110

#### Lesson Plan

To insure proper planning and continuity of instruction, the Board requires that each teacher prepare lesson plans for weekly instruction. To facilitate more effective instruction, lesson plans must be prepared at least days in advance of the actual class presentation. The format for the lesson plan will be specified by the Superintendent/Principal and shall be reviewed on a regular basis. The plan book must be readily available when a substitute teacher is needed.

Careful planning should precede:

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

Planning should include:

1. Statement of objectives;
2. Procedures and strategies to be used;
3. Organizational materials and instruction;
4. Materials – basic and supplementary; and
5. Evaluation of students.

Planning should be creative and challenging as well as continuous. Additionally, planning should be flexible in order to meet the needs and abilities of students.

#### Policy History:

Adopted on: 06/09/2014

Revised on:

**Clark County School District No.**

**INSTRUCTION**

**2120**

Program Evaluation and Diagnostic Tests

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

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

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

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

Policy History:

Adopted on: 09/13/2011

Reviewed on: 06/09/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2130

#### Research Studies

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

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

All research proposals from outside sources will be submitted in prospective form, with the instruments attached, to the Superintendent at least three (3) weeks prior to the date on which the research study is to be conducted. The prospectus will include the researcher's name, address and phone number, as well as a description of the purpose of the study, the procedures to be used, the treatment of the data and the distribution of the study. The Superintendent will approve or disapprove all research studies. Approval will be based on educational significance, project design, and disruption to the regular school process. The primary criteria in approving research studies will be the value to the District. A final copy of the study will be provided free of charge to the District.

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

#### Policy History:

Adopted on: 09/13/2011

Reviewed on: 06/09/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2140

#### Student and Family Privacy Rights

##### Surveys - General

Surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in Board policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Personally identifiable information from student education records may be disclosed to an educational agency or institution in order to:

1. Develop, validate, or administer predictive tests;
2. Administer student aid programs; or
3. Improve instruction.

In such cases, the school or District shall enter into a written agreement with the receiving organization. The study must not allow identification of individual parents or students by anyone other than representatives of the organization with legitimate interests in the information and the information must be destroyed when it is no longer needed for study purposes.

##### Surveys Created by a Third Party

Before the District administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey:

1. That is created by a person or entity other than a District official, staff member, or student;
2. Regardless of whether the student answering the questions can be identified; and
3. Regardless of the subject matter of the questions.

##### Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one (1) or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Behavior or attitudes about sex;



4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request, and/or
2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercise this option.

### Instructional Material

A student's parent(s)/guardian(s) may, within a reasonable time of the request, inspect any instructional material used as part of their child's educational curriculum.

The term "instructional material," for purposes of this policy, means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

### Collection of Personal Information from Students for Marketing Prohibited

The term "personal information," for purposes of this section only, means individually identifiable information including:

1. A student's or parent's first and last name;
2. A home or other physical address, including street name and the name of the city or town;
3. Telephone number; or
4. A Social Security identification number.

The District shall not collect, disclose, or use student personal information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose.

The District, however, is not prohibited from collecting, disclosing, or using personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education- related activities; and
6. Student recognition

programs. Notification of Rights

and Procedures

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability from the District office upon request;
2. How to opt their child out of participation in activities as provided in this policy;
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other material described in this policy.

This notification shall be given parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student, when the student turns eighteen (18) years of age or is an emancipated minor.

*NOTE: This policy must be adopted in consultation with parents. 20 U.S.C. § 1232h(c)(1). Therefore, ISBA recommends that, at a minimum, Boards specifically note this on their meeting agendas and request public comment prior to adoption.*

Cross Reference:	2520	Curricular Materials
	3200	Student Rights and Responsibilities
	3500	Student Health, Physical Screenings, and Examinations

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

Policy History:

Adopted on: 02/11/2013

Reviewed on: 06/09/2014

Revised on: 05/09/2016

## Clark County School District No. 161

### INSTRUCTION

2140F

#### Student and Family Privacy Rights – Consent Form

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires the District to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

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

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings (except those permitted under state law without parental notification). The following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and, for surveys and activities scheduled after the school year starts, the District will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

**Athletic Physicals: Administered to sports participants as required by IHSA. Required to participate in athletics.**

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to **Superintendent or Designee, Clark County School District #161, P.O. Box 237, Dubois, ID 83423**. The Superintendent or Designee will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

I \_\_\_\_\_ **[PARENT/GUARDIAN'S NAME]** give my consent for \_\_\_\_\_  
**[CHILD'S NAME]** to take \_\_\_\_\_ **[SURVEY NAME]** on or about  
\_\_\_\_\_ **[DATE]**.

Parent's signature: \_\_\_\_\_

Please return this form no later than \_\_\_\_\_ **[DATE]** to the following school official:  
**[NAME AND MAILING ADDRESS]**

## Clark County School District No. 161

### INSTRUCTION

2150

#### Copyright

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

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

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

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

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

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

Legal Reference: 17 USC 101 to 1010      Federal Copyright Law of 1976

#### Policy History:

Adopted on: 09/13/2011

Reviewed on: 06/09/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2150P

#### Copyright Compliance

##### Authorized Reproduction and Use of Copyrighted Material in Print

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

1. Brevity
  - a. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
  - b. Complete articles, stories, or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less, may be copied; in any event, the minimum is 500 words. (Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph.)
  - c. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose, or poetic prose.
2. Spontaneity. Should be at the “instance and inspiration” of the individual teacher.
3. Cumulative Effect. Teachers are limited to using copied material for only one (1) course in the school in which copies are made. No more than one (1) short poem, article, story or two (2) excerpts from the same author may be copied, and no more than three (3) works can be copied from a collective work or periodical issue during one (1) class term. Teachers are limited to nine (9) instances of multiple copying for one (1) course during one (1) class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

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

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations, or collective works. “Consumable” works include: workbooks, exercises, standardized tests, test booklets, and answer sheets. Teachers cannot substitute copies for the

purchase of books, publishers' reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority," and students cannot be charged more than actual cost of photocopying. Teachers may use copyrighted materials in overhead projectors for instructional purposes.

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

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

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

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

#### Authorized Reproduction and Use of Copyrighted Music

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

A teacher may make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song. Printed musical works which have been purchased may be simplified provided that the fundamental character of the work is not distorted and that lyrics are not added or altered.

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

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

### Recording of Broadcast Programs

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

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

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

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

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

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

### Procedure History:

Adopted on: 09/13/2011

Reviewed on: 06/09/2014

Revised on: 05/09/2016



## Clark County School District No. 161

### INSTRUCTION

**2200**

#### School Year / Calendar / Instructional Hours

##### School Fiscal Year

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

##### School Calendar

A committee appointed by the Clark County Education Association will meet with the Administration prior to March 1<sup>st</sup> of each year to develop the school calendar. The proposed calendar will be subject to approval by the Board of Trustees and through this process shall establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal holidays.

##### Holidays / Commemorative Days

School holidays shall include New Year's Day, Memorial Day, Independence Day, Thanksgiving Day, and Christmas Day. For those commemorative days that fall on a school day, the teachers and students shall devote a portion of the day on each such day designated in I.C. § 73-108.

##### Instructional Hours

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

<u>Grades</u>	<u>Hours</u>
K	450
1-3	810
4-8	900
9-12	990

##### PIR Days

Not more than twenty-two (22) hours may be utilized for in-service teacher activities.

Legal Reference: I.C. § 33-512 Governance of schools  
I.C. § 33-701 Fiscal year – Payment and accounting of funds  
IDAPA 08.02.01.250.01 Required Instructional Time  
IDAPA 08.02.01.250.03 Day In Session When Counting Pupils in Attendance

##### Policy History:

Adopted on: 09/13/2011

Revised on:

06/09/2014

## **Clark County School District No. 161**

### **INSTRUCTION**

**2210**

#### School Closure

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

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

#### Policy History:

Adopted on: 09/13/2011

Revised on: 06/09/2014

## **Clark County School District No. 161**

### **INSTRUCTION**

**2210P**

#### School Closure

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

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

#### Work Schedules and Responsibilities for School Closures

##### Superintendent

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

##### Central Administrative Personnel

Central administrative personnel may be expected to report for duty on their assigned shifts in the event of any school closure insofar as is safely possible. Additional hours may be required, especially of the Maintenance Supervisor, Business Manager and Personnel Director, depending on the nature of the emergency.

##### Building-Level Administrators, Non-Teaching “Exempt” Personnel, and Key Support Staff

All building-level administrators and non-teaching “exempt” personnel may report for duty per their normal shifts or as otherwise directed each day during the school closure, together with the head custodian and at least one (1) secretary, insofar as is safely possible. The building administrator shall ascertain that the building has been adequately secured and that any child who mistakenly reports to school [in the event that school has been closed] is properly and safely cared for and returned home per district policy. The administrator and this minimal support staff shall notify other staff and/or other support employees of the situation, and shall respond to telephone questions. When the situation has been stabilized, the personnel who reported to work may choose to return home. An administrator or exempt employee who does not work a normal day shall then adjust his/her work year by memorandum to the Superintendent by the number of hours not worked on the day or days of school closure.

### 12-Month Classified Employees

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

### 10-and 11-Month Classified Employees

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

### Aides, Food Service Workers, and Other 9-Month Classified Employees

These employees work only those days when school is in session and are not expected to work when school is not in session. If school has been closed, 9-month employees should not report for duty unless otherwise directed by their immediate supervisor or the Superintendent. 9-month employees shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

### Teachers (Teachers, Librarians, Psychologists, Counselors)

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

### Procedure History:

Adopted on: 09/13/2011

Revised on: 06/09/2014

## Clark County School District No. 161

### INSTRUCTION

2220

#### Pre-kindergarten Programs

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

The objectives of the program are to:

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

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

#### Policy History:

Adopted on: 09/13/2011

Revised on: 06/09/2014

## **Clark County School District No. 161**

### **INSTRUCTION**

**2230**

#### Grade Organization

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

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

A student will be assigned to an instructional group or a classroom that will best serve the needs of that individual while still considering the rights and needs of other students. Factors to be considered in classroom assignments are: class size, peer relations, student/teacher relations, instructional style of individual teachers, and any other variables that will affect the performance of the student.

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

Legal Reference: I.C. § 33-302      Classification of school districts

#### Policy History:

Adopted on: 09/13/2011

Revised on: 06/09/2014

**Clark County School District No. 161****INSTRUCTION****2240****Class Size**

The district will strive to achieve ratios consistent with the following state class size ratio goals:

<u><b>Grade Level</b></u>	<u><b>Number of Students</b></u>
Kindergarten	20
Grades 1, 2, 3	20
Grades 4, 5	26
Junior High	160 per teacher
High School	160 per teacher
Alternative School 7 <sup>th</sup> -12 <sup>th</sup>	18 average daily

In Kindergarten and at the elementary level, a class shall be considered overloaded when it exceeds the following number of students:

Kindergarten-1<sup>st</sup> Grade - 25  
Second (2<sup>nd</sup>), Third (3<sup>rd</sup>) Grades- 25  
Fourth (4<sup>th</sup>) – Fifth (5<sup>th</sup>) Grades - 30

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

Legal Reference: IDAPA 08.02.02.110

**Policy History**

Adopted On: 09/13/2011

Revised On: 06/09/2014

## Clark County School District No. 161

### INSTRUCTION

2300

#### Guidance and Counseling

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

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

1. Provide staff with meaningful information that can be utilized to improve the educational services offered to individual students.
2. Provide students with planned opportunities to develop future career and educational plans.
3. Refer students with special needs to appropriate specialists and agencies.
4. Aid students in identifying options and making choices about their educational program.
5. Assist teachers and administrators in meeting 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.

Legal Reference: I.C. § 33-1212 Elementary school counselors  
IDAPA 08.02.03.108 Guidance Programs

#### Policy History:

Adopted on: 09/13/2011

Reviewed on: 06/09/2014

Revised on:



## Clark County School District No. 161

### INSTRUCTION

2301

#### Nutrition Services:

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

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

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

- Children with special health care needs;
- Adolescents who are obese, underweight, follow a vegetarian diet or have other related issues (e.g., eating disorders);
- Students living in impoverished conditions with limited access to nutritionally adequate food; and
- Students who abuse substances such as food, drugs, alcohol and tobacco.

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

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

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

- Provide standard nutrition screening;
- Establish a well-defined plan for follow up of students and referral to community-based services; and
- Provide recommendation for physical activities.

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

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

Cross Reference: 8200 Healthy Lifestyles

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

Policy History:

Adopted on: 09/13/2011

Revised on: 07/07/2014

## Clark County School District No. 161

### INSTRUCTION

2305

#### Nutrition Education:

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

Comprehensive nutrition education programs extend beyond the classroom into the larger school environment. The school cafeteria serves as a laboratory where students apply critical thinking skills taught in the classroom. Physical education programs, after-school sports and school health services are appropriate avenues for nutrition education efforts. Students need to explore how 1) knowledge has purpose and meaning in their lives and 2) curriculum points to the connection within and across disciplines. Examples of how nutrition can be integrated into other classes are: discussing ethnic food practices in the context of history and geography; the study of essential nutrients in science and biology classes applying mathematical and technological skills to conduct dietary analysis; and addressing the wide range of social, cultural and psychological aspects of food in language and social studies classrooms.

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

- |                                  |                               |
|----------------------------------|-------------------------------|
| *Knowledge of food guide pyramid | *Healthy diet                 |
| *Healthy heart choices           | *Food labels                  |
| *Sources and variety of foods    | *Major nutrients              |
| *Guide to a healthy diet         | *Multicultural influences     |
| *Diet and disease                | *Serving sizes                |
| *Understanding calories          | *Proper sanitation            |
| *Healthy snacks                  | *Identify and limit junk food |
| *Healthy breakfast               |                               |

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

All nutrition education will be scientifically based, consistent with the United States Department of Agriculture's (USDA) Dietary Guidelines for Americans.

Nutrition education will be offered in the school cafeteria as well as in the classroom, with coordination between school foodservice staff and teachers. Teachers can display posters, videos, websites, etc. on nutrition topics.

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

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

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

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

**Parent Involvement.** The District may support parents’ efforts to provide a healthy diet and daily physical activity for their children. The district may offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the District’s nutrition standards for individual foods and beverages. The district may provide parents a list of foods that meet the district’s snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district may provide opportunities for parents to share their healthy food practices with others in the school community.

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

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

- Nutrition education may be provided to parents beginning at the elementary level. The goal will be to continue to educate parents throughout the middle and high school levels.
- Healthy eating and physical activity may be actively promoted to students, parents, teachers, administrators, and the community at registration, PTO meetings, Open Houses, Health Fairs, teacher in-services, etc.
- Nutrition education may be provided in the form of handouts, postings on the District website, or presentations at open houses that focus on nutritional value and healthy lifestyles.

Cross Reference:      8200    Healthy Lifestyles  
                              8230    District Nutrition Standards Legal

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

Policy History:

Adopted on: 09/13/2011

Revised on: 07/07/2014

## Clark County School District No. 161

### INSTRUCTION

2307

#### Physical Activity Opportunities and Physical Education

**Daily Physical Education (P.E.) K-12.** All students in grades K-12 will be provided Physical Education that meets Idaho Education regulation.

**Integrating Physical Activity into the Classroom Setting.** For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class.

Toward that end:

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

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

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

**Physical Activity and Punishment.** Teachers and other school and community personnel will not use physical activity (e.g., running laps, push-ups) as punishment.

Cross Reference: 8200 Healthy Lifestyles

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

#### Policy History:

Adopted on: 07/07/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2310

#### Health Enhancement Education

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

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

In order for education about HIV to be most effective, the Superintendent shall require that faculty members who present this instruction receive continuing 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.

#### Alcohol, Tobacco and Drug Education

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

Legal Reference: I.C. § 33-1605

I.C. § 33-1608 et seq.  
IDAPA 08.02.03.450

Health and Physical Fitness – Effects of Alcohol,  
Tobacco, Stimulants and Narcotics  
Family life and sex education – Legislative policy  
Health Standards

Cross Reference: 2307

Physical Activity Opportunities and Physical Education

#### Policy History:

Adopted on: 09/13/2011

Revised on: 07/07/2014

## Clark County School District No. 161

### INSTRUCTION

2320

#### Driver Training Education

The District may offer a Driver Training Education Program when staffing and funding are available. Any such program will be conducted in compliance with all requirements in the Idaho Standards for Public School Driver Education and Training as approved by the State Board of Education on August 13, 2004.

Anyone residing in the District between the ages of fourteen and one-half (14 1/2) through twenty-one (21) years of age, irrespective of whether they are enrolled in the district, are eligible to enroll in the District's drivers training program. Such program, in the discretion of the Board, may be conducted after school hours, on Saturdays or during regular school vacation periods. The District may offer a joint driver training program with other districts.

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

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

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

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

#### Policy History:

Adopted on: 09/13/2011

Reviewed on: 07/07/2014

Revised on:



## **Clark County School District No. 161**

### **INSTRUCTION**

**2330**

#### Community and Adult Education

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

#### Policy History:

Adopted on: 07/07/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2335

#### Digital Citizenship and Safety Education

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

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

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

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

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

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

5. (Other)\_\_\_\_\_.

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

Cross Reference: 3295P Hazing, Harassment, Intimidation, Bullying, Cyber Bullying, Menacing

Legal Reference: I.C. § 18-917A Student Harassment – Intimidation - Bullying  
P.L. 110-385 Broadband Data Services Improvement Act  
Technology Taskforce: Final Taskforce Recommendations

Policy History:

Adopted on: 07/07/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2340

#### Controversial Issues and Academic Freedom

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

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

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

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

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

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

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

1. Relative maturity of students;
2. District philosophy of education;
3. Community standards, morals, and values;
4. The necessity for a balanced presentation; and
5. The necessity of seeking prior administrative counsel and guidance in such matters.

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

1. All classroom studies will be curriculum-related, objective, and impartial;
2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance, and 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 or guardians to have their child excused from a topic which may be contrary to their religious or moral values. This shall be done in writing by the parent or guardian and include an explanation of the conflict. The student may also request to be excused if the student personally finds the topic to be contrary to their religious or moral values. The student must explain in writing 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 or guardians when especially controversial issues may be discussed and that they may have their child excused if family religious or moral values so dictate. The teacher should have the principal view questionable materials, etc.
4. The Board directs that a philosophy of abstinence shall be a part of and the underlying principal in all sex education instruction. However, it is recognized that this alone may not prevent pregnancies and sexually transmitted disease and therefore the Board allows for instruction in sex education including AIDS awareness, sexually transmitted diseases, birth control, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgment of the instructor. This does not preclude giving impartial view points on both sides of issues such as the right to an abortion or on the use of birth control methods.

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

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

Cross Reference      2341    Controversial Speakers

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

Policy History:

Adopted on: 09/13/2011

Revised on: 07/07/2014

**INSTRUCTION****2340F****Parental Opt-Out Form for Sex Education**

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

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

\_\_\_\_\_  
Date\_\_\_\_\_  
Signature of Parent/GuardianPolicy History:

Adopted on: 07/07/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2341

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

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

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

#### Controversial Speakers

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

Legal Reference:

I.C. § 33-512

Governance of schools

#### Policy History:

Adopted on: 09/13/2014

Reviewed on: 07/07/2014

Revised on:



**Clark County School District No. 161****INSTRUCTION****2341P****Controversial Speakers Procedure**

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

1. Selection of speakers and topics must be appropriate to the age and grade level of the students.
2. Selection of speakers and topics should be congruent with the curriculum of the course or function.
3. The teacher/sponsor and school building administrator shall investigate fully those proposed resource persons for whom the community may question the wisdom of his/her presence:
4. The teacher/sponsor or designee must give one week prior notification to the principal or designee. The principal or designee may waive the one week notification requirement if extenuating circumstances are present.
5. Minimal disruption to the normal flow of school operation is a high priority.
6. An attempt to provide a balance of viewpoints is recommended when dealing with controversial issues or candidates for public office.
7. No person who encourages or advocates breaking the law shall be invited to speak;
8. Teachers should ensure that the presentation and follow up is consistent with District approved programs and policies.
9. The teacher must retain primary responsibility for the instruction and supervision of students when using an outside speaker. The teacher must be present at all times when speakers are in the classroom.
10. Prior to his/her appearance or participation, the proposed speaker shall be given in writing and shall agree to abide by the following regulations:
  - a. Profanity, vulgarity and lewd comments are prohibited;
  - b. Tobacco use is prohibited;
  - c. The teacher/sponsor responsible for inviting the resource person, or any member of the school administration, has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering the safety of students and staff.
11. In the event an outside community speaker is denied access to the classroom, the teacher may request a meeting to be held between the Superintendent or designee, the principal or designee, and the teacher/sponsor. The meeting shall be held no later than five (5) working days from the date of the request for the meeting. The administrators shall review with the teacher/sponsor pertinent information concerning the request and render a final decision on the issue.

Legal Reference:

I.C. § 33-512

Governance of schools

Policy History:

Adopted on: 09/13/2011

Reviewed on: 07/07/2014

## **Clark County School District No. 161**

### **INSTRUCTION**

**2350**

#### Student Religious Activity at School

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

#### Student Prayer and Discussion

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

#### Staff Members

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

#### Graduation Ceremonies

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

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

#### Baccalaureate Ceremonies

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

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

#### Assemblies, Extracurricular and Athletic Events

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

#### Student Religious Expression and Assignments

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

#### Religion in the Curriculum

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

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

#### Student Religious Clubs

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

#### Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions that the District imposes on the distribution of other non-school literature. Outsiders may not distribute religious or other literature to students on school property, consistent with and pursuant to the District's policy on solicitations (Policy 4240).

## Religious Holidays

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

### Policy History:

Adopted on: 09/13/2011

Reviewed on: 07/07/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2355

#### Release Time

For students in grades K through 8 (K-8), the District will not allow release time.

Upon application, students in grades 9-12 may be excused from school provided that no student will be excused in excess of five (5) periods in a school week or one hundred sixty-five (165) hours in any given school year.

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

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

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

The District is not responsible for the health, safety and welfare of a student participating in a release time program nor will the District be liable for acts, injuries or events occurring while: (1) a student is being transported to and from release time programs; or (2) while a student participates in release time programs.

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

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

I.C. § 33-1603 Sectarian Instruction Forbidden

IDAPA 08.02.02.220 Release Time Program for Elementary and Secondary Schools

#### Policy History:

Adopted on: 09/13/2011

Reviewed on: 07/07/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2360

#### Interscholastic Activities

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

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

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

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

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

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

Cross Reference: 3510

Administering Medication to Students

Legal Reference: I.C. § 33-512

Governance of schools

#### Policy History:

Adopted on: 10/11/2011

Reviewed on: 07/07/2014

Revised on:

## **Clark County School District No. 161**

### **INSTRUCTION**

**2370**

#### Homebound, Hospital and Home Instruction

A student absent from school for more than ten (10) consecutive days because of health or physical impairment will be provided the services of a teacher or an aide in the home or hospital. Appropriate educational services may begin as soon as eligibility has been established with a written statement from a licensed medical examiner and a written parental or guardian request.

Such students shall be included in calculating the average daily attendance

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

#### Policy History:

Adopted on: 10/11/2011

Reviewed on: 07/07/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2375

#### Service Animals in Schools

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

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

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

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



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

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

Policy History:

Adopted on: 05/09/2016

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2380

#### Elementary and Secondary Education Act Waiver

The District and all of its schools shall adhere to the provisions of Elementary and Secondary Education Act (ESEA) Waiver, including provisions regarding student placement and the extended learning time.

Any student who participated in school choice prior to the acceptance of Idaho's ESEA Waiver shall be to allowed to continue their enrollment in their school of choice through the final grade level served by that school.

#### Extended Learning Time

Students attending schools with a one or two star rating who are not proficient and have not made adequate growth in a core subject area of the statewide standardized test used for federal accountability purposes shall be eligible for extended learning. The Board directs the Superintendent to ensure that eligible students are sent notification of eligibility for extended learning time and their enrollment options at least fourteen (14) days prior to the first day of school.

Such extended learning shall be provided in accordance with a plan approved by the Idaho State Department of Education which meets the requirements of Idaho's ESEA Waiver. Extended learning time must be provided for a minimum of two (2) hours per week for at least twenty-eight (28) weeks, unless the student's parent/guardian requests that their student no longer participate. The administration of any one or two star school must evaluate its schedule and redesign it to include time for extended learning opportunities for eligible students. Extended learning time must occur outside of the time allotment that counts toward Average Daily Attendance. It may take place before school, after school, during the summer, or within the school day if the program is designed to extend learning time beyond that which is required by the State or if it provides support during times not traditionally scheduled for classes, such as lunchtime.

Extended learning time services must be provided by individuals who have a demonstrated track record of ensuring significant academic growth. This may include certified teachers, reading or mathematics specialists, highly qualified and experienced paraprofessionals, or external providers that have met high standards of performance. Enrollment options available to eligible students shall include, but not be limited to, District open enrollment, dual enrollment, virtual education programs, online courses, the Idaho Digital Learning Academy, the Idaho Education Network, and public charter schools including virtual public charter schools.

### Exiting Extended Learning Time

If a student demonstrates he or she is proficient in the subject area that is being covered by the extended learning time before the fifty-six (56) hours are finished, a school or District may present progress monitoring and/or benchmark assessment data to the parent/guardian in order to make a recommendation that the extended learning time is no longer needed. However, the parent/guardian shall decide whether or not to continue the extended learning until the fifty-six (56) hours are completed.

Legal Reference: Title I, Section 1116(e)

Other Reference: No Child Left Behind Act Resource Documents, NSBA Council of  
School Attorneys, November 2003  
Idaho's Elementary and Secondary Education Act Waiver

### Policy History:

Adopted on: 10/13/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2385

#### Limited English Proficiency Program

In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students, so they can attain academic success. Students that have limited English proficiency (LEP) will be identified, assessed, and provided appropriate services.

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

The Superintendent or his/her designee shall implement and supervise an LEP program which ensures appropriate LEP instruction and complies with applicable laws and regulations.

The Superintendent or his/her designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the LEP program, including:

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

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

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

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

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

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

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

1. The student has not been enrolled for two (2) full school years in an elementary school or secondary school in the United States.
2. The student scores less than a level four (4) on the state assessment used to determine English language proficiency
3. If the parent or guardian of the student and the student's teacher agree that such an assessment exclusion is educationally appropriate for the student.

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

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

Legal Reference: Title VI, Civil Rights Act of 1964  
Equal Education Opportunities Act as an amendment to the Education  
Amendments of 1974 Bilingual Education Act  
20 U.S.C. §§ 7401, et seq., as amended by the English Language Acquisition,  
Language Enhancement, and Academic Achievement Act  
Title III, §§ 3001-3304 of HRI, No Child Left Behind Act of 2001, P.L. 107-  
110  
I.C. § 33-1618 Assessment Exception

Policy History:

Adopted on: 10/11/2011

Reviewed on: 07/07/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2390

#### Migrant Education Program

##### Purpose

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

##### Eligibility

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

A “migratory child” is defined as:

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

##### Record Keeping

The district is required to keep records to demonstrate:

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

The district is also required to keep records to show their compliance with program requirements. The district must maintain MEP records for three years after the date the district submits its last expenditure for the time period. If any litigation, claim, negotiation, audit, or other action involving the MEP records, the records must be retained until the completion of the action and resolution of all issues or until the end of the regular three year period, whichever is later.

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

#### Legal Reference

Statutory: 76.730-76.731 Education Department General Admin. Regulation (EDGAR)  
80.42(b)(c) Education Department General Admin. Regulation (EDGAR) Part  
C, Title I of Elementary and Secondary Education Act of 1965 (ESEA)

Regulatory: 34 CFR 200.81

#### Policy History:

Adopted on: 10/11/2011

Reviewed on: 07/07/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2395

#### Idaho Digital Learning Academy Classes

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

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

#### Site Coordinator

The District will provide an individual, employed by the District, as a Site Coordinator. The Site Coordinator is to regularly motivate and monitor the progress of the student. The role of the Site Coordinator is to:

- A. Advise the student on appropriate courses for registration.
- B. Ensure that the student is completing work on a timely basis, including checking grades online every three weeks.
- C. Proctor the final exam.
- D. Facilitate communications with the student's parent/guardian regarding course progress and the IDLA instructor.

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

#### Student and Course Selection

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

At the discretion of the Principal or designee, students may be selected to take IDLA courses who:

- A. Need to make up credits in order to graduate on schedule;
- B. Are eligible for hospital or homebound programs;
- C. Are interested in advanced placement or dual credit courses;



- D. Want to supplement their curriculum by taking course(s) not offered at their school;
- E. Have scheduling conflicts;
- F. Want to accelerate their academic program by taking additional courses to facilitate early graduation;
- G. Are excused from being physically present on the campus of their school of record for an extended period of time.

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

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

### Ethical Conduct

Any student attending classes through IDLA shall adhere to the District's Acceptable Use policies 3270 and 3270P and any acceptable use policy implemented by IDLA. Additionally, the student and the student's parent/guardian shall agree to abide by the Acceptable Use form 3270F prior to IDLA classes beginning.

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

### Tuition / Fees

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

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

### Grading

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

### Advanced Placement Designation on Transcript

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

For all other requirements regarding IDLA, please refer to the Idaho Digital Learning Academy current year Fees Policy Statement or contact IDLA.

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

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

### Policy History:

Adopted on: 11/15/2011

Revised on: 07/07/2014

## **Clark County School District No. 161**

### **INSTRUCTION**

**2410**

#### Section 504 of the Rehabilitation Act of 1973

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include: notice, an opportunity for the student's parent or legal guardian to examine relevant records, an impartial hearing with opportunity for participation by the student's parent or legal guardian, and a review procedure.

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

#### Procedure History:

Adopted on: 10/11/2011

Reviewed on: 07/07/2014

Revised on:

**Clark County School District #161****INSTRUCTION****2410P**Section 504 of the Rehabilitation Act of 1973 ("Section 504")

- (1) **Impartial Due Process Hearing.** If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagree with a decision of the District with respect to: (1) the identification of the child as qualifying for Section 504; (2) the District's evaluation of the child; and/or (3) the educational placement of the child, the parents of the student are entitled to certain procedural safeguards. The student shall remain in his/her current placement until the matter has been resolved through the process set forth herein.
- a. The District shall provide written notice to the parent or legal guardian of a Section 504 student prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services;
  - b. Upon request, the parent or legal guardian of the student shall be allowed to examine all relevant records relating to the child's education and the district's identification, evaluation and/or placement decision;
  - c. The parent or legal guardian of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian are in disagreement with the District;
  - d. Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three (3) business days of receipt of the same;
  - e. Within ten (10) days of receipt of a written request for an impartial due process hearing, the district shall select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, the District may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent or any other person that would conduct the hearing in an impartial and fair manner;
  - f. Once the District has selected an impartial hearing officer, the District shall provide the parent or legal guardian and all other interested parties with notice of the person selected;
  - g. Within five (5) days of the District's selection of a hearing officer, a pre-hearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard and stipulate to undisputed facts to narrow the contested factual issues;

- h. The hearing officer shall in writing notify all parties of the date, time and location of the due process hearing;
- i. At any time prior to the hearing, the parties may mutual agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators.
- j. At the hearing, the District and the parent or legal guardian may be represented by counsel;
- k. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriately equipped or a court-reporter. The District shall be allowed to present its case first. Thereafter the parent or legal guardian shall be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The hearing officer shall make all decisions relating the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions and decision;
- l. Within twenty (20) days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties;
- m. Appeals may be taken as provided by law. The parent or legal guardian may contact the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695 or 5696.

(2) Uniform Grievance Procedure. If a parent or legal guardian of the student allege that the District and/or any employee of the District has engaged in discrimination or harassment of the student, the parent or legal guardian will be required to proceed through the District's Uniform Grievance Procedure.

Legal Reference: 34 C.F.R. 104.36 Procedural safeguards

Procedure History:

Adopted on: 10/11/2011

Reviewed on: 07/07/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2420

#### Title I Parent Involvement

*NOTE: Schools receiving federal Title I funds are required to have a parent involvement policy. This sample policy can be used as the basis for the joint development of a policy, as required by the federal legislation. This policy cannot be the District's policy without some parental involvement in its development at the local level.*

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

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

The Board directs the Superintendent to develop a plan to provide support for schools in planning and implementing parent involvement activities. The Superintendent is also directed to coordinate and integrate other parental involvement strategies related to programs such as Head Start, Reading First, Early Reading First, Even Start Family Literacy Programs, Home Instruction Programs for Preschool Youngsters, Parents as Teachers, and public preschools. At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the parental involvement program for the next school year. Proposed activities to address the requirements of parental-involvement goals shall be presented.

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

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

1. Information about programs provided under Title I;

2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and how the school will provide individual student academic assessment results;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the District level.
5. The opportunity for parents to evaluate involvement activities and to identify barriers to greater participation. This input shall be used to inform strategies for effective parental involvement, and to revise policy as necessary.

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

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

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

1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching;

volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time;

3. Address the importance of parent-teacher communication on an ongoing basis with (at a minimum) parent-teacher conferences, frequent reports to parents, and reasonable access to staff; and
4. Describe students' responsibility for academic improvement.

*NOTE: Districts with more than one school participating in a Title I program may wish to consider the establishment of a District-wide parent advisory council.*

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

Policy History:

Adopted on: 07/07/2014

Revised on: 05/09/2016



## **Clark County School District No. 161**

### **INSTRUCTION**

**2420P**

#### Title I Parent Involvement Guidelines

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

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

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

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

#### Roles and Responsibilities

##### **Students**

It is the responsibility of the student to:

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

##### **Parents**

It is the responsibility of the parent to:

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

## **Staff**

It is the responsibility of staff to:

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

## **Community**

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

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

## **Administration**

It is the responsibility of the administration to:

1. Facilitate and implement the Title I Parent Involvement policy and plan;
2. Provide training and space for parent involvement activities;
3. Provide resources to support successful parent involvement practices;
4. Provide inservice education to staff regarding the value and use of contributions of parents and how to reach out to, communicate, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; and
5. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

### Procedure History:

Adopted on: 07/07/2014

Revised on: 05/09/2016

# Clark County School District No. 161

## INSTRUCTION

2430

## Gifted and Talented Program

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

By law, the District is required to provide for special instructional needs of gifted and talented children enrolled in the District. The Board, in conjunction with the Superintendent and staff, shall develop the State required plan for the District's gifted/talented program. The Plan shall include a philosophy statement, definition of giftedness, program goals, program options, identification procedures and a program evaluation. The District's initial plan was submitted to the Department of Education on 07/1/2013. Pursuant to State Board mandate, the Plan will be updated every three (3) years.

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

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

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

Legal Reference:	I.C. § 33-201	School Age
	I.C. § 33-2001	Definitions
	I.C. § 33-2003	Responsibility of school districts for education of gifted/talented children
	IDAPA 08.02.03.999	Gifted and Talented Programs

### Policy History:

Adopted on: 11/15/2011

Revised on: 07/07/2014

## Clark County School District No. 161

### INSTRUCTION

2435

#### Advanced Opportunities

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

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

#### Definitions

"Credit" means middle or high school credit.

"Dual credit" means credit awarded to a student on his or her secondary and postsecondary transcript for the completion of a single course.

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

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

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

#### Mastery Advancement Program

Students who successfully complete grades 1 through 12 at least one year early may be eligible for a mastery advancement scholarship, regardless of whether the District is participating in the mastery advancement program. A student shall be eligible if he or she:

1. Shows that he or she has met all of the graduation requirements of the District;
2. Completes grades 1 through 12 curriculum in 11 or fewer years; and
3. Has attended schools in the Idaho public school system for at least four years.

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

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

If an eligible student requests a mastery advancement scholarship, the student shall be entitled to such a scholarship which may be used for tuition and fees at any publicly funded institution of higher education in Idaho. The amount of such scholarship shall equal 35 percent of the statewide average daily attendance-driven funding per enrolled pupil for each year of grades 1-12 curriculum the student avoids due to early graduation. No student shall be eligible for more than three years of a mastery advancement scholarship.

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

#### Dual Credit for Early Completers Program

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

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

If a student fails to earn credit for any course or examination for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for one such course or examination before any further reimbursements for the student can be paid.

#### Course and Examination Fee Payment

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

If a student fails to earn credit for any course or examination for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for one such course or examination before any further reimbursements for the student can be paid.

### 8 in 6 Program

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

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

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

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

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

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

For a course to qualify for this program, it must be offered by a provider accredited by the organization that accredits Idaho high schools and be taught by an individual certified to teach the grade and subject area of the course in Idaho. Parents of participating students may enroll

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

Legal Reference:	I.C. § 33-4601	Definitions
	I.C. § 33-4602	Advanced Opportunities
	I.C. § 33-4603	“8 in 6 Program”
	I.C. § 33-4604	Mastery Advancement
	Program IDAPA 08.02.03.106	Advanced Opportunities

Policy History:

Adopted on: 08/11/2014

Revised on: 05/09/2016

## Clark County School District No. 161

### INSTRUCTION

2440

#### Online Courses and Alternative Credit Options

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

##### Virtual/Online Courses

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

Online courses may be counted as credit toward graduation.

##### Correspondence Courses

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

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

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

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

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

Cross Reference: 2700 - 2700P  
3030  
3050

High School Graduation Requirements  
Dual Enrollment  
Attendance

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

##### Policy History:

Adopted on: 10/11/2011

Revised on: 07/07/1014



## Clark County School District No. 161

### INSTRUCTION

2450

#### Contracted Student Services

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

#### Special Education

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

#### Supplemental Education Services

Adequate Yearly Progress (AYP) is the measure of the necessary annual improvement made by a school as evaluated by the State academic assessment. When students attending schools that have not made AYP for three consecutive years, eligible students will be provided supplemental services to increase the academic achievement. The supplemental services may include tutoring, remediation, and other educational interventions and are provided outside of the regular school day. If sufficient funds are not available to serve all eligible children, the school district will give priority to the lowest achieving eligible students.

#### Policy History:

Adopted on: 10/11/2011

Reviewed on: 07/07/2014

Revised on:

**Clark County School District No. 161****INSTRUCTION****2500**Library Materials

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.

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

The District will not allow books, tracts, papers or catechisms of a sectarian nature in the library.

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

Cross Reference: 2530  
4120

Learning Materials Review  
Uniform Grievance Procedure

Legal Reference: I.C. § 33-512

Governance of schools

Policy History:

Adopted on: 12/13/2011

Reviewed on: 07/07/2014

Revised on:

## **Clark County School District No. 161**

### **INSTRUCTION**

**2510**

#### Selection of Library Materials

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

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

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights, endorsed by the American Association of School Librarians in 1969.

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 in each of the schools. The principal further delegates that authority to the librarian in the school.

#### Policy History:

Adopted on: 12/13/2011

Reviewed on: 07/07/2014

Revised on:

## **Clark County School District No. 161**

### **INSTRUCTION**

**2510P**

#### Selection of Library Materials

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

#### Weeding

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

Discarded materials will be clearly stamped:

“WITHDRAWAL FROM CLARK COUNTY SCHOOL DISTRICT #161PUBLIC 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.

#### Gifts

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

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

#### Procedure History:

Adopted on: 12/13/2011

Reviewed on: 07/07/2014

Revised on:

## Clark County School District No.

### INSTRUCTION

2520

#### Curricular Materials

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

The Board is legally responsible 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.

The Board may adopt a curricular materials adoption committee for the purpose of advising the Board on selection of curricular materials for use within the District that are not covered by the state curriculum materials committee. At least one-fourth (1/4) of this committee must be comprised of persons other than public educators and trustees. All meetings of the committee shall be held in open session and be duly noticed.

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

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

A complete and cataloged library of all curricular materials and all electronically available curricular materials adopted in the immediate preceding three (3) years shall be maintained at the state department of education.

Cross Reference: 2530

Learning Materials Review

Legal Reference: I.C. § 33-118A

Curricular materials – Adoption procedures

I.C. § 33-512A

District curricular materials adoption committees

IDAPA 08.02.03.112

Curricular Materials Selection

Policy History:

Adopted on: 12/13/2011

Reviewed on: 07/07/2014

Revised on:

**Clark County School District No.**

**INSTRUCTION**

**2530**

Learning Materials Review

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

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

Cross Reference: Policy 4120      Uniform Grievance Procedure

Policy History:

Adopted on: 12/13/2011

Reviewed on: 07/07/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2540

#### Selection, Adoption and Removal of Curricular Materials

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

#### Selection and Adoption

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

- be congruent with identified instructional objectives;
- present more than one viewpoint on controversial issues;
- present minorities realistically;
- present non-stereotypic models;
- facilitate the sharing of cultural differences;
- be priced appropriately.

#### Removal

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

#### Policy History:

Adopted on: 12/13/2011

Reviewed on: 07/07/2014

Revised on:



## **Clark County School District No. 161**

### **INSTRUCTION**

**2550**

#### Field Trips, Excursions and Outdoor Education

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

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

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

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

#### Policy History:

Adopted on: 12/13/2011

Reviewed on: 07/07/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2560

#### Contests for Students

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

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

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

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

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

#### Policy History:

Adopted on: 7/07/2014

Revised on:

## Clark County School District No.

### INSTRUCTION

2570

#### Use of Commercially Produced Video Recordings

##### Purpose

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

##### Policy

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

##### Educational Relevance

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

##### Age Appropriate Movies

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

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

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

Any segment of an R-rated movie to be shown at the high school requires a signed written consent from a parent/guardian that must be kept on file before the student may view the video.

The Board discourages the showing of an R-rated movie in school. However, the Board also recognizes that some segments of certain R-rated movies may have a valid educational purpose. Therefore, R-rated movies are not to be shown in their entirety, and segments may be shown only if no other means of instruction can present the information. Signed, written permission must be granted by a parent/guardian before the student may view the excerpt.

### Administrator's Authorization

At least five (5) days prior to the showing, the instructor/teacher shall submit to the principal, in writing, the following information on the particular films:

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

### Copyright

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

- Regardless of whether an admission fee is charged
- Whether the institute or organization is commercial or non-profit
- Whether a federal, state or local agency is involved

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

1. A teacher or instructor is present and the movie or video is shown in the course of face-to-face teaching activities;
2. The showing takes place in a classroom setting with only the enrolled students attending;
3. The movie is used as an essential part of the core, current curriculum being taught;
4. The showing of the movie or video is directly related and of material assistance to the curriculum and lesson objectives;
5. The movie being used is a legitimate copy, not taped from a legitimate copy or taped from television;
6. Recorded Programs from Network and Cable Television: Teachers may only show programs recorded off-air from network and cable television channels, according to the following guidelines:

- a. Educators desiring to show television programs for instructional purposes should request the school library/media specialist to record the program at school with school recording facilities.
- b. A television program that is recorded off-air may be retained for 45 consecutive calendar days after the date of the recording. At the conclusion of this 45 day retention period, the recording must be destroyed or erased.
- c. During the first ten (10) consecutive school days of the forty-five (45) day period the recording may be used once by individual teachers in classrooms or similar places devoted to instruction, in the course of relevant teaching activities. The teacher may show the program again only once within this ten (10) school day period when instructional reinforcement is necessary.
- d. Teachers and other school officials who show television programs for entertainment purposes violate this policy as well as federal copyright law.
- e. After the first ten (10) consecutive days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include a broadcast program in the teaching curriculum, and may not be shown in the schools to students or for other non-evaluation purposes.
- f. Copies may be made from an off-air recording as necessary to meet the legitimate needs of teachers. However, all copies are subject to the provisions of this policy and must include the copyright notice on the broadcast program as recorded.
- g. Off-air recordings need not be used in their entirety, but recorded programs may not be altered from their original content nor may they be physically or electronically merged to constitute teaching anthologies.

#### Other Organizations Using School Facilities

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

#### Legal Reference:

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

#### Policy History:

Adopted on: 07/07/2014

Revised on:

**Clark County School District No. 161**

**INSTRUCTION**

**2570F**

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

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

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

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

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian

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

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

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

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

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

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian

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Policy History:

Adopted on: 07/07/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2600

#### Promotion/Retention

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

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

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

#### Policy History:

Adopted on: 01/09/2012

Reviewed on: 07/07/2014

Revised on:



**Clark County School District No. 161****INSTRUCTION****2605**Advancement Requirements (6-8)

The District has established a set of advancement requirements for 6-8 grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the following advancement requirements are required in the District:

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

Cross Reference: 2600      Promotion/Retention  
                         3050      Attendance Policy

Legal Reference: IDAPA 08.02.03.107      Middle Level Credit System

Policy History:

Adopted on: 07/07/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2610

#### Advancement Requirements (9-12)

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

1. A student who successfully completes any required high school course with a grade of C or higher prior to entering the ninth (9<sup>th</sup>) grade shall have that grade, and the number of credit hours assigned to the course, transferred to the student's high school transcript. The course must be taught by a certified teacher who meets the federal definition of highly qualified and must meet the same standards as those required in high school. Courses taken in middle school appearing in the student's high school transcript shall count for the purpose of high school graduation. However, the student must complete the number of credits required by state law and administrative rules for each high school core subject.
2. To advance to the tenth (10<sup>th</sup>) grade, students must earn at least 12 credits in ninth (9<sup>th</sup>) grade, 6 credits of which must be in English, math or science.
3. Failure to pass a ninth (9<sup>th</sup>) grade English, math, or science class shall necessitate the failed course being retaken in the ninth (9<sup>th</sup>) grade even though the student may have earned enough credit to advance to the tenth (10<sup>th</sup>) grade.
4. Students who have failed one or more ninth (9<sup>th</sup>) grade courses may get credit for that course by retaking it during the summer.
5. Students may be retained at each grade level if the following year requirements are not met by August 30:

A minimum of 12 credits is required for advancement into the tenth (10<sup>th</sup>) grade.

A minimum of 25 credits is required for advancement into the eleventh (11<sup>th</sup>) grade. A

minimum of 38 credits is required for advancement into the twelfth (12<sup>th</sup>) grade.

Cross Reference: 2700P                      High School Graduation Requirements

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

Policy History:

Adopted on: 8/11/2014

Revised on:

## **Clark County School District No. 161**

### **INSTRUCTION**

**2620**

#### Grading and Progress Reports

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

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

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

#### Policy History:

Adopted on: 8/11/2014

Revised on:

**Clark County School District No.****INSTRUCTION****2625**Parent-Teacher Conferences

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

Schedule for conferences, the number of conferences and general details shall be worked out to meet the needs of the parents, teachers, and students.

Policy History:

Adopted on: 8/11/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2630

#### Homework

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

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

#### Policy History:

Adopted on: 8/11/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

**2700**

#### High School Graduation Requirements

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

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

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

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

Cross Reference: Policy 2700P      High School Graduation Requirements

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

#### Policy History:

Adopted on: 08/11/2014

Revised on: 07/11/2016

Revised on: 08/12/2019

**Clark County School District No. 161****INSTRUCTION****2700P**High School Graduation RequirementsPublication of Graduation Requirements

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

Credits

Students shall be expected to earn a total of 50 semester credits in order to complete graduation requirements. Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma.

The core of instruction is **29 semester credits**:

Secondary Language Arts and Communication		9 credits
English (language study, composition, literature)	8 credits	
Speech or Debate	1 credit	

Mathematics		6 credits*
Algebra I (or meets Algebra I standards)	2 credits	
Geometry (or meets Geometry standards)	2 credits	
Secondary Mathematics of the student's choice	2 credits	

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

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

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



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

Health/Wellness 1 credit\*

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

### Middle School Credit

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

### College Entrance Examination

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

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

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

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

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

### Senior Project

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

### Idaho Standards Achievement Tests (ISAT)

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

### Civics Test

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

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

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

### Waiver of Requirement

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

### Alternative Programs

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

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

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

### Honor Roll

A student must have a minimum GPA of 3.350 to be placed on the honor roll. Specific information regarding honors at graduation is included in the student handbook.

### Class Rank (GPA)

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

### Early Graduation

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

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

Cross Reference: 2435                      Advanced Opportunities

Legal Reference:	I.C. § 33-4601, <i>et seq.</i>	Advanced Opportunities
	IDAPA 08.02.01.350	Early Graduation
	IDAPA 08.02.03.105	High School Graduation Requirements
	IDAPA 08.02.03.107	Middle Level Credit System

### Procedure History:

Adopted on: 08/11/2014

Revised on: 05/09/2016

Revised on: 07/11/2016

Revised on: 08/12/2019

## Clark County School District No. 161

### INSTRUCTION

2705

#### Military Compact Waiver

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

#### Purpose

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success for children of military families due to frequent relocation and deployment of their parents. The Compact facilitates educational success by addressing: timely student enrollment, student placement, qualification and eligibility for programs (curricular, co-curricular and extra-curricular), timely graduation, and the facilitation of cooperation and communication between various member states' schools.

#### Applicability

This Compact applies only to children of:

1. Active duty members of the uniformed services, including members of the National Guard and reserve on active duty orders;
  - For application of this section the parent must be on full time duty status in the Army, Navy, Air Force, Marine Corps, Coast Guard, or the commissioned corps of the national oceanic and atmospheric administration and public health services;
2. Veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.

#### Educational Records and Enrollment

1. Hand Carried/Unofficial Educational Records

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

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

2. Official Educational Records/Transcripts

At the time of enrollment and conditional placement of a qualifying student at the District, the District shall request the student's official educational records from their last school of attendance.

A school receiving such a request shall process the official educational records request and furnish such within a period of ten (10) days, or within the timeline determined to be reasonable by the Interstate Commission.

3. Immunizations

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

4. Kindergarten and First Grade Entrance Age

Students shall be allowed to continue their enrollment at grade level at the District, commensurate with their grade level from their receiving school, including kindergarten, at the time of transition. However, the provisions of Idaho Code Section 33-201 regarding attaining the age of five (5) on or before the first day of September for enrollment in Kindergarten, and attaining the age of six (6) on or before the first day of September or having attained the age of five (5) and having completed a private or public out of state kindergarten for the required four hundred fifty (450) hours for enrollment in first grade, shall continue to apply.

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

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

## Placement and Attendance

### 1. Course Placement

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

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

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

### 2. Educational Program Placement

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

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

### 3. Special Education Services

In compliance with the federal requirements of the Individuals with Disabilities Education Act (IDEA), the District, as the receiving school, shall initially provide comparable services to a student with disabilities based on his or her current Individual Education Plan (IEP).

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

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

4. Placement Flexibility

The District's Administration shall have the flexibility to waive course/program prerequisites or other preconditions for placement in courses/programs offered by the receiving District.

5. Absences relating to Deployment Activities

A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment in a combat zone or combat support position, shall be granted additional excused absences at the discretion of the District's Superintendent to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian.

Eligibility

1. Eligibility for Enrollment

A Special Power of Attorney pertaining to the guardianship of a student of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

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

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

2. Eligibility for Extra-Curricular Activity Participation

The District shall facilitate the opportunity to transitioning military student's inclusion in extracurricular activities, regardless of application deadlines, to the extent the student is otherwise qualified.

Graduation

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

1. Graduation Course Requirements - Waiver

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

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

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

2. Exit Exams

In lieu of testing requirements required for graduation at the receiving District, the District and the State of Idaho shall accept any or all of the following:

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

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

3. Transfer During Senior Year of High School

Should a military student transferring at the beginning of or during the senior year be ineligible to graduate from the receiving District after all alternatives have been considered, the sending school and the receiving District shall ensure the receipt of a diploma from the sending school if the student meets the graduation requirements of the sending school.

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

Conflicts

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



### Cooperation

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

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

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

### Policy History:

Adopted on: 8/11/2014

Revised on:

## Clark County School District No. 161

### INSTRUCTION

2710

#### Alternative Mechanism to the Idaho Standards Achievement Tests (Online Assessment Portfolio)

The Board hereby authorizes and directs the Superintendent to implement a program of online performance assessment measures (PAMs) as an alternate mechanism for students to demonstrate proficiency of the achievement standards set by the State Board of Education. The alternative mechanism will accomplish the following:

- a. Compliment, not replace the ISAT.
- b. Allow students to complete a PAM in one or all nineteen (19) ISAT areas in which proficiency is not met.
- c. Provide a remediation tool between the sophomore and senior years to help prepare students for subsequent ISAT exams.
- d. Provide for “banking” of passing PAM scores as part of a student portfolio.

#### Appeal to Local Board for Alternative Mechanism

Before appealing to the local Board for use of the alternative PAM mechanism to demonstrate proficiency of the Idaho High School Achievement Standards, a student must meet the following qualifications:

- a. Not met proficiency in at least one (1) of the nineteen (19) areas of the ISAT and are enrolled in the fall semester of the senior year.
- b. Enrolled in a special education program and have an Individual Education Plan (IEP), or
- c. Enrolled in a Limited English Proficient (LEP) program for three years or less, or

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

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

#### Policy History:

Adopted on: 8/11/2014

Revised on:

## Clark County School District No.

### INSTRUCTION

2720

#### Participation in Commencement Exercises

##### Statement of Policy

A student's right to participate in the commencement exercises of the School District's graduating class is a privilege. Students who complete their requirements after the date of commencement exercises will receive their diploma at that time.

#### Organization and Content of Commencement Exercises

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

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

#### Legal Reference:

United States Constitution-1 <sup>st</sup> Amendment	
Art. 9, Sec. 6, Idaho Constitution – Religious Test and Teaching in School	
	Prohibited
I.C. § 33-1603	Sectarian Instruction Forbidden
I.C. § 33-512	Governance of Schools
I.C. § 67-5909	Acts Prohibited

#### Policy History:

Adopted on: 8/11/2014

Revised on:

**Clark County School District No.**

**INSTRUCTION**

**2720**

## Clark County School District No.

### INSTRUCTION

2800

#### Objectives

#### Accreditation Standards

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

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

#### Continuous Progress Education

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

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

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

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

Legal Reference: I.C. § 33-119

IDAPA 08.02.02.140

Accreditation of Secondary Schools – Standards for  
Elementary Schools  
Accreditation

#### Policy History:

Adopted on: 8/11/2014

Revised on: