SECTION 600 – CURRICULUM & INSTRUCTION

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601.0 - CURRICULUM PHILOSOPHY
The curriculum is the district’s formal plan to ensure students graduate with the college-and career-ready skills they will need to be self-sufficient citizens, lifelong learners and competitive in today’s world. The curriculum links the district’s beliefs, expectations for student learning and instructional practices. The strength of that link is dependent upon the professional staff’s commitment to and involvement in a comprehensive, ongoing review of the curriculum.

Curriculum should provide a clear, valid, and measurable set of standards and learning targets. Quality curriculum will:
- Increase the probability that all students receive appropriate and adequate instruction;
- Increase the consistency of what is taught among teachers within the same grade or subject area and across grade levels;
- Contribute to high achievement among all groups of students over time; and
- Increase the district’s ability to effectively use resources.

602.0 - Parents as Partners in Education
The Board recognizes that parents are partners in education and that within the law parents/legal guardians have the inherent responsibility to direct the education of their children. Under policy 1003.6 - Dual Enrollment Statute, parents may select the class(es)/program(s) in which their child enrolls. When parents object to specific curriculum materials or topics within a class, they may request in writing that the teacher provide a reasonable alternative learning opportunity with equivalent requirements for their student. Policies 610.2 - Public Complaints About Instructional Materials and 617.00 - Teaching About Controversial Issues also provide direction for teachers, administrators, and parents.

Adopted: ____________ Revised: 05/14/2013 Reviewed: 10/26/2004
603.0 - GRADUATION REQUIREMENTS

603.1 Content, Credits and Testing Requirements
Subject areas and credits required to earn a diploma in Idaho Falls School District No. 91 are listed as follows:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credit Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>12</td>
</tr>
<tr>
<td>Mathematics*</td>
<td>9</td>
</tr>
<tr>
<td>Science</td>
<td>9</td>
</tr>
<tr>
<td>World History</td>
<td>3</td>
</tr>
<tr>
<td>US History</td>
<td>3</td>
</tr>
<tr>
<td>US Government</td>
<td>2</td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
</tr>
<tr>
<td>Speech</td>
<td>1</td>
</tr>
<tr>
<td>Graduate Project</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>2</td>
</tr>
<tr>
<td>Technology</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>61</strong></td>
</tr>
</tbody>
</table>

In addition to the above content and credit requirements, students must complete a senior project, take a college entrance exam such as the SAT and meet all other state mandated testing and graduation requirements including the civics test beginning with the Class of 2017.

1Four (4) years of English required.
2Must include completion of Algebra I and Geometry and a minimum of (2) credits must be completed during the last year of high school.
3Must be completed by the end of grade twelve (12) and include a written report and an oral presentation.
*Students who have completed nine (9) trimesters of math prior to the fall of their last year of high school, including at least three (3) trimesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. (IDAPA 08.02.03.105.01.d.iii)
603.1.1 - Accommodations
Alternatives to specific course requirements, excluding those identified in IDAPA 08.02.03.105, may be approved by the superintendent or designee. Students who are eligible for services under the Individuals With Disabilities Act (IDEA) may graduate under alternate graduation requirements outlined on their Individual Education Plan (IEP) as determined by an IEP Team.

603.1.2 - Proficiency
Students must (1) pass the state-required assessment for graduation or (2) pass a comparative assessment approved by the District #91 Board of Trustees. In addition, each student receiving special education services will include as part of his/her IEP a statement of how the student will demonstrate proficiency in the Idaho Achievement Standards as a condition of graduation, if it is different than meeting proficiency under either #1 or #2 above.

603.1.3 - Transfer Students
In order to receive a diploma from Idaho Falls High School, Skyline High School, or Compass Academy, a student must have earned at least 49 credits or the last 12 credits from the high school awarding the diploma, or have moved with his/her family from out of the area after the beginning of the second trimester of the senior year. If a student does not meet these requirements, he/she may address a letter to the Superintendent or designee explaining the extenuating circumstances and requesting an exemption from this policy.

All credits applied toward graduation must have been earned from accredited institutions

Adopted: 11/15/2017  Revised: 10/11/2017  Reviewed: 09/13/2017

06/25/2002  05/14/2013  11/10/2009
03/09/2016  12/12/2006

603.2 - Emerson Alternative High School
To earn a diploma from Emerson Alternative High School, students must meet State Board alternative school enrollment requirements, earn all the required credits, and enough electives to equal 46 total credits.
603.3 - Early Graduation
Any high school student, who completes the number of credits required for graduation prior to finishing the twelve trimesters of high school work, may petition the Board of Trustees for early graduation providing he/she has the endorsement of the principal and the superintendent.

603.4 - Graduation of Nonpublic School Students
A nonpublic student must meet all grade and other graduation requirements of this district in order to graduate and obtain a diploma from the schools of this district. In order to graduate and receive a diploma, a nonpublic school student must be a full time student of this district during that student’s final two (2) trimesters.


603.5 - Alternative Credit Options
In addition to regular classroom-based high school instruction, students may earn credit through the following means:

603.5.1 - Correspondence/Virtual/Online Courses
Correspondence/Virtual/online courses, an option different from the traditional classroom, take place when space, time or both separate the teacher and the learner. These courses offer educational opportunities that meet students’ individual needs and grant them flexibility of learning with respect to time and place. All correspondence credits used in completing graduation requirements shall be from an institution which has received its accreditation from the Northwest Accreditation Commission (NWAC) or its affiliates. Only those correspondence/virtual/online courses which are approved in advance by the Superintendent’s designee will be accepted for credit.

Adopted: ___________ Revised: 05/14/2013 Reviewed: 03/09/2016 01/11/2011

603.5.2 - Idaho Digital Learning Academy (IDLA)
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 is accredited by the Northwest Accreditation Commission (NWAC) and its courses are aligned to Idaho Achievement Standards. The District will use IDLA classes to supplement its curriculum, provide remedial academic support, and assist students in fulfilling their parent approved four-year high school plan. IDLA courses are an alternative to learning in a traditional classroom. Characteristics that aid in the success of IDLA students are reading competency, time management skills, intrinsic motivation, and self-discipline.
All students who are academically qualified to take a course for high school credit may enroll in IDLA courses. Registration will be facilitated by the designated Site Coordinator at the school for which the student is zoned to attend or the school the student is attending.

All tuition and registration fees for IDLA courses will be the responsibility of the student and/or parent with the following exceptions:

1. The student is unable to attend school for documented medical reasons.
2. Scheduling conflicts prevent enrollment in a course required for graduation.
3. The existence of unusual and/or extenuating circumstances as determined by the Superintendent or designee.
4. In any case in which the District pays tuition for IDLA courses, the student and/or parent is required to place a deposit that is equal to 75% of the tuition and registration fees to cover “drop fees” in the event the student does not complete the course. Upon completion of the course, the deposit will be refunded in full.
5. A student who has dropped or failed two consecutive courses must petition the Superintendent or designee to be eligible for District provided tuition.

Textbooks required for IDLA courses in cases where the District pays the tuition costs will be provided by the District.

Legal Reference: I.C. 33-5507

Adopted: _________ Revised: 05/14/2013 Reviewed: 03/09/2016 01/11/2011

603.5.3 - College/University Courses

Credits earned from an accredited post-secondary institution may be applied toward Idaho State Board of education high school graduation requirements. The number of high school course credits assigned for the earned post-secondary credits will be determined using the crosswalk found in the administrative procedures: http://vd-p.d91.k12.id.us/AdminPrd/

If a student earns credits from an accredited post-secondary institution in content areas not listed on the crosswalk, the department chairs of each high school will collaborate to review the content of the post-secondary institution course to determine if it meets or exceeds the Idaho Core Standards. The department chairs will provide a recommendation and rationale to the superintendent. The superintendent or his designee will determine if the credits will be granted.
603.5.4 - High School Credits Earned at the Middle Level
See IDAPA 08.02.03.105.06 (a – d)

603.5.5 - Alternative Credit Option
Alternative Credit Option course grades and credits will be transcribed upon request of the student/parent unless the course is paid for by the district. It is the responsibility of the student/parent to provide appropriate documentation if needed.

Legal Reference: IDAPA 08.02.03.105.05 High School Graduation Requirements

603.6 - Middle Level Credit Policy
Moving ahead to the next grade level is not automatic and must be earned through successful completion of the District’s middle level program for students in the 7th and 8th grades.

603.6.1 - Credit System
Students in the 7th and 8th grades shall be required to demonstrate competence in all subject areas prior to transitioning to the next grade. Regular attendance is crucial to developing academic competence and earning credit (see BP 1002.0 Attendance).

Guidelines:

Seventh (7th) and eighth (8th) grade students are required to meet the following by the end of the school year:

a. Attain 80% of the total credits attempted.

b. Earn at least one (1) credit in each yearlong course.

603.6.2 - Credit Recovery & Intervention
Any student not meeting competency standards will be required to follow an improvement plan and/or strategic interventions designed to prepare him/her
for success at the next level of study. Middle level staff will determine and implement appropriate interventions designed to assist students’ academic achievement.

603.6.3 - Special Education students
The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Improvement Act may establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.

603.6.4 - Limited English Proficient students
The Education Learning Plan (ELP) team for a Limited English Proficient (LEP) student may establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level.

Adopted:__________ Revised: ________ Reviewed: 03/09/2016
          05/14/2013
          11/2008

603.7 - High School Credit Policy (9-12)
Moving ahead to the next grade level is not automatic and must be earned through successful completion of at least 15 credits per year to ensure high school students are on track to graduate. Fall grade-level distinctions will be based on a minimum credit accrual requirement at the time of fall registration:

<table>
<thead>
<tr>
<th>Grade Status</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th Grade Sophomore</td>
<td>15</td>
</tr>
<tr>
<td>11th Grade Junior</td>
<td>30</td>
</tr>
<tr>
<td>12th Grade Senior</td>
<td>45</td>
</tr>
</tbody>
</table>

603.8 - High School Academic Honors (9-12)
High school students have many opportunities to earn academic honors. These honors are in recognition of hard work, good grades and taking advanced classes.

1. Student transcripts will report a weighted and an unweighted grade-point average or GPA.
2. The recognition categories for honors status will be based on weighted grade-point averages.
3. Only letter grades for Advanced Placement courses will be weighted.

Specific procedures for calculating grade point averages and recognition categories can be found in administrative procedures 603.8 High School Academic Honors. http://vd-p.d91.k12.id.us/AdminPrd/

Adopted: 08/24/2010 Revised: 05/14/2013 Reviewed: 03/09/2016
604.0 - CURRICULUM DEVELOPMENT/IMPLEMENTATION/EVALUATION
The District recognizes its responsibility for the improvement and growth of the educational program of the schools. To this end, the curriculum shall be developed on a continuing basis and in accordance with a plan for curriculum development, implementation, and evaluation. The development, implementation, and evaluation of the curriculum are the shared responsibilities of the District’s professional staff.

Role Responsibilities:

Board of Trustees:
- Establish policies to direct and support ongoing curriculum development, implementation, and evaluation; and
- Ensure there is adequate funding for curriculum development and supporting resources.

Superintendent or designee:
- Responsible for implementation of this policy;
- Establish procedures which ensure that the curriculum development process and evaluation includes input from teachers, administrators, students and parents from all grade levels, content areas, schools, and special programs; and,
- Responsible to insure that building-level administrators are monitoring the implementation of district adopted curriculum.

Curriculum Coordinators:
- Responsible for the orchestration and coordination of all curriculum development activities under the direction of the Superintendent or designee;
- Organize and facilitate committees to develop and review the curriculum and to set priorities;
- Provide/facilitate professional development needed to implement the curriculum;
- Provide support to principals and teachers in their role of implementing and managing the curriculum and professional development; and,
- Provide support for analysis and interpretation of assessment data.

Building Principals: The Principal is the key to implementing and monitoring the delivery of the curriculum. The principal must translate the importance of curriculum delivery on a daily basis. To effectively support curriculum delivery, the principal is expected to:
- Develop a working knowledge of the curriculum scope and sequence for each subject/course;
- Supervise teaching in each classroom on a regular basis;
- Collaborate with individual teachers and/or teams;
- Provide opportunities for teachers to discuss and share ideas and strategies;
Teachers: Teachers are responsible for effectively teaching the planned curriculum as directed and for assessing student mastery with a variety of assessment tools, including any required district/state assessments. Teachers:

- Contribute to curriculum development and resource selection;
- Implement the district curriculum;
- Engage students in the learning process;
- Involve parents and view them as partners in the learning process;
- Participate in district/school professional development designed to support these functions; and
- Select supplemental instructional resources that support the district curriculum.

Adopted: 6/25/2002      Revised: 05/14/2013      Reviewed: ________

604.1 - Curriculum Development

The Board requires the development of curriculum guides for all District courses/subjects as per Administrative Procedure 604.1 http://vd-p.d91.k12.id.us/AdminPrd/. The administrative procedures shall provide clear direction for their design. The curriculum and instruction guides shall have a consistent format as appropriate and meet the following criteria:

- Align established learning goals with district, state, and national standards and assessments;
- Clearly state desired learning outcomes;
- Delineate prerequisite requirements;
- Provide Scope and sequence;
- List resources, including texts, software, and other supplementary materials for each established goal;
- Include aligned suggested instructional strategies;
- Include relevant modifications and extension strategies as well as interdisciplinary approaches, when appropriate; and
- Consider student, staff, parent and community expectations or needs.

The Superintendent or designee shall inform the Board of plans for the development of new curriculum and the elimination of existing curriculum. Board approval is required for:
- Adding or dropping programs/courses. However, elective courses may be dropped because of lack of enrollment in the course but reoffered and reinstated by administrative action;
- Reallocation of specific grade level or course objectives from one grade/course to another that substantially changes (more than 50%) the scope and sequence of the curriculum in any two years;
- Elimination of a substantial number of objectives (more than 25%) in a specific grade level; and
- Addition of a substantial number of objectives (more than 25%) in a specific grade level.

604.2 - Public Input in Curriculum
Subject-matter curriculum committees will encourage public input. Curriculum materials will be available to the public for review and reference.

604.3 - Curriculum Implementation
A focused professional development plan will be designed and implemented to prepare staff members to teach the designed curriculum and principals to monitor the curriculum. Teachers will have copies of curriculum guides and use them to develop daily lesson plans. Administrators will work with teachers to maintain consistency between curriculum design and delivery. All faculty members have a responsibility to teach and to contribute to the evaluation and refinement of the curriculum.

604.3.1 - Instructional Process
A systematic process shall be in place for planning and providing instruction for each student and for engaging the student until learning standards and goals are attained. This instruction shall:

1. Implement research-based practices and strategies to teach the curriculum;
2. Determine students’ current skills and learning to guide instruction at appropriate levels of difficulty;
3. Provide progression to a more challenging level for students who demonstrate mastery of the standards;
4. Adjust time for learning to the special needs of students and the complexity of the task;
5. Base instructional decisions on student achievement data;
6. Teach to curriculum goals and standards using approaches to meet a variety of learning styles and needs;
7. Match instructional strategies and assessments to curriculum standards and goals;
8. Provide formal testing experiences for learners in order to prepare them for summative assessments;
9. Use technology as a tool to teach and learn the required curriculum.
604.3.2 - Data Driven Instruction and Learning
Effective use of student data is critical to achieving curriculum goals and standards. Data-driven instruction occurs when students are regularly assessed for mastery of the curriculum, and the assessment data is used to guide instructional decisions at the student, classroom, school and district levels.
Evidence of data-driven instruction includes:

1. Communicating to parents in timely fashion information about student achievement;
2. Encouraging teachers when establishing learning targets to work with parents and students;
3. Offering opportunities for students at appropriate levels of difficulty;
4. Using flexible grouping and regrouping of students within the classroom based upon student achievement data;
5. Identifying general achievement trends across the district for the purpose of curriculum and instructional improvements and,
6. Evaluating and improving programs based on student achievement data and other relevant data.

604.3.3 - Tested Curriculum
Assessment of the written and taught curriculum is essential to support data-driven instruction. A variety of instruments, including teacher, district, state, and national assessments, helps ensure a consistent and informed educational opportunity for students in the District. The assessment program shall:

1. Inform instruction and instructional practices;
2. Guide student learning and measure progress;
3. Communicate student, school and district progress to parents and/or guardians;
4. Reflect the written and taught curriculum;
5. Provide a comparison of the district to other populations on state, national and international assessments;
6. Provide direction for professional development efforts pertaining to assessment, curriculum implementation and instructional practices and,
7. Guide curriculum revision efforts within the District.

604.4 - Curriculum Evaluation
Idaho Falls School District #91 shall have ongoing curriculum evaluation that is based on student achievement data. Existing curricula shall be evaluated at least every five years. The District shall have in its Curriculum Management Plan a cycle for the evaluation and revision of curricula. The Superintendent or designee shall report to the Board at least once a year on the status of the District curriculum. The report shall include:

- Status of pilot courses;
- Assessment data on the progress of District students on national, state, and local assessments;
Ways in which assessment data is used to strengthen curriculum and instruction;
Recommendations for the development or major revision of curriculum, including the estimated impact on the budget; and
Evaluation of the effectiveness of existing curricula.

604.5 - Instructional Program Evaluation

Instructional Program Quality:
The quality of the instructional program will be evaluated on the effectiveness at both the district and building levels.

District-level evaluation criteria:
- Course study guides, that include grade-level performance objectives and recommended time allocations, are provided for each curriculum area.
- Adequate instructional resources are provided to teach the required objectives.
- Adequate in-service is provided so instructional staff understands how to use the adopted resources in teaching the objectives.
- Staffing resources are equitably distributed among schools.

School/Classroom evaluation criteria:
- Teachers are teaching to the objectives specified in the curriculum.
- Teachers are following recommendations for instructional time allocations.
- Instructional resources are available and used to support student mastery of specified objectives.
- Teachers assess student performances of specified objectives and use evaluative data to plan instruction.
- Teachers effectively use principles of teaching and learning in delivery of instruction.
- Student performance is routinely monitored by teachers.
- A system for maintaining information on student progress is maintained.
- Remediation is provided as needed.
- Instructional interventions are evaluated to determine if student achievement is influenced.
- A plan for use of support services is developed and is operational.

Adopted: ______________  Revised __5/14/2013__  Reviewed ___________
605.0 - PROGRAMS FOR EXCEPTIONAL STUDENTS

605.1 - Special Education Students
The Board believes all students with disabilities benefit from receiving Free and Appropriate Public Education (FAPE) regulations for special education students ages 3-21. The Idaho Special Education Manual and all subsequent amendments to the manual as developed by the State Department of Education, Bureau of Special Education, shall be the official manual of the district for providing special education services. Any policies adopted by the Board that vary from this manual will be so noted, and will receive prior approval from the State Department of Education, Bureau of Special Education.

605.2 - Programs for Gifted Students
The Board believes that adequate programs and services should be provided for gifted and talented students who require assistance for the development of intellectual, creative, academic, visual/performing arts, and leadership capabilities. The District, to insure compliance with Idaho Code 33-2003, will provide appropriate identification, interventions, educational settings, and activities that sustain growth and learning for identified gifted students. Existing resources will be utilized to meet these needs.

Idaho Code 33-2003
http://legislature.idaho.gov/idstat/Title33/T33CH20SECT33-2003.htm

                01/14/2003
606.0 – SCHOOL CALENDAR
School Fiscal Year - The fiscal year of the school is from July 1 to June 30.
School Calendar - The Board annually shall establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays.
Holidays / Commemorative Days - School holidays shall include New Year’s Day, Presidents’ Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day. For the commemorative days designated in I.C. § 73-108 that fall on a school day, the teachers and students shall devote a portion of the day to the observance of that holiday.
Instructional Hours - The District shall provide the minimum number of instructional hours for students at each grade level as follows:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>450</td>
</tr>
<tr>
<td>1-3</td>
<td>810</td>
</tr>
<tr>
<td>4-8</td>
<td>900</td>
</tr>
<tr>
<td>9-12</td>
<td>990</td>
</tr>
</tbody>
</table>

Administrative Procedure 606 School Calendar [http://vd-p.d91.k12.id.us/AdminPrd/][1]

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

Adopted: 02/13/2019 Revised: __________ Reviewed: __________

606.1 – Summer Schools
The Board may conduct federal and state-funded summer schools. All summer programs will be subject to annual review by the Superintendent.

Adopted: 6/25/2002 Revised: 05/14/2013 Reviewed: __________

[1]
607.0 - ALTERNATIVE HIGH SCHOOL (GRADES 9-12)
District #91 shall provide an alternative secondary school program for students qualifying under State Board rules. The curriculum shall provide, as a minimum, the alternative school credits required in policy 603.2. This program receives state funding derived from student enrollment. The program shall be operated under the auspices of Emerson Alternative High School and shall consist of a day program, evening offerings, and juvenile detention services.

Any proposal for program expansion or modification must be presented to the Superintendent and then to the board for consideration and action.

608.0 - TRANSFER/FOREIGN EXCHANGE STUDENTS

608.1 - Transfer Credits
Only credits earned from a high school, which has received its accreditation from a nationally recognized accrediting organization, may be transferred to Idaho Falls School District #91 and used to fulfill graduation requirements. With the exception of foreign exchange students (see 608.3.b), a nationally recognized accrediting organization is interpreted to include similar organizations in a foreign student’s native country.

608.2 - Grade/Subject Level Placement
Students, Grades K-12, enrolling in Idaho Falls School District #91 from non-accredited schools will be required to demonstrate proficiency (as established by the school) in CORE subjects to determine appropriate grade/subject level placement. Students transferring from accredited schools may also be required to demonstrate proficiency if there is a question as to appropriate grade/subject level placement.

608.3 - Foreign Exchange Students
1. Rules governing foreign exchange students are as follows:
   a. Students will be permitted to enroll for a maximum of one year in a District #91 high school and must be sixteen (16) - eighteen (18) years of age at the time of enrollment in order to be considered. Enrollment may be for full year or the equivalent of fall semester. Mid-trimester enrollments will not be approved.
   b. Students may not enroll if they have graduated from high school or its equivalent in their native country.
   c. Students may not earn a high school diploma unless transfer credits were earned in an institution that is accredited by a U.S.A. accrediting organization.
   d. Enrollment of foreign exchange students may not exceed 1% of the school’s student body. The Board reserves the right to withdraw approval and regulate the number of students participating.
   e. Foreign exchange students must be in full compliance with Idaho immunization laws.
   f. Foreign exchange students must reside with a legal resident of the District.
   g. Limited exceptions may be granted at the discretion of the Superintendent/Board.
   h. Foreign exchange students are expected to enroll in a minimum of 4 periods per trimester and must be enrolled in English and U.S. History and/or government.
   i. Foreign Exchange students are expected to pay all related student body and activity participation fees that they incur, that are similarly expected of other students enrolled in the high school.
   j. Foreign exchange students must maintain passing grades in all classes, follow rules and regulations of District student policies, and show satisfactory discipline and attendance. Failure to comply with these expectations shall result in dismissal of the student from the District’s Foreign Exchange Program.
k. The sponsoring foreign student exchange organization must assume the final responsibility of resolving problems, including, if necessary, the changing of host families or the early return home of the exchange student because of personal, family, or school difficulties. The host family must be willing to meet with school personnel when functions or conditions require it. The host family must provide the District with all required enrollment and emergency contact information. Other entrance requirements may be established by high school principals with the approval of the Board.

l. Schools will accept no more than two (2) exchange students from any one (1) agency and no more than two (2) exchange students from any one (1) country, regardless of agency. In the event a given school has not met the 1% enrollment limitation specified in item (d.) above by April 15, approved organizations may request additional placements up to a maximum of five (5) total, provided the additional placements do not exceed the two (2) student per country limitation.

Foreign exchange students are eligible to participate in the High School Activities Program. Guidelines for participation are set by District policy and by the Idaho High School Activities Association. [http://idhsaa.org/manage/articlefiles/56-RULE%208.pdf](http://idhsaa.org/manage/articlefiles/56-RULE%208.pdf)

Foreign exchange students must have sufficient knowledge of the English language to enable effective communication and to use instructional materials and textbooks printed in English. An English proficiency test of the District’s own choosing may be administered and will supersede all other tests. If an organization places a student who, upon arrival, is deemed by the District to be deficient in English language proficiency, the organization will do one of the following:

i. Terminate the student’s placement.

ii. Provide, and pay for, tutorial help until the student reaches proficiency, as determined by the district.

2. Foreign Exchange Organizations

a. All Foreign Exchange Organizations must comply with the US Department of State rules governing placement of foreign exchange students.

b. The foreign exchange organization’s representative must seek approval from the Superintendent/Designee to place foreign exchange students in Idaho Falls School District 91. Requests may be submitted to the Superintendent/Designee beginning the second week of January.

c. Upon approval by the Superintendent/Designee, the organization must complete and sign a Memorandum of Understanding (MOU) regarding placement of foreign exchange students in school district 91. The Foreign Exchange Organization’s Community Coordinator must present the signed MOU along with the High School Acceptance Form, asking permission from the Principal to place said foreign exchange student(s) at the desired high school.

d. The deadline for student placement shall be no later than 14 days prior to the first day of school.
*Effective July 1, 2015

609.0 - STUDENT PERFORMANCES
Instructors are encouraged to arrange for individual students and groups to provide public performances when such performances contribute to the program objectives and when they do not interfere with other scheduled activities or classes within the school, as follows:

1. All performances involving students will be approved by the building principal. Approval for travel must be in compliance with Board Policy 1011.4. The extended use of one particular group will be discouraged.

2. Student organizations may participate in the activities of the School District and with patriotic and civic groups in the community upon the approval of the principal and district office administrator.

3. In all cases where student performances are requested, attendance rules will be considered before permission is granted.

610.0 - INSTRUCTIONAL RESOURCES
As the governing body of the School District, the Board is legally responsible for the selection of instructional resources. Since the Board is a policy-making body, it delegates to professional personnel of the District the authority for the selection of instructional and library resources in accordance with the policy below.

In this policy, “instructional resources” refers to textbooks, library acquisitions, supplemental materials for classroom use, and any other instructional materials, including electronic resources, used for formal or informal teaching and learning purposes. District adopted resources shall be used as core resources to support the established district curriculum. Teachers are to use the intervention materials provided by the district for students that are performing below and/or above grade level. If buildings purchase additional intervention resources, they should follow policy 610.4.

Resources for school classrooms and school libraries will be selected by the appropriate professional personnel in consultation with the administration and faculty. Final decision on purchase will rest with the Superintendent, or designee, subject to official adoption by the board in the case of core instructional resources.

The Board believes that it is the responsibility of the District:

1. To provide resources that will support the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the pupils served;

2. To provide resources that will stimulate growth in conceptual understanding, literary appreciation, aesthetic values, and ethical standards;

3. To provide a background of information that will enable students to make intelligent judgments in their daily lives;

4. To provide resources on various sides of controversial issues so that young citizens may develop, under guidance, the practice of analytical reading and thinking;

5. To provide resources representative of the many cultural, ethnic and religious groups, showing their contributions to the national heritage and world community.

The above principles, adopted from the School Library Bill of Rights of the American Association of School Libraries, will serve as a guide in the selection of all instructional and library materials.

Those resources used by an individual teacher, which are topical or of interest or of value for a short time, shall be considered teacher-selected resources. Examples include articles from a newspaper or weekly magazine, teacher-made games, streaming media, pamphlets, internet materials, media material or resource speakers for classrooms. These resources must be aligned with State and District standards and grade level expectations and support District approved curriculum.
610.1 - Selection and Adoption of Library Resources
The primary objectives of school media centers are to implement, enrich, and support the educational program of the schools. Materials for media centers will generally be selected by media professionals in consultation with administrators, supervisors, and faculty members. Reputable, unbiased, professionally prepared selection aids should also be consulted as guides by the media professionals. All materials for media centers will be selected on the basis of the following criteria:

1. Selection should consider the needs of the individual school, based on knowledge of the curriculum and on requests from administrators and teachers.
2. Consideration should be given to the needs of individual students based on knowledge of elementary and secondary youth and on requests of parents and students.
3. Selection should provide for a wide range of resources on all levels of difficulty with a diversity of appeal and the presentation of different points of view.
4. The resources should have a superior format and high literary value.

610.1.1 Multi-Media Learning Resources
All software and audio-visual materials must be directly related to the district curriculum. Audio-visual materials (district-owned, building-owned, teacher-owned, rented or delivered electronically) may be shown if they are directly related to the district curriculum, are necessary to complete the lesson plan, and all copyright laws are followed. As outlined below, some films or videos would need pre-approval by a building administrator. If a video is used in its entirety, then it must be pre-approved. For the purpose of definition, the term video in this policy applies to all audio/visual materials.

Video Selection and Use:
All videos/video clips shall be previewed by the teacher and should be evaluated for mature content, profanity, nudity, violence, sexual and other themes to determine the educational value and if student viewing is appropriate before they are presented to students.

G can be shown at all levels
PG can be shown at all levels, but pre-approved at elementary
PG-13 can only be shown at the secondary schools, but must be pre-approved for students under the age of 13
R and NC-17 cannot be shown at any time at any level in the schools

Students are not required to view scheduled videos. Students choosing not to view videos should be provided other learning alternatives.
Videos selected for entertainment purposes during non-instructional hours (i.e. activity travel bus, recess/lunch hour on inclement weather days, after school for a popcorn party, etc.) may be shown, providing they comply with copyright laws and meet the standards identified above.

610.2 - Public Complaints About Instructional Materials
A. Patrons' Right to Review Instructional Materials: Patrons have the right to review instructional materials. Requested materials will be made available for patron review during normal school business hours. Patrons wishing to make a request for removal of instructional materials from school premises may be required to submit, in advance, a refundable deposit equal to the value of the requested materials. If, after a reasonable period for study, a request to return the materials is ignored or refused, the deposit may be used to purchase replacement materials.

B. Complaints Must Be In Writing: All complaints regarding instructional materials, whether they apply to a single child or an entire population, must be submitted in writing. The complaint should address the following items:

1. Complainant's Name, Address, Telephone Number.
2. Explain whether you represent yourself or an organization or group.
3. If you represent an organization or group, identify it.
4. Identify the material you find objectionable. Please note title, author, publisher and copyright.
5. Please answer the following questions:
   a. What do you specifically find objectionable in this material?
   b. Have you examined the entire body of this work?
   c. What is your understanding of the purpose the teacher has for using this material?
   d. What do you believe might result from using this material?
   e. What action do you wish the school district to take regarding this material?
6. Add any other comments you feel are necessary.

Upon receipt of the oral objection by a parent regarding the use of material with a child or children in the immediate family, the teacher may assign alternate material for that child's or children's use for up to one week while awaiting receipt of a written complaint.

C. Process to Review Complaints
1. Where a parent requests to exempt his/her own child from using a piece of material, the initial review will be completed by the
teacher(s) and principal with the principal having authority to grant or deny the request.

2. Where a complaint affects students outside the complainant's immediate family or where a complainant wishes to appeal the decision of a principal, a review committee will be established as follows:

   a. The committee shall consist of seven voting members and will be chaired by a district administrator or designee.
   b. The chairperson shall appoint to the committee three (3) parents, one of whom should be from another school attendance area; the building principal; and two teachers.
   c. If age appropriate, two students may serve on the committee as non-voting advisory members.
   d. Neither the complainant nor the teacher(s) using the materials for which review is requested shall serve on the review committee. Both may meet with the committee to explain their positions.

3. When a complainant is intended to remove access to material by students other than the complainant's immediate family, material will remain in use during the review process unless otherwise directed by the superintendent.

4. The review committee should convene within 15 working days of the receipt of the written complaint, and complete its review within 30 working days of its initial meeting.

5. The decision of the committee should be by majority vote, with the numerical vote made a part of the final report.

6. The report to the Superintendent should explain deliberations and major reasons for the recommendation made. The report should be limited to two typewritten pages. A minority report may also be submitted to the Superintendent within 40 working days of the receipt of the written complaint.

7. Appeals from the decision of the committee may be made through the Superintendent to the Board of Trustees. The decision of the trustees shall be final and non-appealable.

Adopted: _____________ Revised: 5/14/2013 Reviewed: _____________
6/25/2002
611.0 - TEACHER AIDES/SCHOOL VOLUNTEERS

611.1 - Instructional Aides
The District recognizes the importance of instructional aides in the educational program. The District agrees further that where a clear need is indicated and where funding is feasible, these aides should be provided to assist teachers and students. The Superintendent is authorized to obtain appropriate educational aides within the limits of the budget, state law, and approved instructional program.

611.2 - School Volunteers
Citizens, who volunteer their time and talents to the improvement and enrichment of the public schools, instructional and other programs, are valuable contributors. The Board of Trustees encourages constructive participation of groups and individuals in local schools and in central and area offices to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel. Whenever possible, community volunteers will be recruited from the neighborhood served by the school in which they work.

The entire process of recruitment, utilization, coordination, and training of volunteers is a responsibility of the school administration and will be carried out as directed or delegated by the Superintendent. Every effort should be made to utilize volunteer resources in a manner which will ensure maximum contribution to the safety, welfare, and educational growth of pupils.

Adopted: ___________ Revised: 5/14/2013 Reviewed: ___________
6/25/2002

611.3 - Visitor Information
The Board encourages and welcomes parents/guardians and other individuals with legitimate school business to visit and be a part of school events. To protect the safety of students from unauthorized persons or illegal activity, signs shall be posted in each school building requiring all individuals to report to the school office during school hours. All visitors/volunteers must sign a check-in/out sheet and wear an identification badge during their visit.

Individuals who fail to comply with this policy may be questioned, asked to leave, referred to the appropriate law enforcement agency, and/or denied further access.

Adopted: 5/12/2009 Revised: __________ Reviewed: 5/14/2013

Legal References: IC 33-506 (1) IC 33-514(4), (11), (16)
612.0 - GUIDANCE SERVICES
The focus of the counseling and guidance program in the District is on the developmental needs of all students.

Counselors demonstrate respect for the dignity and worth of each individual and encourage each student to develop individual responsibility and decision-making skills. Counselors coordinate the school guidance program and involve all staff members in designing and implementing plans to meet three major goals:

1. Educational Development: Students will participate in planning their educational experience so that their education is consistent with educational requirements and career aspirations.

2. Personal/Social Development: Students will develop appropriate behaviors for a variety of social settings. Students will develop awareness of self and confidence in their own abilities in order to enhance their career and development.

3. Career Development: Students will develop career options consistent with their interests, abilities, and values.

Within the areas of counseling and guidance responsibility, the counselor enters into professional relationships with three segments of the school community: students, school personnel, and parents and guardians. The counseling relationship shall be consistent with the rights of the individual and the legal obligations of the counselor as a professional. When appropriate, counselors will be responsible for explaining the ramifications of confidentiality and its limitations to students.

Adopted: ___________ Revised: 05/14/2013 Reviewed: ___________
613.0 - ACADEMIC ACHIEVEMENT
Educators, parents, families and communities must work together to support not only students’ academic growth and achievement, but also students’ social, emotional and personal development. The Board believes that the entire school community shares responsibility for the success of all students regardless of disability, limited English proficiency, religion, sex, color, race, or national origin. Cooperation between the school and home is vital to student academic growth and recognizes the responsibility of school personnel to inform parents/guardians of student welfare and progress in school.

Adopted: ___________ Revised: 5/14/2013 Reviewed: ___________

613.1 - Student Progress Reports to Parents
The Board believes it is essential that parents/guardians be regularly informed of their student’s progress in school. A clear, concise and accurate report of a student’s progress provides a common basis of understanding among educators, students and parents for the benefit of the individual student.

Adopted: ___________ Revised: 5/14/2013 Reviewed: ___________
IDAHO FALLS SCHOOL DISTRICT 91
BOARD POLICY

614.0 - PROMOTION, RETENTION AND ACCELERATION OF STUDENTS

As a general rule, most students should move from one grade level to the next with their age peers. Individual consideration and specific help should be given to slow and/or handicapped learners so that they can progress with the class.

614.1 - Retention of Elementary Students

When a child is not making adequate academic progress for any reason, a thorough investigation of the possible causes should be undertaken under the direction of the building principal. Steps should include a parent conference to discuss the situation and receive permission to proceed with the next steps:

1. A written summary by the classroom teacher(s) of her/his concerns to include precise descriptions of behaviors, records of lack of achievement, and the steps that have been taken to give individual help;
2. The following health related screenings should be made to rule out possible physical reasons for poor student production:
   a. Vision exam and health appraisal by a School Nurse.
   b. Hearing exam and possibly a speech evaluation by the Communication Disorder Specialist.
3. Classroom observation of the child by the principal, or someone assigned by the principal such as resource teacher, social worker, or psychologist.
4. Diagnostic testing by the resource teacher and/or psychologist to gain further information as to ability and achievement levels and to observe the child's adjustment and ability to perform academic tests out of the classroom.
5. A staff meeting under the direction of the principal to share findings and determine the best solution(s) to serve the interests of the student.
6. A parent conference to review the findings of the school staff and discuss the recommendations of the school.

If retention is to take place, the following steps are strongly suggested:

1. That children entering this District who are older than their classmates be placed no more than one level below their chronological age;
2. That retentions be limited as much as possible to Kindergarten and grade one;
3. That there is no more than one retention for any child during the elementary grades K-6, and no more than one at the secondary level.
4. That all documentation of the above noted procedures for retention are to be filed with the appropriate administrator and placed in the student’s permanent folder.
614.2 - Retention of Secondary Students
Secondary student retention is based on the accrual of credits and addressed in policies 603.6 – Middle Level Credit Policy and 603.7 – High School Credit Policy.

614.3 - Time Allotments
Time allotments for subject areas at the different levels of education will be in accordance with State Board of Education rules and the standards of the Northwest Accreditation Commission (NWAC).

614.4 - Homework
Homework will be encouraged as an extension of classroom activities and must meet the ability level of the students. It must be consistent with the objectives of the class, delivery of the written curriculum, and the school.

614.5 - Acceleration
The Board of Trustees recognizes that all students learn and progress at different rates and that the time it takes to reach academic standards varies among students. The Board believes students should be challenged and supported to reach their full potential and that the practice of educational acceleration is used to match appropriate learning opportunities with student abilities. The goals of acceleration are to adjust the pace of instruction to the student’s capabilities and provide students an appropriate level of challenge.


The District provides acceleration in the following areas:

1. **Instructional acceleration strategies**: The practice of providing for individual needs through the implementation of best practices as specified in the Gifted and Talented Implementation Manual, for the purpose of providing access to appropriately challenging learning opportunities. Teachers are responsible for determining which students would benefit from the best practices acceleration strategies listed in the manual and for implementing the appropriate strategy or strategies to meet student needs.

2. **Individual subject acceleration**: The practice of assigning a student to a higher grade level than is typical given the student’s age, for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas. Teachers are responsible for determining which students would benefit from individual subject acceleration and implementing individual subject acceleration to meet student needs.
3. **Whole grade acceleration:** The practice of assigning a student on a full-time basis to a higher grade level than is typical given the student’s age, for the purpose of providing access to appropriately challenging learning opportunities.

The following policy outlines the process that shall be used for evaluating students in grades kindergarten through 8th grade for possible accelerated placement and identifying students who should be accelerated in one or more individual subject areas or promoted to a higher grade level than their same age peers. (See the Gifted and Talented Implementation Procedure Manual for procedures and qualification criteria [http://vd-p.d91.k12.id.us/AdminPrd/](http://vd-p.d91.k12.id.us/AdminPrd/)). Whole-grade acceleration for high school students grades 9th – 12th are dependent upon credit requirements addressed in policy 603.7 High School Credit Policy.

**Referrals and Evaluation**

1. Any student (K – 8) may be referred for evaluation by a teacher, administrator, gifted and talented facilitator, school counselor, school psychologist, or a parent or legal guardian of the student to the principal for evaluation for possible accelerated placement. A student may refer himself or herself or a peer through a district staff member who has knowledge of the referred child’s abilities.

2. Written permission from the student’s parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement shall be obtained before the evaluation procedure is initiated.

3. Once written permission has been obtained, the Acceleration Evaluation Team shall be convened to conduct a thorough evaluation of the student.

4. Students considered for acceleration shall be evaluated using a variety of data sources, including measures of achievement, consideration of the student’s maturity and desire for accelerated placement. Other data may be considered as appropriate.

5. The Acceleration Evaluation Team shall issue a written decision to the student’s parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.

6. The following procedure will be followed when a parent or legal guardian appeals the decision of the Student Success Team:
   a. A parent or legal guardian of the referred student may appeal in writing the decision of the team to the appropriate Assistant Superintendent within thirty days of being notified of the team’s
decision. The Assistant Superintendent will review the appeal and notify the parent or legal guardian who filed the appeal of his or her decision within ten days of receiving the appeal.

b. A parent or legal guardian of the referred student may appeal in writing the decision of the Assistant Superintendent to the Superintendent. The appeal to the Superintendent shall be submitted within ten days of receipt of the written response to the appeal submitted to the Assistant Superintendent. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her decision within thirty days of receiving the appeal.

c. A parent or legal guardian of the referred student may appeal in writing the decision of the Superintendent to the Board of Trustees. The Board of Trustees shall review the appeal in a hearing. The Board of Trustees will notify the parent or legal guardian of their final decision within thirty days of receipt of the appeal. The decision of the Board of Trustees shall be final.

d. The student may be referred and evaluated again at the next available opportunity if he or she is again referred for evaluation by an individual eligible to make referrals, as described in this policy.

Individual Subject and Whole Grade Acceleration Plan

1. The Acceleration Evaluation Team shall develop a written acceleration plan for students who will be whole-grade accelerated or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of the written acceleration plan. The written acceleration plan shall specify:
   a. Placement of the student in an accelerated setting
   b. Appropriate transition period
   c. Strategies to support a successful transition to the accelerated setting
   d. Requirements and procedures for earning high school credit prior to entering high school (if applicable)
   e. Designated school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.
Individual Subject and Whole Grade Accelerated Placement

1. The Acceleration Evaluation Committee shall specify an appropriate transition period of accelerated placement for grade-level accelerated students and students accelerated in individual subject areas.

2. At any time during the transition period, a parent or legal guardian of the student may request, in writing, that the student be withdrawn from the accelerated placement. In such cases, the principal shall remove the students without repercussions from the accelerated placement.
   a. At any time during the transition period, a teacher may request, in writing, that the student be withdrawn from the accelerated placement. The principal will review the written request and shall issue a written decision to the parent(s) and teacher.
   b. A parent or guardian of the referred student may appeal, in writing, the decision of the principal following the appeal process outlined in number six of the referral and evaluation section of this policy.

3. At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the principal shall direct the Acceleration Evaluation Committee to consider other accelerative options and issue a decision within 30 days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the Acceleration Evaluation Committee, the student’s written acceleration plan shall be revised accordingly, and a new transition period shall be specified.
   a. At any time during the transition period, a teacher may request, in writing, an alternative accelerated placement. The principal will review the written request and shall issue a written decision to the parent(s) and teacher.
   b. A parent or guardian of the referred student may appeal, in writing, the decision of the principal following the appeal process outlined in number six of the referral and evaluation section of this policy.

4. At the end of the transition period, the accelerated placement shall become permanent. The student’s records shall be modified accordingly, and the
acceleration implementation plan shall become part of the student’s permanent record to facilitate continuous progress through the curriculum.

Legal Reference: IC 33-512(2)

Adopted: 01/14/2003          Revised: 05/14/2013          Reviewed: 07/14/2009
615.0 - GRADUATION EXERCISES
Because the Board believes that completion of the requirements for a diploma from the public schools is an achievement that improves the community, as well as the individual, the Board wishes to recognize that achievement in a publicly celebrated graduation exercise.

This exercise should be a dignified, formal ceremony, which recognizes the academic achievements of the entire graduating class. Summa Cum Laude, Magna Cum Laude, Cum Laude, and other outstanding examples should be recognized at this ceremony. Audiences should be apprised of the dignity of the moment and requested to withhold their jubilation until completion of the ceremony.

Participation in graduation exercises is a privilege accorded to students who have successfully completed all requirements for a senior high school diploma and are in good standing at the time of graduation exercises.

Students are expected to dress and act in a fashion that is commensurate with the dignity of the ceremony. Use of alcohol, tobacco, or drugs during or immediately preceding the service is not acceptable and may be grounds for removal from the premises.

The privilege of participation in graduation exercises may be revoked by the principal of the school in the instances of any student unwilling to comply with regulations of dress and behavior. Such students are not required to attend graduation ceremonies but may opt to pick up their diploma at the high school office following the graduation ceremony and providing all the requirements are met.

Students will be provided an opportunity to participate in the planning of graduation ceremonies. However, final plans such as outside speakers, and when, where, and in what manner the graduation ceremonies will be held, will be subject to the approval of the school administrator.

All student speeches will be reviewed by the school principal prior to the ceremonies.

Adopted: 03/09/2016 Revised: 02/10/2016 Reviewed: 01/13/2016 05/14/2013
616.0 - ASSESSMENT
The Board supports a comprehensive, ongoing assessment program that serves as an indicator of the quality and effectiveness of the District’s educational program. The Superintendent or designee shall provide an annual assessment performance report to the Board.

Academic assessments are administered to groups of students to provide educators with data used to determine instructional needs and facilitate program planning.

All students will participate in all required testing except in extenuating circumstances, or when the student’s Individual Education Plan (IEP) or English Learner Plan (ELP) indicates otherwise.

Results of individual student achievement tests are confidential and will be communicated to parents.

Adopted: ____________  Revised: 5/14/2013  Reviewed: _______
                       6/25/2002
617.0 - TEACHING ABOUT CONTROVERSIAL ISSUES
The Board makes special recognition that controversial issues are an inherent part of our
democratic tradition and that a knowledge and understanding of these issues are an
indispensable part of education.

The Board further recognizes that the teacher holds a position of authority and respect in the
classroom and community, and by virtue of that position has great influence in the formation
of the values of all students. Every teacher has a responsibility to refrain from an excessive
expression of personal views during the instructional day. When the teacher's personal views
are expressed, they should be so identified.

To ensure that controversial issues are dealt with fairly and objectively, and with instruction
as their goal, such issues may be a part of the curriculum so long as the following policies are
observed:

1. Pupils will have access to available materials that are relevant and educationally
   significant to the issues at hand.
2. In order to satisfactorily analyze and evaluate such materials, teachers will instruct
   pupils in the principles and techniques of the scientific method and provide
   opportunities for practice in applying established facts to specific problems.
3. All personnel will seek to create an atmosphere in which difference of opinion can be
   voiced without fear and hostility with mutual respect for all viewpoints, and with the
   Constitutional guarantees of due process and freedom of speech
4. Teachers will encourage the suspension of judgment and conclusions by individuals
   until all relevant and significant facts have been assembled, critically examined, and
   checked for accuracy.
5. Teachers will seek to develop in pupils a sense of responsibility for their beliefs,
   opinions, attitudes, and actions.
6. Teachers shall place major emphasis upon "why" and "how" to think rather than
   "what" to think.
7. The district may, from time to time, offer split sessions of the same curricular area in
   order to present differing viewpoints to students. In such instances, parental
   permission will be required for entry into the "optional" class.

Adopted: __________  Revised: 5/14/2013  Reviewed: __________
   6/25/2002
618.0 - FEDERALLY FUNDED INSTRUCTIONAL PROGRAMS
The Board reserves the right to determine the level of involvement of the District in accepting Federal funds. The District will comply with Federal rules and regulations of Federally-funded programs implemented by the District.

618.1 - Title I Parental Involvement Policy
Idaho Falls School District 91 is committed to providing the support necessary for effective parental involvement programs in Title I schools.

Parental Involvement Policy
- Parents will participate in the annual review of this parent involvement document and provide input on the content and effectiveness of the parental involvement policy in improving the academic quality of Title I schools.

- Parents will be notified of this document and, to the extent practicable, it will be available in a language they understand.

School Involvement
- Schools will convene an annual school-based meeting to provide the parents of students in Title I schools with information and tools, give an overview of the District Title I program, give an overview of Title I policies and procedures and solicit input from parents.

- Schools will develop, with the involvement of parents, a school-parent compact and will conduct an effective parent involvement program.

- Schools will develop, with the involvement of parents, an annual action plan for parent involvement.

- Schools will communicate information to parents regarding curriculum, assessment, student achievement and staff.

- Parents will be involved in the process of review and improvement of schoolwide and targeted assistance programs.

- Parents will share responsibility for high student academic achievement.

Building Capacity for Involvement
- District personnel will provide the coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
• District or school personnel will provide training and support to Title I schools, including parents, for planning parent involvement programs and providing resources aligned to Title I schoolwide and targeted assistance requirements.

• Parental involvement initiatives will be coordinated and integrated with other district, state, federal and community programs.

Accessibility
• Opportunities for participation of all parents, including parents who are economically disadvantaged, disabled, have limited English proficiency or are of any racial or ethnic minority background will be available.

Adopted: 12/10/2014  Revised: 11/19/2014  Reviewed: 10/18/2014
5/14/2013  6/25/2002

END OF SECTION 600