

Coeur d'Alene School District No.271 Policy Manual

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INSTRUCTION

2100

Curriculum Development, Implementation and Evaluation

The Board has the authority and responsibility to adopt and carry on a total educational program that strives to meet the objectives established by the District, State and Federal guidelines. The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new primary instructional materials, new courses and modification of existing courses before such changes are made. The Superintendent or designee is responsible for making curricular recommendations. The curriculum shall be designed to accomplish the learning objectives and goals for excellence consistent with the District's educational philosophy, mission statement, objectives, and goals. The district shall maintain a curriculum management plan that elaborates upon these expectations.

The District relies on the work of Grant Wiggins and Jay McTighe in defining curriculum as "the specific blueprint for learning that is derived from desired results, as defined by content and performance standards." A resource or textbook is not a curriculum. Rather, curriculum should specify the experiences, instruction, assignments, and assessments students will need to achieve the desired results. *Desired results* can be defined as what students should be able to know, do, and understand as a result of their learning. In addition, curriculum should serve to both focus on what is essential in student learning and to connect learning within and across content, grade levels and schools.

Curriculum should be standards-based, and provide a clear, valid and measurable set of standards and objectives aligned to state and national curriculum standards. Research indicates that such curriculum provides the foundation for a cohesive effort to improve student achievement. Quality curriculum will:

- Ensure that all students receive appropriate instruction.
- Ensure the consistency of what is taught among teachers within the same grade or subject area and across grade levels.
- Contribute to high achievement for students over time.
- Increase a school system's ability to use resources effectively.
- Ensure alignment of the written, taught, and assessed curriculum.
- Provide equitable access to the curriculum for every student.

The written curriculum will be made available to the public on the District website.

Curriculum Development

A written, sequential curriculum shall be developed for each course and subject area in order to ensure an equitable education for the District's students. It shall also address 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.

The curriculum shall have a consistent format. The Superintendent or designee shall provide clear direction for their design and shall inform the Board of plans for the development of new curriculum and the elimination of existing curriculum. The Board may establish overall curriculum goals. Curriculum requires Board approval.

Curriculum Implementation

Instructional personnel are required to teach the District's curriculum. In the implementation of the curricula, teachers shall utilize appropriate instructional methodologies and materials necessary to meet a wide variety of student needs. The Board shall hold the Superintendent accountable for the implementation of curriculum, including but not limited to:

- Training the staff in best practices in the delivery of curriculum.
- Monitoring the delivery of curriculum.
- Providing equitable access to curriculum.

Curricular materials and instructional approaches will be grounded in research. The staff and administration will suggest materials and resources, to include: supplies, books, materials, and equipment necessary to meet the goals of the education program.

Curriculum Evaluation

The District will regularly review curriculum as part of the strategic planning process to promote equity, giving all children the opportunity to learn essential content, and to provide opportunity for deeper and more complex study. A curriculum review cycle and timelines for curriculum development and analysis shall be included as part of the strategic plan.

The Superintendent or designee shall evaluate the curriculum for efficiency, effectiveness, and equity. In all program areas and at all levels, data regarding student mastery of curriculum shall inform the improvement of the curriculum design and implementation process. Analysis of the curriculum will employ a variety of assessments and various sources of data collection in determining the effectiveness of the written, taught and tested curriculum. The Superintendent or designee shall report to the Board on the status of District curriculum through the annual strategic planning process.

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

Cross Reference: 2800

Objectives

Legal Reference: I.C. § 33-118

I.C. § 33-118A

I.C. § 33-512

I.C. § 33-512A

Courses of study—curricular materials—online courses

Curricular Materials—Adoption Procedures

Governance of Schools

District curricular materials adoption committees

I.C. § 33-601	Real and personal property—acquisition, use or disposal of same
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: 2/3/14

Revised on: 11/5/18, 12/2/19

INSTRUCTION

2100P

Curriculum Development

Subject-area written curriculum guides shall be developed for all grade levels or interdisciplinary subjects in the District. These guides are designed to ensure consistent instruction across the District. The revision of the guides shall be adopted by the Board. The components of the written curriculum guides shall include:

- State and national standards.
- Connections within the curriculum to the District's Portrait of a Graduate.
- Objectives that specify what, when and how the actual standard is performed, and the amount of time to be spent learning.
- Assessment evidence that states the skills, knowledge, and concepts to be assessed as well as the alignment between objectives and district and/or state performance assessments.
- Specific, documented prerequisites or descriptions of discrete skills or concepts required prior to the learning.
- A delineation of primary instructional resources to be used, supplementary materials or instructional resources to be used, and a statement of the "match" between the basic text or instructional resources and the curriculum objectives.
- Specific examples for approaching key concepts or skills in the classroom.
- Opportunities for differentiation, re-teaching, and extensions.

Additional components recommended for inclusion in the course pacing guide are:

- Philosophical principles underlying the course content.
- Enduring understanding or big ideas present in the learning.
- Essential questions that will provoke thinking, understanding, and transfer of learning.
- Opportunities for student self-assessment and reflection.
- Explanations of common misconceptions in student learning.
- A pacing calendar and course overview.
- Explanations of alignment to learning in future courses.
- Tips for success in managing potential student struggling points as well as classroom management tips for the learning experiences.
- Evidence-based best practices for technology integration.
- Academic Vocabulary
- Embedded thinking strategies

Curriculum Implementation

To successfully manage the necessary tension between upholding standards for students while maintaining the flexibility to reach each student's unique needs, it is important to identify which curriculum components will be tightly held, or non-negotiable decisions made at the District level, and which curriculum components will be loosely held, or managed at the classroom or building level.

Those components that are tightly held, or non-negotiable, require Board approval to revise and amend. Those components that are loosely held, or school-based components, do not require Board approval to revise. The following chart clarifies these components.

Locus of Control	Curriculum Component	Explanation
System-Wide Decisions, Tightly Held and Non-Negotiable	Vision, Mission, and Goals	Core beliefs
	Standards	National and state standards, priority standards, outcomes, student expectations, and objectives.
	Instructional Model	Student-Centered, equitable, engaging instruction that employs concepts of purpose, essential skills, agency and knowledge.
	Aligned Primary Resources	Textbooks and District resources.
	Curriculum Guides	Year-at-a-glance and semester scope of curriculum, unit targets and success criteria, assessments, and progress monitoring tools (some formative).
	Formal Assessment	National and state assessment, criterion-referenced assessments, summative, diagnostic and benchmark assessments.
School-Based Decisions, Loosely Held and Flexible	Lesson Planning	Daily and weekly lesson plans developed from curriculum guides, which can integrate relevant and timely topics and events. Teachers should have the autonomy, flexibility and responsibility to meet student needs.
	Instructional Delivery	Instructional strategies and innovative approaches that fit within the instructional model.
	Aligned Supplementary Resources	Supplemental resources and materials that enhance the coherence of the total curriculum without supplanting the major instructional resources.
	Response to Student Needs	Differentiation, collaborative grouping, programming, enrichment, remediation, monitoring and feedback.
	Instructional Evaluation	Additional formative assessments to inform instructional decisions.

Curriculum Evaluation

The Superintendent or designee shall:

- Evaluate existing educational programs on a regular cycle, as expressed in the curriculum management plan.
- Maintain a cycle for the evaluation and revision of educational programs.
- Evaluate the educational programs for efficiency and effectiveness using the criteria that may include but not be limited to:
 - District end-of-course assessments for selected core objectives across all levels;
 - State and national assessment data including standardized tests and criterion referenced tests;
 - Teacher-made tests;
 - Ongoing classroom evaluation;
 - Communication assessments such as reading, 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;
 - Performance assessments;
 - Surveys of carry-over skills to other program areas outside of school; and
 - Community, student, staff, and teacher surveys/input.
- Report to the Board at least once a year on the status of District educational programs.

Controversial Topics

The Board acknowledges that certain curriculum topics may be objectionable to some parents and students. Such objections shall be handled in accordance with Policy 2530 Instructional Material Review.

Procedure History:

Promulgated on: 12/2/19

Revised on:



Course Title:	
Initiator:	School/Department:

NATURE OF REQUEST

New Course - select one:	<input type="checkbox"/> Standard credit	<input type="checkbox"/> Special Education	<input type="checkbox"/> Honors
	<input type="checkbox"/> Advanced Placement (AP)	<input type="checkbox"/> Intervention	<input type="checkbox"/> Magnet
	<input type="checkbox"/> Professional / Technical	<input type="checkbox"/> Gifted and Talented	<input type="checkbox"/> Hybrid / Online

OR

Change in Course - select one:	<input type="checkbox"/> Change in course description	<input type="checkbox"/> Change in title (will require a new code)
	<input type="checkbox"/> Change in prerequisites	<input type="checkbox"/> Change in credit distribution (will require a new code)
	<input type="checkbox"/> Change in course length	

Student Prerequisites for Placement:	
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MEETING STATE AND FEDERAL REQUIREMENTS-

Follow this [LINK](#) to find required information to include in the box below - Go to Page 3 to link to content area / course description.

State Course Assignment Code:		State Requirements for Teaching Course:	
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CTE Industry Certifications:		CTE Director initials	
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REQUIRED DOCUMENTS (please provide as an attachment; templates available on MyCdaSchools > Curriculum)

COURSE PACING GUIDE – rationale, essential questions, objectives, desired outcomes, assessments, timeline - time spent on each section. **Please only use district template.**

NOVEL RATIONALE: required for new courses that use fictional / non-fictional novels for whole group instruction.

COURSE DESCRIPTION

Required for new courses. New course description to be included in the school catalog and/or handbook. When appropriate include old course description with changes. **Schools are encouraged to use the state course description.**

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Credits:	Course length:	<input type="checkbox"/> Semester	<input type="checkbox"/> Year	<input type="checkbox"/> Trimester
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ADVANCEMENT / GRADUATION REQUIREMENTS

Please identify the advancement / graduation requirements that the course meets.

<input type="checkbox"/> Electives (General)	<input type="checkbox"/> Math (High School)	<input type="checkbox"/> Science (Elective)
<input type="checkbox"/> English / Language Arts	<input type="checkbox"/> Math (Elective)	<input type="checkbox"/> Social Studies (United States History)
<input type="checkbox"/> Health and Wellness	<input type="checkbox"/> Math – Middle school	<input type="checkbox"/> Social Studies (American Government)
<input type="checkbox"/> Humanities (Fine / Perf. Arts)	<input type="checkbox"/> Physical Education	<input type="checkbox"/> Social Studies (Economics)
<input type="checkbox"/> Humanities (World History)	<input type="checkbox"/> Career Technical Ed.	<input type="checkbox"/> Social Studies (Elective)
<input type="checkbox"/> Humanities (World Languages)	<input type="checkbox"/> Science (Biological Science)	<input type="checkbox"/> Other – Please explain:
<input type="checkbox"/> Language Arts - Middle school	<input type="checkbox"/> Science (Physical Science)	

Intended grade levels:	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12
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NEW COURSE PROPOSAL FORM - 2100F1

Due: November 1 Annually

Date of Last Update: 6 January 2020

Follow these links to fill in the box below for this section: [IDAHO CONTENT](#), [IDAHO CONTENT STANDARDS](#) and / or [INDUSTRY STANDARD REFERENCE](#) provide standards alignment information. If no state, national, or industry standards exist, attach other standards documentation, such as organizational standards.

DISTRICT ADOPTIONS identify district / state approved textbooks, ancillary materials with cost for each item, listing the vendor and the source of funding that will be used

Title	ISBN	Cost	Vendor	Source of Funding

FINANCIAL IMPACT Identify the potential cost of offering the course including staffing, supplemental and laboratory materials.

ALIGNMENT OF ADOPTIONS TO STANDARDS

Follow these links to fill in the box below for this section: *Rigorous and relevant to* [21st Century Standards](#)

OPTIONAL DOCUMENTS FOR SUBMISSION

- Statement of articulation with colleges or universities
- Lesson examples
- Ancillary materials: films, multimedia, authentic documents, etc.

SIGNATURES – Indicates approval

_____ Teacher / Initiator	_____ Date	_____ AdHoc Subcommittee	_____ Date
_____ Building Administrator	_____ Date	_____ Associate Superintendent	_____ Date
_____ Review Committee	_____ Date	_____ Trustee	_____ Date

SUBMISSION

New course proposals may be submitted **no later than November 1** for the following school year.
Send electronic copies of documentation via district email to **Katie Graupman at the District Office**.
Send **original copy** of this **fully completed** and **signed** document to **Katie Graupman, District Office**

District Office Use Only: Course #: _____ Date: _____ Initials: _____

Course Pacing Guide



COURSE TITLE GOES HERE

ALL WRITING IN BLUE PROVIDES INSTRUCTIONS AND SHOULD BE DELETED BEFORE FINALIZING THE GUIDE

The curriculum designer can replace this box with an appropriate picture or image, or this box can be deleted.

Coeur d'Alene School District 271
1400 N. Northwood Center Ct.
Coeur d'Alene, Idaho 83814

Board Approved (INSERT DATE)

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How to Use This Document

The Purpose of this Document

Coeur d'Alene School District Board policy 2100 states, “a written, sequential curriculum shall be developed for each course and subject area in order to ensure an equitable education for the District’s students. It shall also address 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.” Further, Board policy states, “Instructional personnel are required to teach the District’s curriculum. In the implementation of the curricula, teachers shall utilize appropriate instructional methodologies and materials necessary to meet a wide variety of student needs.” Additionally, the curriculum will be regularly evaluated for efficiency, effectiveness, and equity.

The purpose of this curriculum document is to provide guidance for teachers and administrators for delivering high-quality learning for the District’s students. It is a living document that will change over time in response to trends in student learning, as demonstrated through varied assessments, and new understandings in course content. Changes made to the document will follow a cycle of design and reflection as explained in the Curriculum Management Plan.

The District relies on the work of Grant Wiggins and Jay McTighe in defining curriculum as “the specific blueprint for learning that is derived from desired results, as defined by content and performance standards” (2008). A resource or textbook is not a curriculum. Rather, curriculum should specify the experiences, instruction, assignments, and assessments students will need to achieve the desired results. *Desired results* can be defined as what students should be able to know, do, and understand as a result of their learning. In addition, curriculum should serve to both focus on what is essential in student learning and to connect learning within and across content, grade levels and schools. Curriculum should be standards-based, and provide a clear, valid and measurable set of standards and objectives aligned to local, state and national curriculum standards.

Philosophy of Curriculum

In the Coeur d'Alene School District, curriculum design teams strive to design a curriculum that is authentic, purposeful, equitable, clear, focused on student empowerment, and part of an ongoing cycle of improvement.

Curriculum must be focused on student empowerment.

Curriculum should provide a roadmap for teachers to build learning experiences that lead to student empowerment. As George Couros writes in the *Innovator’s Mindset*, “*Engagement* is more about what you can do for your students. *Empowerment* is about helping students to figure out what

they can do for themselves.” Curriculum and curricular resources should provide teachers the tools they need to design learning experiences that empower students to pursue their futures.

To achieve this goal, curriculum should be undergirded by the “PEAK” principles described by Ted Dintersmith in *What School Could Be*. PEAK principles address designing for student empowerment through the thoughtful considerations of *purpose*, *essentials*, *agency* and *knowledge*. These are described below:

“Purpose--students attack challenges they know to be important, that make their world better.

Essentials--students acquire the skill sets and mind-sets needed in an increasingly innovative world.

Agency--students own their learning, becoming self-directed, intrinsically motivated adults.

Knowledge--What students learn is deep and retained, enabling them to create, to make, and to teach others” (Dintersmith, 2018, p. xvi).

Curriculum design must be informed by these principles, understanding that “content covered is not content retained” (Dintersmith, 2018, p. 63). Therefore, curriculum designers must write curriculum using a feasible number of standards and objectives that guide the teacher in focusing instruction on the essential knowledge and skills students need to master. Focused curriculum affords students the time to dive into deep learning rather than skim surface content.

Curriculum must be authentic.

Curriculum must be grounded in current research in the field of study and steeped in the practices of cognitive apprenticeship. Curriculum must demand students think as mathematicians, observe and hypothesize as scientists, write as authors, read as researchers, and create as artists and engineers. Dintersmith writes, “It’s important to distinguish between teaching someone a subject and helping them learn to think like an expert in the field” (2018, p. 70). Relevant, rich, and rigorous curriculum apprentices students in authentic practices.

Further, curriculum design must focus on developing authentic application of the District’s Portrait of a Graduate and 21st Century skills: creativity and innovation, critical thinking and problem solving, communication, collaboration, character and content knowledge. To do so, the District promotes the Partnership for 21st Century Learning’s six guiding recommendations for 21st Century Curricula:

1. **Develop Curricula for Understanding:** Ensure that curricula are designed to produce deep understanding and authentic application of 21st Century skills. This by definition will enable the development of 21st Century skills; curricula should include models for appropriate learning activities that accomplish 21st Century skills outcomes.
2. **Unpack the Standards to Articulate Essential Concepts and Skills:** Use curricula to articulate the essential understandings and 21st Century skills contained within the standards. Ensure all curricula materials (curriculum guides, model units) clearly identify the big ideas and 21st Century skills as the goals for learning.
3. **Build Widespread Consensus Around the Big Ideas and Essential Questions:** Involve educators and stakeholders at all levels to ensure the big ideas, essential questions and

enduring understandings— particularly those that emphasize 21st Century skills—are supported and understood.

4. Use Curriculum-Embedded, Performance-Based Assessments: Design and implement curriculum-embedded, performance-based assessments that are integrated and aligned with the state accountability system.
5. Commit to Continuous Improvement in 21st Century Curriculum Design Processes: Commit to an ongoing process of reflecting upon and revising curricula with the purpose of improving the teaching and learning of 21st Century skills over time.
6. Collaborate: Educators should initiate meaningful partnerships with key stakeholders, content developers and curriculum providers to ensure a wide range of instructional products are designed to produce 21st Century skills outcomes (Hanover, 2017).

While pieces of these guiding recommendations are considered in more detail through other District documents, including the Instructional Framework, the Assessment Plan, the Equity Framework, and the Professional Development Plan, it is important to note these guiding recommendations, as embodied in these various documents, work in coordination with and alignment with one another.

Curriculum must be purposeful.

To apply these guiding recommendations, the District uses the work of Jay McTigh and Grant Wiggins in *Understanding by Design*, who advocate for creating curriculum beginning with the end (or desired results) in mind. Designing curriculum with the end in mind ensures curriculum is purposeful and avoids two problems that can plague ineffective curricular practices: the first is using a textbook as the curriculum rather than a resource; the second is assuming engaging activities without a clear purpose lead to deep learning. In the first scenario, deep learning is often sacrificed to coverage of content. In the second scenario, there is often excitement and fun without any intentional learning attached. By beginning with the end in mind and planning backward, curriculum designers are better able to align deep and engaging instruction with purpose and intention.

Curriculum must be equitable.

Curriculum must be designed to provide equitable outcomes for all students. This requires maintaining high expectations and rigor for all while also providing the flexibility to meet individual student needs. To maintain this balance, the District has identified those curriculum components that are tightly held, or non-negotiable across the district, and those curriculum components that are loosely held, or decided upon at the building or classroom level. These are discussed in more detail below.

In addition to balancing high expectations with the flexibility to meet individual student needs, designing for equity requires horizontal coordination and vertical alignment. Horizontal coordination occurs when student learning and outcomes in one course mirror student learning and outcomes in that same course across a school or district. For example, a student taking Integrated Math 1 from a specific teacher at Lake City High School would be expected to have the same learning and outcomes as a student taking Integrated Math 1 from a different teacher at Coeur d'Alene High School. When curriculum is horizontally coordinated, students should receive the same outcomes regardless of teacher or school (Hanover 2015).

Attending to vertical alignment also helps address issues of equity by eliminating gaps or redundancies in student learning across grade levels or courses and by allowing students to access future learning experiences. Curriculum is vertically aligned when learning in one lesson, course, or grade level prepares students for the next lesson, course, or grade level. Curriculum must be purposefully sequenced to enable students to advance in fields of study. When curriculum is vertically aligned, students are prepared to tackle progressive courses and grade levels (Hanover 2015).

In addition to vertical alignment, it is important to address alignment of curriculum, instruction, and assessment. Using Fenwick English's "doctrine of no surprises", students should not be held accountable on assessments for knowledge and skills they have not been taught (2002, p. 55). Taken a step further, curriculum should be aligned to state standards in order to allow students to perform well on state assessments and achievement tests. Research supports this. "Numerous studies confirm that students receiving a curriculum aligned with achievement tests and state standards outperform their counterparts who do not receive the same level of instruction" (Hanover 2013). For students to perform well on multiple measures of achievement, curriculum alignment to instruction and assessment is vital.

Equitable curriculum must also be regularly revised based on analysis of student performance data broken down by subgroups. When student performance data demonstrate students within different demographics are not performing as well as their peers, it is important to review the curriculum to ensure it is reinforcing equitable practices for all students.

Curriculum must be clear

Mike Schmoker wrote, "clarity precedes competence" (2004, p. 85). In order for teachers to be able to competently use the curriculum, the curriculum itself must be clear. Therefore, curriculum should--at a minimum--be user friendly, and by Board Procedure 2100 P, it must contain the following components:

- State and national standards.
- Connections within the curriculum to the District's Portrait of a Graduate.
- Objectives that specify what, when and how the actual standard is performed, and the amount of time to be spent learning.
- Assessment evidence that states the skills, knowledge, and concepts to be assessed as well as the alignment between objectives and district and/or state performance assessments.
- Specific, documented prerequisites or descriptions of discrete skills or concepts required prior to the learning.
- A delineation of primary instructional resources to be used, supplementary materials or instructional resources to be used, and a statement of the "match" between the basic text or instructional resources and the curriculum objectives.
- Specific examples for approaching key concepts or skills in the classroom.
- Opportunities for differentiation, re-teaching, and extensions.

Additional components recommended for inclusion in the course pacing guide are:

- Philosophical principles underlying the course content.
- Enduring understanding or big ideas present in the learning.
- Essential questions that will provoke thinking, understanding, and transfer of learning.
- Opportunities for student self-assessment and reflection.

- Explanations of common misconceptions in student learning.
- A pacing calendar and course overview.
- Explanations of alignment to learning in future courses.
- Tips for success in managing potential student struggling points as well as classroom management tips for the learning experiences.
- Evidence-based best practices for technology integration.
- Academic vocabulary
- Embedded thinking strategies that promote metacognition, as described by Keene and Zimmerman in *Mosaic of Thought* (1997).

Curriculum development must be ongoing.

Curriculum documents should be living documents that receive regular attention and revision based on student data and performance. Again, the District borrows heavily from the principles of backward design described by McTighe and Wiggins in *Understanding by Design* (2008).

Stage 1—Identify Desired Results and Objectives: In this stage, curriculum designers specify what students should be able to know, understand and do as a result of the learning. Desired results should be worthy of student time and effort. Desired results should be rigorous, be enduring, and be transferable. They should focus on the most essential skills and content, and be aligned to state standards. Desired results can be rewritten as user-friendly objectives, which should be specific in terms of content, context, and cognitive type. In this stage, designers also consider vertical alignment and spiraling. Key questions at this stage include: How will students be able to transfer their learning? What enduring understandings are desired? What essential questions will be explored in-depth and provide focus for all learning? How do the PEAK principles live in the desired results? How do the desired results embody or lead to student empowerment? How is the District’s Portrait of a Graduate and 21st Century learning reflected in the desired results?

Stage 2—Determine Assessment Evidence: In this stage, curriculum designers work within the assessment framework to develop assessments that provide acceptable evidence of the desired results identified in stage 1. It is critical to pay attention to alignment between desired results and assessment in this stage. Key questions for curriculum designers to consider include: How will educators know if students have achieved the desired results? What is acceptable evidence of student understanding and their ability to use (transfer) their learning in new situations? How will student performance be evaluated in fair and consistent ways? How can assessments be made more authentic? How do experts in the field demonstrate their mastery? How do the assessments promote PEAK principles?

Stage 3—Chunk Learning into Units and Sequence Learning: In this stage, curriculum designers consider how to best chunk and sequence learning to allow for deep learning experiences that promote 21st Century skills and concepts. Key questions for curriculum designers to consider include: How will we support learners as they come to understand important ideas and

processes? How will we plan for student agency and for students to transfer their learning? What knowledge and skills will students need to perform effectively to achieve desired results? What suggested activities, sequence, and resources will best help teachers in planning their instruction? What types of experiences provide for equitable, authentic learning? What activities do experts in the field engage in to learn? What current research should inform teacher practice?

Stage 4--Finalize the curriculum in user-friendly guides and communicate with appropriate stakeholders:

In this stage, curriculum designers strive for clear communication to all stakeholders through the finalization of the curriculum through user-friendly guides, Board approval of the curriculum, and professional development for teachers in the use of the curriculum. Key questions for curriculum designers at this stage include: How clear are the expectations for the use of the curriculum? Would inexperienced as well as experienced teachers find the curriculum guides helpful? Have all stakeholders been included in the dissemination of the documents? What training in the use of curriculum or resources would be most helpful?

Stage 4--Analyze and revise curriculum based on student performance data. In this stage, curriculum designers use multiple measures of performance, including quantitative and qualitative data, to determine the effectiveness of the curriculum. Based on this analysis, curriculum designers revise the curriculum for coherence and effectiveness. Key questions for designers in this stage to consider include: What story is the data telling us about how our students performed in this course? What subgroups or populations performed higher or lower in this course in comparison to their peers? Where does the data suggest there are gaps in learning? Where did students perform particularly well? In what ways did students become more empowered to pursue their futures as a result of this curriculum? Based on this information, how can designers strengthen the curriculum?

Through the thoughtful design of curriculum that is authentic, purposeful, equitable, clear, ongoing, and focused on student empowerment, the Coeur d'Alene School District aligns with its mission to provide each student powerful learning in every subject, at every age, and in every learning environment and to ensure that each student achieves at high levels, regardless of individual differences, gender, ethnicity, language, ability, socio-economic status, or experiences of trauma.

Tightly and Loosely Held Curriculum Components

As explained in Board Procedure 2100P, to successfully manage the necessary tension between upholding standards for students while maintaining the flexibility to reach each student's unique needs, it is important to identify which curriculum components will be tightly held, or non-negotiable decisions made at the District level, and which curriculum components will be loosely held, or managed at the classroom or building level. Those components that are tightly held, or non-negotiable, require Board approval to revise and amend.

Those components that are loosely held, or school-based components, do not require Board approval to revise. The following chart clarifies these components:

Locus of Control	Curriculum Component	Explanation
System-Wide Decisions, Tightly Held and Non-Negotiable	Vision, Mission, and Goals	Core beliefs
	Standards	National and state standards, priority standards, outcomes, student expectations, and objectives.
	Instructional Model	Student-Centered, equitable, engaging instruction that employs concepts of purpose, essential skills, agency and knowledge.
	Aligned Primary Resources	Textbooks and district resources.
	Curriculum Guides	Year-at-a-glance and semester scope of curriculum, unit targets and success criteria, assessments, and progress monitoring tools (some formative).
	Formal Assessment	National and state assessment, criterion-referenced assessments, summative, diagnostic and benchmark assessments.
School-Based Decisions, Loosely Held and Flexible	Lesson Planning	Daily and weekly lesson plans developed from curriculum guides, which can integrate relevant and timely topics and events. Teachers should have the autonomy, flexibility and responsibility to meet student needs.
	Instructional Delivery	Instructional strategies and innovative approaches that fit within the instructional model.
	Aligned Supplementary Resources	Supplemental resources and materials that enhance the coherence of the total curriculum without supplanting the major instructional resources.
	Response to Student Needs	Differentiation, collaborative grouping, programming, enrichment, remediation, monitoring and feedback.
	Instructional Evaluation	Additional formative assessments to inform instructional decisions.

Document Organization:

This document is organized from a broader overview with the Year-at-a-Glance and moves toward more specific information about the units within the course. Appendices are provided to add clarity and examples to aid both teachers and administrators in implementing the curriculum.

References

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- Schmoker, M. (2004). Tipping Point: From Feckless Reform to Substantive Instructional Improvement. *Phi Delta Kappan*, 85(6), 424–432. <https://doi.org/10.1177/003172170408500605>
- Wiggins, G. P., & McTighe, J. (2008). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Title of Course: Curriculum Overview

Mission Statement

Mission statement or philosophy statement of the content area.

Program Purpose and Goals

This will typically be written in a narrative format. In writing this section, the following questions might be considered:

- What is the purpose of this course? What are some of the programmatic goals? Goals might be related to academics as well as the whole child.
- What elements of PEAK (purpose, essential skills, agency, and knowledge) are intentionally built into this course?
- Of the six components of the District's Portrait of a Graduate (creativity, critical thinking, collaboration, communication, character and content knowledge), which elements are specifically and intentionally focused on through this course?
- Which set(s) of standards documents does this course tie to (e.g.: The objectives for this course draw from the Idaho Content Standards for Mathematics, 2017).?
- What open-ended, differentiated challenges are being introduced to invite struggle in service of conceptual understanding?
- What opportunities are being provided for students to "uncover" and synthesize key ideas?
- What resources will be provided to support thinking and understanding?
- How can technology be integrated as a tool to increase rigor, depth, access, and opportunity?
- What protocols, thinking routines, and linguistic frames will be used to guide group conversations and promote participation by all?

Program Characteristics

Teacher Dispositions and Student Outcomes

Include as many of the teacher dispositions and student outcomes as would be helpful for teachers teaching this course and delete the boxes that are not applicable. The teacher dispositions on the left should lead to the student outcomes on the right.

Teacher Dispositions (What could or should teachers intentionally be planning, designing, or implementing during this course)	Student Outcomes (What would be the observable evidence of what the teacher has planned, designed, or implemented in terms of student skills, behaviors, products, etc.?)
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What teacher moves or expert practices might teachers heavily rely on in this course?	What would an observer notice about how students are engaged in their learning? What would someone see that shows students are empowered to be active participants in their learning?
How might or should teachers approach this course based on the focus or philosophy of their school (e.g. project-based learning, stem focus, arts focus, etc.).	What would student outcomes look like in this course as a result of the different foci or philosophy of their school(s)?
How might teachers creating opportunities for students to engage with the content that has meaning beyond the classroom?	What would students be doing or creating that demonstrates the relationship between their learning and their lives outside of school?
What should teachers encourage in their students through this course? Why?	How would an observer determine that students were empowered with and engaged in specific roles and responsibilities during this course?
What opportunities might teachers provide to students to explore topics of interest and explore their learning with others?	What evidence would an observer find of students demonstrating curiosity, autonomy, and agency by asking their own questions and investigating beyond the content provided?
What resources will be most helpful for teachers to draw upon in this course?	What evidence would an observer find of students independently use the environment- including materials, displayed work, and spaces for collaboration- as resources for their own learning?
How might teachers leverage student understanding by activating schema, determining importance, monitoring for meaning, asking questions, creating inferences, using sensory imagery, and synthesizing? (Keene & Zimmerman, 1998).	What evidence would observers find of students using thinking strategies authentically, flexibly and independently in service of understanding? (Keene & Zimmerman, 1998).
How might teachers align objectives, tasks, and assessments with the essential questions and enduring understandings while communicating these with their learners?	What evidence would observers find of students demonstrating their own understanding and articulating their own growth towards learning objectives? What evidence would observers find of students being able to advocate for their learning needs?

What structured opportunities might teachers provide for learners to create and discuss claims, evidence, and reasoning?	What evidence would suggest students are exploring and making connections between information from multiple sources in varied ways? In what ways would an observer find students leading respectful, learning focused discussions that capitalize on the multiple perspectives of their peers?
How might teachers design academic language supports that deepen learners' conceptual understanding?	What evidence would an observer find of students using academic vocabulary to demonstrate their understanding?
What data should teachers use to hone priorities for instruction? How might teachers use data to differentiate instruction with flexible groupings and scaffolds?	What evidence would an observer find of students receiving differentiated instruction?
How might teachers gather evidence of learners' understanding before, during, and after the unit of study?	What evidence would an observer find of students self-assessing, setting and refining goals, and reflecting on their growing understanding?
How should teachers ensure student mastery learning? What should or should not be assumed?	What evidence would an observer find of students understanding, remembering, and applying their learning in new contexts?

Environment

This section explains in narrative form some of the best practices for creating a positive environment for this learning to occur in. Questions worthy of consideration include:

- How might the classroom environment be structured to maximize student learning?
- What important aspects of classroom culture (e.g.: student-centered, respectful dialogue between students, opportunities for student agency and choice) will be intentionally reinforced through this course of study?
- What physical components or objects in the classroom might be most helpful to aid in student learning?
- Knowing that providing peer models builds student self-efficacy and that “publishing” student work can provide opportunities for celebration and reflection, how might artifacts of student learning be curated or displayed?

- What suggestions might help the teacher in structuring the classroom environment to optimize student learning (e.g. word walls, flexible seating, concept maps, anchor charts, etc.). How is the furniture arranged to invite collaboration and accommodate for individual learners' needs?
- How might resources, strategies, norms, and content that represent diverse strategies and perspectives be displayed?
- How might learning materials be organized and to provide accessibility for students?

Year-at-a-Glance

Year-at-a-Glance	Course/Subject		Code	Course Code
	Prerequisite Courses (if applicable)	Any prerequisite courses would go here. (Not prerequisite skills)	Grade Level	All applicable grade levels.

Days of Instruction	Unit Concept, Theme, or Big Idea	Assessments	Notes
This should not be smaller than 5 days or larger than 15 days.	Major concepts to be taught.	What summative (internal district or state or national testing) occurs here?	This might be left blank. If there are experienced teacher moves that could be included, this would be good here.
	Additional rows can be added.		

Scope and Sequence

Grade Level: Course or Content Area:		
	Priority Objectives	Supporting Objectives
UNIT 1 Title	<i>Approximately 1-3 Unit Level Objectives go here. These should be rigorous with a DOK of 3 or 4. These need to specify context and cognitive type. They should be specific and measurable. They should also specify what mastery looks like. Approximate time of each unit should be 6-9 weeks. (In Math, Standards for Mathematical Practice should be represented here).</i>	Module 1: <i>Supporting objectives go here. These might be less rigorous. More or fewer modules might be added. Approximate time of each module should be 5-10 days.</i>
		Module 2:
		Module 3:
UNIT 2 Title		Module 1:
		Module 2:
		Module 3:
UNIT 3 Title		Module 1:
		Module 2:
		Module 3:
UNIT 4 Title		Module 1:
		Module 2:
		Module 3:
UNIT 5 Title		Module 1:
		Module 2:
		Module 3:

UNIT 6 Title	Additional units can be added or removed.	Module 1: Additional modules can be added or removed.
		Module 2:
		Module 3:

Unit Plans

A unit plan should be created for each unit within the course. This template can be copied and pasted.

Unit Concept, Theme or Big Idea:

What is this unit about? What is the focus?

<p>Enduring Understandings: What are the specific inferences, based on the big idea or theme, that have lasting value beyond the classroom? Please write them as full-sentence statements. A frame for this is: What do we want students to understand and be able to use several years from now, after they have forgotten the details.</p>	
<p>Essential Questions: A question (or question(s) that lie at the heart of the subject or curriculum and promotes inquiry. This should not result in a single answer but produce different responses among thoughtful and knowledgeable people. This can be overarching or unit-specific. Depending on the length of the unit, there should usually be 1-3 essential questions.</p>	
<p>Pre-Assessment: How will teachers and students assess what students already understand?</p>	
<p>Priority Objectives: Derived from priority standards or clusters of priority standards, what are the priority objectives students need to master in this unit? Priority objectives should be aligned to standards in content and context, and as deep as or deeper than the priority standards in cognitive type.</p>	<p>Unit Assessment / Performance Task: <i>The target situation in which students demonstrate their learning or the priority objectives at the mastery level, showing TRANSFER of concepts, skills, and knowledge. The unit assessment should be aligned to the priority objectives in content, context, and cognitive type.</i></p>
<p>Standards Tie-In: Essential Standards: (Please write out (include the number and/or code) the priority standards for the unit. These should align to priority objectives). Supporting Standards: (Please write out (include the number and/or code) the supporting standards for this unit.).</p>	
<p>Key Concepts: For the entire unit. These might include thinking strategies, cross-cutting concepts, or standards for mathematical practice.</p>	
<p>Teacher Notes: When considering teaching this unit as a whole, what are key considerations for the students? Key areas of focus, rigor, and real-world connections? How can you make this relevant to students? How could this be integrated with other units (made interdisciplinary?). How can this unit be adapted to incorporate the focus of the school (e.g. arts integration, stem, or project-based learning)?</p>	
<p>Anchor Activity: What might be used at the beginning or throughout the unit to help students build knowledge and focus their inquiry? For example, will students be adding on to a concept map? Will students be investigating an artifact or creating a product over time? (e.g. raising a living thing, building something?).</p>	
<p>Link to District's Portrait of a Graduate: Of the six components of the District's Portrait of a Graduate (Creativity, Collaboration, Critical Thinking, Communication, Character, and Content Knowledge), which component(s) does this unit address most? (Although it could address multiple components, choose the ones that this unit is intentionally designed around). In what ways do the learning experiences within this unit support this component? How will students demonstrate their growth or progress in that specific component?</p>	
<p>Time Suggestion: What is the suggested timing of this unit? (It is helpful to add in a few days for flex). Please explain the number of hours and days suggested (e.g., This recommended length of this unit is 6 weeks of 55 minute periods or 3 weeks of 90 minute periods). In most schedules, units should typically be 6-9 weeks.</p>	

Instructional Modules: An instructional module should be created for each module within the unit. Templates for three modules are provided. If the curriculum writer needs more, they can be added. Modules may also be deleted if fewer are needed.

Module 1: <i>Title/Conceptual Support/Enduring Understanding that Supports Big Idea</i>			# days (5-10 days)
Key Module Information: What does the teacher need to know about this module? How would the voice of experience help a teacher who is using this module?			
Portrait of a Graduate: Of the six components of the District’s Portrait of a Graduate (Creativity, Collaboration, Critical Thinking, Communication, Character, and Content Knowledge), which component(s) does this module address most?			
Prerequisite skills, schema or background: (What skills, schema, or background do students need to have mastered to be successful in this module. Identifying prerequisite skills, schema or background helps the teacher provide remediation during the module.)			
Alignment to future learning: How will module build knowledge for future modules or units?			
Priority Objective(s): From unit priority objective(s). Which are specifically addressed in this module?		Assessment or Evidence of Student Learning: How will students be assessed in this module? What evidence of student learning will be sufficient? How will students monitor their own progress toward their goals?	
Supporting Objective(s): Smaller objectives that lead students to priority objectives.			
Academic and Content Vocabulary: Tier 2 and 3 words students will need to be able to know and use to be successful in this module.			
Suggested sequence of learning experiences within this module:		Materials/ Resources Recommended	Formative & Self-Assessments
Learning Experience Title (This row can be replicated if needed). This box should address as much of the following as applicable:: <ul style="list-style-type: none"> • Suggested approach • Suggested student work/assignment • Approach(es) toward differentiation • Depth of cognitive rigor • How is this student-centered? • Embedded thinking strategies. • Technology integration. • Connection between learning and life (relevance). 		A list of resources (including text titles, authors and page numbers) used for these learning experiences. Please link any applicable resources. These resources must be available to all classrooms.	
Learning Experience Title (This row can be replicated if needed). This box should address as much of the following as applicable:: <ul style="list-style-type: none"> • Suggested approach • Suggested student work/assignment • Approach(es) toward differentiation • Depth of cognitive rigor • How is this student-centered? • Embedded thinking strategies. • Technology integration. • Connection between learning and life (relevance). 		A list of resources (including text titles, authors and page numbers) used for these learning experiences. Please link any applicable resources. These resources must be available to all classrooms.	
Sample Module Assessment: (Provide an example of an assessment item here).			

Instructional Modules: An instructional module should be created for each module within the unit. Templates for three modules are provided. If the curriculum writer needs more, they can be added. Modules may also be deleted if fewer are needed.

Module 2: <i>Title/Conceptual Support/Enduring Understanding that Supports Big Idea</i>			# days (5-10 days)
Key Module Information: What does the teacher need to know about this module? How would the voice of experience help a teacher who is using this module?			
Portrait of a Graduate: Of the six components of the District’s Portrait of a Graduate (Creativity, Collaboration, Critical Thinking, Communication, Character, and Content Knowledge), which component(s) does this module address most?			
Prerequisite skills, schema or background: (What skills, schema, or background do students need to have mastered to be successful in this module. Identifying prerequisite skills, schema or background helps the teacher provide remediation during the module.)			
Alignment to future learning: How will module build knowledge for future modules or units?			
Priority Objective(s): From unit priority objective(s). Which are specifically addressed in this module?		Assessment or Evidence of Student Learning: How will students be assessed in this module? What evidence of student learning will be sufficient? How will students monitor their own progress toward their goals?	
Supporting Objective(s): Smaller objectives that lead students to priority objectives.			
Academic and Content Vocabulary: Tier 2 and 3 words students will need to be able to know and use to be successful in this module.			
Suggested sequence of learning experiences within this module:		Materials/ Resources Recommended	Formative & Self-Assessments
Learning Experience Title (This row can be replicated if needed). This box should address as much of the following as applicable:: <ul style="list-style-type: none"> • Suggested approach • Suggested student work/assignment • Approach(es) toward differentiation • Depth of cognitive rigor • How is this student-centered? • Embedded thinking strategies. • Technology integration. • Connection between learning and life (relevance). 		A list of resources (including text titles, authors and page numbers) used for these learning experiences. Please link any applicable resources. These resources must be available to all classrooms.	
Learning Experience Title (This row can be replicated if needed). This box should address as much of the following as applicable:: <ul style="list-style-type: none"> • Suggested approach • Suggested student work/assignment • Approach(es) toward differentiation • Depth of cognitive rigor • How is this student-centered? • Embedded thinking strategies. • Technology integration. • Connection between learning and life (relevance). 		A list of resources (including text titles, authors and page numbers) used for these learning experiences. Please link any applicable resources. These resources must be available to all classrooms.	
Sample Module Assessment: (Provide an example of an assessment item here).			

Instructional Modules: An instructional module should be created for each module within the unit. Templates for three modules are provided. If the curriculum writer needs more, they can be added. Modules may also be deleted if fewer are needed.

Module 3: <i>Title/Conceptual Support/Enduring Understanding that Supports Big Idea</i>			# days (5-10 days)
Key Module Information: What does the teacher need to know about this module? How would the voice of experience help a teacher who is using this module?			
Portrait of a Graduate: Of the six components of the District's Portrait of a Graduate (Creativity, Collaboration, Critical Thinking, Communication, Character, and Content Knowledge), which component(s) does this module address most?			
Prerequisite skills, schema or background: (What skills, schema, or background do students need to have mastered to be successful in this module. Identifying prerequisite skills, schema or background helps the teacher provide remediation during the module.)			
Alignment to future learning: How will module build knowledge for future modules or units?			
Priority Objective(s): From unit priority objective(s). Which are specifically addressed in this module?		Assessment or Evidence of Student Learning: How will students be assessed in this module? What evidence of student learning will be sufficient? How will students monitor their own progress toward their goals?	
Supporting Objective(s): Smaller objectives that lead students to priority objectives.			
Academic and Content Vocabulary: Tier 2 and 3 words students will need to be able to know and use to be successful in this module.			
Suggested sequence of learning experiences within this module:		Materials/ Resources Recommended	Formative & Self-Assessments
Learning Experience Title (This row can be replicated if needed). This box should address as much of the following as applicable:: <ul style="list-style-type: none"> • Suggested approach • Suggested student work/assignment • Approach(es) toward differentiation • Depth of cognitive rigor • How is this student-centered? • Embedded thinking strategies. • Technology integration. • Connection between learning and life (relevance). 		A list of resources (including text titles, authors and page numbers) used for these learning experiences. Please link any applicable resources. These resources must be available to all classrooms.	
Learning Experience Title (This row can be replicated if needed). This box should address as much of the following as applicable:: <ul style="list-style-type: none"> • Suggested approach • Suggested student work/assignment • Approach(es) toward differentiation • Depth of cognitive rigor • How is this student-centered? • Embedded thinking strategies. • Technology integration. • Connection between learning and life (relevance). 		A list of resources (including text titles, authors and page numbers) used for these learning experiences. Please link any applicable resources. These resources must be available to all classrooms.	
Sample Module Assessment: (Provide an example of an assessment item here).			

Add as many of these as might be helpful. Some of these might not be developed until year 2 revisions of the curriculum.

Appendix A (Specific to this Course)

Sample Model Lessons

Menu of Strategies

Professional Resources / Aids

Include which standard(s) document(s) was (were) used or referenced in the creation of this document. Include the year of document. (Consider citing the source in APA style).

Samples of Student Work / Exemplars

Assessment Instruments / Rubrics (Must be included)

Appendix B (District Appendices Applicable to All Courses)

Portrait of a Graduate

District Instructional Model

Assessment Framework

Glossary

GLOSSARY

Anchor Activity: A lesson or activity that stretches across a unit of instruction. The purpose of this lesson is to help ground students in the course of study and could also be used to launch into inquiry, to track growth or learning over time, and to excite student curiosity and wonder. Examples could be hatching chicks in a unit about life cycles or a concept map created in response to an essential question.

Assessment: Measures of student performance against specific goals and criteria.

Formative: Ongoing assessment used to monitor performance, provide feedback to teachers and students, and allow for adjustments to improve learning (McTighe & Willis, 2019, pg. 162).

Performance Tasks or Authentic Assessments: An assessment that requires students to apply their learning and develop a product or performance (McTighe & Willis, 2019, pg. 167).

Summative Assessments: An assessment that evaluates the degree to which students have achieved the targeted learning goals (McTighe & Willis, 2019, pg. 170).

Big Idea: A transferable idea--concept, principle, theme, or process--that should serve as the focal point of curricula (McTighe & Willis, 2019, pg. 158).

Cognitive Depth: The level of rigor or complexity of thinking required to master an objective. The Coeur d'Alene School District relies on the work of Dr. Norman Webb and Webb's Depth of Knowledge to determine cognitive depth. When appropriate, cognitive depth might also be described using Karin Hess's matrix, which combines the Depth of Knowledge with Bloom's Taxonomy.

Content Alignment: The match between the curriculum content and the assessment content (English, 2001, pg. 104).

Context Alignment: The match between the format of the instructional materials and the format of the assessment (English, 2001, pg. 104).

Essential Question: "A question that lies at the heart of a subject or curriculum (as opposed to being either trivial or leading), and promotes inquiry and uncoverage of a subject." They should be open-ended and could be overarching or unit-specific. (Wiggins 2005). Additionally, essential questions should be thought provoking and intellectually engaging, often sparking discussion and debate. Essential questions should call for higher-order thinking, such as analysis, inference, evaluation, or prediction, and cannot be effectively answered by recall alone. Effective essential questions spark additional inquiry, require support and justification, and can be revisited over time.

Enduring Understanding: "The specific inferences, based on big ideas, that have lasting value beyond the classroom...designers are encouraged to write them as full-sentence statements." They answer, "What do we want students to understand and be able to use several years from now?" (Wiggins 2005).

Key Concept/ Big Idea: “The core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment.” They should be important, enduring, transferable beyond the scope of a unit, and serve as the building material of understanding. They go beyond discrete facts or skills and offer linchpin ideas. They hold discrete or fragmented knowledge together. (Wiggins 2005).

Module: The major “chunks” or conceptual pieces of learning within a **unit**. Modules are typically 5-10 days in length and suggest the types of learning experiences within the unit.

PEAK: described by Ted Dintersmith in *What Schools Could Be*. PEAK principles address designing for student empowerment through the thoughtful considerations of *purpose, essentials, agency* and *knowledge*. “**Purpose**--students attack challenges they know to be important, that make their world better. **Essentials**--students acquire the skill sets and mind-sets needed in an increasingly innovative world. **Agency**--students own their learning, becoming self-directed, intrinsically motivated adults. **Knowledge**--What students learn is deep and retained, enabling them to create, to make, and to teach others” (Dintersmith, 2018, p. xvi).

Portrait of a Graduate: Students who graduate from high school with a balance of knowledge, skills and dispositions are more likely to be successful in their future endeavors, whether those involve college, the workforce, military service, family, volunteer work or community involvement. The Coeur d’Alene Public School Portrait of a Graduate represents what this community wants its high school graduates to be equipped with as they prepare to take the next steps in life. Six components have been identified in Coeur d’Alene Public School’s Portrait of a Graduate: **communication, collaboration, creativity, critical thinking, content knowledge**, and **character**. Curriculum should be developed to intentionally embed and identify where course supports the development of these traits.

Prerequisite Course: Course or courses that are required to be completed by the student before the student is allowed to take the current course.

Prerequisite Skills: The skills, schema, and/or background knowledge students need before they can be successful in learning new skills or content. Identifying prerequisite skills, schema or background helps the teacher provide remediation and differentiation. This also helps teachers identify the overall continuum of learning and spiraling of content.

Priority Objective: Based on the work of Curriculum Management Solutions, Inc., objectives combine a cluster of standards that provide focus for the unit. Objectives are the backbone of the curriculum and must translate the standards language into specific and measurable descriptions of what concepts, skills, knowledge, vocabulary, etc. students must master and what mastery looks like. Objectives should specify **content, context**, and **cognitive depth**.

Scope: The entirety of the content, concepts, and skills within the curriculum. The scope clarifies both what is in the curriculum and what is not in the curriculum.

Sequence: The intentional order or progression of the content, concepts, and skills.

Standards: Benchmarks that identify the level of skill or depth of content knowledge that comprise learning expectations for a particular course, discipline, or grade level. The Coeur d’Alene School District curriculum is informed by local, state, and national standards, and whenever possible, courses must align to Idaho Content Standards.

By law, the Coeur d’Alene School District curriculum uses **all** of the Idaho Content Standards for a course within its curriculum. To make these standards clearer and more usable for teachers and administrators, however, the curriculum divides standards into **essential standards** and **supporting standards**. Essential standards are rewritten into **priority objectives**.

- **Essential Standards:** Those standards that are essential to the learning in the course. They can be identified using the following three criteria: **leverage** (do these standards support learning in other courses?), **endurance** (will these standards be important in continued learning?), and **rigor** (do these standards require deep learning and thinking?).
- **Supporting Standards:** Those standards that support larger learning, but are missing one or more of the three criteria (leverage, endurance, and rigor) used to identify essential standards.

Unit: “A coherent chunk of work in courses or strands” (Wiggins 2005). Units should be feasible (have a reasonable number of objectives), provide accountability by describing what is assessed and how it is assessed, and offer clarity and support. Units should have themes or organizing concepts (a **big idea** with **essential questions**), and identify concepts that unify thinking and connect to other disciplines and prior knowledge.

Vocabulary

Academic and domain-specific words are the words that experts use in their fields to make communication precise and powerful. These academic terms are far less likely to be encountered by students through wide reading and thus need to be taught through direct vocabulary instruction. (Silver, 2012, pg. 66).

Academic: General academic words, sometimes called Tier 2 words, are words that are commonly used in academic or professional writing but rarely used in speech or informal settings.

Content: Domain-specific words, sometimes called Tier 3 words, are specific to a discipline or field of study.

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INSTRUCTION

2110

Lesson Plan

To ensure proper planning and continuity of instruction, the Board requires each teacher to develop and use daily lesson plans for instruction. Weekly or unit lesson plans will be prepared and, if requested, will be submitted weekly to the building principal. The format for the lesson plan will be specified by the building principal and shall be reviewed from time to time at the discretion of the building principal. 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 (aligned to the State Standards);
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: 2/3/14

Revised on:

INSTRUCTION

2120

Program Evaluation and Diagnostic Tests

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

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

Parents who wish to examine any assessment materials may do so, unless prohibited by the State Department of Education, 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 § 1232(h)	Protection of Pupil Rights
I.C. § 33-1601 et seq.	Courses of Instruction

Policy History:

Adopted on: 2/3/14

Revised on:

INSTRUCTION

2130

Research Studies

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

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

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

No test, questionnaire, survey, or enumeration containing questions about a pupil's or his or her parent's personal beliefs, practices in sex, family life, morality, or religion shall be administered.

Policy History:

Adopted on: 2/3/14

Revised on:

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

No student shall be required to complete any survey containing one (1) or more of the following items without the prior written consent of the student's parent/legal guardian:

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.

With regard to any such survey, 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 (including any pre-planned nonemergency invasive physical examinations) 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 instructional 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.

Cross Reference:	2520	Curricular Materials
	3200	Student Rights and Responsibilities
	3500	Student Health, Physical Screenings, and Examinations
	4175	Required Annual Notices

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

Policy History:

Adopted on: 12/1/14

Revised on: 3/7/16, 12/7/20

Reviewed on: 12/7/20

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 surveys, analyses, or evaluations that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. 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.)

- Center for Education Excellence – Spring/Fall
- High School Accreditation Survey – As per the Accreditation Cycle

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 the Clerk of the Board, 1400 N. Northwood Center Ct, Coeur d’Alene, ID 83814. The Clerk of the Board 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]

INSTRUCTION

2150

Copyright

It is the intent of the Coeur d'Alene School District, its Board of Trustees, staff and students, to adhere to the provisions of the Copyright Law of 1976, related amendments, and guidelines. Employees and students are to adhere to all provisions of Title 17 of the United States Code, entitled "Copyrights," and other relative federal legislation and guidelines related to the duplication, retention, and use of copyrighted materials.

Copyrighted materials, whether print or non-print, will not be reproduced by administrators, employees, or students unless such reproduction is allowed by copyright laws, the "fair use" standards, license or contractual agreements, or written permission has been received from the copyright holder.

The District does not sanction illegal use or duplication in any form. Unlawful copies of copyrighted materials may not be produced or used on District-owned equipment, within District-owned facilities, or at District-sponsored functions. The legal and insurance protection of the district will not be extended to employees who unlawfully copy and use copyrighted materials. Employees who knowingly and/or willingly violate the District's copyright policies do so at their own risk and may be required to remunerate the District in the event of a loss due to litigation.

Legal Reference: 17 USC 101 et seq. Federal Copyright Act

Policy Reference: 2170 Use of Commercially Produced Video Recordings
3270 District Provided Access to Electronic Information, Services, &
Networks
5330F Staff Technology Use Agreement

Policy History:

Adopted on: 2/3/14

Revised on:

INSTRUCTION

2150P

Prohibition Against Reproduction of Copyrighted Materials

Throughout this procedure, “copies” shall refer to electronic as well as physical copies.

Responsibilities of District Personnel

Establishing Procedures

Principals/administrators are responsible for enforcing the established procedures on copyright law in the school or office.

Photocopy Machines

Unlawful copies of copyrighted materials may not be produced on District-owned equipment. Personnel in charge of photocopy machines are to ensure that those who use the equipment are aware that it is illegal to infringe upon copyright. A notice entitled “Warning Concerning Copyright Restrictions” is required by law to be displayed prominently on any equipment that is used for copying such as a photocopy machine, scanner, or printer.

Notice

Warning Concerning Copyright Restrictions

The copyright law of the United States (Title 17, U. S. Code) governs the making of photocopies or other reproduction of copyrighted materials. The person using this equipment is liable for any infringement.

Fair Use Guidelines for Classroom Copying: Books and Periodicals

Single Copies

A single copy may be made of the following by or for a teacher at his or her individual request for his or her scholarly research, teaching, or preparation to teach a class. A teacher may make a copy (or request a copy be made) of the following:

- a) A chapter from a book;
- b) An article from a periodical or newspaper;
- c) A short story, short essay or short poem; or
- d) A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

Multiple Copies for Classroom Use

Multiple copies (not to exceed one per pupil) may be made by or for the teacher for classroom use, provided that the copying meets the tests of brevity, spontaneity, and cumulative effect as defined below and must include a notice of copyright.

Brevity

1. Poetry: A complete poem is less than 250 words and if printed on not more than two pages, or, from a longer poem, an excerpt of not more than 250 words.
2. Prose: Either a complete article, story or essay of less than 2,500 words, or an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event, a minimum of 500 words. Works combining language and illustrations, such as picture books, which fall short of 2,500 words in their entirety, may not be reproduced in their entirety. Personnel may copy not more than two published pages containing less than 10% of the words found in the text.
3. Illustration: One chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.

Spontaneity

1. The copying is at the instance and inspiration of the individual teacher, and not the department, school, or district.
2. The inspiration and decision to use the work at the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

1. The copying of the material is for only one course in the school in which the copies are made.
2. During a class term, only one short poem, article, story, essay or excerpts from the same author may be copied; no more than three (3) from the same collective work.
3. During a class term, not more than nine (9) instances of multiple copying for one course.

Note: The limitations above do not apply to current news periodicals and newspapers and current news sections of other periodicals.

Prohibitions

1. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works.
2. There shall be no copying of or from works intended to be consumable in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets, and answer sheets.
3. Copying shall not substitute for the purchase of books, publishers' reprints, or periodicals.
4. Copying shall not be done on direction from a higher authority.
5. Copying the same item from semester to semester without securing permission shall not be done.
6. Employing a successful use of multiple copying developed by another teacher without securing permission from the copyright owner is not allowed.
7. Copying protected materials without inclusion of a notice of copyright is not allowed.
8. Making copies of music (or lyrics) for performance of any kind in the classroom or outside of it is not allowed, with the exception of the emergency exception noted under Music (#1) below.

Fair Use Guidelines for Classroom Copying: Music

1. Emergency copying for an imminent performance is allowed, provided purchased replacement copies shall be substituted in due course
2. Multiple copies of excerpts of works may be made provided that the excerpts do not constitute a performable unit or no more than 10% of the whole work. The number of copies shall not exceed one copy per pupil.
3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics altered or added.
4. A single copy of a recorded performance by students can be retained by the school or individual teacher for evaluation or rehearsal purposes.
5. A single copy of a recording of copyrighted music owned by the school or an individual teacher for constructing exercises or examinations can be retained by the school or the teacher.

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 an 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”.

Fair Use Guidelines: Off-Air Recording

Broadcast Television

Videotaped recordings may be kept for no more than forty-five (45) calendar days after the recording date, at which time the tapes must be erased. Videotaped recordings may be shown to students only within the first ten (10) consecutive days on the forty-five (45)-day retention period. They may be viewed for evaluation purposes only after the first ten (10) consecutive days.

Off-air recordings need not be used in their entirety, nor shall the recorded programs be altered from their original content or combined for teaching anthologies or compilations.

An individual teacher must make requests for off-air videotaping. No program may be recorded off-air more than once at the request of the same teacher. (Refer to 2170P)

Videotapes and Films

It is generally stipulated that materials acquired for use in educational institutions must be shown as part of a systematic course of instruction, in a classroom where face-to-face teaching takes place.

Videotapes may be not shown purely for recreational, entertainment, or fund-raising purposes, no matter whether they are acquired through off-air taping, free-loan, rental or purchase.

They may only be used for entertainment purposes if the material or accompanying information specifically states permission to do so, or if an arrangement has been made with the item's producer or distributor. Any showing of videos in class must comply with Policy 2170 Use of Commercially Produced Video Recordings.

All educational off-air taping guidelines apply to at-home taping when tapes are brought to school for classroom instruction.

An individual teacher must make requests for off-air videotaping. No program may be recorded off-air more than once at the request of the same teacher.

In the event any outside organization uses a school facility and wishes to show a movie, video, or public performance, licensing is required.

Movies, videos, and all analog and digital media will be previewed and selected based upon merit and relevance to the curriculum.

Recording Cable Programs

Programs recorded from channels which are cablecast as part of the community cable's basic package may be used in the classroom, as long as they meet the "Broadcast Television" recording guidelines.

Programs on channels, which are cablecast as an option available to subscribers at an extra fee, may not be recorded for use in the classroom.

Fair Use Guidelines: Computer Software

The District will comply with all software licensing requirements.

Staff members and students are to be made aware of the legal, ethical and practical problems caused by software piracy.

Licensing

The District schools and offices must maintain a file of their computer software/app documentation which includes the licensing agreement for the software/apps and the software/apps licensing numbers.

Software Take Home Rights

Certain software programs purchased by the District may include "take-home rights" for staff members. The legality of an at-home installation will be determined on a case-by-case basis according to the licensing agreement for each program.

Fair Use Guidelines: Educational Multimedia

These guidelines apply to the use, without permission, of portions of lawfully acquired copyrighted works in educational multimedia projects created by students and teachers for their own use to meet specific instructional objectives.

In general, the portions used must be from lawfully acquired copyrighted works. The multimedia projects created incorporate the copyrighted material with the student's or teacher's original materials.

Students may:

1. Incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia projects for a specific course.
2. Perform and display their own educational multimedia projects for the course or class in which they were created.
3. Use them in their own portfolios as examples of their academic work for later personal uses.

Teachers may:

1. Incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia programs for their own teaching tools in support of curriculum-based instructional activities.
2. Perform and display their own education multimedia projects for curriculum-based face-to-face instruction or assigned self-study.
3. Perform or display these programs at workshops and conferences for their peers.
4. Retain a copy of these programs for their personal portfolios.

Uses of education multimedia projects created under these guidelines are subject to time, portion, copying, and distribution limitations:

Time Limitations

Teacher Use: Teachers may use their educational multimedia projects for teaching courses for a period of up to two (2) years after the first instructional use with a class. Use beyond that time period requires permission for each copyrighted portion incorporated in the production.

Student Use: Students may use their educational multimedia projects for the course or class in which they were created. Students may also use them in their own portfolios as examples of their academic work for later personal uses.

Portion Limitations

Definition: Portion limitations mean the amount of the copyrighted work that can be used in educational multimedia project(s) regardless of the original medium from which the copyrighted works are taken. These limits apply cumulatively to each educator's or student's multimedia project(s) for the same academic semester, cycle, or term.

Motion Media: Up to ten percent (10%) or three (3) minutes, whichever is less, in the aggregate of a copyrighted motion media work may be reproduced or otherwise incorporated as part of a multimedia project.

Text: Up to ten percent (10%) or 1,000 words, whichever is less, in the aggregate of a copyrighted work consisting of text materials may be reproduced or otherwise incorporated as part of a multimedia project.

Music, Lyrics, and Music Video: Up to ten percent (10%), but in no event more than thirty (30) seconds, of the music and lyrics from an individual musical work (or in the aggregate of extracts from an individual work), may be reproduced or otherwise incorporated as part of a multimedia project. Any alterations to a musical work shall not change the basic melody or the fundamental character of the work.

Illustrations and Photographs: A photograph or illustration may be used in its entirety, but no more than five (5) images by an artist or photographer may be reproduced or otherwise incorporated as part of a multimedia project. When using photographs and illustrations from a published collective work, not more than ten percent (10%) or fifteen (15) images, whichever is less, may be reproduced or otherwise incorporated as part of a multimedia project.

Numerical Data Sets: Up to ten percent (10%) or 2,500 fields or cell entries, whichever is less, from a copyrighted database or data table may be reproduced or otherwise incorporated as part of an educational multimedia project.

Copying and Distribution

Only a limited number of copies, including the original, may be made of an educational multimedia project. There may be no more than two (2) copies, only one of which may be placed on reserve.

An additional copy may be made for preservation purposes, but may only be used or copied to replace a copy that has been lost, stolen, or damaged.

In the case of a jointly created educational multimedia project, each principal creator may retain one copy for use at conferences or in personal portfolios.

Use of the Internet

1. Copyright and fair use apply to web pages.

2. Caution is advised in using digital material downloaded from the Internet for educational multimedia projects.
3. Internet access does not automatically mean that works can be reproduced and reused without permission or license.
4. Some copyrighted works may have been posted to the Internet without authorization of the copyright holder.

Acknowledgements and Notice of Restriction

All educational multimedia projects created by faculty members and students under fair use shall include the sources and copyright ownership information, if it is shown in the original source.

Copyright ownership information includes the copyright notice ©, year of first publication, and name of copyright holder. The credit information may be combined and shown in a separate section of the educational multimedia project except for images incorporated into the project for remote instruction. In such cases, the copyright notice and name of the creator of the image must be incorporated into the image (attached to the image file and appears on the screen when the image is viewed) when such information is reasonably available.

Students and faculty members should include a copyright statement on the opening screen of their educational multimedia project and on any printed materials that their presentation has been prepared under fair use exemption of the U.S. Copyright Law and are restricted from further use. *(Some of the material in this presentation is covered by the Fair Use Section of the Copyright Law, Title 17, U.S. Code)*

Future Use Beyond Fair Use

Staff and students are advised to note that if there is a possibility that their own educational multimedia project incorporating copyrighted works under fair use could later result in broader dissemination, whether or not as a commercial product, it is strongly recommended that they take steps to obtain permissions during the development process for all copyrighted portions rather than waiting until completion of the project.

Alterations

Staff and students may make alterations in the portions of the copyrighted works they incorporate as part of an educational multimedia project only if the alterations support specific instructional objectives. Teachers and students are advised to note that alterations have been made.

Licenses and Contracts

Staff and students should determine whether specific copyrighted works, or other data or information are subject to a license or contract. Fair use and these guidelines shall not preempt or supersede licenses and contractual obligations.

Requesting Permission to Use Copyrighted Materials

Beyond the limits of fair use, teachers and students must request permission to use copyrighted materials.

Staff and students who make copies and/or use copyrighted materials in their jobs are expected to be familiar with published provisions regarding fair use and public display, and are further expected to be able to provide their supervisor, upon request, the justification under Sections 107 or 110 of USC 17 for materials that have been used or copied. Staff and students who use copyrighted materials that do not fall within fair use or public display guidelines will be able to substantiate that the materials meet one of the following tests:

- The individual or the District has purchased the materials from an authorized vendor and a record of the purchase exists.
- The materials are copies covered by a licensing agreement between the copyright owner and the district or the individual employee.
- The materials are being previewed or demonstrated by the user to reach a decision about future purchase or licensing and a valid agreement exists that allows for such use.

Procedure History:

Promulgated on: 2/3/14

Revised on: 2/1/16, 5/3/21

Reviewed on:

INSTRUCTION

2170

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. Movies and videos and all analog and digital media will be previewed and selected based upon merit and relevance to the curriculum. Use of movies, videos and digital media should be judicious and wherever possible, clips and selected scenes should be utilized versus entire movies that take up valuable instructional time.

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:

Federal Copyright Act, Public Law 94-553, 90 stat. 2541: Title 17 U.S.C.; Section 101-110(i)

Policy Reference: 2150 Prohibition Against Reproduction of Copyrighted Materials

Policy History:

Adopted on: 6/1/15

Revised on: 2/1/16

INSTRUCTION

2170P

Use of Commercially Produced Video Recordings

Educational Relevance

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

Age Appropriate Feature 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. (See 2170F1)

Middle School Level: Only G and PG rated movies may be shown without parental permission. Any movie with a PG-13 rating to be shown at the middle school requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video. (See 2170F2)

High School: Only G, PG, and PG-13 rated movies may be shown without parental permission. It is the position of the administration and Board of Trustees, that at no time shall unedited R rated movies and/or video tapes be used in any classroom or student activity. R rated movies/videos which have been commercially edited and revised for educational purposes, may be viewed with signed, written permission granted by a parent/guardian and kept on file by the teacher. (See 2170F3) Appropriate teacher-selected video clips of R-rated movies and unrated feature movies shall be subject to "Administrator's Authorization," as outlined below.

These actions will assure that parents are accurately informed about the materials being presented in District classrooms, and are given options regarding instructional materials. Students who do not return parental consent forms where one is required shall be provided an appropriate alternate activity and, when possible, related to the stated learning objective.

Administrator's Authorization

At least five (5) days prior to the showing of any feature movie or edited clips from R-rated movies, the instructor/teacher shall submit to the principal, in writing, the following information on the particular film:

1. Title and brief description;
2. Purpose for showing the movie/video;

3. Course objectives the movie/video will help meet;
4. Proposed date(s) of viewing;
5. When and how parents will be notified and how, if necessary, consent will be obtained; and
6. Audience rating (G, PG, PG-13, R – edited, unrated).

Copyright

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

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

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

1. A teacher or instructor is present, and the movie/video is shown in the course of face-to-face teaching activities;
2. The showing takes place in a classroom setting with only the enrolled students attending;
3. The movie is used as an essential part of the core, current curriculum being taught;
4. The showing of the movie or video is directly related and of material assistance to the curriculum and lesson objectives;
5. The movie being used is a legitimate copy, not taped from a legitimate copy or taped from television;
6. Recorded Programs from Network and Cable Television: Teachers may only show programs recorded off-air from network and cable television channels, according to the following guidelines:
 - A. Educators desiring to show television programs for instructional purposes should request the school library/media specialist record the program at school with school recording facilities;
 - B. A television program that is recorded off-air may be retained for forty-five (45) consecutive calendar days after the date of the recording. At the conclusion of this forty-five (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, such as to determine whether or not to include a broadcast program in the teaching curriculum, and may not be shown in the schools to students or for other non-evaluation purposes;
- F. Copies may be made from an off-air recording as necessary to meet the legitimate needs of teachers. However, all copies are subject to the provisions of this policy and must include the copyright notice on the broadcast program as recorded; and
- G. Off-air recordings need not be used in their entirety, but recorded programs may not be altered from their original content nor may they be physically or electronically merged to constitute teaching anthologies.

Procedure History:

Promulgated on: 6/1/15

Revised on: 2/1/16

Parental Movie Consent Form

The Coeur d'Alene 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 Coeur d'Alene 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 2170 and Procedure 2170P)

Parental Permission Request Form for Movies & Videos (K-5)

Teacher: _____ Course Title: _____

The following movie/video will be shown in our class, and because the movie is rated PG, we ask your permission for your student to participate. An alternate activity will be provided to those students unable to participate.

Movie Title: _____

Objective: _____

Content Standard and Number: _____

Thank you for your interest and participation in our attempt to make your student's class work relevant and interesting.

Please have your student return this slip with your signature indicating permission is granted.

Students who do not return parental consent forms where one is required shall be provided an appropriate alternate activity and, when possible, related to the stated learning objective.

Parent/Guardian Signature: _____

Parental Movie Consent Form

The Coeur d'Alene 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 Coeur d'Alene 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 2170 and Procedure 2170P)

Parental Permission Request Form for Movies & Videos (6-8)

Teacher: _____ Course Title: _____

The following movie/video will be shown in our class, and because the movie is rated PG-13, we ask your permission for your student to participate. An alternate activity will be provided to those students unable to participate.

Movie Title: _____

Objective: _____

Content Standard and Number: _____

Thank you for your interest and participation in our attempt to make your student's class work relevant and interesting.

Please have your student return this slip with your signature indicating permission is granted.

Students who do not return parental consent forms where one is required shall be provided an appropriate alternate activity and, when possible, related to the stated learning objective.

Parent/Guardian Signature: _____

Parental Movie Consent Form

The Coeur d'Alene 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 Coeur d'Alene 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 2170 and Procedure 2170P)

Parental Permission Request Form for Movies & Videos (9-12)

Teacher: _____ Course Title: _____

The following movie/video will be shown in our class and because the movie was rated Restricted and is now commercially edited for educational purposes, we ask your permission for your student to participate. An alternate activity will be provided to those students unable to participate.

Movie Title: _____

Objective: _____

Content Standard and Number: _____

Thank you for your interest and participation in our attempt to make your student's class work relevant and interesting.

Please have your student return this slip with your signature indicating permission is granted.

Students who do not return parental consent forms where one is required shall be provided an appropriate alternate activity and, when possible, related to the stated learning objective.

Parent/Guardian Signature: _____

INSTRUCTION

2175

Unmanned Aircraft Systems (Drones), Model Aircraft, Amateur Rockets

The Board of Trustees recognizes the need to provide a safe environment for students, staff and visitors.

Where not already restricted by FAA regulations; the use of unmanned aircraft systems (UAS) model aircraft and amateur rockets shall be prohibited on School District property unless provided with written consent from the Superintendent or designee. If provided with written authorization the operator assumes all liability related to the use and operation of the UAS, model aircraft, and/or amateur rockets while on District property.

Legal: Public Law 112-95, Section 331(8)
 14 CRF 99.7 – Special Security Instructions
 U.S. v. Causby, 328 U.S. 256 (1946)

Policy History:
Adopted on: 1/8/18
Revised on:

Coeur d'Alene School District No. 271

INSTRUCTION

2200

School Year, Calendar, and Instructional Hours

School Fiscal Year

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

School Calendar

The Board annually shall establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays. Each year the school calendar will be drafted and submitted through administrative channels for staff review during the spring prior to the beginning of the school year. The Board will approve the calendar for the upcoming school year no later than the regular June Board meeting.

Holidays / Commemorative Days

School holidays shall include New Year's Day, Memorial Day, Independence Day, Thanksgiving Day, and Christmas Day.

Each school in session on Veterans Day will conduct and observe an appropriate program for at least on class period remembering and honoring American veterans.

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 annually adopt and implement 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

Instructional hours may include school assemblies, testing and other instructionally related activities involving students directly. Instructional hours will not include transportation to and from school, time between classes, recess and lunch periods.

The Board may reduce the annual required instructional hours:

- Up to a total of twenty-two (22) hours to accommodate staff development activities;

- Up to a total of eleven (11) hours for emergency school closures due to adverse weather conditions and facility failures; and
- Up to an additional total of eleven (11) hours for 12th grade students.

The Board will provide access to the minimum annual required instructional hours for all District students, even if the student is enrolled in a multiple shift program.

Student and staff activities related to the opening and closing of the school year, grade reporting, program planning, staff meetings and other classroom and building management activities will not be counted as instructional hours and will not be used to reduce the annual required instructional hours.

If appropriate, the Board will request exemption to the required instructional hours, or the reduction thereof, from the State Superintendent of Public Instruction for any school in the District when closure of that school for unforeseen circumstances does not affect the attendance at other district schools.

Legal Reference:	I.C. § 33-506	Organization and government of board of trustees
	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: 2/3/14

Revised on:

INSTRUCTION

2210

School Closure

The Superintendent is granted the power by the Board to close the schools or dismiss students early in the event of hazardous weather or other emergencies which threaten the safety or health of the students or staff.

When such emergency closure occurs, the Superintendent will bring it to the attention of the Board at the next regular meeting for approval.

Upon approval by the Board, up to eleven (11) hours of emergency school closure due to adverse weather conditions and/or facilities failures may be reduced from the annual instructional hour requirements.

If appropriate, the Board will request an exemption to the required instructional hours, or the reduction thereof, from the State Superintendent of Public Instruction for any school in the District when closure of that school for unforeseen circumstances does not effect the attendance at other District schools.

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

Policy History:

Adopted on: 2/3/14

Revised on:

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 or designee will make the modification decision prior to 6:00 a.m. or as soon as possible and contact the public media for broadcast to the community and will initiate the emergency communication procedure.

Work Schedules and Responsibilities for School Closures

Superintendent

The Superintendent or designee shall have the authority to close schools whenever possible. The Superintendent or designee 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.

When an emergency closure occurs, the Superintendent will bring it to the attention of the Board at the next regular meeting for approval.

District Office Personnel

District office personnel shall 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

All building-level administrators shall report for duty per their normal shifts or as otherwise directed each day during the school closure, insofar as is safely possible. The building administrator shall ascertain that the building has been adequately secured and that any child who mistakenly reports to school [in the event that school has been closed] is properly and safely cared for and returned home. The administrator 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 administrator may choose to return home.

All Certificated Staff (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.

Classified Employees

Classified employees are non-certified employees. Examples are: cooks, secretaries, playground and instructional assistants, library managers, custodians, maintenance workers, grounds workers, food assistants, mechanics, bus drivers, school plus assistants/coordinators, etc.

Compensatory Time

Compensatory (Comp) Time is time off work in lieu of being paid for additional hours worked. Overtime pay is computed on a seven (7) day time period. The seven (7) day period begins at 12:00 a.m. on Sunday morning and ends at 12:00 a.m. the following Sunday morning. Overtime pay or comp time will be paid at time and one half for physical time worked in excess of forty (40) hours in the seven (7) day period.

First Two (2) Days of School Closures

Classified employees will **not** be required to report to work on the first **two (2)** emergency closure days and **will** be paid their regular wage. However:

If a classified employee is requested to work by their supervisor, they will receive comp time for the time they actually worked (two (2) hours is the most anyone can work on a closure day*).

OR

If a classified employee has arrived at work prior to the cancellation being announced, they need to leave as soon as they are made aware of the closure, and they will receive comp time for the time they actually worked (two (2) hours is the most anyone can work on a closure day*).

Exceptions:

Bus Drivers, School Plus, and Cooks are an exception because they are unable to take comp time. They will receive the time they actually work (up to two (2) hours) in additional pay.

Head Custodians are required to come to work for two (2) hours.

*Any time worked beyond two (2) hours must have prior approval by the supervisor. If an employee has physically worked forty (40) hours in the seven (7) day time period, all additional hours would be at time and one half per Fair Labor Standards.

Example:

School is closed on a Friday for emergency weather conditions.

The classified employee regularly works eight (8) hours a day.

Since 12:00 a.m. on Sunday, this employee has physically worked thirty-two (32) hours.

This employee is requested to work two (2) hours, by the supervisor, on this closure day.

This employee will receive: their normal eight (8) hour pay plus two (2) additional hours in compensatory time. The two (2) hours are not paid at time and one half because the employee's physical time on the job is thirty-four (34) hours (not over forty (40) hours).

Beginning on the Third (3rd) Day of School Closure

Twelve (12) Month Employees: need to report to work or take a payroll deduction.

Nine (9), Ten (10) or Eleven (11) Month Employees: do not need to report to work.

- Benefited staff: will be paid and will be required to make up the additional day(s) at no additional pay.
- Non-benefited staff: will not be paid.

Per the Superintendent's instructions, the day(s) may be made up either at Christmas break, spring break, at the end of the school year, etc. Per State Regulations and the Superintendent's decision, it may be possible that schools are not required to make up the closure day(s). Any of those days not made up, may be payroll deducted from the nine (9), ten (10), and eleven (11) month employee's paychecks.

Cross Reference: 2200

School Year, Calendar, and Instructional Hours

Procedure History:

Promulgated on: 2/3/14

Revised on:

Coeur d’Alene School District No. 271

INSTRUCTION

2240

Class Size

Since class size is one factor that determines classroom teaching, the Board directs the administration to plan and provide for class sizes that ensure maximum student-teacher contact recognizing the following factors:

- Class sizes may differ according to the nature of instruction such as in the case of remediation, special education, and elective courses.
- Districts should strive to achieve ratios consistent with state and/or negotiated agreement class size ratio goals. However, limited facilities, student transportation, enrollments, and finances may cause class sizes that are beyond the administration’s ability to remedy.

Legal Reference: IDAPA 08.02.02.110 Personnel standards

Policy History

Adopted On: 2/3/14

Revised On:

INSTRUCTION

2245

Personnel Standards

The State Department of Education has adopted state goals for student/personnel ratios and authorized this School District to establish a policy as to the student/personnel ratios at the various schools in the District. The Board of Trustees recognizes that there may exist limitations on facilities, funding and staff, which preclude this District from meeting the state goals. Therefore, this Board of Trustees adopts a policy setting personnel standards that enable it to implement the educational program of the District, provide a low student/teacher ratio, and allow flexibility as necessary to meet the special needs of the student population.

Personnel standards must correspond with the appropriate Accreditation option(s) selected by the Board of Trustees. School District 271 has chosen Option C (described below)

Option A (Schools accredited by the Northwest Association of Schools and Colleges)

Option B (Idaho Elementary/Secondary Accreditation Standards)

Option C (See description below)

Option D (School Submitting An Alternative School Improvement Plan)

Option C (Schools Using The Idaho School Accreditation School Improvement Model)

All schools in this School District accredited by the State Board of Education will employ personnel (including educators, certified school counselors, social workers and psychologists, media generalists, and assistants; administrators; classroom assistants; and classified personnel) as necessary to meet the goals for the District's educational programs.

Staffing needs will be assessed on an annual basis. To assist this District in setting personnel standards, committees consisting of administrators, educators and classified personnel will discuss the student/personnel ratios and other assignments in all schools in this District, considering the following issues:

1. Student age
2. Subject matter
3. Special needs of students
4. Teacher experience
5. Availability and use of technology in the classroom
6. Assignment of classroom assistants
7. Availability of facilities
8. Availability of funds
9. State Board of Education personnel goals, and
10. Other local considerations

Instructional Assistants

The Board of Trustees hereby approves the use of instructional assistants in classroom roles as may be determined by the Administration.

The Administration or designee shall be responsible for training, evaluating, and supervising the performance of instructional assistants. The assistant shall be permitted to perform activities as directed by a certified teacher or administrator.

Policy History

Adopted On: 2/3/14

Revised On:

INSTRUCTION

2300

Guidance and Counseling

The District recognizes that the school counseling program is an important part of the total program of instruction, and should be provided in accordance with state laws, regulations, district policies and procedures.

School counseling is one component in the continuum of care that should be available to all students. School counselors coordinate and facilitate counseling, college/career guidance and other services to ensure all students receive the care they need, even though school counselors may not personally provide the care themselves.

The District will provide school counseling services to all students, K-12, as resources allow. The school-counseling program will use national and state school counseling standards as a guideline. The School Counseling Program, in consultation with qualified personnel, should include but not be limited to:

- Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student.
- Collaboration with stakeholders, such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student.
- Leadership, advocacy, and collaboration within the individual school community, which are critical elements of a successful school counseling program.
- Implementation of a developmentally appropriate school counseling core curriculum, aligned to the American School Counseling Association (ASCA) student standards to address all students' needs, based on student data.
- Analysis of data to work collaboratively with administration on perceived needs for school improvement in areas to assist students in academic and personal/social and career development.
- Recommend that parents seek support from outside agencies when necessary, to effectively address student, staff and family issues.
- Use of a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response.

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

Policy History:

Adopted on: 5/5/14

Revised on:

INSTRUCTION

2300P

Guidance and Counseling

School counselors engage in developmental counseling and short-term responsive counseling. School counselors shall not attempt to engage in long term therapy or diagnoses of disorders which are best left to the appropriate outside agency.

Working with District and Building Administration, school Counselors will plan, organize, implement and evaluate a comprehensive, developmental, results-based school-counseling program that aligns with the American School Counseling Association (ASCA) National Model, addressing academic achievement, career planning and personal/social development. This program may include but not be limited to:

- Helping students monitor and direct their own learning
- Supporting students with personal/social development. Programs may include but not limited to:
 - Anti-bullying
 - Suicide prevention
 - Personal safety issues
- Assisting students in career development and career-assessment techniques to help students understand their abilities and career interests.
- Counseling for students during times of transition, separation, heightened stress and critical change.
- Counseling and crisis response (responsive services)

These goals can be accomplished through direct instruction and/or working collaboratively with other staff or community resources.

Procedure History:

Promulgated on: 5/5/14

Revised on:

INSTRUCTION

2305

Nutrition Services/Nutrition Education

The Coeur d’Alene School District recognizes that 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:

Nutrition services complement and enhance school health services.

Optimally, nutrition services are provided on the school premises by a qualified nutrition professional 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 District’s comprehensive health program.

Nutrition services are linked to physical education, school meals, and health promotion programs in the school and community.

Nutrition Education

Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and wellbeing. Healthy eating is linked to reduced risk for mortality and the development of many chronic diseases as adults. Schools have a responsibility to help students establish and maintain lifelong, healthy eating patterns.

Quality nutrition education builds knowledge and skills throughout the child’s school experience. Nutrition and nutrition education are recognized as important contributors to overall health.

Comprehensive nutrition education programs extend beyond the classroom. The school cafeteria, physical education programs, after-school sports, and school health services are appropriate avenues for nutrition education.

The District shall include the school community, the local community, and students’ parents in efforts to provide nutrition education, a healthy diet, and daily physical activity to students.

In addition, students and staff are encouraged to model healthy eating as a valuable part of daily life. The School District shall prepare guidelines that encourage healthy eating at school. This plan shall make effective use of school and community resources and equitably serve the needs and interests of all students.

Cross Reference: 8200 Local School Wellness

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

Policy History:

Adopted on: 2/3/14

Revised on:

INSTRUCTION

2305P

Nutrition Education

Students in pre-kindergarten through grade 12 will receive nutrition education that teaches the skills they need to adopt healthy eating behaviors. Teachers are encouraged to integrate nutrition education into core curriculum areas.

Nutrition education will be offered in the school cafeteria as well as in the classroom.

Body Image Awareness

The District has a comprehensive curriculum approach to nutrition education, body image awareness, wellness, physical activity, and physical education. The District shall promote weight and size acceptance. Our focus must be on health, not weight. Schools should encourage acceptance and respect for oneself and others, acceptance of diversity, and a refusal to tolerate teasing or harassing of students or adults for any reason, including height, weight, shape, or size.

Procedure History:

Promulgated on: 2/3/14

Revised on:

INSTRUCTION

2315

Physical Activity Opportunities and Physical Education

Schools share a responsibility to help students and staff establish and maintain lifelong habits of being physically active. Regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being.

Staff are encouraged to think about opportunities throughout the school day when physical activity could be increased.

Cross Reference: 8200 Local School Wellness

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

Policy History:

Adopted on: 5/5/14

Revised on:

INSTRUCTION

2320

Health Enhancement Education

The Legislature of the State of Idaho believes that the primary responsibility for family life and sex education, including moral responsibility, rests upon the home and the church, and the schools can only complement and supplement those standards which are established in the family.

Health, family life, and sex education, including information about parts of the body, reproduction, and related topics, shall be included in the instructional program as appropriate to the grade level and course of study. The instructional approach shall be developed after consultation with parents and other community representatives. Parents may ask to review the individual materials to be used and may request that their child be excluded from sex education class sessions without prejudice. Any review of such materials will in accordance with Policy 2530 Learning Materials Review.

The Board believes that sexually transmitted infections/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 sexually transmitted infections/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 sexually transmitted infections/HIV to be most effective, the Superintendent or designee 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 sexually transmitted infections/HIV education program before it is presented to students.

Alcohol, Tobacco/Nicotine, and Drug Education

In all school districts there shall be instruction in health and physical fitness, including effects of alcohol, stimulants, tobacco/nicotine, and narcotics on the human system. The Superintendent, or designee, shall develop curriculum for use in health education that provides instruction to students in the areas of prevention, education, treatment, rehabilitation, and legal consequences of alcohol, tobacco/nicotine, and drug use.

Cross Reference: 2315

Physical Activity Opportunities and Physical Education

Legal Reference: I.C. § 33-1605

Health and Physical Fitness – Effects of Alcohol,

Tobacco, Stimulants and Narcotics

I.C. § 33-1608 et seq.

Family Life and Sex Education – Legislative Policy

I.D.A.P.A. 08.02.03.160

Safe Environment and Discipline

Policy History:

Adopted on: 2/3/14

Revised on: 11/4/19

INSTRUCTION

2325

Driver Education

Recognizing the importance of fostering an understanding and respect for safe automobile operation, the Board directs the Superintendent or designee to facilitate and maintain a driver education program in concert with financial capabilities and regulations of the State Drivers' Education Program. The District may offer a such a program when staffing and funding are available.

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 driver education program. Such program, at the discretion of the Board, may be conducted after school hours, on Saturdays or during regular school vacation periods.

Students are required to pay an enrollment fee and purchase their own permit. 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.

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 Idaho State Department of Education.

Legal Reference:	I.C. § 33-1701 et seq.	Driver Training Courses
	I.C. § 33-211	Students' Drivers' Licenses
	I.C. § 49-110	Definitions
	I.C. § 49-303	What Persons Shall Not Be Licensed
	I.C. § 49-303A	Driver's License or Permits Issued to Certain Persons Under the Age of Eighteen Years
	I.C. § 49-305	Instruction Permits—Temporary Licenses— Motorcycle Endorsement Instruction Permit
	I.C. § 49-307	Fee for Class D Driver's Training Instruction Permit - - Class D Supervised Instruction Permit
	I.C. § 49-310	Applications of Persons Under the Age of Eighteen Years
	I.C. § 49-326	Authority of Department to Suspend, Disqualify or Revoke Driver's License and Privileges
	Idaho Department of Transportation letter, October 4, 1996	
	Wisconsin v. Yoder	406 US 205 (1972)

Policy History:

Adopted on: 2/3/14
Revised on:

INSTRUCTION

2325P

Driver Education

The process for Driver Education student selection begins with completion of the course application which requires the signature of the parent/legal guardian. Applications are available at the Coeur d'Alene School District office, District Website and at all high schools within the district. Students are selected based upon their age. The oldest students are always first to be offered the option of taking Driver Education. A student chosen for a class may opt to pass and return his or her name to the list of students eligible for a course to be offered at a later date. Foreign exchange and IDLA students are not eligible.

Reasonable accommodations are provided to students who qualify for a 504 Plan and Free and Appropriate Public Education under the Individuals with Disabilities Education Act.

Students who are selected will be contacted by mail. The parent/guardian letter will provide information on required documents, date and time of a Driver Education parent/guardian meeting, date and time of first class, and a synopsis of what will be covered in the six week course.

Students must obtain a dual control instructional permit through the Department of Motor Vehicle (DMV) licensing to obtain a learner's permit. The DMV requires the following:

1. Verification of Compliance (VOC) regarding attendance record;
2. Certified copy of the student's birth certificate;
3. Photo identification card;
4. Social security card;
5. Glasses/contacts if needed by student for distance vision; and
6. Parent/legal guardian to accompany student.

Students will practice driving instruction in the provided dual control vehicle, which is adequately covered by insurance for all those who use it or ride in it. Law prohibits driver education students from driving outside of class time prior to completion of class. Students driving outside the school program will be immediately dismissed from the class.

Students may miss no more than three (3) days and must make up any missed sessions, must complete all driving and observation requirements, and must pass with eighty percent (80%) or better as stated in the Standards for Idaho Public Schools Driver Education Programs. No refunds or credits will be issued after the first three (3) classes are held.

If a student has any disciplinary actions at his or her school, or during the Driver Education program he or she will be dismissed from the Driver Education program. No refund or credit will be issued if a student is dismissed and re-enrollment may be denied.

After passing the Driver Education course, students under the age of seventeen (17), must drive supervised for six (6) months with someone who is at least twenty-one (21) years of age and has a valid state issued driver's license before the student can apply for a state driver's license.

Termination of Driving Privileges

In the event an enrolled student fails to meet the state enrollment and attendance requirements, the school principal or designee will provide written notification on a form provided by the Idaho Department of Education to the student and parent/guardian of the School District's intent to request that the Idaho Department of Transportation suspend the student's driving privileges, because the student has dropped out of school or has failed to comply with the enrollment and attendance requirements. (Idaho Code 49-303A(3)(a))

The student and parent/guardian will have fifteen (15) calendar days from the date of receipt of the above-mentioned notice to request a hearing before the school principal or designee for the purpose of reviewing the pending suspension of driving privileges. The requested hearing will be held within thirty (30) calendar days after the receipt of the request.

The school principal or designee may grant a hardship waiver of the requirements of this policy for any student for whom a personal or family hardship requires that the student have a driver's license for his or her own or family member's employment or medical care. The principal or designee will take into account the recommendations of teachers, other school officials, guidance counselors, or academic advisors prior to granting a waiver. Such a hardship waiver must be requested by the student or the student's parent/guardian at the initial hearing.

If the principal or designee, denies a hardship waiver, that decision may be appealed to the Board of Trustees of this School District within seven (7) calendar days of receipt of the principal's or designee's decision. The hearing before the Board will be held at a mutually convenient time. The Board will have the authority to uphold the decision of the principal or designee, or reverse the decision and grant the hardship waiver.

The Coeur d'Alene School District will follow all guidelines/policies of Driver's Education as provided by the Idaho Department of Education.

Procedure History:

Promulgated on: 2/3/14, 9/14/15

Revised on: 2/1/16

PROCEDURES FOR COMPLIANCE WITH IDAHO CODE 49-303A FOR ALL DISTRICT SCHOOLS, PRIVATE SCHOOLS AND ITD

With the implementation of §49-303A Idaho Code, the driver license and/or privileges of minors under the age of 18 years may be suspended if he/she drops out of school. The minor may be reinstated at any time after he/she is once again in compliance and has paid the required reinstatement fee. The Idaho Transportation Department and the State Board of Education have set forth the following guidelines and forms to simplify the process for all concerned.

All correspondence from public or private schools shall be on the appropriate letterhead and form, contain the school district's numerical code, date, school stamp or seal, be signed by the principal or his/her designee, include their title and be legible.

A student applying for a driver's license, instruction permit or driver training permit must provide written verification from his/her school district, private school or home school provider, to the issuing Driver License Office in the county in which he/she is applying. To verify that the student applying meets the district/private school's attendance requirements or has received a waiver use **ITD FORM FTAS-1**. Written verification may be obtained from the student's school.

In the event that a student fails to meet the enrollment and attendance requirement(s) of the policy; the public school principal, the principal's designee or the designee of a governing body of a private school is to provide written notification to the student and his/her parent(s), guardian or custodian of the school districts intent to request that ITD suspend the student's driving privileges (whether the student is licensed or not) based upon the student's failure to comply with enrollment or attendance requirements. You **do not need** to send a copy of the Intent to Suspend (**FORM FTAS-2**) to ITD. The Letter of Intent to Suspend should be on file in your office in the event a hearing request is received.

When ITD suspends the driving privileges; it suspends the driver's license and/ or privilege of applying for or obtaining a license, instruction permit or driver's training permit.

The student, parent, guardian or custodian shall have 15 calendar days from the date of receipt of the Notice of Intent to Suspend to request a hearing before the public school principal, the principal's designee, or the designee of the governing body of a private school for the purpose of reviewing the pending suspension of driving privileges. The

hearing is to be conducted within 30 days after the appropriate school body receives the request.

The public school principal or designee or the designee of the governing body of a private school shall waive the requirements of §49-303A (1) Idaho Code for any minor under its jurisdiction for whom a personal or family hardship requires that a minor have a driver's license for his/her own or his/her family's employment or medical care. The principal, designee or the designee of a private school shall take into account the recommendations of teacher, school officials, guidance counselors or academic advisors prior to granting a waiver per the requirements of §49-303A (1) Idaho Code. The hardship waiver must be requested, if desired by the minor, parent, guardian or custodian at the initial hearing. If the public school principal, designee or designee of the governing body of a private school grants a hardship waiver, use **FORM FTAS-1**, to verify compliance with §49-303A Idaho Code. This form would need to be presented to the issuing Driver License Office at the time of application.

Any student denied a hardship waiver by a public or private school can appeal the decision to the board of trustees of the school district or the governing body of the private school.

The public or private school will notify the ITD of all students not in compliance with enrollment and attendance requirements with §49-303A Idaho Code. Use the Notice to Suspend for Noncompliance (**FORM FTAS-3**). It is required that all school information (including school district number) is provided along with the student's full name (no nicknames), date of birth, address, and driver license, if known.

Upon receipt of the Notice to Suspend for Noncompliance the ITD will send by first class mail a Notice of Suspension to the student. The notice will state the effective date of suspension and that the suspension will remain in effect until the student complies with enrollment/attendance requirements or until the student reaches age 18. The effective date of suspension starts 10 to 14 days after the notice is issued.

When the student is again in compliance with §49-303A Idaho Code, a Verification of Compliance (**FORM FTAS-1**) will be sent by the school to ITD which may lead to reinstatement of the driving privileges. A copy should also be sent to the student. Once again, all of the student's identity information should be included on the form. The reinstatement fee of \$15.00 will also need to be paid, if the suspension was in effect, to ITD in order to be **fully** reinstated. Upon meeting **all** reinstatement requirements the suspension will be reinstated and a notice of reinstatement will be sent to the student.

HOME SCHOOLING

Home-schooled students will need to have **FORM ITD-3856**, which is available at the issuing Driver License Office and ITD. The school will **not** need to sign any form for the home-schooled students. The parent, guardian or custodian must complete the form attesting to the schooling of the student. As the parent, guardian or custodian they are the governing body of the home school similar to a private school. It is their responsibility to notify the Idaho Transportation Department if their student fails to comply with §49-303A Idaho Code.

RELIGIOUS EXEMPTION

Religious exemption from mandatory school attendance by members of various faiths is support by recent US Supreme Court decisions. The First Amendment of the United States Constitution supports this right. The Idaho Transportation Department will still require verification from the school district stating that the student is **not** enrolled in school and that he/she is not in compliance with the school district's attendance policy. The parent, guardian or custodian should provide some type of documentation as to the student's faith as well as attest to that fact for the public or private school and for ITD's records. **ITD FORM FTAS-6** is provided for your use. The school as well as the parent, guardian or custodian of the minor will sign this form. The parent, guardian or custodian attests to the religious exemption.

All students need to be reminded that if they drive while suspended and are stopped by law enforcement, they can be cited for driving without privileges (DWP), §18-8001 Idaho Code. This is a misdemeanor and can result in fines and a court suspension of up to 6 months of their driving privileges.

On the pages to follow are copies of the forms necessary to accomplish notification, to suspend, verify compliance and so forth. We realize not all of these forms are for your use however; they may assist the parent, guardian, custodian or student in applying for or reinstating a suspended driver's license. There have been changes in the format as well as the information required on these forms. It will be necessary to recreate the required forms onto your school's letterhead in order to comply with Idaho Code.

VERIFICATION OF COMPLIANCE

This is to verify that the below named student is in compliance with §49-303A Idaho Code.

Student's Full Name: _____

Street Address: _____

Mailing Address: _____
(If different only)

City: _____ State _____ Zip _____

Student's Date of Birth: _____

Date: _____ Signed: _____
Signature of School Principal or Designee

Title: _____

School Seal/Stamp }

NOTIFICATION OF INTENT TO REQUEST SUSPENSION OF DRIVER'S LICENSE AND PRIVILEGES

Student's Full Name: _____ Date: _____
Address: _____
City: _____
State: _____
Zip: _____
Date of Birth: _____

Pursuant to §49-303A Idaho Code, the above named school intends to request that the Idaho Transportation Department suspend your driver's license and/or privileges for failure to attend school.

Failure to comply with §49-303A Idaho Code can result in a suspension of your driver's license and privilege to obtain a license or permit until you are 18 years old, or until you are in compliance.

You the student, your parents, guardian or custodian have 15 calendar days from the date of receipt of this notice to request a hearing for the purpose of reviewing your pending suspension of driving privileges. Requests for a hearing must be submitted to the school named above and will be held within 30 calendar days from receipt of the request.

Signature of School Principal or Designee

School Seal/Stamp }

CC: Parent, guardian or custodian of the student

FORM FTAS-2

**NOTICE TO SUSPEND FOR NONCOMPLIANCE
WITH IDAHO CODE 49-303A**

Student's Full Name: _____

Address: _____

City: _____

State: _____ Zip: _____

Date of Birth: _____

SSN or Driver's License # _____

(If known)

TO: IDAHO TRANSPORTATION DEPARTMENT

Notice is hereby given that the above named student is under eighteen (18) years of age and is not attending/enrolled in school. He/she has not received a waiver pursuant to or has not satisfactorily completed school as provided in §49-303A Idaho Code. The minor, parent, guardian or custodian has been given the opportunity to request a hearing;

____ Such hearing has not been requested

____ Such hearing has been held and the findings affirm non-compliance with
§49-303A Idaho Code.

You are therefore requested to immediately suspend the driving privileges of the above named minor as provided by law.

School Seal/Stamp }

Dated: _____

Signed: _____

School Principal or Designee

Title: _____

VERIFICATION OF COMPLIANCE FOR HOME SCHOOLED STUDENTS

Student's Full Name: _____

Address: _____

City: _____

State: _____ Zip: _____

SSN or Driver's License # _____

(If known)

Date of Birth: _____

This form is to certify that the below named student is enrolled in a home school education program and is therefore in compliance with §49-303A Idaho Code.

Dated: _____

Signed: _____
Home School Provider

VERIFICATION OF EXEMPTION

Student's Full Name: _____

Address: _____

City: _____

State: _____ Zip: _____

Date of Birth: _____

This is to certify that the below named minor is exempt from §49-303A Idaho Code. Based upon his/her religious beliefs of the Mennonite or Amish faith, as supported by the U.S. Supreme Court.

Dated: _____

Signed: _____
Parent, guardian or custodian

**DRIVER EDUCATION COURSE APPLICATION
CDA SCHOOL DISTRICT 271**

Please print/write legibly.

Students are enrolled for driver education according to birthdate, oldest being first.

Name of Applicant _____ Date _____

Complete Address (Include City and Zip Code) _____

Phone Number _____ Emergency Phone Number _____

Date of Birth _____ Age _____ ☐ Male ☐ Female

School Attending: _____ Grade _____

☐ Please contact me at _____ as my child may require reasonable accommodation.

PARENT/GUARDIAN APPROVAL

I hereby give approval for my son/daughter, _____ to enroll in the Driver Education course, with the understanding that he/she will be under school supervision during the course.

Students attending CDA schools who reside outside district boundaries (Open Enrollment) need to apply for driver education from the district in which they reside. (ID Code 33-1703). Students expelled from any school are not eligible to enroll. **Foreign exchange students and students enrolled in IDLA Driver Education are not eligible for the CDA School District Driver Education program.**

I understand that the practice driving instruction will be given in a dual control vehicle which is adequately covered by insurance for ALL those who use it or ride in it. Any driving done outside the school program will be cause for immediate dismissal from the class. The district is not responsible for any driving occurrences outside of class.

Parent/Guardian Signature _____

Relationship to Student _____ Date _____

Please list any health related conditions or allergies: _____

According to law, each student enrolled in a driver education program must complete 30 hours of classroom instruction, 6 hours behind-the-wheel and 6-12 hours of driving observation. It is essential that each student attend all classes as the makeup for missed classes is very limited. A student who **misses more than 3 classes is subject to dismissal** from the driver education program. (No refund or credit will be given.) Students must obtain a dual control instruction permit through the Kootenai County Drivers License Office. This requires a \$21.50 fee. **Please obtain permit at the time student is notified of enrollment in the class - do not purchase until student is notified.** Class fee is **\$190.00** collected at parent meeting when student is notified by mail/phone for enrollment. See below for permit requirements.

INFORMATION NECESSARY FOR PERMIT:

Student under 18 years of age:

- * Must be accompanied by a parent
- * Parent must have picture I.D. or driver's license
- * Student must have picture I.D. or yearbook picture
- * Copy of birth certificate or hospital certificate
- * Verification of Compliance (VOC) from the school
- * VOC for homeschool students is signed at the Drivers License Office
- * Social Security card or number

Student over 18 years of age:

- * Student must have picture I.D. or yearbook picture
- * Copy of birth certificate or hospital certificate
- * Social Security card or number

NOTE: The certified copy of birth certificate is required when a student gets his/her driver's license. Students who have completed Driver's Education must complete 6 months of supervised driving before they are issued a license. Your instructor will have more information on the GDL program or you may contact the Drivers Licensing Office.

QUESTIONS: Call Greg Espe at (208) 660-9638 or Christine Ballard at the District Office (208) 664-8241 – Ext. 1005.

Revised 6/21/17

INSTRUCTION

2327

Citizenship

The District endeavors to instill a high standard of citizenship in the students attending our schools. This District shall provide a thorough system of public instruction which develops the values of the community and instills in students the importance of acquiring the skills which enable them to become responsible citizens of their homes, schools, and communities. Coeur d’Alene Schools also endeavor to promote a high standard of citizenship in the community through student activities and cooperation with other local, state, and national agencies.

Schools in this District are required to provide instruction and activities necessary for students to acquire the skills to enable them to be responsible citizens in their homes, schools, communities, state and nation.

Legal Reference: I.C. § 33-1612 Thorough System of Public Schools

Policy History:

Adopted on: 2/3/14

Revised on:

Coeur d’Alene School District No. 271

INSTRUCTION

2328

Flag Displays

Each classroom in the Coeur d’Alene School District 271 shall properly display an authentic United States of America flag appropriate for a classroom in a conspicuous and appropriate manner.

Each school building shall display the American flag giving it proper care and ceremony daily.

The Pledge of Allegiance to the United States flag will be recited in every classroom at the beginning of each school day.

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

Policy History:

Adopted on: 2/3/14

Revised on:

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 elementary and secondary level as appropriate to the educational and developmental needs of students.

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; and
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; and
4. Online tutorial programs.

The Director of Technology or 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:	3270	District Provided Access to Electronic Information, Services, and Networks
	3295P	Hazing, Intimidation, Bullying, Cyber Bullying, Hate Speech, Malicious Harassment
	5265	Employee Responsibilities Regarding Student Harassment, Intimidation, and Bullying

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

Policy History:

Adopted on: 2/3/14

Revised on:

INSTRUCTION

2337

Workforce Skills

A thorough system of public schools has been defined by the Idaho Legislature as one in which the skills necessary for students to enter the work force are taught.

Student Skill Development

All students will be provided an opportunity to develop the following skill areas:

1. Academic skills (i.e., reading, language arts and communication, mathematics, science, social studies);
2. Skills necessary for entering the workforce, including self-management skills (i.e., ability to plan, self-discipline, respect for authority, ongoing skill improvement);
3. Individual and teamwork skills (i.e., personal initiative, working with others);
4. Thinking/information skills (i.e., reasoning, problem solving, acquiring and using information); and
5. Vocational-technical skill based on the standards of the industry as approved the State Board of Vocational Education.

Other Skill Development

Recognizing that students may or may not be active in the workforce, the State Board of Education, by rule, has provided that all students should be provided the opportunity to become contributing community and family members. This instruction includes homemaking skills (i.e., nutrition, child development, resource management), balancing work and family responsibilities, and entrepreneurial skills.

Work-Based Learning Experiences

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

It is the policy of this District to provide the opportunity for development of workforce skills through to all students so as to provide a thorough system of public education within the District. These opportunities are offered through curriculum and/or extra-curricular activities.

Legal Reference: I.C. § 33-1612 Thorough System of Public Schools

Policy History:

Adopted on: 2/3/14

Revised on:

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 ability to study an issue setting aside prejudice/judgment while facts are being collected, assembled, and weighed, so that relationships can be seen before drawing conclusions, is among the most valuable results of a free educational system.

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 provide age appropriate 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 classroom is not the proper venue for promoting religious, political, or personal agendas.

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. Teachers are encouraged to keep in mind that academic freedom is not a political right but rather a necessary condition for maintaining a curriculum that is relevant, vibrant, and objective.

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. Written curriculum;

4. Need for guidance and help in studying controversial issues while maintaining a balanced view.
5. Community standards, morals, and values;
6. The necessity for a balanced presentation; and
7. 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. If a student initiates an unanticipated controversial issue/topic, teachers should remain neutral and recommend students to independently research different perspectives to come to their own conclusions.
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 controversial issues may be discussed and that they may have their child excused if family religious or moral values so dictate. Controversial subject matter will be reviewed by the principal prior to classroom presentation. If the principal determines that the subject matter, methodology, or materials are possibly controversial and/or lack educational value, he or she may instruct the teacher to modify, or to refrain from teaching the proposed lesson. If the principal determines that the subject matter, methodology, or materials are possibly controversial, but effectively address some aspect of the curriculum, the teacher and principal will

determine what notification, if any should be provided to the parent/guardian.

If the teacher and principal disagree regarding the controversial nature of a subject matter, methodology, or materials, the matter may be reviewed by the Superintendent. The Superintendent will make the final decision in the matter.

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	2345P	Controversial Speaker Procedures
Legal Reference:	I.C. § 33-512 I.C. § 33-1611	District Trustees - Governance of Schools Excusing Children from Instruction in Sex Education

Policy History:

Adopted on: 2/3/14

Revised on:

Controversial Issues and Academic Freedom Form

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 by completing this form that includes an explanation of the conflict.

1. Parent/Guardian Name _____
Address _____
Phone (Home/Work) _____
2. Student Name _____
3. Student School they attend _____
4. Please explain the conflict _____

5. If a topic is being questioned, have you read or reviewed the entire course of study?
YES / NO

If not, what parts have you read or viewed?

As parents/guardians, I understand that removing my student from this controversial topic may impact my student's ability to meet approved state standards and assessments.

Signature _____ **Date** _____

(Submit completed form to building principal.)

Coeur d'Alene School District #271

2340F2

1400 North Northwood Center Court
Fax: 208-664-1748

Coeur d'Alene, ID 83814

Ph: 208-664-8241

Health Instructors:

Email:

Dear Parents or Guardians,

The high school health classes will be studying an abstinence-based curriculum on family life skills and human reproduction **at the end of the semester**. The responsibility for human sexual information belongs first with the family. The role of the school is to support the family role. This unit will include such topics as:

- ***Healthy Relationships* see information below***
- Reproductive Anatomy and Physiology
- Refusal Skills/Benefits of Abstinence
- Fertilization and Conception
- Stages and Development of Pregnancy/Childbirth
- Sexually Transmitted Infections
- HIV/AIDS
- Contraception Methods

We will be using selected material from our textbook, TEEN HEALTH; along with reference information, worksheets and minimal lessons from a resource called F.L.A.S.H. (Family Life and Sexual Health).

****Healthy Relationships: During our interpersonal skills unit, we will study healthy relationship skills and discuss dating violence, sexual harassment and internet/cell phone harassment and safety. We have a great guest speaker from the North Idaho Violence Prevention Center, who will conduct a 3-day workshop concerning these topics. Nurses from Panhandle Health will conduct a 2-day presentation on Sexually Transmitted Infections, HIV/AIDS, and Contraception Methods.***

If for any reason you do not want your son or daughter to participate in this unit, or in particular lesson(s), please indicate below. An alternate unit of study will be provided. Please feel free to contact me if you have any questions or concerns.

Yours in Health,

School Health Instructors

Must be returned to _____

_____ **YES,** _____ has my permission to participate in this unit of study.

_____ **NO,** I do not want _____ to participate in this unit of study.

Parent Signature

INSTRUCTION

2341

Sex Education

The Board of Education recognizes that the principle responsibility for meeting the mental, physical, and emotional needs of children and youth in areas of sex education or human sexuality lies with the parents.

The School District shall provide learning opportunities for acquiring knowledge and understanding for human growth and development processes through biological sciences and health curricula. The human sexuality curriculum will be abstinence based, emphasizing abstinence as the first, foremost, and primary method of birth control and prevention of sexually transmitted diseases.

Written parent permission will be obtained prior to teaching sensitive topics. Any student may, upon parental request, be excluded from instructional units dealing with sex education. Such students shall be assigned alternative areas of study during the exclusion.

The Idaho Legislature has found that the primary responsibility for family life and sex education, including moral responsibility, is in the home and the church, and that schools can only complement and supplement those standards established in the family. The legislature has given this Board the authority to determine whether any program in family life and sex education will be introduced into its schools.

Sex education is defined as the study of the anatomy and the physiology of human reproduction.

The major emphasis in any family life and sex education class will be to assist the home in giving students the knowledge and appreciation of the family in our social system.

Such courses will give students the scientific, physiological information for understanding sex.

Any program adopted by this District will give students a background of ideals, standards, and attitudes that will be valuable to the students.

This District will involve parents/guardians and community groups in the planning, development, evaluation, and revision of any instruction in sex education. Any parent/guardian may have his or her student excused from any planned instruction in sex education by filing a written request. Alternative educational endeavors will be provided for those students who are excused.

Policy History:

Adopted on:

Revised on:

INSTRUCTION

2343

Community Instructional Resources

The Board believes that one of the goals of the District shall be to assist each student to serve as a citizen of the community, it shall encourage administrative and instructional personnel to rely on the community as one of their educational tools.

The administration shall encourage the use of community instructional resources to involve the citizens, the institutions, and the environment of the community in the education of its children through the use of guest speakers, field trips, career programs, and community events and activities.

Policy History:

Adopted on: 2/3/14

Revised on:

INSTRUCTION

2345

Speakers in the Classroom and at School Functions

The Board encourages the use of outside speakers to address topics within the written curriculum when the speaker's program is educationally sound, and follows District policies and procedures.

All speakers invited must have the school principal's approval. If the subject is controversial the principal may also decide to engage speakers for both sides of the issue(s). In no instance shall a speaker who is known to advocate unconstitutional or illegal acts or procedures be permitted to address the students. Parents or guardians will be notified and given the option to remove their student from controversial discussions. The teacher shall provide a suitable alternative assignment to students whose parents have requested they be removed 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. § 33-506	Organization and Government of Board of Trustees
	I.C. § 33-512	Governance of schools

Policy History:

Adopted on: 2/3/14

Revised on:

INSTRUCTION

2345P

Speakers in the Classroom and at School Functions

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

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

Procedure History:

Promulgated on: 2/3/14

Revised on: 11/4/19

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.

This District recognizes that students and employees have certain constitutional rights regarding religious activities. The District will not take action to prevent or deny students and employees the opportunity to exercise such rights or impose sanctions for having exercised such rights.

Legal Reference: Elementary and Secondary Education Act of 1965, Section 9524 (2001)
 Guidance on Constitutionally Protected Prayer in Public Elementary and
 Secondary Schools, U.S. Department of Education (February 7, 2003)
 Religion Expression in Public Schools, U.S. Department of Education
 (1995)

Policy History:

Adopted on: 2/3/14

Revised on:

INSTRUCTION

2350P

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 or read religious materials quietly during non-instructional time as well as in the classroom, except when they are expected to be involved in classroom instruction or activities.

Prayer During Instructional Time

Students have the right to be dismissed to attend off-premises religious instruction during the school day, in compliance with the District's policy governing release time. The District will evaluate and grant, or deny, student requests to be excused from class to accommodate religious needs in the same manner that similar requests to accommodate non-religious needs are evaluated.

For students, "**instructional time**" refers to any time in class or school sponsored activities. For teachers, "**instructional time**" refers to contracted time as defined by the negotiated agreement.

Participation in Curriculum

Students have the right to be exempted from participating in school courses, programs, or activities if it is established that such participation violates the student's religious beliefs, and the District cannot prove a compelling interest in required attendance.

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. However, employees may take part in religious activities where the overall context makes it clear that they are not participating in their official capacities, such as meeting with other teachers for a prayer group during lunch.

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 or presentations with religious or antireligious content at school-sponsored assemblies and extracurricular or athletic events. District officials also may not organize or agree to student requests for prayer at assemblies and other school-sponsored events. Furthermore, prayer may not be broadcast over the school public address system, even if the prayer is nonsectarian, non-proselytizing, and initiated by students.

In the event school officials determine or substantially control the content of a student speech, it may not include a prayer or specifically religious or anti-religious, speech. The district will make appropriate, neutral disclaimers to clarify that such speech, regardless of content is not endorsed by the school.

Moments of Silence

Students have the right to pray, or not pray, during moments of silence and District employees are prohibited from encouraging or discouraging student prayer during such moments of silence.

Student Religious Expression and Assignments

Students have the right to express their individual religious beliefs in reports, tests, homework, art, 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.

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. The District will provide such groups the same access to school facilities for assembling and school media for advertising that it provides other non-curricular student activity groups.

Distribution of Religious Literature

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

Religious Holidays

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

Procedure History:

Promulgated on: 2/3/14

Revised on: 8/11/14

Coeur d'Alene School District No. 271

INSTRUCTION

2353

School Ceremonies and Observations

School building administration shall develop regulations governing school assemblies and student participation at such assemblies.

Veteran's Day observances shall occur as required by Idaho Code.

Legal Reference: I.C. § 33-512(10)

Policy History:

Adopted on: 2/3/14

Revised on:

INSTRUCTION

2355

Release Time

The Board authorizes the Superintendent or designee to excuse full-time students from school for regular religious instruction or for other purposes in compliance with Idaho Code and IDAPA Rules.

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. Release time shall not reduce the District graduation requirements.

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. The written request will become part of the student's permanent record.

Release time must occur off District premises during regular school hours and 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. Credit may be granted for other purposes, at the discretion of the Board. Registration for release time programs shall not occur on school property.

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

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

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

I.C. § 33-1603 Sectarian Instruction Forbidden

IDAPA 08.02.02.220 Release Time Program for Elementary and Secondary Schools

Policy History:

Adopted on: 2/3/14

Revised on:

INSTRUCTION

2355P

Release Time

In the view of the State Board of Education, public elementary and secondary school programs which permit the practice of releasing students from school for the purpose of attending classes in religious education or for other purposes should observe certain practices which are in keeping with the present state of the law. These practices are designed to ensure that the public school operation is not adversely affected and that public funds and property are not used for sectarian religious instruction in a way which violates the United States Constitution, the Idaho State Constitution or state law. These practices should include the following:

1. At its discretion, this district may permit release time programs for kindergarten through grade eight (K-8).
2. Students in grades nine through twelve (9-12) may be excused from school for a period not exceeding five (5) class hours in each week or not exceeding one hundred sixty-five (165) hours during any one school year.
3. Release time programs may not interfere with the scheduling of classes, activities and programs of the public schools.
4. The decision of a School District to permit release time programs, as well as the decision of individual students to participate in them, must be purely voluntary.
5. Release time programs shall be conducted away from public school buildings and public school property.
6. No student shall be permitted to leave the school grounds during the school day to attend release time programs except upon written request of a parent or guardian and filed with the school administration. Such written request by the parent/guardian will become a part of the student's permanent record.
7. When a student, upon written request of the parent or guardian, is given permission to leave the school grounds to attend a release time program, the public school shall not be involved with or responsible for maintaining records of his attendance in such classes in any way. No school personnel shall be involved in record keeping or organizational functions related to such programs.
8. It is the responsibility of public school districts to inform patrons of the school district who wish to participate in release time programs that such programs are available; that participation is on a purely voluntary basis; that the public schools will remain in operation for the duration of the release time program for students who do not attend the

program; and that transportation to and from the release time program is not the school district's responsibility. Further, it is their responsibility to ensure that no public school property, public funds or other public resources are to be used in any way in the operation of these programs.

9. No official recognition shall be given by the individual public school or the school district, nor shall any credit be awarded by the school or district for satisfactory completion by a student of a course or courses in a release time for religious instruction.
10. Public schools shall not include schedules of classes for release time programs in school catalogs, registration forms or any other regularly printed public school material. Registration for released time classes must occur off school premises, and must be done on forms and supplies furnished by the group or institution offering the program. Teachers of release time classes are not to be considered members of any public school faculty and should not be asked to participate as faculty members in any school functions or to assume responsibilities for operation of any part of the public school program.
11. Public schools and school districts shall assume no obligation or responsibility for the health, safety and welfare of students while they are being transported to and from and participating in release time programs.

Procedure History:

Promulgated on: 2/3/14

Revised on:

INSTRUCTION

2370

Homebound, Hospital, and Home Instruction

When it is determined that a student is unable to attend school for more than ten (10) consecutive days because of health, physical impairment, injury, hospitalization, or other illness that prohibits school attendance, including school sponsored activities, the student will be provided the services of a teacher or an aide in the home or hospital.

Registration for services will be considered upon receiving a signed statement by an examining physician, stating the need for the homebound instruction. 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. It is the responsibility of the principal, director or administrative designee to initiate the arrangements based on need as determined by a parent/student interview and a physician's statement. All homebound instruction shall occur in the presence of a third party adult. The student's attendance requirements will be waived and the school will count the student as present. Upon satisfactory completion of assignments, credit will be granted.

Legal Reference:	20 USC 1400 et seq.	Education of Individuals with Disabilities
	29 U.S.C. § 794	Rehabilitation Act of 1973, Section 504
	34 CFR 300 et seq.	Assistance to States for the Education of Children with Disabilities
	I.C. § 33-1001	Definitions
	I.C. § 33-1003A	Calculation of Average Daily Attendance
	I.C. § 33-2001 et seq.	Education of Exceptional Children
	I.D.A.P.A. 08.02.03.109	Special Education
	P.L. 94-142	Education of the Handicapped
	P.L. 101-476	Individuals with Disabilities Education Act

Policy History:

Adopted on: 2/3/14

Revised on:

INSTRUCTION

2375

Service Animals in Schools

Coeur d’Alene School District No. 271 acknowledges its responsibility to make reasonable accommodations to permit persons with disabilities to be accompanied by a service animal in all areas where the public is normally allowed to go, including in its school buildings, classrooms, and at school functions.

DEFINITIONS

“Handler” means an individual with a disability or another individual who has been designated to control the service animal and attend to its needs.

“Miniature horse” means a very small horse generally ranging in height from 24 to 34 inches measured to the shoulders and generally weighing between 70 to 100 pounds. A miniature horse will be allowed to act as a service animal where reasonable.

“Service animal” means any dog (or, in specific circumstance, a miniature horse (see “Miniature Horses” section below)) that is individually trained to do work or perform tasks for an individual with a disability including a physical, sensory, psychiatric, intellectual or other mental disability. No other species of animal, whether wild or domestic, will be permitted as a service animal. Animals whose sole function is to provide comfort or emotional support do not qualify as service animals for the purposes of this definition.

Examples of such work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

STAFF INQUIRES

Staff will not inquire about the nature or extent of an individual's disability. Staff may not make inquiries about a service animal when it is readily apparent that the animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling an individual's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability). When it is not readily apparent to staff what service the animal provides, staff may make the following two (2) inquiries to determine whether an animal qualifies as a service animal:

1. Staff may ask if the animal is required because of a disability; and
2. Staff may ask what work or task has the animal been trained to perform.

Staff may not require documentation regarding a service animal, such as proof that the animal has been certified, trained, or licensed as a service animal; licensed as a pet; or vaccinated. Staff may not ask that the animal demonstrate its ability to perform the work or task. The district will not charge surcharges for a service animal.

HANDLER RESPONSIBILITIES

1. The handler must be in full control of the service animal at all times.
 - a. Service animals must have a harness, leash, or tether unless these devices interfere with the service animal's safe, effective performance or the individual's disability prevents the use of these devices, in which case the individual must maintain control of the animal through voice, signal, or other effective controls.
2. The handler must care for and supervise the service animal at all times.
 - a. The district is not responsible for providing a staff member to walk the service animal, respond to the animal's need to relieve itself, or to provide any other care or assistance to the animal.
 - b. In the case of a young child or a student with disabilities who is unable to care for or supervise his or her service animal, the parent/guardian is responsible for providing care and supervision of the animal.

MINIATURE HORSES

A miniature horse will be permitted as a service animal where reasonable. Staff may make the same inquiry and ask the same questions when it is not apparent what services a miniature horse provides, as set forth in the "Staff Inquires" section of this policy.

The following four assessment factors will be used in determining whether a miniature horse can be reasonably accommodated in school buildings, in classrooms, or at school functions:

1. The miniature horse is housebroken.
2. The handler has sufficient control of the miniature horse.
3. The facility can accommodate the miniature horse's type, size, and weight.
4. The miniature horse's presence will not compromise legitimate safety requirements necessary for the safe operation of the facility.

EXCLUSION OF SERVICE ANIMALS

A school administrator may exclude a service animal or ask an individual with a disability to remove a service animal from a school building, a classroom, or from a school function if any one of the following circumstances occurs:

1. The service animal is out of control and the handler does not take effective action to control it.
2. The service animal is not housebroken.
3. The service animal's presence would fundamentally alter the nature of the service, program, or activity.
4. The service animal presents an unreasonable risk to the health and safety of students, staff, or other individuals.

If a service animal is excluded, the individual with a disability will be given the opportunity to participate in the service, program, or activity without having the service animal on the premises and/or may be offered other alternatives to the service animal that are effective in performing the functions required with respect to the individual's disability.

Cross Reference: 2377 Animals in Schools and Classrooms

Legal Reference:

Americans with Disabilities Act, 28 C.F.R. Part 35 (as amended 2010)
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794

ADA Regulations, 28 C.F.R. Part 35

Policy History:

Adopted on: 3/7/16

Revised on: 1/8/18

Note: This policy was approved by the Office for Civil Rights (OCR) for adoption by an Idaho school district in April 2014. The Board acknowledges all or in part: © 2014 Eberharter-Maki & Tappen, PA

D03/17/11-M08/09/13-M04/01/14

INSTRUCTION

2377

Animals in Schools and Classrooms

This Policy is not intended to address Service Animals; rather, it is intended to cover other situations in which animals may be present in schools or on School District property, including areas where the public is normally allowed to go, such as school buildings, classrooms, and at school functions. Coeur d'Alene School District No. 271 has a separate policy addressing Service Animals in Schools (see Policy 2375).

The purpose of this Policy is to have guidelines regarding the presence of non-service animals in school buildings and classrooms. (This includes “comfort” or “emotional support” animals.) The presence and use of live animals in schools can provide a variety to the learning experiences and can be an effective source of curricular enhancement. The presence of animals must be balanced with health and safety issues for students, staff and the public. The following guidelines should be followed for animals (other than service animals) in schools or on School District property.

- Animals can be allowed in schools if their presence enhances the educational experience.
- The Superintendent, appropriate building administrator or designee may approve the instructional purpose for each animal in the school. No animal may come into a school without prior approval.
- Prior to introducing any animals into the classroom and at the beginning of each school year, teachers shall ascertain that students and school personnel are not allergic to the animal(s) and the animal(s) will present no real or perceived physical danger to students or staff. In the event that a student or staff member is identified as having a potential allergic reaction, medical or emotional difficulty created by an animal in the school, the principal and teacher will take reasonable, appropriate steps to mitigate the potential adverse exposure. If reasonable accommodation is not feasible, the animal(s) will be prohibited and/or removed from the school.
- Students should be instructed in the proper care and handling of the animals. No child should be allowed to mistreat an animal.
- Should any student or employee be injured, including but not limited to animal bites or scratches, associated with the handling of a classroom animal, the supervising teacher is responsible for immediately reporting such event, in writing, to the building principal and assuring the student is directed to the school's office for appropriate medical care.

1. If appropriate, a District accident/injury report will be completed.
 2. The school's personnel shall notify the student's parent/guardian.
 3. If appropriate, personnel shall notify public health officials.
 4. At no time shall any student be exposed to an inherently dangerous animal or any animal which due to size, nature, or aggression could cause injury to a student.
- Animals are not allowed to roam freely in the school. Where appropriate, animals should be maintained on a leash.
 - Animals should be housed in suitable, sanitary self-contained enclosures appropriate to the type and size of the animal(s).
 - Teachers will be responsible for ensuring that animal enclosures are kept in a sanitary condition.
 - Animals generally should not be left in schools during holiday periods, and teachers should be responsible for making arrangements for their care. Where practical and depending on the specific care needs and situation, a fish tank or similar enclosure may be an exception.
 - Mammals brought to or kept at school must present evidence of annual health records. At the discretion of the building administrator, other animal species may or may not be required to have a health record.
 - Unless part of a supervised curricular enhancement or lesson, animals contemplated by this policy will not be allowed on playgrounds.
 - Animals are not permitted in school cafeterias or other areas where food preparation or serving takes place.

Cross Reference: 2340 Controversial Issues and Academic Freedom
 2345 Speakers in the Classroom and at School Functions
 2375 Service Animals in Schools
 3370 Searches and Seizure

Legal Reference: I.C. § 33-6001 Parental Rights

Policy History:
Adopted on: 2/5/18
Revised on: 6/4/18

INSTRUCTION

2380

Head Start Program Coordination

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

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

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

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

Policy History:

Adopted on: 12/1/14

Revised on: 9/11/17 (ISBA Update)

INSTRUCTION

2385

English Learners Program

Helping Idaho students continually progress in their mastery of the English language is an integral part of the education process. All students, including those with limited-English-proficiency (LEP), represent a broad range of abilities and interests. For this reason student progress alone cannot serve as the only criterion for the placement and retention of students in special programs for LEP students. Neither can it be the only criterion used to judge the success of a school program.

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 purposes of the program are:

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

Accordingly, the Board shall adopt a program (approved by the State Department of Education English Learners Director as submitted annually) of educational services for each student whose dominant language is not English. The program shall include English as a Second Language instruction.

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

The schools in this District are required to provide all children with equal access to educational programs at both the elementary and secondary level and to address the special language deficiencies of English Learners students. The English Language Development (ELD) programs and practices used in this District will be research or evidence based and calculated to effectively implement the educational theory adopted by the District. However, there is no guarantee for the success of every individual student in meeting pre-specified criteria of English language proficiency.

Cross Reference: 2420 Title I Parent Involvement

Legal Reference: Title VI, Civil Rights Act of 1964

Equal Education Opportunities Act as an amendment to the Education

Amendments of 1974 Bilingual Education Act

20 USC §§ 6811, et seq., the “English Language Acquisition, Language

Enhancement, and Academic Achievement Act” as

amended by the Every Student Succeeds Act of 2015

42 USC Section 2000d, et seq. Prohibition Against

Exclusion from Participation in, Denial of Benefits of, and

Discrimination Under Federally Assisted Programs on

Ground of Race, Color, or National Origin

I.C. § 33-1618 Assessment Exception

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

Castaneda v. Pickard, 648 F. 2d 989 (5th Cir. 1981),

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

(Consent Decree),

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

September 27, 1991,

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

April 6, 1990

Policy History:

Adopted on: 2/3/14

Revised on: 8/7/17

INSTRUCTION

2385P

English Learners Program

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

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

English Learners are defined as those students who do not have the clearly developed English language skills necessary to receive instruction in English as described by the State Department of Education English Learners Guidelines. Students, whose only language is English, are not English Learners. Students whose dominant language is not English should be enrolled in the District, upon proof of District residency and other legal requirements. Students shall have access to, and be encouraged to participate in, all academic and extracurricular activities of the District.

Procedure History:

Promulgated on: 2/3/14

Revised on: 8/7/17

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 twenty-two (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 thirty-six (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 sub-grant;
2. How the District uses the funds;
3. The total cost of the program;

4. The share of the cost provided from other sources; and
5. Other records as needed to facilitate an effective audit.

The District is also required to keep records to show their compliance with program requirements.

The District must maintain MEP records for three (3) 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 is taken, the records must be retained until the completion of the action and resolution of all issues or until of the end of the regular three (3) 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 References:	20 U.S.C. § 6391, <i>et seq.</i>	Education of Migratory Children
	34 C.F.R. Subpart C	Migrant Education Program
	34 C.F.R. §§ 76.730-31	Records (EDGAR)
	34 C.F.R. § 200.333	Retention and Access Requirements for Records (EDGAR)

Policy History:

Adopted on: 2/3/14

Revised on:

INSTRUCTION

2395

Idaho Digital Learning Academy Classes

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

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

The Principal will identify a staff member at each secondary school who will serve, employed by the District, as a Site Coordinator. The Site Coordinator is to regularly motivate students and monitor their progress. The role of the Site Coordinator is to:

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

Additionally, the Site Coordinator is a contact for the IDLA instructor and IDLA staff. A Site Coordinator selected as a District Site Coordinator shall successfully complete the IDLA online Site Coordinator Course. The cost of the IDLA online Site Coordinator Course shall be paid by the District.

Student and Course Selection

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

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

1. Need to make up credits in order to graduate on schedule;
2. Are eligible for hospital or homebound programs;
3. Are interested in advanced placement or dual credit courses;
4. Want to supplement their curriculum by taking course(s) not offered at their school;
5. Have scheduling conflicts;

6. Want to accelerate their academic program by taking additional courses to facilitate early graduation; or
7. Are excused from being physically present on the campus of their school of record for an extended period of time.

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

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

Ethical Conduct

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

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

Grading

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

Advanced Placement Designation on Transcript

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

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

Cross Reference 3270-3270P Acceptable Use of Electronic Networks

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

I.C. § 33-5505 Definitions.
Paulson v. Minidoka School District No. 331, 93 Idaho 469, 470 (1970).

Policy History:

Adopted on: 5/5/14

Revised on:

INSTRUCTION

2395P

Idaho Digital Learning Academy Enrollment and Financial Procedures

Students who are enrolled in the Coeur d'Alene School District who enroll in the Idaho Digital Learning Academy (IDLA) will be charged fees consistent with the categories outlined below:

Procedure for Student Enrollment and Fees:

If a student is determined by the District to be in Category #1, the student may enroll through his/her counselor and the District will incur all costs.

Category #1 District Pays When:

- a. Due to illness, behavior or compelling circumstances, the school district elects to enroll the student in IDLA classes, such classes are a part of the student's IEP, 504 or other accommodation plan or,
- b. A student enrolls at Project Summer School in circumstances similar to those identified above.

If a student is determined by the District to be in Category #2, the student enrolls through his/her counselor, the student will incur all costs and the following procedure must be followed:

Category #2 Student Pays When:

- a. The student elects to take a class (or classes) through IDLA rather than at the school;
- b. The student elects to take additional courses (above the full day); or
- c. The student elects to take summer courses and is not enrolled in the District summer school.

Procedure for category #2

- 1. When the student signs up for class(es), he/she will pay the course fee(s) to the Assistant Treasurer at the school.
- 2. The Assistant Treasurer will send the check with student information to the District Treasurer.

District Procedures to Processing IDLA Billing Statements

When the District receives the IDLA billing statement, copies will be sent to the relevant schools. School counselors will identify on the billing statement which students qualify under Category #1. The billing statement must be returned to the District Accounts Payable Department no later

than ten (10) days after receipt. Without this identification, building budgets will be charged for all their unidentified students.

Upon receipt of identification, the District will pay IDLA for students and reconcile with the deposits received from the schools. All category #1 student tuitions are paid by the District. IDLA's add/drop deadline is the end of the first week of class.

- a. If the student drops the class *before* the end of the first week of class, the course fee(s) will be reimbursed to the Category 2 student at the time of withdrawal and once verification with IDLA is received.
- b. If the student drops the course *after* the first week of class the Category 2 student forfeits the fee(s) paid.

Procedure History:

Promulgated on: 5/5/14

Revised on:

Coeur d'Alene School District No. 271

INSTRUCTION

2400

Special Education Programs

The Board of Trustees of School District 271 will annually adopt and hold to the requirements contained therein the most current Idaho Special Education Manual, and all subsequent amendments to the manual as developed by the Idaho State Department of Education.

Legal Reference:	I.C. § 33-2001 et seq.	Education of Exceptional Children
	IDAPA 08.02.03.109, 20	Special Education
	29 U.S.C. § 794	Rehabilitation Act of 1973, Section 504
	34 C.F.R. 300 et seq.	Assistance to the States for the Education of Children with Disabilities
	P.L. 94-142	Education of All Handicapped Children Act
	P.L. 101-336	Americans with Disabilities Act
	P.L. 101-476	Individuals with Disabilities Education Act

Policy History:

Adopted on: 2/3/14

Revised on:

INSTRUCTION

2410

Section 504 of the Rehabilitation Act of 1973

It is the responsibility of this District to identify and evaluate students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973, and the intent of the District that such students be 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.

For the purposes of this policy, a student who may need special services or programs pursuant to Section 504 is one who has a physical or mental impairment that substantially limits one or more of the student's major life activities.

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

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

Legal Reference: 29 U.S.C. § 794 Section 504 of the Rehabilitation Act of 1973 –
Nondiscrimination under Federal Grants and Programs

34 C.F.R. 104.36 Preschool, Elementary, and Secondary Education –
Procedural Safeguards

Procedure History:

Adopted on: 2/3/14

Revised on: 3/6/17

INSTRUCTION

2410P1

Identification and Referral of Students with Disabilities

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

The 504 team will be composed of persons knowledgeable about the student, the student's school history, the student's individual needs, the meaning of evaluation data, and the potential accommodations. Each building principal will monitor the composition of the 504 team to ensure that qualified personnel participate.

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

Evaluation

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

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

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

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

1. Draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;
2. Document that the information obtained from all sources is carefully considered;

3. Ensure that the 504 team's decision is made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and the placement options; and
4. Ensure that the decision provides for appropriate academic and non-academic settings.

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

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

Written Plan for Services

For a student who has been identified as an individual with a disability within the meaning of Section 504 and in need of accommodations, the 504 team shall be responsible for determining what is needed. In making such determination, the 504 team shall consider all available relevant information, drawing upon a variety of sources as set forth in the "Evaluation" section of this policy.

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

The 504 team will develop a written plan describing the disability and the accommodations needed specifying how they will be provided and by whom.

The 504 team may also determine that no accommodations are appropriate. If so, the record of the 504 team's proceedings will reflect the identification of the student as having a disability, the basis for the decision, and that no accommodations are presently needed.

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

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

All teachers of students with accommodations under Section 504 shall be provided with information in sufficient detail to address the individual needs.

Review of the Student's Progress

The 504 Case Manager will monitor the progress of the student with a disability and the effectiveness of the student's education plan annually to determine whether the student's needs are being met as adequately as the needs of students without disabilities.

A comprehensive reevaluation of the student's needs will be conducted prior to any significant change in placement

Procedural Safeguards

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

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

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

Procedure History:

Promulgated on: 2/3/14

Revised on: 3/6/17

INSTRUCTION

2410P2

Section 504 Due Process

(1) Impartial Due Process Hearing. If the parent or legal guardian of a student who qualifies under Section 504 for accommodations 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 accommodations 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 State Department of Education or any other person that would conduct the hearing in an impartial and fair manner;
- f. Once the District has selected an impartial hearing officer, the District shall provide the parent 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 anytime prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the State Department of Education's list of trained mediators.
 - j. At the hearing, the District and the parent or legal guardian may be represented by counsel;
 - k. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriate equipment or a court-reporter. The District shall be allowed to present its case first. Thereafter the parent or legal guardian shall be allowed to present their case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The hearing officer shall make all decisions relating 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) 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 Grievance Procedure outlined in 3280P.

Cross Reference: 3280 Equal Education, Nondiscrimination and Sex Equity

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

Procedure History:

Promulgated on: 2/3/14

Revised on: 3/6/17

INSTRUCTION

2420

Parent and Family Engagement

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

District Policy Development

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

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

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

disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

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

School-Level Policy Development

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

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

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

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

- I. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
- II. Frequent reports to parents on their children's progress;
- III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- IV. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

District and School Level Development

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

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

Cross Reference: 4160 Parents Right to Know Notices
 4175 Required Annual Notices

Legal Reference: 20 U.S.C. § 6311 State Plans
 20 U.S.C. § 6312 Local Education Agency Plans
 20 U.S.C. § 6318 Parental Involvement

Policy History:

Adopted on: 7/11/16

Revised on: 5/7/18

Reviewed on: 12/7/20

INSTRUCTION

2420P

Parent and Family Engagement Guidelines

In order to achieve the level of parent and family engagement outlined in District Policy 2420, these procedures guide the development of each 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. Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement;
2. Work with parents to develop and implement a school plan for parent involvement;
3. Promote and encourage parent involvement activities;
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. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District to plan and implement effective parent and family involvement activities to foster improved student academic achievement and school performance;
2. Provide training and space for parent involvement activities;
3. Provide resources to support successful parent involvement practices;
4. Provide inservice education to staff regarding the value 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; and
6. Develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy; and
7. Coordinate and integrate its Title I parent and family engagement strategies with the parent and family engagement strategies of the District's other relevant programs; and

8. Create and support a Parent Advisory Board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent and Family Engagement Policy; and
9. Ensure that each school in the District jointly develops with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging State academic standards and includes the requirements of District Policy 2420.

Procedure History:

Promulgated on: 7/11/16

Revised on: 5/7/18

INSTRUCTION

2425

Parental Rights

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

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

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

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

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

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

In the case of dual credit courses offered by an institution of higher education, academic accommodations and excusing students from objectionable assignments is solely at the discretion of the course provider and not the District. The District has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

Access to Learning Materials

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

Notice

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

Cross Reference:	2340F	Parental Opt-Out Form for Sex Education
	2420	Parent and Family Engagement
	4105F	Request to Address the Board
	4175	Required Annual Notices
Legal Reference:	Id. Const. art. IX	Education and School Lands
	I.C. § 32-1010	Intent of the Legislature – Parental Rights
	I.C. § 32-1012	Parental Right to Direct the Education of Children
	I.C. § 32-1013	Interference with Fundamental Parental Rights
		Restricted
	I.C. § 33-6001	Parental Rights
	I.C. § 33-6002	Annual Notice of Parental Rights

I.D.A.P.A. §§ 08.01-.04 State Board of Education and State Department of
Education Administrative Rules

Policy History:

Adopted on: 4/3/17

Revised on: 12/7/20

Reviewed on:

INSTRUCTION

2430

Gifted and Talented Program

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 November 21, 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, known as the Advanced Learning 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.

Cross Reference: 2600 Promotion/Retention

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: 5/5/14

Revised on:

INSTRUCTION

2430P

Advanced Learning Program

Gifted and Talented State Mandate

"Each public school district is responsible for and shall provide for the special instructional needs of gifted/talented children enrolled therein. Public school districts in the state shall provide instruction and training for children between the ages of five (5) years and eighteen (18) years who are gifted/talented as defined in this chapter and by the State Board of Education. The State Board of Education shall, through its department of education, determine eligibility criteria and assist school districts in developing a variety of flexible approaches for instruction and training that may include administrative accommodations, curriculum modifications, and special programs." (Idaho Code 33-2003)

Definition of Advanced Learners/Giftedness

Advanced Learners are those students who demonstrate exceptional ability in one or more areas (specific academic, intellectual, leadership, creativity, and visual/performing arts) who require appropriate instruction to support their advanced goals and objectives. Advanced learners shall also include those students who are within the definition of gifted and talented as defined above. Coeur d'Alene School District 271's Advanced Learning Program will focus primarily on exceptional academic and intellectual ability. The following factors are stressed by educational authorities as indicative of giftedness:

1. Shows superior reasoning powers and marked ability to handle ideas. Can generalize readily from specific facts and can see subtle relationships. Has outstanding problem-solving ability;
2. Shows persistent intellectual curiosity. Asks searching questions. Shows exceptional interest in the nature of humanity and the universe;
3. Learns quickly and easily and retains what is learned. Recalls important details, concepts, and principles;
4. Sets realistically high standards for self. Is self-critical in evaluating and correcting his or her efforts;
5. Shows initiative and originality in intellectual work. Shows flexibility in thinking and considers problems from a number of viewpoints; and
6. Observes keenly and is responsive to new ideas.

District Advanced Learning Program Mission Statement

The Advanced Learning Program is academically challenging and differentiated, developing life-long learners, innovators, and positive contributors to society. The program will cultivate inquisitive, self-motivated learners who use critical-thinking skills to solve problems.

Coeur d'Alene School District 271 will provide and support as a fully funded and structured Advanced Learning K-12 program as resources allow.

Identification Procedures

Each year, multiple criteria will be used to identify those students who demonstrate exceptional academic and/or intellectual ability. Parents will be notified when students are identified as eligible for an advanced learning program. Eligibility criteria for Advanced Learning Program (ALP) placement are described for each grade level as follows:

K-2 Identification: While the District recognizes that meeting the needs of advanced learners at all levels is essential, switch classes are an example of differentiated learning for our K-2 students. To identify strengths, gifted behaviors, and talent for the selection of high switch students, the following may be considered:

1. A portfolio, including assessment results, demonstrating student performance;
2. A student behavioral checklist;
3. Anecdotal records; and
4. Teacher or parent referral. At any time, any stakeholder may refer a student for assessment.

Grades 3-5 Identification: End of Course Assessment scores of ninety-five percent (95%) or higher in one or more specific academic areas.

1. Teacher or parent referral. At any time, any stakeholder may refer a student for assessment;
2. Teacher input and previous classroom performance, such as performance consistently above grade level;
3. Documentation demonstrating advanced abilities, such as a portfolio, video, or writing samples;
4. Standardized tests score in the ninety-fifth (95th) percentile or higher in one or more academic areas, such as math, language arts, or reading. Individual schools may set a lower percentile target as needed to serve an adequate number of students, but should not drop below the eightieth (80th) percentile. It is recommended that the “band width” be no more than fifteen (15) percentile points.
5. Common Assessments, including:
 - A. Math Diagnostic Test from previous grade level: Eighty percent (80%) or higher recommended;
 - B. Qualitative Reading Inventory: The exit of grade level test is recommended for use at start of year;

- C. District Benchmark Assessments such as AimsWeb;
- D. Spelling Inventory; and
- E. Third (3rd) Grade Problem Solving Formative Assessment.

If the above data does not provide definitive information for identification or if a parent appeals a determination of non-qualification using the Parent Referral Form, a standardized tests score, such as the CogAT, Otis-Lennon School Ability Test, Naglieri Non-Verbal Reasoning Test, is recommended for use, with a score in the ninetieth (90th) percentile or higher on a measure of aptitude recommended for qualification.

To determine placement, the Advanced Learning Program teacher, in conjunction with grade level classroom teachers and the school principal shall review multiple criteria for all students.

Grades 6-8 Identification: Placement into advanced classes is a collaborative decision, made considering the following:

1. Teacher recommendation;
2. Standardized test scores;
3. Classroom performance and grades; and
4. Parent input.

See Middle School Criteria Exhibit 2430E of this policy.

Grades 9-12 Identification: Placement into advanced classes occurs through the registration process. Students in grades 9-12 shall be formally notified of identification. The following may be considered:

1. Student self-identification;
2. Parent input;
3. Teacher or counselor recommendation;
4. Standardized test scores; and
5. Classroom performance and grades.

Advanced Learning Program Components

Elementary opportunities may include, but are not limited to:

1. Ability grouping, such as Switch;
2. Advanced Learning Program;
3. Advanced Learning Program teachers in Reading and Math; and
4. Differentiated instruction.

Secondary opportunities may include bur are not limited to:

1. Honors, Advanced, or Accelerated Curricula. Check current course offerings for descriptions;
2. Articulated courses;
3. Fine Arts Academy;

4. Advanced Placement (AP); and
5. International Baccalaureate (IB).

The Advanced Learning Program recommends the following components to meet the learning needs of advanced students:

1. Curriculum Differentiation: Differentiation is a method of modifying or adapting curriculum to meet the diverse student needs in mixed-ability classrooms. The following dimensions of curriculum can be modified:
 - A. Content
 - i. The rate of learning;
 - ii. Student-selected areas of study within and across disciplines; and
 - iii. The complexity of study.
 - B. Process
 - i. Learning and use of abstract thinking skills;
 - ii. Application of abstract thinking skills; and
 - iii. Integration of basic skills and abstract thinking skills.
 - C. Product
 - i. Learning and use of multiple and sophisticated forms of communication;
 - ii. Present information to diverse and appropriate audiences; and
 - iii. Multiple modes to assess learning activities.
2. Meeting Individual Rates of Learning
 - A. Acceleration and/or double Grade Advancement: Allow students to progress through the curriculum and/or grade levels at a faster pace than average;
 - B. Cluster Grouping: A group organized from one or more classrooms that receive experiences beyond the established curriculum;
 - C. Competitions: Local, regional, state, or national contests in a variety of areas;
 - D. Curriculum Compacting: Content and pacing of curriculum and instruction are matched to student ability and need. Pre-assessment helps identify what students already know and lets students move ahead based on mastery;
 - E. Enrichment in Regular Classroom: Curriculum activities intentionally planned to meet the needs, interests, and capabilities of advanced learners;
 - F. Independent Study and Projects: Research and development of individually contracted in-depth study of a topic;

- G. Individualized Student Plan: Designed to meet the particular needs of an advanced student;
 - H. Learning Centers: Designated areas assigned for differentiated activities;
 - I. Mentorships: The pairing of individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, counselor, and role model; and
 - J. Online Accelerated Level Courses.
- 3. Program Accountability: The District will assure, through ongoing assessment, that advanced learners will be provided with opportunities for continuous growth.
 - 4. Staff Development: The District recognizes the need to provide staff development and resources for staff and administrators in meeting the needs of Advanced Learners.
 - 5. Parent Involvement: The District recognizes the importance of parent involvement in advanced learners' growth. Advanced Learning Program teachers will provide parents with consistent and informative communications, which reflect the philosophy of the Advanced Learning Program and communicate information about the needs of and concerns regarding advanced learners.

Procedure History:

Promulgated on: 5/5/14

Revised on:

INSTRUCTION

2430F1

Advanced Learning Program Teacher Referral Form

Student Name _____ Grade _____

School _____ Teacher _____ Date _____

Parent _____ Phone Number _____

This student is being referred to a building identification team. He or she has demonstrated high ability or the potential for high ability, as well as the characteristics checked below. The student:

- _____ Regularly finishes assignments quickly and correctly, resulting in excessive free time;
_____ Raises in-depth questions related to classroom assignments;
_____ Has peer relationship problems that seem to be the result of exceptional abilities or special interests not shared by other students, such as:

- Avoiding or not participating in peer discussion or activities;
- Dominating peer discussion; or
- Lacking interaction with students of similar ability.

- _____ Demonstrated inappropriate behavior related to boredom or lack of interest in schoolwork;
_____ Demonstrated discrepancy between ability and level of assigned work;
_____ Completes minimum schoolwork to maintain grade.

Additional Observations: _____

Note student performance on any of the indicators below:

State assessment test scores of 95% or higher in one or more specific academic areas:

Parent referral:

Teacher input or previous classroom performance, such as consistently above grade level:

Documentation demonstrating advanced abilities, such as a portfolio, video, writing samples:

State assessment scores:

Common Assessments, for example:

- Math Diagnostic Test from previous grade level (80% and higher recommended)
- QRI (recommended to use exit of grade level test at start of year)
- District Benchmark Assessments (e.g AimsWeb)
- Spelling Inventory
- Problem Solving Formative Assessment (3rd Grade)

Building Identification Team members include:

Classroom Teacher: _____

Principal: _____

Advanced Learning Program Teacher Representative: _____

Other: _____

INSTRUCTION

2430F2

Advanced Learning Program Parent Referral Form

Student Name: _____ Grade: _____

School: _____

Teacher: _____

Parent Making Referral: _____

Parent Signature: _____ Date: _____

1. What are some things about your child that lead you to believe that he or she should be in a special program for high ability students?

2. What challenges, if any, is he or she having in school as a result of the high ability?

3. Describe briefly your child's reading and study habits and levels at home.

4. Describe briefly your child's major interests, hobbies, activities, etc. and his or her accomplishments therein.

5. Describe any independent projects or studies your child has done.

6. Please give any other information that you feel is relevant to your child's consideration for the Advanced Learning Program.

INSTRUCTION

2435

Advanced Opportunities

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

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

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

Definitions

"Credit" means middle level or high school credit.

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

"Full credit load" means at least twelve (12) credits per school year for grades 7-12.

"Overload course" means a course taken that is in excess of a full credit load and outside of the regular school day, including summer courses.

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

Fast Forward Program

The State's Advanced Opportunities funding, known as the Fast Forward program, provides students in the District with \$4,125 to use toward overload courses, dual credits, college credit-bearing examinations, career technical certificate examinations, and federal registered workforce training programs that lead to regional "in demand" jobs.

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

1. Overload courses, in an amount which may not exceed \$225 per overload course. A student must take and successfully be completing a full credit load within a given school

year to be eligible for funding of an overload course. An overload course must be taken for high school credit to be eligible for funding.

2. Eligible dual credits, in an amount which may not exceed \$75.00 per one dual credit hour.
3. Eligible postsecondary credit-bearing or career technical certificate examinations.
4. Eligible Career Technical Education (CTE) examinations that lead to an industry-recognized certificate, license, or degree.
5. Eligible CTE workforce training courses up to \$500 per course and \$1,000 per year. Eligible training courses and costs will be maintained by the State Department of Education.

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

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

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

The District shall establish timelines and requirements for participation in the program, including implementing procedures for the appropriate transcription of credits, reporting of program participation, and financial transaction requirements.

A student who has earned 15 postsecondary credits using the advanced opportunities program and wishes to earn additional credits must first identify his or her postsecondary goals. Advisors shall counsel any student who wishes to take dual credit courses that the student should ascertain for him/herself whether the particular postsecondary institution that he or she desires to attend will accept the transfer of coursework under this section.

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

If a student fails to earn credit for any course or examination for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for 1 similar course before any further reimbursements for the student can be paid. If a student

performs inadequately on an examination for which the State Department of Education has paid a reimbursement, the Superintendent or designee shall determine whether the student must pay for and successfully pass such examination to continue receiving State funding. Repeated and remedial courses or examinations are not eligible for funding through this program.

Challenging Courses

Students may challenge courses as outlined in Board Policy 2700P2. If a student successfully meets the criteria, then the student shall be counted as having completed all required coursework for that course and will receive credit towards graduation.

Advanced Opportunities Scholarship

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

1. Shows that he or she has met all of the graduation requirements of the District; and
2. Completes grades 1-12 curriculum in eleven (11) or fewer years.
3. Applies within two years of graduating from public school.

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

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

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

Legal Reference:	I.C. § 33-4601	Definitions
	I.C. § 33-4602	Advanced Opportunities - Rulemaking

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

Policy History:

Adopted on: 8/11/14

Revised on: 7/13/15, 12/5/16, 9/10/18, 2/3/20

INSTRUCTION

2435P

Advanced Opportunities Procedures

The Coeur d'Alene School District recognizes the positive impact provided by the State of Idaho's Advanced Opportunities program. Students should make sure they and their parents/guardians carefully review the program's provisions. There are many things families will want to consider before enrolling.

The steps for enrollment are as follows:

1. Complete and sign the participation form (2435F), available on the district website and turn it in at your school's counseling and advising center.
2. Meet with your counselor or college and career advisor to discuss the next steps
 - o All courses will be placed on the student schedule and final grades will be transcribed.
 - o Exam scores will be documented and can be requested to also appear on the student transcript
3. Create an account on the State of Idaho's Advanced Opportunities portal and request funding for your registered exam or course
 - o Your counselor and/or college and career advisor will review the requests and approve or deny as appropriate

Students are allocated a total of \$4,125.00 to use in grades 7-12. Students and their parents/guardians should regularly visit the Idaho Advanced Opportunities Portal for a current balance as they matriculate towards graduation. Funds can be used for:

- Dual credit courses: A maximum of \$75.00 per credit
 - o Funding for dual credit IDLA should be requested in the portal through the institution awarding credit, not IDLA
- Examinations: Advanced Placement (AP) tests, college-level examination programs, and Career and Technical Education (CTE) certification tests (check State Department website for a current list).
 - o Funding cannot be used for college entrance exams (e.g. ACT/SAT)
 - o Funding cannot be used for lab fees, transcriptions, books, and other non-credit expenses
- Overload courses: high school credits taken in excess of a full credit load offered by the public high school, up to \$225.00 per course
 - o In order to be eligible for funding of overload courses, students must be on-track for graduation as determined by the number of available credit hours during the typical school day in the semesters remaining before graduation.
 - o Please Note: The state does not recognize a schedule with non-credit bearing class

periods as a full load. Students who wish to take noncredit-bearing class periods (e.g. religious education, early release/late arrival) could look at other options such as early morning coursework (e.g. “0 hour”) , paying for one online class so they have a full load and pay for the second online course with Advanced Opportunities monies. (This is state mandate, and not a district policy.)

Payments and Reimbursement

The Idaho State Department of Education sends payment for most courses directly to the public Idaho post-secondary institution/provider. Eligibility for payment is subject to the deadlines and procedures of our district which will be posted and communicated in multiple ways and in partnership with course/exam providers. All payment requests must be submitted through the Advanced Opportunities portal according to district guidelines. Reimbursements can only be made during the fiscal year (July-June) and reimbursement courses taken over the summer can be requested after the course end date.

If a student fails (grade of F) or withdraws (grade of W) from an Advanced Opportunities course the student must pay for and earn credit for a course(s) bearing the same number of credits in order to receive funding for further coursework/exams

- Once funding has been withheld for a grade of F or W, requests for potentially eligible courses should be entered in the portal during the regular entry period, but will not be approved at the building level until after the student has successfully received a like number of credits for the replacement course(s).

State Rules for Advanced Opportunities (Idaho Statute 33-4602)

- All courses paid for by Advanced Opportunities monies MUST be transcribed on the student’s public high school transcript.
 - If a student is not successful in an overload class or receives a poor grade in a dual enrollment class that is being paid for with Advanced Opportunities monies, those grades will appear on the student’s high school transcript and will be included in the student’s GPA calculation.
 - Grades from dual enrollment classes will also appear on transcripts from the college or university issuing the credit.
 - When a student eventually applies to a college, that college usually requests all student transcripts and may consider them as part of the students’ admissions process.
 - If a student fails to earn credit for a course paid for by Advanced Opportunities, the student must pay for a “like” course on their own and successfully earn credit before he/she is eligible for further Advanced Opportunities funding.
 - If a student performs inadequately on an examination paid for by Advanced Opportunities, the principal and/or designee will decide whether the student may

continue utilizing Advanced Opportunities funding, or if the student/parent/guardian must pay for the cost of a “like” examination before using further funds.

- Advanced Opportunities funds may not be used for repeated or remedial coursework.

Policy History:

Promulgated on: 1/8/18

Revised on:

INSTRUCTION

2435F

Fast Forward Participation Form

“Students attending public school in Idaho will be eligible for \$4,125.00 to use towards overload courses, dual credits, college credit-bearing examinations, work force training courses, and professional certification examinations.” (Idaho Code 33-4602)

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

Students are allocated a total of \$4,125.00 to use in grades 7-12. Funds can be used towards:

1. Overload courses; transcribed high school credits taken in excess of the full credit load outside of the regular school day, offered by the public high school, up to \$225.00 per course. Eligibility varies by student.
2. Dual credits; a maximum of \$75.00 per credit;
3. Approved Examinations: Advanced Placement, International Baccalaureate, College Level Examination Program, Professional Technical.
4. Approved Workforce Training courses and apprenticeships; \$500 per course and/or \$1000 per year.

Students should meet with their guidance counselor to develop a 4, 5, or 6 year learning plan that will help them maximize the benefits of this program according to the student's college and career interests. Intentional selection of coursework is a critical element of these programs. Students who use *Fast Forward* funds for more than 15 college credits must receive post-secondary advising before accessing more funds.

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

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

The Idaho State Department of Education will send payment for courses to the public Idaho post-secondary institution or the student's school district. Eligibility for payment is subject to the deadlines and procedures set forth by the District in partnership with course/exam providers. All payment requests must be submitted through the Advanced Opportunities portal according to District guidelines. The parent/student(s) is responsible for any fees that are not processed through the portal.

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

Forward funding. If a student performs inadequately on an examination paid for by *Fast Forward*, the local school district will decide whether the student may continue utilizing *Fast Forward* funding, or if she/he must pay for the cost of a “like” examination before using further funds. *Fast Forward* funds may not be used for repeated or remedial course work.

With the approval of the District students can track expenditures of their allocation by creating an account in the Advanced Opportunities portal.

This form will be retained by the District.

Student Name: _____ Date: _____

Student Signature: _____ Date: _____

Parent Name: _____ Date: _____

Parent Signature: _____ Date: _____

School Name: _____ School District: _____

Revised on: 12/5/16, 2/3/20

INSTRUCTION

2440

Online Courses and Alternative Credit Options

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

Virtual/Online Courses

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

Online courses from an accredited institution may be counted as credit toward graduation.

Dual Credit Program

Coeur d’Alene School District 271 recognizes and encourages close collaboration and planning across all educational curricula to assure the highest degree of efficiency in meeting the individual needs of the student population we serve. Systematic program articulation efforts across the curriculum are an essential part of this collaborative process.

Prior permission for dual credit will be granted by counselors and/or school administrators. The primary purpose of the dual credit program is for students to reach desired career goals as efficiently as possible. Therefore, it is the intent of the Coeur d’Alene School District to develop procedures and agreements with North Idaho College and other post secondary institutions. A fully developed dual credit program will ultimately result in the elimination of unnecessary duplicative learning experiences, the provision for efficient entry level training programs, and enhanced opportunities for students.

As a result of this program, high school students will be provided the opportunity to earn college credit while enrolled in dual credit program high school courses.

Correspondence Courses

The District will permit a student to enroll in an approved correspondence course from an institution accredited by the Idaho State Board of Education or other regional accrediting association recognized by the State Board of Education, and registered with the State Board of Education, in order that such a student may include a greater variety of learning experiences within the student’s educational program.

High school students may earn, through correspondence, a maximum of a single semester of academic credit to be applied toward graduation requirements. Only six (6) Coeur d'Alene High School or eight (8) Lake City High School units may be earned during any one (1) school year.

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 counselors and/or school administrators;
2. All Correspondence credits used in completing graduation requirements parallel the content of course outlines in the Course Description Handbook; 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.

Independent Study

The Board of Trustees recognizes and authorizes the Superintendent or designee to enroll high school students in courses of independent study.

Cross Reference: 2700 - 2700P	High School Graduation Requirements
3030	Part-Time Attendance/Dual Enrollment
3050	Attendance

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

Policy History:

Adopted on: 2/3/14

Revised on:

INSTRUCTION

2441

Post-Secondary Developed Courses

The Board of Trustees recognizes that the District may offer a course on a District campus that has been developed and approved by post-secondary educational institutions, in order to provide on-campus opportunities for students enrolled in District high schools. Such courses are not subject to curriculum adoption procedures. The Superintendent or designee shall inform the Board of such offerings.

Permission of a student's parent or legal guardian must be obtained for, students under the age of eighteen (18), to attend post-secondary developed courses. School administration shall identify any new, externally developed post-secondary courses to be offered at the school. The principal shall provide course descriptions, syllabuses, and lists of readings to parents and students for review.

Policy History:

Adopted on: 2/3/14

Revised on:

INSTRUCTION

2442

Professional Technical Schools

There is a growing consensus that public schools need to better adapt to today's workplace demands by providing curriculum and experiences that closely align themselves to the reality of the workplace. The emerging professional-technical skills center approach has been shown to accomplish this end. These schools are intended to serve students of all ability levels, including the gifted and talented. Courses are typically aligned with higher education and have a field experience component. Equipment is more attuned to current industry standards and students from more than one high school access the centers. These centers always exceed the costs associated with a "regular" high school and this factor has discouraged their widespread utilization. Idaho is no exception. These schools are established to serve students of all abilities and to prepare them for future training and the demands of the workplace.

This District may establish professional-technical schools that qualify for funding appropriated by the Idaho Legislature for the specific purpose of supporting the added cost. In order for a school in this District to qualify for funding as a professional-technical school, the District will apply to the division of professional/technical education.

Each professional-technical school in this District will meet at least four (4) of the five (5) following criteria:

1. The school serves students from two (2) or more high school attendance zones with a minimum of fifteen percent (15%) of the total student body residing in attendance zones apart from the attendance zone of the majority of students;
2. The school offers a majority of its class offerings as dual credit opportunities in conjunction with an accredited institution of higher education;
3. All school programs involve at least one (1) supervised field experience;
4. The school is administered and funded as a Distinct school separate from schools that qualify for computation as regular secondary support units; and
5. The school is to be located at a separate site from regular high school facilities.

Legal Reference: § 33-1002G Professional-Technical School Added Cost Units

Policy History:

Adopted on: 2/3/14

Revised on:

Audit

It is the policy of the Board of Trustees of the Coeur d'Alene School District No. 271 to provide an opportunity to extend student learning by allowing students to audit classes.

When selecting courses the semester before the student enrolls, the student must declare their intent to audit. Within two (2) weeks of the semester, students may add or delete audited classes with the approval of their counselor, teacher, and parent. Once an audit is agreed upon, the following rules must be followed:

1. Students must sign up within the first ten (10) days of the semester;
2. Regular school attendance is required;
3. Appropriate classroom behavior is expected;
4. Completion of all work is expected;
5. With teacher approval, a student who has successfully completed the course may petition to have the audit replaced by the earned grade;
6. Students who fail to meet class expectations of the audit policy can be dropped from the class, and will receive a grade of "F"; and
7. Valedictorian and Salutatorian candidates must declare their desire to audit a course prior to the 1st day of class and only in their senior year.

Policy History:

Adopted on: 2/3/14

Revised on:

INSTRUCTION

2450

Contracted Student Services

“Private service provider” refers to an individual, either self-employed or working for an agency, who is properly licensed and/or certified to provide the educational service for which he or she is contracted. Such services may include, but are not limited to, occupational therapy, speech therapy, physical therapy, and behavioral specialist.

The Board of Trustees hereby delegates to the Superintendent the authority to enter into agreements for student services with private service providers when he or she determines that the necessary educational services are not available through the District or that it is in the best interest of a student and the District to enter into an agreement with a private service provider.

Any agreement signed by the Superintendent or designee with private service providers, pursuant to this policy, shall set forth the terms of the agreement, the relationship of the parties, the services to be provided, provisions for record keeping and confidentiality of records, the billing procedures, as well as other terms that are deemed to be necessary.

The Superintendent or designee shall select private service providers hired pursuant to this policy based on their qualifications, work experience, availability, lack of conflict of interest with the District, and financial stability. While the Superintendent or designee may also consider a parent's request for a particular service provider, such request will not be the controlling factor in selecting a private service provider.

No private service providers hired under this policy shall be considered employees of the District. Further, all private service providers and their employees shall be fully qualified for the services for which the agreement specifies.

Special Education

It is the intent of the District to provide services required by students' Individualized Educational Programs (IEPs) and develop resources within the District to eliminate the need for outside sources for special education services. Agreements for student services may be entered into for services identified on a student's IEP or 504 plan, or for other educational services as needed by the District. In no event shall such agreement exceed twelve (12) calendar months.

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. For students attending schools that have not made AYP for three consecutive years, eligible students will be provided supplemental services to increase their 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 District will give priority to the lowest achieving eligible students.

Legal Reference: I.C. § 33-506 Organization and Government of the Board of Trustees

Policy History:

Adopted on: 2/3/14

Revised on:

INSTRUCTION

2500

Library Materials

The school library is the principal location for students to inquire, to study and evaluate, and to gain new maturity and understanding. This District is granted discretion to regulate education and has the authority to determine the initial selection of the library collection. However, the Board also recognizes students' First Amendment constitutional rights.

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.

Any decision to remove a book, material, or resource from a school library will be content neutral, and based on the legitimate exercise of control over pedagogical matters. Censorship based on the content of a book or resource is considered an extreme measure. Prior to removing a book or resource from a school library, other less restrictive measures will be considered, such as placing the item in question on reserved or restricted status.

School staff will be informed of the removal of any book, material, or resource from the District's libraries or classrooms and will no longer use those items.

Cross Reference: 2530
4110

Learning Materials Review
Patron Grievances

Legal Reference:

I.C. § 33-512 Governance of schools

Policy History:

Adopted on: 2/3/14

Revised on:

Reviewed on: 1/4/21

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.

Although 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.

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

Policy History:

Adopted on: 2/3/14

Revised on:

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 marked.

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.

Procedure History:

Promulgated on: 2/3/14

Revised on:

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:

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

The Board may establish a curricular materials adoption committee for the purpose of advising the Board on selection of curricular materials for use within the District that are not covered by the State curriculum materials committee. 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.

Curricular materials provided for dual credit courses offered by an institution of higher education are selected by the provider and not the District. The District has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

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

Instructional Materials Review

Legal Reference: I.C. § 33-118A

I.C. § 33-512A

IDAPA 08.02.03.112

Curricular Materials – Adoption Procedures

District Curricular Materials Adoption Committees

Curricular Materials Selection

Policy History:

Adopted on: 2/3/14

Revised on: 12/7/20

Reviewed on:

INSTRUCTION

2530

Instructional Materials Review

The Board of Trustees recognizes that opinions may differ concerning the appropriateness of instructional materials. Occasionally an individual or group may find instructional materials used in the Coeur d'Alene School District in conflict with their views.

To deal with conflicts and/or complaints about instructional materials, a procedures has been developed for receiving, considering, and acting upon written complaints regarding instructional materials used in the Coeur d'Alene School District.

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 2530P Complaints About Instructional Materials.

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

Policy History:

Adopted on: 2/3/14

Revised on:

INSTRUCTION

2530P

Complaints about Instructional Materials

A great number and variety of educational materials are available for use in the District, not only through District resources, but also through the individual and creative resources of each teacher. Due to the nature of education, almost all educational materials and procedures are subject to differences of opinion and controversy.

In order to face this reality objectively and systematically, the District has developed and maintains a standard form and procedure through building principals that provides for public or staff reaction to any educational material or procedure and subsequent review by the professional staff of the District.

Therefore, the following guidelines will be observed in reviewing, considering, and acting upon written complaints regarding instructional materials in required courses.

1. An individual student may be excused from using instructional materials after the parent or legal guardian has completed and returned 2530F1 Request for Review of Educational Materials or Procedures to the building principal. If a parent or student wishes to request an alternate title for any novel assigned in an English/Language Arts class, he or she should contact the teacher, communicating the reasons for requesting an alternate title so the teacher may work with the parent and student can select a suitable alternate. This should be done using 2530F2 Request to Opt Out of Whole Novel Instruction.
2. When the principal receives such a request, the principal will acknowledge in writing its receipt and ensure that the Superintendent or designee and teacher(s) have been informed of the request.
3. The Superintendent or designee will determine whether the request should be considered as an individual request or if a building or District level review committee should be activated to reevaluate the material. If the Superintendent or designee determines that the request is an individual request, the Superintendent or designee shall answer the request in writing. If it is determined the request should be reviewed by committee, the Superintendent or designee shall activate a review committee.
 - A. The review committee shall consider the educational philosophy of the District, the professional opinions of other teachers, reviews of the material by reputable critics, the teacher's stated objectives in using the material, and the objections of the complainant.
 - B. The review committee shall return its opinion, in writing, to the Superintendent. The Superintendent will in turn report the outcome to the Board.

Curricular materials will be chosen and employed in accordance with Policy 2540P Selection, Adoption, and Use of Curricular Materials.

Procedure History:

Promulgated on: 5/5/14

Revised on:

INSTRUCTION

2530F1

Request for Review of Instructional Materials or Procedures

If necessary, attach additional pages.

1. Name _____
Address _____
Phone (Home/Work) _____
2. Representing (individual name, organization, or group)

3. School _____
4. Do you have a child in this school? YES / NO
5. Briefly explain purpose of request

6. If this request is for the review of materials (textbook, library book, or film), please provide the following:
Author: _____
Publisher: _____
Copyright Date: _____
7. If material is being questioned, have you read or reviewed the entire material? YES / NO

If not, what parts have you read or viewed?

8. Have you reviewed Board Policy 2520 which identifies how curricular materials are selected? YES / NO
9. Specify the portion of the subject, material, or procedure which you question _____

10. What do you think is the effect of this subject, material, or procedure on students?

11. What substitute material or procedure would you recommend?

12. What action would you like your School District to take regarding this matter?

Signature _____ **Date** _____

(Submit completed form to building principal.)

INSTRUCTION

2530F2

Request to Opt Out of Whole Group Novel Instruction

Class: _____ Teacher: _____
(Please Print) (Please Print)

Novel Title: _____ Grade: _____
(Please Print)

I, _____ (student's name), request to "opt out" of the whole class novel instruction for the title listed above for the following reason:

I understand that if this request is approved the teacher will work with me, within a two week time period from this dated form, to determine an alternate novel and course of study that parallels class instruction as closely as possible. I understand that I will be excused from the classroom setting and provided an alternate place of study during whole group instruction of the above named title.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

INSTRUCTION

2540

Selection, Adoption, and Removal of Curricular Materials

The Board of Trustees is responsible for the adoption of primary instructional materials used in the School District. These materials shall be selected to support and enrich the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served.

The selection of primary instructional materials shall include the input of professional staff, patrons and the community.

Content Committees will generally be responsible to recommend instructional materials as described in 2540P Selection, Adoption, and Use of Instructional Materials.

For dual credit courses offered through institutions of higher education, the selection, adoption, and removal of curricular materials is handled by the provider. The District has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

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:

1. Be congruent with identified instructional objectives;
2. Present more than one viewpoint on controversial issues;
3. Present cultural minorities realistically;
4. Present non-stereotypic models;
5. Facilitate the sharing of cultural differences; and
6. Be appropriately priced.

The Board acknowledges that this process may include the possibility that some materials will remain controversial. It also recognizes that controversial issues are sometimes a part of our democratic tradition and that an awareness and understanding of these issues and the ability to think critically about them is an integral part of education. Objections to instructional materials must follow Policy 2530 Instructional Materials Review.

It is the philosophy of the Coeur d'Alene School District that the classroom is not the proper venue for promoting religious, political or personal agendas.

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 Instructional Materials Review Process.

Legal Reference:	I.C. §33-118	Courses of Study—Curricular—Online Courses
	I.C. §33-118A	Curricular Materials—Adoption Procedures
	I.C. §33-512	Governance of Schools
	I.C. §33-512A	District Curricular Materials Adoption Committees
	I.C. §33-601	Real and Personal Property—Acquisition, Use, or Disposal of Same

Policy History:

Adopted on: 2/3/14

Revised on: 12/7/20

Reviewed on:

INSTRUCTION

2540P

Selection, Adoption, and Use of Instructional Materials

In order to serve the educational needs of students in the Coeur d'Alene School District, all instructional materials for use within the school setting, whether purchased, loaned, or generated by teachers or others, shall adhere to the criteria enumerated in Policy 2540 Selection, Adoption, and Removal of Curricular Materials. Upon inclusion, materials may be subject to periodic review to consider either retention or exclusion in accordance with the procedures outlined in Policy 2530 Instructional Materials Review.

Criteria forms found in this policy will be used to help evaluate the proposed materials.

“Primary instructional materials” are defined as those materials approved and purchased by the District and used in whole group instruction by staff to teach the written curriculum aligned with the state standards.

“Literature materials” are defined as novels, collected essays, and poetry.

The literature must be aligned with state standards and written curriculum.

“Supplemental instructional materials” are defined as those materials purchased to supplement and enhance the written and taught curriculum aligned with the state standards. The purchase of supplemental materials may be funded through grants, parent support groups, and program allocations.

Adoption Process for Primary Instructional Materials

1. A Content Committee, comprised of certified staff, reviews materials and narrows the possible options.
2. The Content Committee reviews comments from evaluation forms and written input from teachers. The Content Committee submits its recommendations to district administration, who will present to the Board for information. The Board will review the recommendation and may choose one of the following adoption procedures:
 - a. Appoint an ad hoc committee for additional review, or
 - b. move forward with the 30 day public review/comment period. Pending review of all received comments, the Board may move forward with adoption or elect to form an ad hoc committee for further review.
3. If the Board appoints an ad hoc committee, the following steps will be followed:

1. Membership shall be comprised of representatives from the Content Committee and a minimum of one-fourth (1/4) community patrons.
2. The Board appointed ad hoc committee will review the selected possible options and public input comments, and formulate a recommendation to the Board.
3. The ad hoc recommendation, including a possible minority report, will be presented to the Board for information. At that point the Board may take action to adopt or may make options available to the public for a 30 day review, at which point the Board may take action.
4. The ad hoc committee will reconvene as necessary at the Board's will after public comment has been received.

Selection Process for Literature

According to the National Council of Teachers of English, "Instructional materials are essential tools in the English language arts classroom. They allow students to interact with words, images, and ideas in ways that develop their abilities in reading, listening, viewing, thinking, speaking, writing, and in using media and technology."

Selection Criteria and Principles

Educational professionals will consider the standards, curriculum and student needs, abilities, and interests. They should consider best practices, and assess the quality of the materials, including text complexity. Text complexity should address qualitative and quantitative measures of the text, as well as reader and task considerations.

Criteria 1: Connection to educational objectives outlined in the District curriculum at each grade level:

1. Encourage critical thinking by including a diverse range of perspectives and points of view;
2. Represent diverse eras and aspects of our culture and other cultures;
3. Represent specific literary techniques and elements;
4. As a whole, the identified materials create balance and emphasis within the curriculum; and
5. Materials from previous grade levels provide a foundation for subsequent grade levels and curriculum goals.

Criteria 2: Relevance to student needs:

1. Appropriate level of difficulty, including complexity of vocabulary, syntax, plot, organization, and abstractness of language;
2. Provide a balance between texts that reflect students' background and experience and those that expand their experience;

3. Include selections appropriate for whole class instruction, small group work, and individual study; and
4. Take into consideration students' emotional, intellectual, and social maturity levels.

Selection Procedures

1. Review the approved curriculum and relevant standards;
2. Identify curricular and student needs;
3. Grade level or departmental discussion;
4. Read suggested titles and published literary reviews; and
5. Inform parents and guardians regularly via syllabus, learning management system, or other form of communication.

Guiding Principles

A course outline from every English teacher including the titles of all required novels for the year/semester, including summer lists, will be provided to each student, parent, and/or guardian.

An Opt-Out/Alternative Novel Request form will be available for parents and students that for any reason do not approve of a required novel selection. Parents and teachers would then work together to determine a suitable alternative. Teachers will make a concerted effort to not single out or embarrass students who have chosen to opt out.

Opt-out request and forms will be disseminated as follows:

1. Place Opt-Out/Alternative Novel Request form on School District websites, and
2. Include a statement and the Opt-Out/Alternative Novel Request form in the student handbook.

Effective Reading Strategy Guidelines

The following guidelines have been developed to support teachers in effective reading instruction.

1. Teachers should be aware of the reading level of materials taught and their appropriateness for the overall student population;
2. Read aloud can be effective when used with interactive classroom instruction. Teachers must be intentional when reading to students. The purpose of the instruction must be clear.
3. Conferring one-on-one or in small groups with students around their understanding of the text while students read individually or in small groups can be an effective reading strategy.
4. Teachers should be respectful if a student declines to read aloud.
5. No sexually explicit passages or profanity should ever be read aloud.
6. All assigned titles must be provided at no cost to the student

Advanced and honors classes are elective classes and a larger number of titles on the syllabus may be of a more complex nature. This characteristic of advanced and honors level elective courses needs to be considered before a parent/guardian enrolls their student in these elective courses.

Advanced and honors students may be asked to purchase assigned novels, for both summer reading and during the regular school year in order to allow for student annotation. Students under financial hardship will receive help to purchase these books. The book will remain the property of the student.

Procedure History:

Promulgated on: 2/3/14

Revised on: 11/3/14, 3/1/21

Reviewed on:

INSTRUCTION

2545

Technology Advisory Council

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

Council Membership

The Council shall be organized at the District level. The membership shall comprise one (1) Board member, teachers, classified employees, a building administrator, students, parents and guardians of students, and may include business leaders or members of the community at large.

At least one member shall be the Superintendent of the District or Superintendent's designee.

Members shall be selected by the Director of Technology or District administration.

Council Duties

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

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

Implementation and Review

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

Other Reference:

Technology Taskforce: Final Taskforce Recommendations

Policy History:

Adopted on: 2/3/14

Revised on:

INSTRUCTION

2547

Computer Assisted Instruction

All District staff and students will abide by the licensing agreement that accompanies each software and apps purchased by this District or used on District equipment. Software licensing documentation will be kept in the building's main office and/or at the District office.

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

Work at Home Rights for Education Volume Licensing Customers

The Coeur d'Alene School District has acquired licenses through Microsoft's Academic Volume Licensing programs, and we may grant to our staff members the right to use a second copy of Microsoft Office on either a home or portable computer for work-related purposes. Staff members must first have this software legally installed on a computer at school where they are the primary user.

Users may check out the media from their building secretary. At the time of checkout, they will be asked to leave a check made out to the Coeur d'Alene School District for \$30.00 as a deposit. When the media is returned, the check will be returned.

Users will be asked to read and sign the Microsoft Take Home Agreement, which will be kept on file by the building secretary. In the event that users sell or retire the computer, they will be asked to remove this copy of Microsoft Office. If users leave the District, they are required to remove the software from their computer.

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

Policy History:

Adopted on: 2/3/14

Revised on:

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, and permits them to be approved on a case-by-case basis.

Extended field trips, as outlined in procedures, 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.

Legal Reference:	I.C. § 33-512	Governance of Schools
	I.C. § 33-1501	Transportation Authorized

Policy History:

Adopted on: 5/5/14

Revised on:

INSTRUCTION

2550P

Travel

Field Trips Procedure

1. Requests for approval of field trips must be submitted to the principal at least two (2) weeks in advance of the field trip.
2. The proposal must be in writing, identifying the purpose of the field trip and its educational value to the students and its relationship to the curriculum. The specific proposal will include the names and numbers of students, names of chaperones, the itineraries, and a breakdown of the estimated costs. The principal may impose restrictions regarding the date, length of time, and the chaperone/student ratio as a condition of approval. The proposal must have strong support from the building principal, teachers, parents/guardians, and students.
3. A field trip outside the District's boundaries must be approved by the Superintendent. The proposal will include a statement of assurance regarding adequate liability insurance to protect the School District, Board Members, chaperones, teachers, and students. Proposals for extended trips will include financial information, including the cost to the class, club, department, or organization, and the projected cost to the School District and the individual student. Fundraising drives to defray costs must be pre-approved by the principal. Extended trips should be scheduled after regular school hours, on weekends, or during vacations whenever possible.
4. All students must return a permission slip or have a current registration card signed by a parent/guardian on file before they will be allowed to participate in the field trip. The total number of school days missed must be included in the written proposal. Advanced makeup of school work will be required when the trip exceeds one (1) school day.
5. The school will retain the permission slips and registration cards until the end of the school year.
6. Alternate lesson plans must be available for those students not participating in the field trip.

Co/Extra-Curricular Activity Contests and Events Travel

To ensure that the Coeur d'Alene School District 271 meets requirements for all Idaho High School Activities Association (IHSAA) recognized competitive activities and athletics, the following parameters and scheduling will be followed:

1. State and District scheduled contests and all State and District competitions for which groups qualify will be allowed;
2. Regularly scheduled events must fall within a 350 mile radius of Coeur d'Alene and must be within the United States;
3. Any events that fall outside these restrictions will be considered as extended trips subject to the rules outlined in Policy 2550;

4. Travel shall be allowed for regularly scheduled IHSAA in-state competitions throughout;
5. IHSAA requires a total specific number of regularly scheduled contests or events. Travel outside the state of Idaho may be scheduled to meet these requirements; and
6. To assure quality competition from a variety of competitors, regularly scheduled contests and events may be scheduled throughout the State of Idaho at the athletic director's discretion.

Student Responsibilities

Students are expected to be knowledgeable about the rules governing student conduct. Extended trips are considered an extension of the classroom, and all rules pertaining to a school-sponsored activity must be followed.

1. Students and their parent/guardian will read and sign the standard code of conduct to be reviewed during the pre-trip meetings; and
2. Students who violate any school policy during an extended trip may be disciplined, including, but not limited to, being sent home at the expense of their parent/guardian.

Chaperones

Travel proposals must include the names and numbers of chaperones, including both male and female chaperones if the proposal is for a mixed group of students.

District employees serving as chaperones and developing the proposal for the extended trip will perform the following duties:

1. Hold a pre-trip meeting with students and parents/guardians;
2. Provide detailed written information about the activities of the trip;
3. Provide information on the responsibilities of and rules for the students;
4. Discuss District policy regarding student conduct while on a school-sponsored activity;
5. Establish a reasonable curfew and enforce strict compliance with this curfew. Periodic checks must be made to ascertain that the students are following the curfew requirements;
6. Make periodic checks to ensure strict compliance with all school rules;
7. Organize recreational and educational activities for students during leisure time to maximize the learning and social benefits of the tour; and
8. Refrain from using tobacco/nicotine and consuming alcoholic beverages or drugs while on the extended trip. At the discretion of the Superintendent, non-employee chaperones may be required to undergo a criminal history check.

Private automobiles will not be used for any field trip.

Procedure History:

Promulgated on: 5/5/14

Revised on: 11/4/19

INSTRUCTION

2560

Contests for Students

Contests may be made available to students by outside organizations through the schools, subject to certain limitations. The Superintendent 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. Optional for the individual student;
3. One that shall permit participation by boys and girls on an equal opportunity basis;
4. One that is beneficial to youth in education, civic, social, or ethical development;
5. One that makes it possible for individual students to work out contributions by their own efforts and does not invite dishonest collaboration;
6. One whose subject is not commercial, controversial, sectarian, or concerned with propaganda. It must emphasize high moral standards, good citizenship, and intellectual competence;
7. One from which no contestant shall be excluded because of race, color, creed, sex, or payment of entry fee;
8. One which does not place an undue burden on students, teachers, or the school, nor requires frequent or lengthy absence of participants from the school; and
9. 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. Schools shall not be used to direct non-student sales or to promote goods or services via any contests, game, or other activity at any time during the school day unless approved by the Superintendent of Schools

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

Policy History:

Adopted on: 2/3/14

Revised on

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 elementary students who demonstrate effort within those compatibilities. It is equally our philosophy and practice to retain students, as long as expectations are commensurate with the individual student's ability and rate of learning and will allow the child to progress.

Students in Kindergarten through sixth (6th) grade typically will be promoted annually from one grade to the next. However, in exceptional cases it may be determined that retention or accelerated promotion is in a particular student's best interest. The final decision to retain or accelerate rests with a team typically consisting of the building principal, parent, classroom teacher, counselor, and possibly the school psychologist. If a parent insists on the child being retained or promoted, such insistence may be considered, and 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.

The District will award credit for courses completed by students attending middle school, beginning in seventh (7th) grade. To be eligible for promotion to the next grade, students will be required to obtain the minimum credit requirements, or achieve the standards for alternate mechanism.

In high school programs, a student's progress towards graduation will be determined by the number of credits earned.

Special Education Students

The Individualized Education Program (IEP) team for special education students 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.

Limited English Proficiency (LEP) Students

The Educational Learning Plan for Limited English Proficient (LEP) students 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.

Legal Reference:	I.C. § 33-512(2)	Governance of Schools
	I.C. § 33-512C	Encouragement of Gifted Students
	I.D.A.P.A. 08.02.03.104.2	Middle Schools/Junior High Schools
	I.D.A.P.A. 08.02.03.105.05	High School Graduation Requirements

Policy History:

Adopted on: 5/5/14

Revised on:

INSTRUCTION

2600P

Promotion and Retention

K-6th Grade Procedures

Retention and accelerated promotion must be a team decision where input is considered by teachers, the principal, counselors and the parents/legal guardians. Multiple measures shall be used. The academic proficiency in total curriculum offered along with general social, physical and emotional development shall be considered. The final decision to retain or accelerate rests with the team.

Retention and Accelerated Promotion Guidelines:

1. The teacher or parent will refer the child to a team as early as possible so that interventions can be proposed for home and school; and
2. The progress of the child will be reviewed by the team so that a decision can be made.

7th-8th Grade Procedures

To be eligible for promotion to the next grade level, each student will be required to:

1. Attain eighty percent (80%) of the total credits attempted;
2. Attain a portion of the total credits attempted in each content area in which courses are taken except for areas in which instruction is less than a school year; and
3. Comply with the District's attendance policy.

Students who do not meet the main pathway requirements may be promoted through either the credit recovery or an alternate pathway. A student's alternate pathway will be shared with parents.

A student who does not meet the minimum credit requirements may be eligible for grade level promotion, if the student successfully completes the alternate pathway. The student must demonstrate proficiency of the appropriate content standards. The school administration and staff will form a credit retrieval board to review the student's application for alternate pathway and determine how the student will be required to demonstrate proficiency. Factors that the committee will consider include the student's grade point average (GPA), end of course assessments (EOCA), state required assessment scores, and attendance.

Students who choose the alternate pathway must meet three (3) of the following requirements:

1. Finish the school year with 2.0 grade point average or higher;
2. Earn expected growth or proficiency on all state required assessments;

3. Miss no more than eighteen (18) days per school year; and
4. Pass assigned course(s) end of course assessment(s).

The credit retrieval board will design a plan to help students meet requirements. The final decision rests with the credit retrieval board. For social-emotional retention not related to credits, refer to K-6th grade retention guidelines.

The District will submit its alternate pathway to the State Department of Education when initially adopted and when modified.

A student who does not meet the minimum credit requirements may recover credit by obtaining a passing grade for an approved course in summer school or an approved online course. The parent or guardian of the student is responsible for any fees associated with attendance at summer school or an approved online course.

If a student earns a grade of C or higher in an advanced course in middle school which meets the same content standards that are required in high school for the same course and is taught by a Highly Qualified Teacher as defined by federal guidelines, the student will be granted high school credit. The grade will be included in the high school GPA and the credit will meet graduation requirements.

9th-12th Grade Procedures

1. A student may repeat any class;
2. Any course taken at the high school level will remain on the student's transcript with the grade earned; and
3. Students who repeat a class in which they had previously earned a passing grade will be granted elective credit for the repeated class. For example, a student passes the first semester of a full-year, two (2) semester course such as Algebra I or Spanish I receiving 1(one) credit for that subject, however, the student fails the second semester. The following year the student wishes to recoup the second semester credit but most likely would need to repeat the first semester of the class in order to be successful. To encourage this effort, the student is awarded an additional elective credit for their efforts in the repeated first semester.

Procedure History:

Promulgated on: 5/5/14

Revised on: 3/7/16

INSTRUCTION

2603

Required Instruction

Required instruction at the elementary level will be provided through a District-aligned curriculum which includes the following core subjects:

1. Language arts and communications, including instruction in reading, writing, English, literature, technological applications, spelling, speech, and listening;
2. Mathematics, including instruction in addition, subtraction, multiplication, division, percentages, and mathematical reasoning and probability;
3. Science, including instruction in applied sciences, earth and space sciences, physical sciences, and life sciences; and
4. Social studies, including instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

In addition to the core of instruction set forth above, the District will offer the following instruction to all elementary school students:

1. Fine arts, such as art and music;
2. Health and wellness; and
3. Physical education, including physical fitness.

Middle School Required Instruction

To advance to the eighth (8th) grade, students must earn at least eighty percent (80%) of the credits attempted in seventh (7th) grade and be in compliance with the District's attendance policy.

To advance to the ninth (9th) grade, students must earn at least eighty percent (80%) of the credits attempted in eighth (8th) grade and be in compliance with the District's attendance policy; and

Required instruction at the middle school level will be provided through a District aligned curriculum which includes the following core subjects:

1. Language arts and communications will include instruction in reading, writing, English, literature, technological applications, spelling, speech, and listening. Any student who is determined by District criteria to be a non-proficient reader shall be required to complete reading classes each semester. Once proficiency is achieved as determined by District criteria, the student will be released from this requirement at the conclusion of the current semester;
2. Mathematics will include instruction in addition, subtraction, multiplication, division,

percentages, and mathematical reasoning and probability;

3. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences; and
4. Social studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

In addition to the core subjects listed above, all students in middle schools in this District are required to participate in the following instruction:

1. Physical Education (fitness); and
2. Health (wellness).

In addition to the core subjects listed, the District will offer the following instruction and curriculum to all middle school students:

1. Family and consumer science;
2. Fine & performing arts;
3. Professional-technical education;
4. Advisory period; and
5. Exploratory.

Cross Reference: 2600 Promotion/Retention
 3050 Attendance Policy

Legal Reference: I.D.A.P.A. 08.02.03.103 Instruction Grades 1-12
 IDAPA 08.02.03.107 Middle Level Credit System
 I.D.A.P.A. 08.02.03.104.01 Elementary Schools
 IDAPA 08.02.03.104.02 Middle Schools/Junior High Schools

Policy History:

Adopted on: 5/5/14

Revised on:

Middle School Promotion Plan Grades 7-8

Special Education
Students will be required
to fulfill the
goals/requirements of
their IEP.

The Main Pathway

All classes are worth one credit per semester. A student can earn up to 6 credits per semester. A student must earn 10 out of a possible 12 credits in a year. A student may not fail the same class four quarters.

Move to one
of the next
two steps if
you do not
meet these

Credit Retrieval Pathway

Student passes
summer school or
takes an IDLA course if
available.

OR

Alternative Pathway

Student needs to
complete 3 of the 4
following items:

Finish the school year
with at least a 2.0 GPA

Miss no more than 18
days per school year

Earn expected growth or
proficiency on all ISATS

Pass assigned course(s)
EOCA

Credit Retrieval Board

Students in need of one
or more individualized
items will be referred to
the Credit Retrieval
Board. The Board will
design a plan to meet one
or more requirements.
Parents may be invited to
be a member in this
meeting. Results of the
plan will be shared with
the parents.

Tips for Success

- Use the student agenda
- Attend school regularly
- Develop a habit of working hard and using time wisely
- Continually think and ask questions that will help you understand assignments.
- Communicate with teachers and parents about academic progress and anything with which you are struggling.
- Attend before and/or after school homework house if you need help.
- Students on the alternate path to promotion will meet with their counselor to make sure they are on track to meet at least 3 of the alternative requirements.

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. Student academic progress shall be recorded on permanent student report cards that may also indicate student social and civic attitudes.

The Board directs the administration 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. District administration and schools may devise programs that recognize exceptional student academic, social, and civic achievement such as honor rolls or other programs.

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

Policy History:

Adopted on: 5/5/14

Revised on:

INSTRUCTION

2620P1

Grading System

As a part of the overall student achievement reporting system, the administration is directed to provide regulations and guidelines for grading student academic progress to supplement these procedures. The following grading systems are used:

Grade Levels K-5

- 4 – Advanced -- Exceeds the grade level standard
- 3 – Proficient -- At the grade level standard
- 2 – Basic ----- Approaching the grade level standard
- 1 – Below ----- Below the grade level standard

Grade Levels 6-12

A – 90%-100% indicates exceptional work

Consistently demonstrates instructional concepts, consistently produces high quality work, consistently applies and extends learned skills, and consistently demonstrates critical thinking.

B – 80%-89% indicates better than average work

Effectively demonstrates instructional concepts, produces work of above average quality, effectively applies learned skills and demonstrates critical thinking.

C – 70%-79% indicates average work

Demonstrates instructional concepts and learned skills. Produces work of average quality.

D – 60%-69% indicates poor work

Has not mastered concepts and skills. In danger of failing.

F – 59% or below indicates failure

Report card percentages for grade equivalent 6-8

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = Below 60

Report card percentages for grade equivalent 9-12

A	=	93-100
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76
C-	=	70-72
D+	=	67-69
D	=	63-66
D-	=	60-62
F	=	Below 60
Passing	=	60 or above

Report cards are issued at the end of each grading period. Letter grades are used to designate a student's progress in grade levels 6-12; standards based grades in grade levels K-5. The grade given at the end of the grading period is a cumulative grade for that grading period and is the one which is recorded on the student's permanent record.

Grades K-5

Grading will be on a regular basis. Report cards are issued to parents/legal guardians at the end of each grading period. In addition, there will be a minimum of one progress report each grading period.

Grades 6-12

Grading will be on an eighteen (18) week semester basis. Report cards are issued at the end of each semester and reflect a final grade for that semester.

In addition, there will be a minimum of two (2) progress reports each semester.

Grades 6-12 End of Course Assessments

End of course test grades will count for fifteen percent (15%) of the grade. During pilot years, they will count as ten percent (10%) of the grade.

Procedure History:

Promulgated on: 5/5/14

Revised on:

INSTRUCTION

2625

Parent-Teacher Conferences

Parent-Teacher Conferences have been adopted by the District as a means of reporting student progress to parents or guardians 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 parents or guardians. 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 or guardians, teachers, and students. Parents are encouraged to request a time to talk with the student's teacher at any time during the school year.

Parent-teacher conferences shall be scheduled during the school year, and may coincide with the issuing of report cards. Parents may receive a conference slip from the child's teacher with a conference time schedule.

Policy History:

Adopted on: 5/5/14

Revised on:

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 Board of Public Education. Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter ninth grade. Exceptions to this general rule may be made where it is determined by the Board that the proposed change in graduation requirements will not have a negative effect on students already in grades nine through twelve (9-12). The Board shall consider and vote on whether to approve graduation requirements as recommended by the Superintendent.

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
 2700E Technology Graduation Requirements

Legal Reference: I.C. § 33-4601, *et seq.* Advanced Opportunities

IDAPA 08.02.01.250.02	Required Attendance
IDAPA 08.02.01.350	Early Graduation
IDAPA 08.02.03.105	Graduation from High School
IDAPA 08.02.03.107	High School Graduation Standards

Policy History:

Adopted on: 5/5/14

Revised on: 7/11/16

Coeur d’Alene School District No. 271

INSTRUCTION

2700P1

High School Graduation Requirements

Publication of Graduation Requirements

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

Credits

Students shall be expected to earn a total of forty-six (46) semester credits at Coeur d’Alene High School, on a traditional schedule; forty-six (46) credits at Venture High School, on a four (4) term block; and fifty-eight (58) credits at Lake City High School, on a block schedule for graduation from high school 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.

Coeur d’Alene School District Graduation Requirements:

Secondary Language Arts and Communication	9 credits
English (language study, composition, literature)	8 credits
English 9	2 credits
English 10	2 credits
English 11	2 credits
English 12	2 credits
Speech or Debate	1 credit
Mathematics Graduation Requirements	6 credits
Integrated Mathematics 1 or other Algebra-based course that meets High School Algebra Content Standards	2 credits
Integrated Mathematics 2 or other Geometry-based course that meets High School Geometry Content Standards	2 credits
Two (2) credits of secondary mathematics of the student’s choice	2 credits

Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate unless the student is exempt from this requirement. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during summer or fall following the year they intended to graduate and taking less than a full schedule of courses due

to failing to pass a course other than math are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics.

Dual credit engineering and computer science courses aligned to the state standards for grades nine (9) through twelve (12), including Advanced Placement Computer Science and dual credit computer science courses may also be counted as mathematics credits if the student has completed Integrated Mathematics 3 (or other course equivalent to Algebra 2). Students who choose to take computer science and dual credit engineering courses may not concurrently count such courses as both mathematics credits and science or technology credits.

Students who have earned eight (8) or more credits of high school mathematics that include either Integrated Mathematics 3, Algebra 2, or a higher level of mathematics course before the student's senior year are not required to take mathematics during their last year of high school. High school mathematics credits earned in middle school and appearing on the high school transcript shall count for the purposes of this section.

Students who have earned six (6) credits of high school mathematics prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course are not required to take mathematics during their last year of high school. High school mathematics credits earned in middle school and appearing on the high school transcript shall count for the purposes of this section.

Science

Secondary Science	6 credits*
Biological Science	2 credits
Physical Science	2 credits
1 additional course	2 credits
*(4 credits shall be laboratory sciences)	

Social Studies

	7 credits
Government	2 credits
US History	2 credits
Economics	1 credit
World History	2 credits

Arts and Humanities

	2 credits
Interdisciplinary Humanities, Fine Arts or	
World Language	2 credits

Health/Wellness

1 credit*

*(For students who enter 9th 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.

Physical Education	1 credit
Technology (see requirements in 2700E)	1 credit

Senior Project: Written and oral presentation by the end of 12th grade. District guidelines set at the District level 1 credit

Elective Credits	Coeur d'Alene High School: 12 credits
	Lake City High School: 24 credits
	Venture High School: 12 credits

Post-Secondary Readiness Plan: 4-year Learning Plan created at the end of the 8th grade

Advanced Opportunities: Districts must offer. These include Dual Credit, Advanced Placement, or Career Technical Ed. (8 in 6; and Map are also available)

College Entrance Exam: According to Idaho State Board rule (and revised in 2013), all Juniors are required to take a college entrance examination, of which the ACT and/or SAT are recognized. In the Coeur d'Alene School District, **Juniors are expected to take the SAT.**

* In unique circumstances, the building principal, in conjunction with District Director, may waive this specific examination.

Dual enrolled students, or students who are home schooled may participate in courses within the District on a space-available basis

Learning Plan

No later than the end of grade eight (8) each student shall develop a parent-approved learning plan for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved learning plan is to outline a course of study and learning activities in which the student will engage while working toward meeting the district's graduation standards. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.

Middle School Credit

If a middle school student completes any required high school course with a grade of C or higher before entering the ninth 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 the SAT college entrance examination before the end of the student's twelfth grade year. Students have the opportunity (cost free) to take the SAT their eleventh grade year.

A student may be eligible to take an approved placement exam during their senior year in order to meet 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; or
2. Enrolled in a Limited English Proficient program for three (3) academic years or less; or
3. Enrolled for the first time in grade twelve (12) at an Idaho high school after the spring statewide administration of the college entrance exam; or

A student who misses the statewide administration of the college exam during the student's eleventh (11th) grade year may instead take the examination during his or her twelfth (12th) grade year if the student:

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

Senior Project

The purpose of the Senior Project is to involve student in active learning beyond the classroom and the opportunity to learn actual experience in an area the student self-selects. The student may be guided by a community mentor/expert.

A complete Senior Project contains four categories:

- Academic – the project involves formal instruction from a professional in the field;
- Community Service – the project connects the student to genuine service;
- Career – the project involves potential future employment; and
- Personal Growth – the project presents a unique personal challenge.

State Required Achievement Test

In addition to obtaining the necessary credits as outlined above, a student will take the State Required Achievement Test 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.

Outstanding Debts and Borrowed Property

As a further condition of graduation, and as a condition of issuance of a diploma or certificate, or as a condition for issuance of a transcript, all indebtedness incurred by a person when he or she was a student must be paid. Furthermore, all books or other instructional material, uniforms, athletic equipment, advances on loans, or other personal property of the School District borrowed by the person when he or she was a student of the District must be returned. The payment of fines may be excused upon an adequate showing of financial need or other emergency.

Outstanding fines will not cause a delay in transferring school records to another school district or prevent a student from enrolling in any other school.

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, 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 Coeur d'Alene School District 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 and class rank. Credit shall be awarded only once regardless of repetition of the course.

Honor Roll

A student must have a minimum grade-point average of 3.00 or better to be placed on the honor roll. Specific information regarding honors at graduation is included in the student handbook.

Class Rank (Grade Point Average)

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

The grading scale is calculated on the 5.00 system:

Placement	Standard Class	Honors	Advanced Placement (AP)
A	4.0	4.5	5.0
A-	3.7	4.2	4.7
B+	3.3	3.8	4.3
B	3.0	3.5	4.0
B-	2.7	3.2	3.7
C+	2.3	2.8	3.3
C	2.0	2.5	3.0
C-	1.7	2.2	2.7
D+	1.3	1.8	2.3
D	1.0	1.5	2.0
D-	.07	1.2	1.7
F	0	0	0

Failure to meet the minimum requirements in any course is an F.

To calculate GPA:

1. Exclude all non-GPA courses including Driver Education and all aide positions;

- Count the number of As, Bs, Cs, Ds, and Fs in the remaining courses and multiply by the number of grade points for each letter grade received. Required and elective P.E. courses will be figured in the G.P.A.
- Divide the grade points by the number of credits in GPA courses. This will give you the GPA.

To calculate rank:

- Valedictorians will always receive the class rank of 1;
- Salutatorians will always receive the class rank of 2; and
- Subsequent students will be ranked starting at 3 by single count thereafter.

The GPA and rank for seniors is calculated based on seven (7) semesters of school work. Grades earned during the final semester shall not count for the purpose of this policy.

Valedictorian/Salutatorian Procedure

- To be eligible for Valedictorian/Salutatorian, students must be in a college-preparatory program appropriate to colleges and universities. GPA for the designation of Valedictorian(s) and Salutatorian(s) **only**, shall be calculated by using 30 credits according to the following table and by using the highest credits earned in each category:

Subject Area	Number of Credits
English	7
Science	5
Mathematics	5
Social Studies	5
Foreign Language	3
Student Option	5
TOTAL	30

Course selection for the worksheet will be determined by the counselor in conjunction with the student. The grading scale is calculated on a 5.0 system.

- GPA's calculated by this method used to determine Valedictorian(s) and Salutatorian(s) will be rounded to the nearest hundredth.
- The student(s) with the highest average using this method shall be determined to be Valedictorian(s). The student(s) with the second highest average shall be determined to be the Salutatorian(s).
- Repeated and Independent courses shall not be counted in Valedictorian/Salutatorian calculations

Procedure History:

Promulgated on: 5/5/14

Revised on: 7/7/14, 10/6/14, 2/1/16, 7/11/16, 3/5/18, 12/2/19

Reviewed on: 12/14/20

INSTRUCTION

2700P2

Early Graduation

Any high school student who completes the number of credits and other exiting standards required by both the state and the District prior to completing eight (8) semesters of high school work may graduate early. The student shall secure the endorsement and approval of the high school staff and the Superintendent before the petition can be submitted to the Board of Trustees. Early graduates may participate in the regular spring commencement ceremony.

Further detail on existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

The student is required to complete the early graduation application, stating the number of credits earned and reason for the application. The student and parent/legal guardian will meet with the counselor, who will review the application and counsel the student. The counselor will determine, on the basis of credits earned, whether the student will complete the required number of semester credits and core of instruction prior to the proposed early graduation date

The District has agreed to participate in the Mastery Advanced Program (MAP), and the Superintendent is authorized to create any additional procedures necessary to comply with the MAP Program. Students in the Coeur d'Alene School District will have the opportunity to participate in MAP, provided by the Idaho State Board of Education and Idaho State Department of Education to "successfully complete school curriculum at their own accelerated pace". The Coeur d'Alene School District has made a six-year commitment to this pilot program and was approved by the State Department of Education in early January of 2011. Students in grades 6-12 may participate.

Benefit to Students

Early graduates are eligible for a scholarship in the value of thirty-five percent (35%) of the statewide average. This scholarship is repeatable for each year in which the student has graduated early.

Students must attend an Idaho public college or university for the entirety of the scholarship period and within two (2) years of early graduation.

Testing Out of Courses

Students who believe they possess skills that allow them to test out of a course must demonstrate competency towards the objectives of the Coeur d'Alene School District curriculum in two (2) fashions: orally and via examination. This is to ensure a deep understanding comparable to a semester of instruction.

The oral examination is to gauge initial competency via demonstration, providing an opportunity for students to see the expectations for credit and show their knowledge in project form. This may be in the form of a research paper, report, portfolio or other summative assessment. Upon agreement that the student is ready to sit for examinations, the student will be scheduled to take one (1) of two (2) assessments, the College Level Examination Program (CLEP) examination at the student's expense or the semester End-of-Course Assessment (EOCA), if no CLEP exam exists.

In order to receive credit, a student must score a minimum of seventy-eight percent (78%) on the EOCA or a fifty (50) or higher on the comparable CLEP examination, offered by the College Board.

Students may not challenge a course again if they fail to meet the objectives on the first attempt.

Allowable Assistance

An instructor is not able to offer extra assistance for students who wish to participate in the process. Students, upon request, will be given a copy of the District's curriculum guide, a textbook, paper/portfolio/project guidelines, and other assessment criteria to prepare for examinations.

Exempt Courses

Any course taught at Coeur d'Alene High School, Lake City High School, Project CDA or Venture Academy is available for exemption. Students are limited to testing out of the courses at their school of attendance. Courses must be taken in sequence per semester. In other words, if attempting to exempt a year-long course, students would challenge first semester and then second semester if receiving a passing score. This process may not be used for re-taking courses (remediation).

Credit

Upon passage, students will receive a pass ('P') for the semester credit. Students will not be penalized for failing to meet the objectives of the course via examination.

Procedure History:

Promulgated on: 5/5/14

Revised on: 7/7/14

EARLY GRADUATION APPLICATION
SCHOOL DISTRICT 271
COEUR D'ALENE, IDAHO

Student Name:_____ has completed _____ semester credits as indicated to graduate and will have completed a total of _____ semester credits, as required for graduation by January, 20__.

School Subjects	CHS – VHS Required Semester Credits Traditional Schedule	LCHS Required Semester Credits Block Schedule	Credits Completed
ENGLISH	8	8	
WORLD HISTORY	1	1	
SPEECH/DEBATE	1	1	
SCIENCE	6	6	
MATHEMATICS	6	6	
ECONOMICS	1	1	
HUMANITIES	4	4	
P.E.	1	1	
HEALTH	1	1	
U.S. HISTORY	2	2	
U.S. GOVERNMENT	2	2	
TECHNOLOGY	1	1	
ELECTIVES	12	24	
TOTAL CREDITS	46	58	

STUDENT: I certify that the above information is true and correct and hereby petition School District 271 for early graduation.

Student's Signature Date Parent/Guradian's Signature Date

DISTRICT: The above-named student will have completed all State and Local requirements for high school graduation by the date shown above. This petition for early graduation has been reviewed and is endorsed and approved by School District #271.

Counselor Signature Date Principal Signature Date

Superintendent Signature Date Chair, Board of Trustees Date

Technology Graduation Requirements

Prior to receiving a graduation diploma from any Coeur d’Alene School District high school, all students will demonstrate that they can effectively use technology as a learning tool by satisfactorily meeting our Technology Graduation Requirements.

What are the Technology Graduation Requirements?

Students must pass technology literacy competencies in the following topics:

1. Computer Science
2. Creativity and Innovation
3. Communication and Collaboration
4. Research Skills and Critical Thinking
5. Digital Citizenship
6. Technology Operations and Concepts

Computer Science

Students develop computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant to their lives. Students will need to:

1. Analyze the effects of developments in computing.
2. Design and implement creative solutions and artifacts.
3. Analyze their computational work and the work of others.
4. Connect computation with other disciplines.

Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and use information and communication technologies to develop innovative products and processes. Students will need to:

1. Evaluate and interpret existing knowledge to generate new ideas, products, or processes.
2. Create original works as a means of personal or group expression using multiple resources and formats.
3. Create models and simulations to explore complex systems and issues to identify trends and forecast possibilities.

Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively to support individual learning and to contribute to the learning of others. Students will need to:

1. Inquire, interact, and publish with peers, experts, or others employing a variety of digital media and environments.

2. Collaborate with others using digital tools and media to identify issues and exchange ideas, develop new understandings, make decisions and/or solve problems.

Research Skills and Critical Thinking

Students exercise critical thinking to plan and conduct research using a variety of information resources including print, digital and other sources. Students will need to:

1. Design research questions and strategies based on information needs to solve an information problem or make an informed decision.
2. Evaluate and select a variety of resources to solve an information problem or make an informed decision.
3. Formulate specific searches using advanced navigation skills to access a variety of resources.
4. Collect, analyze, organize, and interpret data and information to make informed decisions, draw conclusions, and construct new understanding and knowledge.

Digital Citizenship

Students understand human, cultural, and societal issues related to information and communication technologies and practice legal and ethical behavior. Students will need to:

1. Advocate for, practice and explain importance of safe, ethical, legal, and responsible use of information and technology.
2. Practice and explain importance of citing information sources.
3. Exhibit leadership for digital citizenship.

Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students will need to:

1. Evaluate, configure, and implement various technologies.
2. Select, use and integrate various software applications.
3. Troubleshoot technology systems and software applications.
4. Integrate new technologies into current knowledge and practices.

Procedure History:

Promulgated on: 4/4/16

Revised on:

Based on the [Idaho State Information & Communication Standards](#) approved in 2013, as well as the goals and practices of the Exploring Computer Science curriculum.

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 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 450 hours for enrollment in first grade, shall continue to apply.

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

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

Placement and Attendance

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

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

Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when

considering placement. This requirement does not preclude the District from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s).

- 2. Educational Program Placement:** The District shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending school or participation/placement in similar programs at the sending school.

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

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

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

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

- 4. Placement Flexibility:** The District's Administration shall have the flexibility to waive course/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/legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment in a combat zone or combat support position, shall be granted additional excused absences at the discretion of the District's Superintendent to visit with his or her parent/legal guardian relative to such leave or deployment of the parent/guardian.

Eligibility

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

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

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

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

Graduation

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

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

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

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

- 2. Exit Exams:** In lieu of testing requirements required for graduation at the receiving District, the District and the State of Idaho shall accept any or all of the following:
 - A. Exit exams or end-of-course exams required for graduation from the sending school;
 - B. National norm-referenced achievement tests; or
 - C. Alternative testing.

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

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

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

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

Conflicts

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

Cooperation

The receiving District, through its administrative agents, shall timely cooperate with all state agency inquiries and other District/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: 5/5/14

Revised on:

Statement of Policy

A student's opportunity to participate in the commencement exercises of the District's graduating class is a privilege. As such, participation in this ceremony is reserved for those members of the graduating class who have completed all of the State and local requirements for graduation before the date of the ceremony. If an IEP indicates a student's opportunity to participate in the ceremony, this will override the completion of State and local requirements for graduation. However, the diploma will only be received upon completion of identified graduation requirements. 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, and Management of the ceremonies will be the responsibility of the high school principal. 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 selection 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.

Cross Reference: 3090 Foreign Exchange Students

Legal Reference: United States Constitution-1st 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: 5/5/14

Revised on:

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 Association of Accredited Schools for secondary education, serving grades 9-12, as required by law. Accreditation is voluntary for schools serving only grades K-8.

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

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. The school principals, with assistance from the Superintendent or designee, will complete the annual accreditation reports and submit them to the State Department of Education and the Northwest Association of Accredited Schools, addressing each standard as required by the State Department of Education. In addition, high schools will follow the six (6) year cycle of evaluation of the Northwest Association of Accredited Schools.

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: 5/5/14

Revised on: