

Descriptor Term:

Descriptor Code:

Issue Date:

SECTION I

INSTRUCTIONAL PROGRAM

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Descriptor Term:
PHILOSOPHY

Descriptor Code:
I.1

Issue Date:
11/21/89

DISTRICT PHILOSOPHY

The Filer School District is organized and operated to provide educational services that will enhance the lives of the students it serves. Although the schools provide students with a wide variety of knowledge and experience, the schools are not open forums. The district exists to help students acquire basic skills, develop personal responsibility, deal effectively with a changing world, and obtain the human relations skills necessary to live in a democratic society controlled by laws.

In order to achieve academic excellence, all students need to possess the basic tools to lead productive lives as community members. Among these are the ability to use symbolic language (including written, visual, and oral) and mathematics. Social studies, vocational education, science, fine arts, and communications are basic to a well rounded education. These basic subjects should be used to understand new concepts, develop methods of problem solving, and challenge higher thought processes.

Students in our schools today will be the problem solvers in the world tomorrow. Because of the rapid rate of change in the world, students should be able to deal with change. The understanding of human values and beliefs, knowledge of new technologies, the development of new skills to adapt to job market changes, and personal health practices should better equip students to handle the changes they will face.

Without effective human relations skills, students will be handicapped in our democratic society. Students should develop a positive sense of self-worth, an appreciation of the universal values of honesty, justice, and kindness, and effective communication skills.

The Filer School District staff will work within the schools and with the community to meet these challenges.

Descriptor Term:	Descriptor Code:	Issue Date:
MISSION STATEMENT	I.1.1	9/19/95

SCHOOL BOARD MISSION STATEMENT

Provide the opportunity for students to broaden their horizons through technology, music, sports, and other school organizations while keeping in mind that the primary objective is to educate;

Encourage the involvement of parents, educators and the community at-large in the education of our students;

Have a safe learning environment that promotes the development of all students to their maximum potential both in academic and vocational areas; and,

To be financially responsible to the patrons of the District.

<u>Descriptor Term:</u>	<u>Descriptor Code:</u>	<u>Issue Date:</u>
GOALS OF EDUCATION	I.2	3/10/82

It is our goal to assist all concerned in making consistent decisions regarding the development and implementation of the educational program in Filer School District No. 413.

Opportunities shall be provided each individual within the limits of his capacity. To provide these opportunities, the Board of Trustees and all members of the staff of School District No. 413 have the following educational goals:

1. To motivate each student to achieve his/her level of academic potential;
2. To develop well-informed, well-educated, self-disciplined individuals who have a sense of purpose and direction commensurate with the responsibilities to be faced;
3. Provide equal opportunity for all students and recognize individual differences in respect to intelligence, interests and objectives;
4. To stress the importance of academic achievement and vocational interests and skills, and to work in a cooperative effort with the home, and other agencies of the community, thereby developing acceptable moral and social values;
5. To emphasize experiences in democratic living, an understanding and appreciation for our American form of government, the obligations associated with citizenship, and a sense of social responsibility;
6. To develop an understanding of, and respect for, all people, with emphasis toward their rights and responsibilities as citizens;
7. To develop an understanding of, and respect for, public and private property;
8. To develop mental, social, emotional and physical health;
9. To participate in community living by sharing in leadership and helpful service;
10. To develop an understanding and appreciation of the creative arts and sciences;
11. To appreciate and develop the worthy use of leisure time;
12. To provide the individual with opportunities for guidance, counseling, study and preparation.

It is hereby recognized that just as life is changing and each day develops meaning, the goals of a school should grow, develop and allow for possible change. All personnel concerned should accept the responsibility of periodically reviewing the goals as written and remolding them. To reflect deeper insights and broader understanding.

<u>Descriptor Term:</u>	<u>Descriptor Code:</u>	<u>Issue Date:</u>
CURRICULUM DEVELOPMENT	I.3	8/17/81

The Board recognizes the necessity to constantly adapt and develop the curriculum if the district is to meet the needs of its students.

The Board shall encourage and support the professional staff in their efforts to investigate new curricular ideas, develop improved programs, and evaluate results.

The superintendent shall set up committees for the study of curriculum improvements, including the selections of new instructional materials.

Teachers have professional obligations to the school program beyond regular classroom duties, and such obligations shall include work on curriculum committees.

Descriptor Term:	Descriptor Code:	Issue Date:
CURRICULUM PLANNING	I.4	8/17/81

The superintendent shall submit the proposals of revised courses and programs along with his recommendation to the Board for approval at least 60 days prior to the desired effective date of the program.

<u>Descriptor Term:</u>	<u>Descriptor Code:</u>	<u>Issue Date:</u>
CURRICULUM RESEARCH	I.5	8/17/81

The Board encourages involvement of teachers in the district in an effective curriculum research program which will be beneficial to its students.

The basic objectives of such research shall be:

1. to induce change in the curriculum and techniques under conditions which are conducive to the growth of the educational program;
2. to encourage and coordinate creative efforts so that duplication, conflict, and waste of time may be avoided;
3. to create a climate for professional growth through creativity and innovation;
4. to establish criteria for change in educational practices through innovative development and creativity.

<u>Descriptor Term:</u>	<u>Descriptor Code:</u>	<u>Issue Date:</u>
CURRICULUM DEVELOPMENT PILOT PROJECTS OR EXPERIMENTAL PROGRAMS	I.6	8/17/81

The professional staff shall be encouraged to seek improvement of the educational program of the schools through all appropriate means, including carefully designed experimental programs.

Pilot studies must have the approval of the Board unless they represent only a minor departure from previously authorized programs. Approval shall be on a yearly basis. Any such programs requiring additional personnel positions, changes in authorized positions or the transfer of authorized funds must have Board approval.

Whenever the district implements educational programs designed to explore or develop new or unproven methods or techniques, parents or guardians of children who shall be involved in such programs shall be notified in writing by appropriate school officials.

Parents, or guardians of such children, shall have the right to inspect all instructional material, including teacher's manuals, films, tapes, or other supplementary instructional material which shall be used in connection with such programs.

1. Parents or legal guardians desiring to review the material to be used in experimental educational programs, must make their request to the appropriate school official in charge of the program.
2. The school official shall set a time and place for the inspection of such material and so notify the person making the request. The time shall be set within 45 days of receipt of the request.

The superintendent or designee shall submit to the Board a report and evaluation on all pilot programs annually.

Evaluation of programs shall be done by persons other than those who have designed or carried out the program.

Descriptor Term:	Descriptor Code:	Issue Date:
CURRICULUM ADOPTION	1.7	8/17/81

No basic course of study shall be eliminated or new courses added without approval of the Board. Neither shall any sharp alteration or reduction of a course of study occur without Board approval.

New programs and courses of study shall not be acted upon until the meeting following their presentation by the administration to the Board, thus allowing members sufficient time for careful review of the proposed program.

Descriptor Term:	Descriptor Code:	Issue Date:
CURRICULUM GUIDES AND COURSE OUTLINES	I.8	8/17/81

The curriculum guides shall be designed to assist all users in strengthening and in clarifying the teaching of a subject, suggest a variety of possibilities for instruction, variations of approaches, and materials.

1. Curriculum guides should be developed by the staff and teachers who will use them.
2. Where entire staff participation is not possible, representatives of staff and/or departments concerned shall form system-wide committees for study, creation and revision of any particular guide.
3. When a guide is completed, the committee responsible for its development shall present it to the superintendent who, upon approval, will recommend it to the Board for adoption.
4. Curriculum guides should serve as a framework from which a teacher may develop units of study, individual lesson plans, and approaches to instruction to serve the pupils' particular needs at a particular time. The guides shall be used to map basic concepts, content, and objectives and the logical sequence of instruction.
5. In subjects where sequence is important, such as mathematics, teachers shall be expected to adhere to the guide. In subjects where sequential learning is less important, the teacher may use the guide with a greater degree of freedom in respect to sequence.
6. In all cases, sufficient latitude shall be permitted to provide the teacher with time to teach the current, topical and incidental materials which add to motivation and meaningful teaching and learning.

Descriptor Term:	Descriptor Code:	Issue Date:
BASIC PROGRAMS	I.9	8/16/88

Required subjects for 7th and 8th grade students

1. Language Arts (2 periods)
 Period 1 - English, spelling, speech, drama
 Period 2 - Reading, literature
2. Mathematics
3. Science
4. Social Studies
5. Physical Education and Health

<u>Descriptor Term:</u>	<u>Descriptor Code:</u>	<u>Issue Date:</u>
PROFESSIONAL-TECHNICAL EDUCATION	I.10	8/17/81

The Filer School District shall endeavor to maintain a professional-technical education program for the students in the district.

Professional-Technical education programs, services and activities shall be designed to strengthen students' academic and occupational skills while enhancing their post-graduation options.

Edited 4/16/03

Descriptor Term:	Descriptor Code:	Issue Date:
HEALTH EDUCATION PROGRAM	I.11	8/15/86

Every pupil shall have instruction and training in health and physical education.

Every pupil, as far as he or she is physically fit and able to do so, shall participate in the physical training program. Suitable modified courses shall be provided for students physically or mentally unable or unfit to take the courses prescribed for normal pupils.

No pupil shall be required to undergo a physical or medical examination or treatment if the parent or legal guardian of the pupil notifies the teacher, principal, or other person in charge of the pupil that objects to such physical or medical examination or treatment.

LEGAL REF.: Idaho Code, 33-1605

Descriptor Term:	Descriptor Code:	Issue Date:
DRUG EDUCATION PROGRAM	I.12	8/15/86

In keeping with its legal responsibility to provide an educational program on the effects of narcotics and stimulants, the Board assigns the superintendent the task of developing with staff assistance, a curriculum to be followed in the district.

The objectives of the program are based on the Board's belief that prevention requires education which will create an awareness of the total drug problem: prevention, education, treatment, rehabilitation, and law on enforcement on the local, state, national, and international levels.

Once developed, the curriculum and instructional materials used in the program shall be recommended by the superintendent and approved by the Board.

LEGAL REF.: Idaho Code, 33-1605

FILER SCHOOL DISTRICT
INTELLECTUALLY GIFTED/TALENTED PROGRAM
IDENTIFICATION PROCEDURES/PLACEMENT CRITERIA

The Filer School District uses a multi-data/criteria based process to identify and select students for the Intellectually Gifted/Talented Program. Guidelines for selections of academically gifted/talented students are derived from The State Board of Education Rules and Regulations Pertaining to Special Education.

The identification process is continuous, giving students the opportunity to be nominated for possible inclusion in the gifted/talented program throughout the school year. Students can be nominated more than once.

The Filer School District Intellectually Gifted/Talented

Program offers those services, curricula, resources or activities that are not ordinarily provided in the regular classroom. This program is appropriate for those students identified by the child study team as having the capability for high intellectual performance and who are so academically gifted that they need special education programs to achieve their fullest potential.

Selection/Placement Process:

Step 1. School personnel or parents submit names of prospective intellectually gifted/talented students to Filer School District gifted/talented (G/T) facilitator.

Step 2. G/T facilitator compiles preliminary student data form (the following information will be collected).

- a. Scores of standardized group achievement tests (e.g. Metropolitan Achievement Test, SRA, etc), and/or other ability/aptitude tests.
- b. Previous and present classroom performance ratings.
- c. Anecdotal/developmental information.
- d. Parent and school personnel rating scales (checklist).

Step 3. Review of preliminary student data by the "selection committee" composed of: classroom teacher, G/T facilitator, principal, and psychologist. The selection committee then determines if the prospective gifted/talented students should be continued in the selection process. If a student is ineligible, the selection committee shall notify teachers and the parents of this decision.

Step 4. Parental permission shall be sought for individual testing of those students recommended by the selection committee to continue in the identification process and receive a comprehensive evaluation.

Step 5. Individual comprehensive evaluation.

- a. Parent permission given for individual evaluation.
- b. Intellectual assessment of student by psychologist (one of the following intelligence tests shall be given: Wechsler Intelligence Scale For Children Revised Edition, Kaufman Assessment Battery For Children, Stanford Binet Intelligence Scale, Wechsler Adult Intelligence Scale - Revised Edition).
- c. Administer a standardized achievement test if needed.
- d. Other assessments (e.g. student interview, classroom observations and creativity tests).

Step 6. Selection/Notification/C.S.T. Meeting/Review.

- a. Results of individual comprehensive evaluation reviewed by selection committee.

SPECIAL PROGRAMS – GIFTED

I.13

4/19/88

CONT. pg 2

1. Prospective candidate must score at or above the 98th percentile (intelligence quotient of 130 or greater) on individually administered intelligence test (see step 5 section b.) to qualify for the intellectually gifted/talented program.
 2. Candidate must score at, near, or above the 98th percentile on a standardized achievement test battery in a majority of areas tested to qualify for the intellectually gifted/talented program.
 3. Candidate should demonstrate ability in creative and productive thinking as measured by a "creativity" test. (see step 6, a, 1-2 and 3) then selection committee may recommend placement within the intellectually gifted/talented program.
- b. If the candidate fails to meet the test score criteria (see steps 6, a, 1 and 3). The committee may not recommend placement within the intellectually gifted/talented program. For those candidates who do not meet the test score criteria, yet demonstrate high levels of ability may be recommended for enrichment activities made available by the classroom teachers.
- c. Parents are to be informed of evaluation results and the selection committee's recommendations.
- d. The Child Study Team (principal, psychologist, nominating person, G/T facilitator, and parents) will meet to formally consider placement of eligible students in the Intellectually Gifted/Talented program. An Individual Education Plan (IEP) and Individual Instructional Program (IIP) will be developed and implemented. Student Progress will then be reviewed each year by the Child Study Team.*
- e. Policy relative to transfer of gifted/talented students from other school districts: Those students who have been identified as intellectually gifted/talented may be admitted to the Filer School District Gifted/Talented Program if their classroom academic performance is satisfactory, if recommended by the classroom teachers for placement, and the student is eligible under Idaho criteria.

* Students admitted to the Gifted and Talented program shall be required to maintain satisfactory academic performance within his/her regular education program. A student's placement within the Gifted and Talented Program may be reviewed by the Child Study Team if his/her regular classroom academic performance is less than satisfactory.

Descriptor Term:

Descriptor Code:

Issue Date:

Filer School District Gifted Program Model

The Filer School District believes that each student is unique and in need of learning experiences compatible with the learning ability of the student. To meet this need, the school district is endeavoring to identify gifted students to provide differential learning activities.

This program will serve the needs of students in grades K-12 and in each of the district's schools. It will be staffed with a part-time facilitator who will plan, direct, and evaluate the student's activities. The facilitator will also serve as a consultant the regular classroom teacher.

The program goals are:

1. To assist the individual student in better utilizing their inherent abilities.
2. To teach the higher cognitive levels of thinking and problem solving.
3. To teach methods by which the gifted student can discover knowledge for himself.
4. To provide the student with the opportunity for career exploration.
5. And to achieve a high degree of independence, responsibility, and self-directed behavior.

The curriculum available to the academically gifted is as individual and diversified as the student. For grades K-8 we will be implementing the Resource/Interest Center, where the student can select activity packets from materials reflecting a specific subject or a combination of subject areas as in math, social science, language arts, or science. These packets are designed to stimulate curiosity, broaden students' knowledge, and develop higher level thinking skills. Bloom's Taxonomy will be utilized. The student could work individually or together on pursuits of their own choosing. This is done with a contractual agreement under the supervision of the gifted facilitator and their classroom teacher. The important feature in this program is that the individual student can work on their gifted activities depending upon the availability of their free time and the classroom teacher's schedule. Responsibilities in the regular classroom are emphasized as top priority for the basis of fundamental learning.

Another dimension in this program will be in the use of multi-age groups. The gifted students may meet together once a week for special seminars, presentation of projects and group interaction.

The high school gifted program consists of basically three programs: the mentorship, the independent study, and the student internship programs.

With the mentorship program students would work with an assigned adult or other resource person or consultant on a regular basis. The student is matched with a person having particular expertise in the area or field chosen by the student.

The independent study program provides opportunity for the student to engage in exploratory study, research, or pursue closely defined in-depth projects. They also will be using contract activity packets similar to those used in the K-8 program.

In the student internship program the student will be provided opportunities to work and learn on-site in a field study or practicum relationship with a mentor. Resources can include persons in the professions of business, industry, politics, and other areas. This program will emphasize the development of critical thinking skills, the acquisition of knowledge, and the effective oral and written communication.

The evaluation of students' activities and projects will be an on-going process with constant provision for strengthening project weaknesses as they may appear.

Descriptor Term: _____ Descriptor Code: _____ Issue Date: _____
I.14 Form A (See Special Service Directory)

Descriptor Term:

Descriptor Code:

Issue Date:

Form B

I.14 (Page 1)

PERMISSION TO TEST FORM

Dear Parent:

Your child _____ has been referred to our office for the following reasons:

Our next step is to use formal testing to help determine strengths and weaknesses. After this testing, school personnel will meet with you and develop program recommendations for your child. Testing procedures are requested in the following areas:

Academic achievement Learning Ability Perceptual

Personality Behavior Vision

Hearing Speech Language

Physical Establish Native Language _____

It is important that you are aware that you have several parental rights. A complete notice of those rights is on the back of this form. The District advises parents seeking independent evaluations that prior Child Study Team approval must be obtained in order to pay for independent evaluations with public funds. Independent evaluations must meet the criteria of district evaluations. A list of agencies providing independent evaluations for students at no cost or reduced cost is available in the District office.

Your child's educational status will not be changed without your knowledge and written approval. Would you please fill in the following requested information and return it to school within ten days? Your prompt attention would be appreciated.

I am in receipt of the referral and request to test my child _____.

Permission for testing is given.

Permission for testing is denied.

By signing this testing permission, I certify that I have read and understand the notice of parental rights.

Parent's signature

Date

Thank you for your cooperation. If there are any questions, please call or write the school.

Sincerely,

Descriptor Term:

Descriptor Code:

Issue Date:

Parents have the following rights:

1. Establish native language of the child
2. Right to notification within a reasonable time before initiation or change in program
3. Informed of evaluation procedures and instruments
4. Right to provide or withhold consent
5. Written parental consent before individual testing
6. Right to an independent evaluation
7. Prior Child Study Team approval if public funds are being used
8. Independent evaluation criteria same as district criteria
9. Independent evaluation results must be considered by the district and may be presented as evidence at hearings
10. Invitation to parents to Child Study Team meeting early enough to insure an opportunity to attend; right to refuse to attend; may bring a representative
11. Right to place a child in a private school, but must bear the cost
12. Right to inspect and review all of their child's educational records
13. Right to request an explanation and interpretation of records
14. Right to request copies of educational records
15. Right to representatives to inspect records
16. Right to inspect and review information relating only to their child
17. Right to request amendment of records if felt inaccurate
18. Right to be informed of procedures required for the release of confidential information
19. Right to initiate a hearing
20. Right to have legal and special knowledge counsel at hearings
21. Right to present evidence, cross examine and compel witness attendance
22. Right to review all evidence five days in advance of a hearing
23. Right to have the child present and open the hearing to the public
24. Right to obtain a written or electronic record
25. Right to obtain findings of fact and decision related to a hearing
26. Right to appeal hearing decisions
27. Right to place a statement in a child's records commenting on their disagreement of the results after a hearing
28. Right to seek redress in a civil action
29. Awarded attorney's fees following a hearing or court decision in which they prevail

I have received a copy of these rights.

Signature

Descriptor Term: _____

Descriptor Code: _____

Issue Date: _____

Form C

FILER SCHOOL DISTRICT
Invitation to a Child Study Team Meeting

To the Parents/guardians of _____:
student

A Child Study Team meeting to discuss the educational program for

_____ will be held on _____
Student Date

at _____ in the principal's office at the school.
Time

The following people have been invited to attend:

___parent/guardian ___school psychologist

___classroom teacher ___school administrator

___special education teacher ___student

___Chapter I teacher ___Other

___communication disorders specialist

Parents/Guardians: you may bring a representative to this meeting if you wish.

Early notification was completed by ___ phone ___ mail

on _____ in order to insure an opportunity to attend.
(Date)

___ I refuse to attend the Child Study Team meeting.

Parent/Guardian Signature

Descriptor Term: _____

Descriptor Code: _____

Issue Date: _____

I.14

Form E
FILER SCHOOL DISTRICT
SPECIAL EDUCATION DEPARTMENT
NOTICE OF INTENT TO DESTROY INFORMATION

(date)

The Filer School District will destroy the information listed

below for _____ after _____.

(student's name)

(date)

This information is no longer needed to provide educational services to your child. If you would like a copy of these records, please notify the principal. We will adjust this date if you need more time to review the records.

1. _____

2. _____

3. _____

4. _____

5. _____

Sincerely,

<u>Descriptor Term:</u>	<u>Descriptor Code:</u>	<u>Issue Date:</u>
SPECIAL EDUCATION PROGRAM	I.14	2/3/90

This board adopts, as policy, the Idaho Special Education Manual 2016 and all subsequent revisions, as developed by the Idaho State Department of Education, Bureau of Special Population Services.

Legal Reference: Idaho Code Section 33-2001, et seq.
IDAPA 08.0202.03.109
20 U.S.C. 1400, et seq.
34 C.F.R. 300, et seq.

Policy History:
Issued on: 2/3/90
Adopted on: 5/9/18
Revised on:

Descriptor Term:	Descriptor Code:	Issue Date:
COCURRICULAR ACTIVITES	I.15	8/17/81

High School Cheerleaders. Cheerleaders shall attend all home activities and tournaments. These take precedence over other events. In case of a conflict, the varsity will go to the tournaments and the JV cheerleaders will stay at home. In weeks when there are more than two home activities, the squads at their discretion shall determine which squad cheer at which home event. Cheerleaders are not required to cheer at the away girl's games. If there is a conflict between home and away events, squads will be spilt. This will exclude wrestling because they are taken care of by the mat maids. JV cheerleaders shall be required only to cheer at tournament games for the freshman team. If, for any reason the district does not provide transportation, the cheerleaders or mat maids are not required to go. Cheerleaders must ride the players bus to any game or else the district would not be responsible for their transportation. The Board will use their discretion as to whether or not cheerleaders will go to State tournaments.

<u>Descriptor Term:</u>	<u>Descriptor Code:</u>	<u>Issue Date:</u>
INTERSCHOLASTIC ACTIVITIES	1.16	3/20/90

The Filer School District shall belong to the Idaho High School Activities Association (IHSAA) and abide by the IHSAA rules and regulations.

All members of a Filer team must ride the players' bus to and from the activity, unless otherwise approved by the principal or his/her designee.

<u>Descriptor Term:</u>	<u>Descriptor Code:</u>	<u>Issue Date:</u>
SCHOOL COLORS	I.16.1	3/15/06

Policy Statement: This policy formalizes the school colors for the Filer School District.

Purpose: To establish consistent and uniform use. To distinguish FSD from other School District and to promote FSD identity.

School Colors: Colors chosen to represent a school.

Official FSD Colors: Red, White and Blue

Red: Russell Athletic True Red* and/or Old Glory Red – Pantone: 200C, RGB: 187, 0, 0 CMYK: 0, 100, 100, 26.7 (Color signifies hardiness and valor)

White: RGB: 255, 255, 255, CMYK: 0, 0, 0, 0 (Color signifies purity and innocence)

Blue: Old Glory Blue (navy) – Pantone: 282C, RGB: 0,33,71 CMYK: 100,87,37,51 (Color signifies vigilance, perseverance and justice)

Procedures:

- Red and white will be used as FSD primary colors with a navy blue accent. The blue accent is not to exceed 25% of the uniform, warm-ups or apparel.
- The official color palette noted above must be adhered to by all teams, groups, clubs and/or affiliates of the Filer School District excluding the Hollister Elementary whereby they had established colors before joining the Filer School District.
- All school purchased uniforms, warm-ups or apparel may use in any variety of the above color palette excluding the combination of blue and white without red. Blue and white will not be used exclusively.
- All uniforms, warm-ups and apparel purchased by the school will adhere to the above procedure.
- All uniforms and apparel will adhere to the IHSA rules and regulations.
- All school purchased uniforms, warm-ups or apparel must be approved by the athletic director or building principal.
- All uniforms and warm-ups purchased by students representing a school sponsored team, where uniforms or jerseys are required in competition, shall adhere to the above stated procedures and color palette.
- The color gray may be used as a base color for extra apparel. Uniforms and warm-ups do not apply. An exception may be made in the case of softball and baseball pants.

Revised 11/18/2015, 4/14/16

Descriptor Term: EXTRACURRICULAR ACTIVITIES Descriptor Code: I.17/J.45 Issue Date: 3/9/96

EXTRACURRICULAR ACTIVITIES CODE
FILER HIGH SCHOOL WILDCAT PRIDE CODE

Mission Statement: Filer School District #413 provides opportunities for students to participate in quality extracurricular activities. (For the purpose of this code, an extracurricular activity is any function which is outside of the scope of regular classroom activities.) Filer School District #413 firmly believes that extracurricular activities are a privilege not a right. The mission of these activities is to provide opportunities and an atmosphere for promoting:

- | | |
|--------------------------------|------------------------|
| 1. Worthy use of leisure time | 2. Healthy Competition |
| 3. Mental and Physical fitness | 4. Entertainment |
| 5. Sportsmanship | 6. Teamwork |
| 7. Individual effort | 8. Enjoyment |

Conduct: Filer School District #413 promotes the highest code of conduct among its students. The school district expects the students who participate in extracurricular activities to behave in a manner that will bring credit to the school district and to themselves. Student athletes will wear attire meeting the Filer High School 'Dress for Success Policy' at activities they are participating in. To promote and sustain this high level of conduct the following rules and regulations and the accompanying consequences have been developed.

Rules and Regulations: If the participant violates a rule, the coach/extracurricular advisor will decide and administer the disciplinary action. If the disciplinary action is for a severe offense then the principal and/or dean of students, coach/extracurricular advisor, and athletic director will decide and administer appropriate disciplinary action, unless the rules and policies of the school district provide otherwise. A participant and his/her parent/guardian are free to discuss a disciplinary action with the principal, then the superintendent, and finally the school board if necessary. Severe offenses are defined as offenses where a violation of law or school board policy may have occurred.

The following rules and regulations shall apply to the student participating (Participant) in any extracurricular program or activity whether or not the student is acting as a representative of school. Participants include, but are not limited to, players, managers, members of the pep band, Future Farmers of America, statisticians, cheerleaders, trainers and anyone involved in an activity governed by the Idaho High School Activities Association. Everyone associated with an extracurricular activity is of equal importance.

Student-Athlete Eligibility:

Initial eligibility:

1. To be eligible to participate in an extracurricular activity the following educational standard will apply. A student must have received passing grades and earn credits in at least four (4) full-credit subjects, or the equivalency, in the previous trimester or grading period for which credit is granted. Equivalency is determined by the following criteria at Filer High School:
 - Five classes available must pass at least four,
 - Four classes available must pass all four, &
 - Currently enrolled in a minimum of four classes

In-Season Eligibility:

- a. At the beginning of each sports season or 3 weeks after trimester begins, the athletic director will check grades of all in-season athletes. Student-participants with a "D" grade in any class will be placed on "probationary" status and subject to procedure #1. Any student- participants who have an "F" grade will be subject to procedure #2:
 - 1) The student-participant with a "D" grade will be notified of being on academic probation. His/her parent(s)/guardian(s) will be notified by the coach of the "probationary" status of said student. The student-participant will have until the next school day to give the coach acknowledgement of notification from his/her parent(s)/guardian(s). If acknowledgement of notification is not received, the student-participant will be ineligible for participation in an extracurricular activity until the acknowledgement of notification is received by the coach.
 - 2) The student-participant with an "F" grade for 2 or more consecutive grade check periods (1 week) will be declared academically ineligible. Academically ineligible students will not be allowed to participate in competitive contests within their chosen activities until the next grade check period (1 week). The coach will notify the student-participant and parent of the temporary suspension of the athlete. Upon the next grade check, if the student is passing all classes the ineligibility will be lifted. If not, the ineligibility will continue. The process will be continued for the remainder of the season. Participant eligibility will be determined on a weekly basis, Monday to Monday.
- b. All student-participants will have their grades checked on Monday on weekly basis. Grade checks will begin with the first day of practice or 3 weeks after the beginning of school or trimester. At any grade check, student-participants with a "D" or "F" grade in any class will be subject to the same procedure outline above in sections "1 and 2". Teachers will not be able to allow a failing student-participant to become eligible to compete. The athletic director, dean of students, or principal will have the responsibility to restore eligibility for a student.

- c. At trimester, a no credit grade (withdrawal from class after the initial two-week period) in any course will disqualify a participant from extracurricular eligibility. However, if a student receives an incomplete as a result of illness, an extended period of time, at the discretion of the teacher, will be given to make up the work.
- d. Any student in special education who has a current Individual Education Plan (IEP) will be allowed to participate in extracurricular activities, even if the student does not meet the academic eligibility standards, if the student's IEP Team makes the determination that the student is making satisfactory progress (based upon the student's effort, attitude, and intellectual ability).
- e. Any student participating in the following sports; football, volleyball, soccer, basketball, wrestling, bowling, track, golf, softball and baseball during the fall, winter, or spring sport season, may not participate in another sport during that same sport season unless there is a special circumstance that will be evaluated by the current head coaches of the two sports, athletic director, and the high school principal.
- f. A student who transfers into Filer High School must meet all rules of eligibility governed by the Idaho High School Activities Association (IHSAA). Any and all requirements as established by the IHSAA must prevail in regards to extracurricular activities.

All out of district home schooled students are ineligible for interscholastic competition.

1. A participant shall not engage in conduct that brings, or reasonably could bring, discredit to the sports program, the participant, or the school. Such conduct may include, but is not limited, to the following:
 - A. theft, possession of stolen property, or vandalism; #
 - B. use, consumption, possession or distribution of alcoholic beverages, illicit drugs, tobacco including smokeless, or e-cigarettes (note: 18 year olds may legally use tobacco, however are not permitted to use or possess on school property or at an event); #
 - C. being present, or associated with a private event in which underage drinking or illicit drugs are being used; #
 - D. testing positive on a random test, tampering with a test, or refusing to take a random drug test when the participant's name is selected. #
2. A participant will not engage in conduct that disrupts the discipline, order, safety, or educational environment of the school. ##
3. A participant shall attend all scheduled practices, meetings, contests and performances unless it is necessary to miss such and, if so, prior arrangements for the failure to attend shall be made with the coach or advisor whenever possible. ##
4. A participant shall follow the instructions of the coach or advisor regarding playing techniques, training, team rules or conduct, or other matters related to the extracurricular program. ##
5. The coach or advisor may set additional rules of conduct which the participants will be expected to follow. As appropriate, these rules will apply on or off school premises, and students will be subject to penalty if they are found to have broken the rules. ##

6. A participant shall be responsible for any school-owned equipment checked out to him or her. The loss or misuse of such equipment shall be the financial obligation of the participant.
7. A participant shall read and abide by the Idaho High School Activities Association rules and guidelines.
8. A participant shall present to school officials a physician's written release following an illness serious enough to require a physician's care.
9. A participant shall attend at least 2 periods of school on the day of any practice or contest in order for the participant to practice or play that day. Exceptions may be made for prearranged appointments.
10. An athletic fee is required of each student-athlete and is used to support the total Filer School District activities program.
11. All participants, in order to participate, shall ride the transportation provided by the district to and from the event. If the participant wishes to ride with the parent or guardian a written request, from the parent or guardian, must be presented to the advisor of the event.

Disciplinary Action: If the participant is found to have violated subsections A, B, C or D under rule #1#, the following consequences will apply:

First Offense:

1. Suspension remainder of competition season and next competition season from all extra-curricular Activities
 2. No attendance at school activities for two weeks
- OR**
1. Approved substance education class
 2. Suspended from all extra-curricular activities for two (2) weeks (must practice)
 3. Mandatory drug testing bi-weekly for three (3) months (parent cost)

Second offense:

1. Suspension remainder of competition year from all extra-curricular activities
 2. No attendance at school activities for remainder of school year
- OR**
1. Suspension remainder of competition season and next competition season from all extra-curricular activities
 2. Counselor, Drug Counselor, and Parent program evaluation
 3. Meet program requirements
 4. Mandatory drug testing bi-weekly each month for the next six months (parent cost)

Third Offense:

1. Suspended from all extra-curricular activities participation for remainder of high school career
2. No attendance at school activities for remainder of school year

A participant who violates the third offense may appeal to the school board to have his/her eligibility reinstated.

The following disciplinary action applies for rules 2-5^{##}:

First violation: will result in a 15-day suspension from the extracurricular activity*. The student will still attend class or practices in the activity but will not participate in any games or events during the suspension. Failure to abide by this consequence will result in automatic dismissal from the activity.

*Unless the violation breaks a state or national law, at which time the participant may be indefinitely suspended from the team until the matter is resolved.

Second violation: the student will be automatically dismissed from the activity for the remainder of the activity year. The activity year is defined as August 9th through the last day of school.

Notice of risk:

1. Student athletes and the student's parents, guardian, or custodian need to be aware that sport activities can be dangerous and involve risk or injury. When a student practices, plays, or participates in any sport or athletic activity, the athlete must follow instructions given by the coach or advisor regarding playing techniques, training, team rules and/or conduct.
2. Parent-Coach Relations
In the event that a parent has a grievance with the coach(es), the following procedure will be followed.
 - a. The first step is to contact the coach(es) and have a dialogue between coach(es) and parents.
 - b. If not satisfied, then the parties involved will contact the athletic director. All parties shall be present at the meeting.
 - c. In the event that there is still a problem, the principal should be involved, with all parties present.
 - d. When the situation cannot be resolved, then the involvement of the superintendent is the next step, and he may wish to involve the school board.

Revised December, 1995; Edited 2/27/96; Edited 3/6/96; Edited 5/20/97; Edited 11/5/97; Edited 11/14/98 Edited 3/21/01; Edited 7/21/04; Edited 5/18/05; Edited 1/17/07; Edited 8/14/13; Edited 2/13/18

<u>Descriptor Term:</u>	<u>Descriptor Code:</u>	<u>Issue Date:</u>
ADULT EDUCATION PROGRAMS	I.18	4/19/88

The board may provide adult education programs contingent upon the availability of state and other funds.

Staff selected for teaching adult education programs shall be in accordance with state requirements.

The general philosophy, goals, and objectives of the Filer School District shall apply to the adult education program.

<u>Descriptor Term:</u>	<u>Descriptor Code:</u>	<u>Issue Date:</u>
INSTRUCTION MATERIALS	I.19	1/19/88

The Filer School District believes that a quality education is the right of all its students. The Board of Trustees directs the administration to distribute instructional materials and supplies equitably to schools throughout the district.

Descriptor Term:
AUDIO VISUAL MATERIAL

Descriptor Code:
I.20

Issue Date:
2/20/92

It is the philosophy of the Filer School District that curriculum be enhanced by a variety of means when appropriate to ensure that learning is intensified and addresses a variety of learning modes. Use of high quality audio-visual material to support the curriculum in a wholesome fashion should be encouraged. Material used in this fashion must be suitable for the grade level receiving instruction; and must present socially redeeming qualities and should enhance teaching.

As a school is a place of learning and instruction, it is encouraged that audio-visual material be used:

1. As an integral part of the lesson plan and be pertinent to the curriculum topic. The names of the videos and/or films must be listed in the lesson plan.
2. As a supplement to instruction and a follow-up on curriculum topic thus enhancing learning.
3. As an anticipatory activity to create interest in a certain topic thus increasing motivation.
4. As a closing activity in review of learned concepts reinforcing prior learning.
5. To stimulate class participation and discussion to bring a lesson(s) to life.
6. As a reward system.
7. ALL MATERIALS MUST BE PREVIEWED BY THE TEACHER.

The content of many current videos, records, and movies is questionable for use with young people in the classroom, therefore, a teacher must use discretion in their choice of materials. The Filer School District will subscribe to the rating preview used by the Motion Picture Association and Recording Industry of America.

Films and videos are rated as follows:

- G** General audiences. (For everyone).
- PG** Parental guidance suggested. (Content may be that parents would want to edit).
- PG-13** Parental guidance for children under 13. (Not suitable for children under the age of 13. May contain violence, sex, nudity and/or swear words).
- R** Parental guidance for children under age 17. (Not suitable for children under age 17. Contains sex, violence, nudity and/or unfit language).

The following guidelines are to be utilized for the use of such material in the classroom:

Elementary School (K-5):

- G** No prior approval.
- PG** Parent approval.
- PG-13/R** Material MAY NOT be used at the elementary level.

Middle School (6-8):

- G** No prior approval.
- PG** Parent approval.
- PG-13** Must have administrative approval and parent permission is required.
- R** Material MAY NOT be used at the junior high level.

<u>Descriptor Term:</u>	<u>Descriptor Code:</u>	<u>Issue Date:</u>
AUDIO VISUAL MATERIAL CONT. Pg 2	I.20	2/20/92

High School (9-12):

G	No prior approval..
PG	Parent approval.
PG-13	Must have administrative approval and parent permission is required.
R	Material MAY NOT be used at the high school level.

When an individual has an objection to audio-visual material shown in the classroom, the concerned party should talk to the teacher first. If the objection is not resolved, the classroom curriculum will continue as originally planned until a formal review of the material occurs. (see Board Policy form I.22.3 page 1).

Edited 9/2/98, Revised 10/9/2014

<u>Descriptor Term:</u>	<u>Descriptor Code:</u>	<u>Issue Date:</u>
TEXTBOOKS, MATERIALS, EQUIPMENT AND SUPPLIES SELECTION AND ADOPTION	I.21	8/15/86

The Board shall adopt textbooks for use in the district upon the recommendation of the superintendent. The professional staff shall advise the superintendent through a textbook selection committee. Membership of the committee shall include representation of administrators, other appropriate staff members, and teachers who would use the texts. Students and parents may also serve. 33-512A

The Board of Trustees shall provide or require pupils to be provided with suitable textbooks and supplies. 33-512

LEGAL REF.: Idaho Code, as cited above; See also 33-118A

Descriptor Term:
LIBRARIES

Descriptor Code:
I.22

Issue Date:
8/1/85

The Idaho Constitution cites as the purpose of the public school system, the development of citizens capable of maintaining a representative, democratic form of government. In the Western democracies, the traditional means of developing intellectually independent citizens has been through systems of liberal, academic education. The Filer School District is no exception to this rule. Accordingly, the function of the school library in achieving this purpose is:

1. Helping students learn that the vast and complex world of knowledge and information has to it a simple, rational structure which they can master;
2. providing students with the skills and strategies needed for them to have direct, personal access to the world of knowledge and information;
1. helping students develop the critical attitudes and habits of thought necessary for the intelligent use of information and for evaluating claims to intellectual authority; and
4. supplying the instructional materials and equipment needed to support the entire curriculum of the school.

The Board of Trustees of the Filer School District # 413 recognizes the primary responsibility of a public school system in a democratic society not only to transmit a selected body of information to students, but also to develop and cultivate the student's own innate capacities for evaluative thought, discriminating judgment, and wise decision-making. Since the goal of developing informed, reasonable and intellectually independent students cannot be achieved through the imposition of doctrinaire views and values, the Board of Trustees supports the right of young people to be informed on all sides of any issue so long as the information is presented in such a manner as to make it educationally meaningful within the context of the students' age and experience. For this reason the Board of Trustees endorses the Library Bill of Rights of the American Library Association, and the Freedom to Read Statement of the American Library Association and the National Education Association. Specifically, it is declared to be the policy of this Board of Trustees to:

1. Maintain a comprehensive, district-wide school library program on a priority basis of not less than the level outlined in the State standards.
2. Recognize both the instructional and administrative functions of the school librarian and support his/her leadership role in the design and administration of the instructional materials program by delegating to him/her the necessary authority and responsibility to participate in all policy and decision-making processes which significantly effect the educational media program, including particularly the planning and management of the library budget.
3. Encourage cooperation between the school librarian and other librarians in the community for the fullest utilization of all available information resources.

4. Accept any gift of materials or funds for the library program when such gift is offered without prior conditions of acceptance and with the understanding that the librarian with the advice of his/her educational colleagues, shall determine the ultimate disposition of the gift in accordance with the needs and best interests of the educational program.
5. Charge the school librarian with the responsibility for building and maintaining an adequate and viable collection of materials, in any format appropriate to the needs of students and educators and consistent with the purpose and goals of the school library; the criteria for selection of educational materials will, in every case, be the educational value of the material for the students for whom it is intended, as determined by the librarian, his/her professional colleagues, and recognized authoritative critical review sources. Materials which, because of obsolescence or physical condition, are judged by the librarian and his/her professional colleagues to no longer have substantial educational value or useability will be withdrawn from the collection and disposed of by the librarian in the most expeditious manner.
6. Charge the school librarian to receive and process requests from school patrons for review of any materials in the collection as to their educational value, provided that the request is submitted in an established written form setting forth the specific allegation of lack of educational value in the material taken as a whole. The material in question will then be referred to a committee of educators comprised of the librarian, media advisory committee, the principal, and appropriate subject specialists from the school, for a determination of its educational value. Consideration by district administrators and Board of Education should be given only after attempts to resolve it at the local school level have been exhausted.

ADOPTED: 6/18/85

Descriptor Term:
LIBRARIES

Descriptor Code:

Issue Date:
I.22.1

Library Bill of Rights

The Council of the American Library Association reaffirms its belief in the following basic policies which should govern the services of all libraries.

1. As a responsibility of library service, books and other library materials selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should library materials be excluded because of the race or nationality of the social, political, or religious views of the authors.
2. Libraries should provide books and other materials presenting all points of view concerning the problems and issues of our times; no library materials should be prescribed or removed from libraries because of partisan or doctrinal disapproval.
3. Censorship should be challenged by libraries in the maintenance of their responsibility to provide public information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. The rights of an individual to the use of a library should not be denied or abridged because of his/her age, race, religion, national origins or social or political views.
6. As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussions of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their numbers, provided that the meetings be open to the public.

Adopted June 18, 1948; Amended June 27, 1967, ALA Council

ADOPTED: Filer School District #413 6/18/85

Descriptor Term:
LIBRARIES

Descriptor Code:
I.22.2

Issue Date:

FREEDOM TO READ STATEMENT

The freedom to read is essential to our democracy. It is under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on the denial of the fundamental premise of democracy: that the ordinary citizen, by exercising his/her critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens.

We trust Americans to recognize propaganda, and to reject obscenity. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the thoroughness and resilience of our society and leaves it the less able to deal with stress.

Now always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

WE believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures towards conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.

Creative thought is by definition new, and what is new is different. The bearer of every thought is a rebel until his or her idea is refined and tested. Totalitarian systems attempt to maintain themselves on power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. Publishers and librarians do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral or aesthetic views as the sole standard for determining what books should be published or circulated.

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one person can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to determine the acceptability of a book solely on the basis of the personal history or political affiliations of the author.

A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish which draws up lists of writers to whom it will not listen, whatever they may have to say.

4. The present laws dealing with obscenity should be vigorously enforced. Beyond that, there is no place in our society for extra-legal efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

To some, much of modern literature is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent serious artists from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters taste differs, and taste cannot be legislated; nor can machinery be devised which will suit the demands of one group without limiting the freedom of other. We deplore the catering to the immature, the retarded or the maladjusted taste. But those concerned with the freedom have the responsibility of seeing to it that each individual book or publication, whatever its contents, price or method of distribution, is dealt with in accordance with due process of law.

5. It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or author as subversive or dangerous.

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that each individual must be directed in making up his or her own mind about the ideas he or she examines. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society each individual is free to determine for himself or herself what he or she wishes to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality of thought and expression. By the exercise of this affirmative responsibility, book persons can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.

The freedom to read is of little consequence when expended on the trivial; it is frustrated when the reader cannot obtain matter fit for his or her purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of their freedom and integrity, and the enlargement of their service to society, requires of all book persons the utmost of their faculties, and deserves of all citizens the fullest of their support.

Descriptor Term:

Descriptor Code:

Issue Date:

LIBRARIES CONT. pg 4

We state these propositions neither lightly nor as easy generalizations. We here stake out the lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to democratic society. Freedom itself is a dangerous way of life, but it is ours.

Endorsed by:

AMERICAN LIBRARY ASSOCIATION Council, June 25, 1953

AMERICAN BOOK PUBLISHERS COUNCIL Board of Directors, June 18, 1953

Subsequently Endorsed by:

AMERICAN BOOKSELLERS ASSOCIATION Board of Directors

BOOK MANUFACTURERS' INSTITUTE Board of Directors

NATIONAL EDUCATION ASSOCIATION Commission for the Defense of
Democracy through Education

ADOPTED: 6/18/85

School: _____

Please check type of material

- Book Periodical Pamphlet
 Film Cassette Kit
 Video Record Other

Title _____
Producer/Publisher _____
Request initiated by _____
Telephone _____ Address _____
City _____ State _____ Zip _____

The following questions are to be answered after the complainant has viewed, or listened to the material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. To what in the material do you object? (Please be specific: cite pages, frames in filmstrip, film sequence, etc.)

2. What do you believe is the theme or purpose of this material?

3. What do you feel might be the result of a student using this material?

4. For what age group would you recommend this material?

5. Is there anything good in this material? Please comment.

6. Would you care to recommend other school library material of the same subject and format?

Signature of Complainant

Date

Please return completed form to the school principal.

Adopted: 2/20/92

Descriptor Term: _____ Descriptor Code: _____ Issue Date: _____
CHECKLIST FOR SCHOOL MEDIA ADVISORY COMMITTEE'S RECONSIDERATION OF
INSTRUCTIONAL MATERIALS - NONFICTION 1.22.4

Title _____
Author _____

- A. Purpose
1. What is the overall purpose of the material? _____
2. Is the purpose accomplished? ____ Yes ____ No
- B. Authenticity
1. Is the author competent and qualified in the field?
____ Yes ____ No
2. What is the reputation and significance of the author and publisher/producer in the field?

3. Is the material up-to-date? ____ Yes ____ No
4. Are information sources well-documented? ____ Yes ____ No
5. Are translations and retellings faithful to the original?
____ Yes ____ No
- C. Appropriateness
1. Does the material promote the educational goals and objectives of the curriculum of District schools?
____ Yes ____ No
2. Is it appropriate to the level of instruction intended?
____ Yes ____ No
3. Are the illustrations appropriate to the subject and age levels? ____ Yes
____ No
- D. Content
1. Is the content of this material well-presented by providing adequate scope, range, depth, and continuity? ____ Yes ____ No
2. Does this material present information not otherwise available? ____ Yes
____ No
3. Does this material give a new dimension or direction to its subject? ____ Yes
____ No
- E. Reviews
1. Source of review _____ Favorably reviewed _____
Unfavorably reviewed _____
2. Does this title appear in one or more reputable selection aids? ____ Yes ____ No. If answer is yes, please list titles of selection aids? _____

Additional Comments _____

Recommendation by School Media Advisory Committee for Treatment of Challenged Materials
_____ Date _____

Signature of Media Advisory Review Committee

ADOPTED: 6/18/85

Descriptor Term: _____ Descriptor Code: _____ Issue Date: _____
CHECKLIST FOR SCHOOL MEDIA ADVISORY COMMITTEE'S RECONSIDERATION OF
INSTRUCTIONAL MATERIALS - FICTION AND OTHER LITERARY FORMS
I.22.5

Title
Author

A. Purpose

1. What is the purpose, theme or message of the material? How well does the author/producer/composer accomplish this purpose?
2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children?
____Yes ____No; for young adults? ____Yes ____No. If both are marked no, for what age group would you recommend?
3. Will the reading and/or viewing and/or listening to material result in more compassionate understanding of human beings? ____Yes ____No
4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups? ____Yes ____No
5. Are any questionable elements of the story an integral part of a worthwhile them or message?
____Yes ____No

B. Content

1. Does a story about modern times give a realistic picture of life as it is now? ____Yes ____No
2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless? ____Yes ____No
3. When factual information is part of the story, is it presented accurately? ____Yes ____No
4. Is prejudicial appeal readily identifiable by the potential reader? ____Yes ____No
5. Are concepts presented appropriate to the ability and maturity of the potential readers? ____Yes ____No
6. Do the characters speak in a language true to the period and section of the country in which they live?
____Yes ____No
7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters?
____Yes ____No
8. Is there preoccupation with sex, violence, cruelty, brutality, and abhorrent behavior that would make the material inappropriate for children? ____Yes ____No
9. If there is use of offensive language, is it appropriate to the purpose of the text for children?
____Yes ____No; for young adults? ____Yes ____No
10. Is the material free from derisive names and epithets that would offend minority children? ____Yes ____No; children? ____Yes ____No; young adults? ____Yes ____No
11. Is the material well written? ____Yes ____No
12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way? ____Yes ____No

Descriptor Term: _____ Descriptor Code: _____ Issue Date: _____

Page 2 - LIBRARIES

13. Does the material make a significant contribution to the history of literature or ideas?

_____Yes _____No

14. Are the illustrations appropriate and in good taste? _____Yes _____No

15. Are the illustrations realistic in relation to the story? _____Yes _____No

Additional Comments _____

Recommendation by School Media Advisory Committee for treatment of Challenged Materials

Date _____

Signature of Media Advisory Review Committee

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Chicago, IL 60611

ADOPTED: 6/18/85

<u>Descriptor Term:</u>	<u>Descriptor Code:</u>	<u>Issue Date:</u>
COMMUNITY INSTRUCTIONAL RESOURCES	I.23	8/17/81

Because the Board believes that one of the goals of the district shall be to equip 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 the educational tools at their command. The administration shall direct the development of a community instructional resources program designed to involve the citizens, the institutions, and the environment of the community in the education of its children.

The superintendent shall have supervisory control over the program, which will include the school volunteer service. Members of the staff and the community shall be developed by the administration.

At least annually, the superintendent shall report to the Board on the involvement and effectiveness of the community resource program.

Descriptor Term: FIELD TRIP REQUEST/ Descriptor Code: I.24 Issue Date: 8/16/89
GUILDELINES

TRIP REQUEST:

Sponsoring Teacher/Staff Member _____

Date of Field Trip _____

Destination _____

Purpose of Field Trip (What curricular goal/standard does this field trip meet?) _____

What is the approximate busing charge for this field trip? _____ How much of this charge will the participants have to pay? _____

Will there be a charge to the students for this field trip? _____ Yes _____ No If yes, how much and why? _____

Trip Guidelines:

When a Filer School District field trip is attended, the following guidelines will be observed:

- I. A trip request form will be filled out prior to receiving approval from the building principal.
- II. The supervisor ratio for day field trips will be at least 1 supervisor to 20 students. For overnight field trips the ratio will be at least 1 supervisor to 10 students.
3. When non-staff members are supervising field trips, the sponsoring teacher/staff member will outline supervision responsibilities to the non-staff member(s).
4. At the high school level, when male and female students attend a field trip together, then both male and female chaperones must be present. At all levels, female students will sit with female students and male students will sit with male students. At least one supervisor should sit in the front or middle of each bus and at least one should sit in the rear of the bus.
5. If a student(s) is likely to be a discipline problem, then that student(s) should be assigned appropriate seating for the field trip.
6. The sponsoring teacher/staff member, when possible, should take a cell phone for emergency purposes.
7. Charter buses are not allowed as transportation for field trips unless special circumstances require them to be used.
8. All students must complete a parent permission slip and turn into the supervisor(s) prior to attending the field trip.
9. On overnight field trips, supervisor(s) will stay on the same floor as the participants. The supervisor(s) will set a curfew time and conduct room checks at a prescribed time(s).
10. The sponsoring teacher/staff member must submit a list of participants with bus and/or motel room assignments, cell/motel phone number, and an itinerary to the office prior to departure.

____ Approved ____ Not approved Reason: _____

Principal's Signature _____ Date _____

Descriptor Term: _____ Descriptor Code: _____ Issue Date: _____

FIELD TRIP REQUEST/
GUIDELINES CONT. Pg 2

1.24

8/16/89

Permission Form

Student Name _____ Age _____ Gender _____

Parent Telephone Number (Home) _____ (Work) _____

Address _____

Does your son or daughter have any medical conditions including allergies that should be brought to our attention? _____ Yes _____ No

If yes, please describe the condition: _____

IF YOUR CHILD REQUIRES MEDICATION WHILE ON THE FIELD TRIP, PLEASE NOTIFY THE TEACHER/SPONSOR PRIOR TO THE FIELD TRIP.

In Case of Emergency, Call _____ Telephone # _____

Name of family doctor _____ Telephone # _____

I hereby give permission to allow _____ to participate in all grade appropriate field trips. I further understand that _____ must follow all of the Filer School District rules and policies. If he/she violates a school district rule or policy my son/daughter may lose his/her field trip privileges and be subject to other possible school disciplinary actions.

Signature of Parent/Guardian _____

Signature of Participant _____

Edited 6/20/01

<u>Descriptor Term:</u>	<u>Descriptor Code:</u>	<u>Issue Date:</u>
SCHOOL VOLUNTEERS	I.25	8/17/81

The Board believes that volunteers can make valuable contributions to our schools. The Board endorses a Volunteer Program in the schools subject to regulations and safeguards. Suitable recognition of volunteer services shall be made annually.

Descriptor Term:	Descriptor Code:	Issue Date:
GUIDANCE PROGRAM	1.26	8/17/81

Guidance services shall be supervised at all grade levels by a staff member designated by the superintendent and shall include psychological services, guidance services, testing services and in-service programs in guidance and psychological areas.

Guidance shall include aiding the student in discovering and measuring his or her capacities, abilities, and real interest; in helping him obtain adequate and accurate information about schools, courses, occupations, and careers and in helping him solve personal and academic problems.

Students and parents will be encouraged to avail themselves of the help of guidance personnel.

If the need arises, students may be referred to Health and Welfare Services, a family physician for medical help, or other areas that may be of help.

Descriptor Term:
GRADING SYSTEM

Descriptor Code:
I.27

Issue Date:
4/21/92

The Board shall approve a method of evaluation and recording pupil progress to be devised by the administration and professional staff. The records and reports of individual pupils shall be kept in a form which will be meaningful to parents as well as teachers.

The grading system will be uniform in each building level.

Grading System

Grades in all subjects will be recorded using the A, B, C, D, or F standard for students in grades three through twelve. Students in the special education program may be graded on a Pass/Fail basis upon the recommendation of the Individualized Education Program (IEP) team.

The following grading system will be used for grades 3-12 in the Filer School District:

Percent	Letter	Grade Point Value
90 - 100	A	4.0
80 - 89	B	3.0
70 - 79	C	2.0
60 - 69	D	1.0
59 and Below	F.....	0.0

Teacher Assistants (Student Aides) will be graded on a Pass/Fail basis.

Grade points are cumulative; the grade point average is figured at the close of each semester for academic standing.

To be eligible to participate in an extracurricular activity the following educational standard will apply for high school students:

A student must have received passing grades and earn credits in a least five (5) full-credit subjects, or the equivalency, in the previous semester or grading period for which credit is granted. Equivalency is determined by the following criteria:

- Five classes available must pass at least five,
- Six classes available must pass at least six,
- Seven classes available must pass at least six,
- Eight classes available must pass at least seven.

Edited 12/2/98

Edited 1/19/00

Descriptor Term:	Descriptor Code:	Issue Date:
PARENT CONFERENCES	I.28	8/17//81

The Board recognizes the importance of parent-teacher conferences. At least one parent-teacher conference shall be scheduled each year for parents. To accommodate such conferences, the elementary and junior high school shall close for certain days, or for portions of certain days, each year. These conference days shall be authorized by the Board at the time of the school calendar.

The teacher shall arrange additional conferences with parents in instances when children are having learning or behavior problems.

Descriptor Term: STUDENT HONORS PROGRAMS Descriptor Code: I.29 Issue Date: 8/15/89

Honor Roll Program

Students will qualify for the honor roll program based upon the following grade point average (G.P.A.) classifications:

Top Honor Roll	4.0
High Honor Roll	3.5 – 3.99
Honor Roll	3.0 – 3.49

Valedictorian and Salutatorian Program

To qualify as valedictorian or salutatorian of the graduating class a student must distinguish him/herself academically. Being distinguished academically will be defined as meeting all of the following standards:

- Standard #1 Valedictorian and salutatorian candidates must satisfy all Filer School District graduation requirements.
- Standard #2 Valedictorian and salutatorian candidates will earn twelve*/fourteen** (12*/14**) credits from the following courses: pre-calculus, calculus, anatomy and physiology, chemistry, college biology, honors English, health occupations (only two credits), physics, honors government, a third year of a foreign language, upper level music and/or art (only 4 credits) and/or Advanced Speech (only two credits).

*Effective with the class of 2015.

**Effective with the class of 2016 and beyond.

Candidates must demonstrate a balanced academic preparation by having earned at least two credits from each of the following curricular areas: area 1 English, social studies, foreign language, and speech; area 2 mathematics; and area 3 science. The remaining 4 credits may be earned from the Board approved courses.

At its August meeting the Board will approve additional dual credit classes that students may substitute to qualify for the valedictorian and salutatorian program.

- Standard #3 The valedictorian will be the student(s) with the highest G.P.A. meeting standards #1 and #2.
- Standard #4 The salutatorian will be the student(s) with the second highest G.P.A. meeting standards #1 and #2.

Edited, 5/16/01, 5/21/03, 12/21/05, 8/20/08, 6/11/14

<u>Descriptor Term:</u>	<u>Descriptor Code:</u>	<u>Issue Date:</u>
PROMOTION AND RETENTION OF STUDENTS	I.30	8/17/81

A fixed set of criteria will not be used to determine promotion from one grade or level to another, except at the senior high level. The well-being of the individual pupil and what is in the best educational interest of the student will be the factors taken into consideration.

Although retention may be recommended by teachers, the assignment only shall be made with the approval of the principal, following a review of the individual case. When retention of a pupil is being considered, teachers and involved professional staff must confer with the pupil's parents not later than the end of the third quarter of the school year.

Edited 7/19/00

Senior Graduation Policy

All students graduating from this school district shall meet the state and Filer School District's graduation requirements. Only those students completing the necessary graduation requirements may participate in the graduation ceremony.

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 s/he was a student must be paid. Furthermore, all books or other instructional materials, uniforms, athletic equipment, advances on loans, or other personal property of the school district borrowed by the person when s/he was a student of the district must be returned.

The payment of fees may be excused upon an adequate showing of financial need.

Outstanding fees shall not cause a delay in transferring school records to another school district or prevent a student from enrolling in another school.

	2015	2016	2017	2018
English	8 credits	8 credits	8 credits	8 credits
Computer Class	1 credit	1 credit	1 credit	1 credit
Mathematics	8 credits	8 credits	8 credits	8 credits
Speech	1 credit	1 credit	1 credit	1 credit
Science	6 credits	6 credits	6 credits	6 credits
Health	1 credit	1 credit	1 credit	1 credit
Consumer Economics	1 credit	1 credit	1 credit	1 credit
US History	2 credits	2 credits	3 credits	3 credits
US Government	2 credits	2 credits	2 credits	2 credits
Physical Education	0 credits	2 credits	2 credits	2 credits
Humanities	2 credits	2 credits	2 credits	2 credits
Electives	16 credits	16 credits	16 credits	18 credits
Total	48 credits	50 credits	51 credits	53 credits

Students must satisfactorily complete the Senior Project program (paper and project.)

Students who transfer to Filer High School will have their credit hours adjusted by the counselor or principal to correspond with Filer High School graduation requirements. Dual enrolled or home-schooled students who transfer to Filer High School must have received their credit hours from an accredited institution for them to count towards Filer High School graduation requirements.

Dual Enroll/Home School Students

A student who has attended Filer High School on a dual enrollment basis or who has been home schooled must meet all grade and other graduation requirements of the Filer School District; further to graduate and obtain a diploma from Filer High School, the former dual enrolled or home school students must be a full-time student at Filer High School during his/her final two semesters.

Reduced Schedules

Freshmen, sophomores, and juniors are required to enroll in five (5) periods not including zero hour. Seniors may elect to enroll in four (4) or six (5) periods, with four (4) periods being considered full time. Parent permission is required to enroll in less than five (5) periods. Seniors may also apply for a reduced schedule for less than four (4) periods by completing an application obtained from the principal or counselor. Any student who wishes to have a reduced schedule must have parental or guardian permission. A request must serve a legitimate career or educational purpose that will not jeopardize a student's graduation. The deadline for requests will be prior to the semester in which the schedule change is proposed. Remember, if students plan to participate in extracurricular activities they, must enroll in four (4) or more classes.

The procedure for requesting a reduced schedule will be as follows:

1. Obtain an application for reduced schedule from the principal.
2. Discuss the possibility of a reduced schedule with the high school counselor in terms of meeting graduation requirements.
3. Submit in writing a letter to the principal the semester before the one in which the student wishes a reduced schedule. The letter should include:
 - a. reasons for wanting a reduced schedule
 - b. what the student plans to do with the time not in school
 - c. the student's future plans and how these plans can be met with a reduced schedule.
4. Included in the letter to the principal should be correspondence from the student's parents endorsing the student's request.
5. Release time is a privilege not a right. A student who is failing a class may have the release period taken away.

Humanities

Two credits are required. Courses that satisfy this requirement are foreign language, art, music, or world history.

In addition to the graduation requirements listed previously, students will be required to pass the Idaho State Achievement Test (ISAT)*/Smarter Balanced Assessment Consortium (SBAC)** in the curricular areas of reading, language usage, and mathematics. The required passing scores will be as follows:

	<u>Graduation Proficient*</u>	<u>Graduation Proficient**</u>	
Reading	RIT Score = 220	English Language Arts (ELA)	Score = TBA
Language Usage	RIT Score = 226	Mathematics	Score = TBA
Mathematics	RIT Score = 238		

If a student has taken the ISAT and not scored proficient in one or more content areas, that student will continue to retake the test in the current form until they pass or meet alternate graduation requirements. We recommend that seniors, who have not met proficiency in the fall, begin an alternate process for meeting graduation requirements.

*Requirement for class of 2015.

** Requirement for class of 2017 and beyond.

Note the class of 2016 met this testing requirement by taking the 2013 Pre-Scholastic Aptitude Test (PSAT.)

If a student is unable to pass all of the ISAT or SBAC, then the following rubric will be used to determine if he/she can participate in the alternative graduation method.

Alternative Graduation Method

<p>Grade Point Average in all classes (100 points maximum)</p> <table border="0"> <tr> <td>3.0 – 4.0</td> <td>100</td> </tr> <tr> <td>2.0 – 2.9</td> <td>75</td> </tr> <tr> <td>1.5 – 1.9</td> <td>50</td> </tr> <tr> <td>1.0 – 1.4</td> <td>25</td> </tr> <tr> <td>0.0 – 0.9</td> <td>0</td> </tr> </table>	3.0 – 4.0	100	2.0 – 2.9	75	1.5 – 1.9	50	1.0 – 1.4	25	0.0 – 0.9	0	<p>Proficiency Assessments (150 points maximum)</p> <table border="0"> <tr> <td>ISAT Reading or Literacy Assessment*</td> <td>50</td> </tr> <tr> <td>ISAT Math</td> <td>25</td> </tr> <tr> <td>ISAT Language Arts</td> <td>25</td> </tr> <tr> <td>ISAT Science</td> <td>25</td> </tr> <tr> <td>PSAT Participation (jr. year)</td> <td>25</td> </tr> </table> <p>A student may provide printed documentation for any subject area in which the student has not reached proficiency as measured on the ISAT. The documentation will verify the standards tested on the ISAT, for that subject area, have been mastered as completed in the PLATO learning program.</p>	ISAT Reading or Literacy Assessment*	50	ISAT Math	25	ISAT Language Arts	25	ISAT Science	25	PSAT Participation (jr. year)	25
3.0 – 4.0	100																				
2.0 – 2.9	75																				
1.5 – 1.9	50																				
1.0 – 1.4	25																				
0.0 – 0.9	0																				
ISAT Reading or Literacy Assessment*	50																				
ISAT Math	25																				
ISAT Language Arts	25																				
ISAT Science	25																				
PSAT Participation (jr. year)	25																				
<p>Professional/Institution Evaluation of Student Skills (100 points maximum)</p> <table border="0"> <tr> <td>End of Course Assessments**</td> <td>50</td> </tr> <tr> <td>Citizenship/Participation in class***</td> <td>50</td> </tr> <tr> <td>Attendance/Punctuality</td> <td>50</td> </tr> <tr> <td>Letters of support from senior English and US Government Teacher</td> <td>25</td> </tr> </table>	End of Course Assessments**	50	Citizenship/Participation in class***	50	Attendance/Punctuality	50	Letters of support from senior English and US Government Teacher	25	<p>Senior Project Assessment (150 points maximum)</p> <table border="0"> <tr> <td>Senior Project</td> <td>100</td> </tr> <tr> <td>Work Experience</td> <td>25</td> </tr> <tr> <td>Community Service</td> <td>25</td> </tr> </table>	Senior Project	100	Work Experience	25	Community Service	25						
End of Course Assessments**	50																				
Citizenship/Participation in class***	50																				
Attendance/Punctuality	50																				
Letters of support from senior English and US Government Teacher	25																				
Senior Project	100																				
Work Experience	25																				
Community Service	25																				
<p align="center">350 Points Necessary to Graduate</p> <p>* 50 of the 350 points must come from the ISAT Reading or Literacy Assessment ** 25 points each for End of Course Assessments in Junior Level Math and English ***Points will be assessed by (Principal and Counselor)</p>																					

Underclass transfer students may be excused from taking the ISAT/SBAC if they have attained the equivalent of a “proficient” score on their sending-state’s “ISAT/SBAC” or equivalent national standardized assessment. Such students who have not attained the equivalent of a proficient score on their sending-state’s ISAT/SBAC or equivalent national assessment must attain a proficient score on the ISAT/SBAC in order to graduate. Such students must score proficient on

the ISAT/SBAC if they transfer from a state or private institution that does not test its students for high school graduation.

High school seniors transferring to Filer High School from an out-of-state or private school will not be required to take the ISAT/SBAC in order to graduate.

A Limited English Proficient student's Child Study Team (CST) will recommend an appropriate cut-score on each of the three sections of the ISAT. The district's advocate of LEP services will make the final decision relative to the student's amended cut scores. Such amended cut scores shall still require the student to "stretch" his or her capabilities with respect to his or her capacity to understand ISAT's basic elements or power standards.

Edited 1/20/99; Edited 4/18/01; Edited 10/16/02; Edited 4/16/03; Edited, 4/20/05; Edited, 6/21/06;
Edited, 6/20/07; Edited 5/21/08; Edited 5/20/09; Edited, 6/19/10; Edited, 6/11/14

Descriptor Term: _____ Descriptor Code: _____ Issue Date: _____
 INDIVIDUALIZED GRADUATION PLAN Annual Review I.31
 (Included with the IEP)

Name of Student: _____
 Grade Developed: _____

Student ID: _____
 Date: _____

In order to demonstrate proficiency on Idaho State Achievement Standards, the graduation requirements have been changed as follows:
 Evaluation Methods: (Check method(s) used. Must include at least one method in each core area)

Reading: Method		Expected Performance Level
	ISAT (with or without accommodations)	
	ISAT Individual Growth Rate*	
	Idaho Alternate Assessment (IAA)	
	End of Course Assessment	
	Direct Writing Assessment (DWA)	
	Another State's Assessment (list)	
	Performance Assessment (list)	
	Portfolio (describe)	
	Other: (describe)	
Language: Method		Expected Performance Level
	ISAT (with or without accommodations)	
	ISAT Individual Growth Rate*	
	Idaho Alternate Assessment (IAA)	
	End of Course Assessment	
	Direct Writing Assessment (DWA)	
	Another State's Assessment (list)	
	Performance Assessment (list)	
	Portfolio (describe)	
	Other: (describe)	
Math: Method		Expected Performance Level
	ISAT (with or without accommodations)	

Descriptor Term:

Descriptor Code:

Issue Date:

	ISAT Individual Growth Rate*	
	Idaho Alternate Assessment (IAA)	
	End of Course Assessment	
	Direct Math Assessment (DMA)	
	Another State's Assessment (list)	
	Performance Assessment (list)	
	Portfolio (describe)	
	Other: (describe)	

*ISAT Growth Rate Chart: (Must use three consecutive Spring assessments to establish estimate RIT growth rate)

Math growth:

Year 1: _____

Year 2: _____

Year 3: _____

Reading growth:

Year 1: _____

Year 2: _____

Year 3: _____

Language Arts growth:

Year 1: _____

Year 2: _____

Year 3: _____

Supporting Graduation Indicators (Optional)

(Use Graduation Plan Rubric when determining performance level.)

<input type="checkbox"/> if used	Indicator	Expected Performance Level
	Classroom Participation	
	Cumulative GPA	
	Individually-targeted Course Grades (list each):	
	Meeting IEP Goals/Objectives	
	Attendance	
	Other: (describe)	

Justification for changes:

Four-Year Student Course of Study to meet graduation:

Descriptor Term:

Descriptor Code:

Issue Date:

Justification for changes:

Graduation Decision Guidance

All students can learn, including all students with disabilities. High expectation of learning for all students is essential for the success of any student's post school outcomes, whether work or education. Participation in statewide assessments is crucial in determining success and demonstrating equal opportunity and access to education. Statewide assessments 1) measure how schools are including students with disabilities in standards based reform activities, 2) monitor the degree to which instructional strategies are assisting all students' achievement, and 3) identify curriculum areas that need improvement for specific groups of students.

However, denying a student a high school diploma based on a single assessment can have a potentially damaging lifelong impact. Several studies have found that receipt of a high school diploma is a better predictor of a student's future employment and salary than performance on a basic skill test. Statistics have also shown that the unemployment rate of men and women without a high school diploma is at least twice the rate of those with a diploma.

It should be noted that the student's transcript serves as the official record of individual accomplishments, achievements and courses completed. It is a much better indicator of student capabilities than a diploma alone.

The Individuals with Disabilities Education Act of 1997 and the No Child Left Behind Act of 2002 both require the participation of students with disabilities in all statewide assessments. Both acts also require that states use the graduation rate for all students, including students with disabilities, as an indicator in measuring district and state success in educating all students. However, neither of the acts requires that the statewide assessment be used for promotion or as a condition of graduation. In fact, IDEA specifically states that when a district is considering a change of placement which includes discontinuation of services because of graduation, the district must draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The district must also ensure that information obtained from all of these sources is documented and carefully considered (300.535 (a) (1-2)).

State board rule (IDAPA 08.02.03.105.03) requires that all students must achieve proficient or advanced scores on the High School Idaho Standards Achievement Test (ISAT) in order to graduate. If a student does not attain at least a proficient score prior to graduation, then the student may *appeal* to the local school board and, at the board's discretion, may be given an opportunity to demonstrate proficiency in the achievement standards through some other *locally established mechanism*. **With that, all students with disabilities will take each part of the High School ISAT or, if eligible, the Idaho Alternate Assessment (IAA). In addition, each student receiving special education services will include as part of his/her IEP a statement of how the student will demonstrate proficiency in the Idaho Achievement Standards as a condition of graduation, if it is different than meeting proficiency on the High School ISAT.**

The purpose of this document is to provide districts; especially IEP teams, with guidance on addressing these requirements for students with disabilities. IEP teams should reference this document in the development of individualized graduation plans for students receiving special education services.

Section 1. Participation in Statewide Assessments

A. Participation

All students with disabilities will participate in the High School ISAT and other statewide assessments. Students can participate in statewide assessments in four ways. The IEP team can determine that:

1. The student will take the assessment in the same manner as all other students;
2. The student will take the assessment with accommodations;
3. The student will take the assessment with adaptations; or
4. The student is eligible to take the Idaho Alternate Assessment.

B. Accommodations

Accommodations are defined as changes in the testing format or procedures that enable students with disabilities to participate in a way that allows them to demonstrate their abilities rather than disabilities. Accommodations do not invalidate the assessment results.

Accommodations can be made in the setting, presentation, timing, response or scheduling. IEP teams should use only those accommodations:

1. routinely provided during classroom instruction;
2. needed by the student to demonstrate knowledge and skills;
3. listed in the Idaho Special Education Manual 2001, Appendix 4D, Section 6, pages A-105 to A-112 (revised September 2002); and
4. approved by the test publisher.

Students must be provided an opportunity to practice and learn to use each selected accommodation prior to its use during assessment. Selected accommodations should not be provided for the first time on the day of the assessment.

C. Adaptations

Adaptations used in an assessment are fundamental changes that enable a student with a disability to participate in assessments. Adaptations invalidate or produce results that are not comparable, even though they may be used regularly in class work or in classroom testing. Types of adaptations include reading the reading test to a student, use of a spell checker on a spelling test, out-of-levels assessments, or use of a calculator when math calculation is being assessed. Use of adaptations on statewide assessments should be very limited and used with caution. See Appendix 4D in the Idaho Special Education Manual for more information.

D. Idaho Alternate Assessment

Students with significant cognitive disabilities who are using the Alternate Achievement Standards as their general education curriculum can participate in the Idaho Alternate Assessment (IAA). The eligibility criteria for participation in the IAA are:

1. The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program modifications;

Descriptor Term: _____ Descriptor Code: _____ Issue Date: _____

2. The student's course of study is primarily functional-skill and living-skill oriented (use of alternate state standards, not measured by the state assessment); and
3. The student is unable to acquire, maintain or generalize skills and demonstrate performance of those skills without intensive, frequent, individualized instruction.

A student with a proficient or advanced score on the Idaho Alternate Assessment can also meet the assessment requirement for graduation with a regular high school diploma. Other graduation requirements, such as required course work, must be addressed on the graduation plan.

E. IEP Team Decisions

Making decisions about how individual students participate in assessment is very important and challenging. The outcomes of those decisions must be considered carefully for each individual student. All accommodations/adaptations should be based on the instructional strategies that are used for each student and outlined on the student's IEP. IEP teams should consider the answers to the following questions when determining whether or not to use accommodations/adaptations for instruction and assessment:

1. What helps the student learn or perform better?
2. What has the student or parent told you regarding performance?
3. What gets in the way of the student demonstrating skills or knowledge?
4. What has the student been taught to use?
5. What is the purpose of the assessment and what skills are being measured?

IEP teams must know the state assessment accommodation policies found in the Test Coordinators Guide at <http://www.sde.state.id.us/instruct/counseling> or in the Idaho Special Education Manual, Appendix 4D at <http://www.sde.state.id.us/SpecialEd>. Students should routinely use the IEP accommodations/adaptations on classroom tests or practice tests. A member of the IEP team must ensure that the assessment administrator or proctor knows about and allows the accommodations/adaptations that each student needs to use during the assessment.

Descriptor Term:

Descriptor Code:

Issue Date:

Section 2: Locally Established Mechanisms

If a student with a disability does not meet the proficiency score on the High School ISAT, the IEP team can determine other methods that the student can use to demonstrate proficiency on the Idaho Achievement Standards through a *locally established mechanism* (IDAPA 08.02.03.105.03). This may include one or more evaluation methods. The following chart describes different mechanisms or methods that could be used to demonstrate student proficiency on the standards:

Evaluation Methods to Demonstrate Proficiency

Type	Description	Scoring	Proficiency
End of Course (with or without accommodations)	The purpose is to assess the knowledge and understanding of a student upon the completion of a course of study. Each test is designed to measure the Idaho State Achievement Standards addressed in the course. The results of the test are used to assess the student=s mastery of the achievement standards.	Traditional	C or higher
Portfolio	An authentic assessment that uses a purposefully selected subset of student work to demonstrate a student=s knowledge and skills. This could include end of course assessments that have been adapted for the individual student.	Rubric	Proficient or Advanced score
Another State=s Assessment	An exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above, and be in comparable subject areas to the ISAT.	Will vary by state	Proficient or Advanced score
Performance (with or without accommodations)	Assessments that require a student to create an answer or product that demonstrates knowledge and skills taught in the curriculum and is aligned to Idaho Achievement Standards	Scoring Rubric	Proficient or Advanced score
Idaho Alternate Assessment (IAA)	Assessment for students with disabilities who will not participate in part or all of the ISAT, DMA or DWA. Items reflect the Alternate Achievement Standards which are aligned with Idaho Achievement Standards	Standardized Rating Scale	Established by the IEP team

Descriptor Term: Idaho State Assessments	Descriptor Code: This could include the DMA or DWA	Scoring rubrics	Issue Date: 3 (proficient) or higher
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Section 3: Individualized Graduation Plan

Beginning with the development of the IEP during the student=s 8th grade year, the IEP team must address the student=s course of study, as well as consider the district graduation requirements for each student. Every student eligible for special education services must have an Individualized Graduation Plan. The plan must include at least one evaluation measure in the core academic area(s). If the student is not demonstrating proficiency on the ISAT and it appears that he/she may not be able to demonstrate proficiency on the High School ISAT, another agreed upon evaluation mechanism must be identified. The plan may also use other indicators to support the identified method of evaluation when determining the graduation requirements for individual students receiving special education services. The following rubric will be used by the IEP team in addressing the indicators on the individualized graduation plan:

Graduation Plan Rubric

Indicator	Advanced	Proficient	Basic	Below Basic
Other Evaluation Methods Other Evaluation Methods	IEP teams must select at least one evaluation method in each academic area addressed on the graduation plan.			
Individual ISAT growth rate (Must include ISAT history if selected)	Based on ISAT history, student exceeds individual growth rate set by IEP team	Based on ISAT history, student meets individual growth rate set by IEP team	Based on ISAT history, student is below individual growth rate set by IEP team	Based on ISAT history, student shows no growth toward individual growth rate set by IEP team
Classroom Participation (identified tasks)	Student completes 90% of individually appropriate classroom activities/ assignments	Student completes 80% of individually appropriate classroom activities/ assignments	Student completes 75% of individually appropriate classroom activities/ assignments	Student completes <75% of individually appropriate classroom activities/ assignments
Cum. GPA Grades for Individually-targeted Courses	3.0 \$ B	2.5 C	2.0 D	<2.0 F
Meeting IEP goals/objectives	Measurement of progress on student IEP goals and objectives indicates they are completed	Measurement of progress on student IEP goals and objectives indicates they are completed	Measurement of progress on student IEP goals and objectives indicates they are not completed.	Measurement of progress on student IEP goals and objectives indicates they are not completed
Attendance	Use local district attendance policy			

Descriptor Term:

Descriptor Code:

Issue Date:

The IEP team must review each individualized graduation plan annually until the student meets the outlined requirements for graduation. If changes are made to the plan, the IEP team must justify on the annual review form why each change is necessary. Two different graduation forms have been developed. The first form is used during the initial development of the Individualized Graduation Plan at 8th grade or when a student enrolls in the district. The second form is to be used by the teams annually when reviewing and, if appropriate, revising the graduation plan. A secondary school principal must be part of the graduation plan development to ensure that the proposed plan and any changes to the plan will meet the district requirements for graduation.

Every student eligible for special education services must have an Individualized Graduation Plan. The district will use the regular high school diploma for students who are graduating with Individualized Graduation Plans. Students may meet the regular graduation requirements, may meet comparable graduation requirements, or may complete alternate requirements developed through the IEP process.

1. Regular graduation requirements: The student meets regular graduation requirements with no accommodations or adaptations. This includes receiving a proficient score in all areas of the High School ISAT.

2. Comparable graduation requirements: The student meets graduation requirements that are comparable to those established in district and state policy. Comparable graduation requirements may include accommodation requirements to meet a student=s needs, but they are as rigorous as the established regular graduation requirements. This includes receiving a proficient score in all areas of the High School ISAT with accommodations or meeting proficiency on one or more of the identified evaluation methods established on the graduation plan.

3. Graduation criteria established by the IEP team: The student meets the criteria established on his/her Individualized Graduation Plan that is part of the IEP. The IEP team specifically addresses completion of the student=s secondary program by adapting the regular graduation requirements by:

- a. Adapting the course content, course objectives, instructional strategies, grading, assessments; and/or
- b. Identifying alternative methods for demonstrating competence.

When a student meets the regular or comparable graduation requirements for receipt of a regular high school diploma, the student's entitlement to a free appropriate public education (FAPE) ends. If a student is granted a high school diploma for completing requirements that are not comparable to regular graduation requirements, the student is entitled to receive FAPE through the semester in which he/she turns 21 years of age or completes requirements that are comparable to regular graduation requirements, whichever comes first.

Descriptor Term:

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Issue Date:

**Section 4: Appeal Process for Students Receiving Special
Education Services**

Some students with disabilities may be able to meet all of the regular graduation requirements, including proficiency scores on the High School ISAT. Other students will need to demonstrate proficiency on statewide assessments or meet other graduation requirements in other ways. Regardless of how students demonstrate the high school graduation requirements, all students with disabilities must have Individualized Graduation Plans. The appeal process for students with disabilities will begin with the development of Individualized Graduation Plans that are part of the IEPs. Implementation of a consistent statewide individualized graduation plan in determining the graduation requirements for students with disabilities is critical for students, parents, teachers and administrators. The following process will be used by IEP teams in Idaho when considering the graduation requirements for students with disabilities:

1. The student must meet the state criteria for eligibility for special education and have a current IEP.
2. The student must participate in the High School ISAT or the IAA.
3. Beginning with the development of the IEP during the student's 8th grade year, the IEP team must address the student's course of study, as well as consider the district graduation requirements if it appears that the student is not on track to be able to meet the proficiency score on the ISAT without or with accommodations. This is calculated using the data history for each student considering rate of growth on the ISAT, scores on other assessment like the DMA or DWA, or end of course assessments.
4. The IEP team must include all required members including the student, parent and secondary school administrator.
5. The IEP team must review the alternate plan annually and, if necessary, revise it.
6. Following the completion of the Spring High School ISAT administration, the high school administrator will appeal to the local school board for any student who has an IEP and will meet graduation requirements using the Individualized Graduation Plan.

In order to ensure the integrity of the system, an internal review team will be established to review the timeliness and completion of individualized graduation plans. The team must meet at least annually and document the proceedings. The team must include: school administrators, regular education teachers, special education teachers and school counselors/psychologists. Other personnel from the school or from other districts can be brought in to support the review process. In addition, the Bureau of Special Education will review alternate plans and the work of the internal review team through the monitoring process.

Descriptor Term: _____ **Descriptor Code:** _____ **Issue Date:** _____

INDIVIDUALIZED GRADUATION PLAN

I.31

(Included with the IEP)

In order to demonstrate proficiency on Idaho State Achievement Standards, the graduation requirements are:

Name of Student: _____

Student ID: _____

Grade Developed: _____

Date: _____

Evaluation Methods: (Check method(s) used. Must include at least one method in each core area)

Reading: Method		Expected Performance Level
	ISAT (with or without accommodations)	
	ISAT Individual Growth Rate*	
	Idaho Alternate Assessment (IAA)	
	End of Course Assessment	
	Direct Writing Assessment (DWA)	
	Another State's Assessment (list)	
	Performance Assessment (list)	
	Portfolio (describe)	
	Other: (describe)	
Language: Method		Expected Performance Level
	ISAT (with or without accommodations)	
	ISAT Individual Growth Rate*	
	Idaho Alternate Assessment (IAA)	
	End of Course Assessment	
	Direct Writing Assessment (DWA)	
	Another State's Assessment (list)	
	Performance Assessment (list)	
	Portfolio (describe)	
	Other: (describe)	
Math: Method		Expected Performance Level
	ISAT (with or without accommodations)	
	ISAT Individual Growth Rate*	
	Idaho Alternate Assessment (IAA)	
	End of Course Assessment	
	Direct Math Assessment (DMA)	
	Another State's Assessment (list)	
	Performance Assessment (list)	

Descriptor Term: _____ **Descriptor Code:** _____ **Issue Date:** _____

INDIVIDUALIZED GRADUATION PLAN Annual Review I.31
 (Included with the IEP)

Name of Student: _____ Student ID: _____
 Grade Developed: _____ Date: _____

In order to demonstrate proficiency on Idaho State Achievement Standards, the graduation requirements have been changed as follows:

Evaluation Methods: (Check method(s) used. Must include at least one method in each core area)

Reading: Method		Expected Performance Level
	ISAT (with or without accommodations)	
	ISAT Individual Growth Rate*	
	Idaho Alternate Assessment (IAA)	
	End of Course Assessment	
	Direct Writing Assessment (DWA)	
	Another State's Assessment (list)	
	Performance Assessment (list)	
	Portfolio (describe)	
	Other: (describe)	
Language: Method		Expected Performance Level
	ISAT (with or without accommodations)	
	ISAT Individual Growth Rate*	
	Idaho Alternate Assessment (IAA)	
	End of Course Assessment	
	Direct Writing Assessment (DWA)	
	Another State's Assessment (list)	
	Performance Assessment (list)	
	Portfolio (describe)	
	Other: (describe)	
Math: Method		Expected Performance Level
	ISAT (with or without accommodations)	
	ISAT Individual Growth Rate*	
	Idaho Alternate Assessment (IAA)	
	End of Course Assessment	
	Direct Math Assessment (DMA)	
	Another State's Assessment (list)	

Descriptor Term: Descriptor Code: Issue Date:

	Performance Assessment (list)	
	Portfolio (describe)	
	Other: (describe)	

*ISAT Growth Rate Chart: (Must use three consecutive Spring assessments to establish estimate RIT growth rate)

Math growth:

Year 1: _____

Year 2: _____

Year 3: _____

Reading growth:

Year 1: _____

Year 2: _____

Year 3: _____

Language Arts growth:

Year 1: _____

Year 2: _____

Year 3: _____

Supporting Graduation Indicators (Optional)

(Use Graduation Plan Rubric when determining performance level.)

✓if used	Indicator	Expected Performance Level
	Classroom Participation	
	Cumulative GPA	
	Individually-targeted Course Grades (list each):	
	Meeting IEP Goals/Objectives	
	Attendance	
	Other: (describe)	

Justification for changes:

Four-Year Student Course of Study to meet graduation:

Grade 9	Grade 10	Grade 11	Grade 12

Justification for changes:

<u>Descriptor Term:</u>	<u>Descriptor Code:</u>	<u>Issue Date:</u>
EARLY GRADUATION REQUIREMENTS	I.31.1	1/20/99

Early Graduation Policy

Students requesting early graduation must meet one of two deadlines. A request for early graduation at the end of six semesters will be made prior to the evening May school board meeting during the student's sophomore year. A request for graduating at the end of seven semesters will be made prior to the evening

May school board meeting of the student's junior year.

Requests for early graduation should include the following:

- Early Graduation Request Form
- Signed Parental Consent
- Official Transcript
- Letter indicating why early graduation is being requested and how final graduation requirements will be satisfied.

A student must meet all of Filer High School's graduation requirements.

All the necessary paper work has to be completed prior to the established deadline.

Early graduates will be allowed to participate in the regular spring commencement ceremony, but may not participate in a senior "sneak day." The student may attend school dances following early graduation if invited to come as a guest by another regularly enrolled student.

<u>Descriptor Term:</u>	<u>Descriptor Code:</u>	<u>Issue Date:</u>
TESTING PROGRAMS	I.32	8/17/81 Revised 4/12/12

The main objective of the district's testing program is to enable the schools to do a more effective job in planning for and educating the students in the district. Secondary objectives are:

1. To secure objective evaluation criteria which are needed for the district's use;
2. To provide teachers with back-up data for grades, reports, and counseling.

Filer School District's testing program shall be supervised by a district testing coordinator as assigned by the superintendent. At the school level, the testing program shall be supervised by the principal, school counselor or other school-based testing coordinator as assigned by the building administrator.

Remedial help will be provided by the district for those failing in these areas.

Filer School District adopts within this policy the Test Coordinators' Guide for Federal and State Assessments, provided by the Idaho State Board of Education. Thus, Filer School District is committed to following all required procedures as outlined with the Test Coordinators' Guide. Filer School District adopts within this policy the Idaho Special Education Manual, provided by the Idaho State Department of Education. Thus, Filer School District is committed to following all required procedures as outlined in the Special Education Manual.

PURPOSE OF STATEWIDE ASSESSMENTS

The Idaho State Board of Education has established a statewide assessment program. Filer School District is required to participate in the statewide assessment program if funded by the state. The purpose of the statewide assessment program is to:

1. Measure and improve student achievement;
2. Assist classroom teachers in designing lessons;
3. Identify areas needing intervention, remediation, and acceleration;
4. Assist district in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments;
5. Inform parents/guardians of their student's progress;
6. Provide comparative local, state, and national data regarding the achievement of students in essential skill areas;
7. Identify performance trends in student achievement across grade levels tested and student growth over time; and
8. Help determine technical assistance/consultation priorities for the State Department of Education.

TESTING OF STUDENTS

All students in Idaho public schools, grades kindergarten through twelve (K-12) are required to participate in the comprehensive assessment program.

Students Receiving Special Education Services:

All students who are eligible for special education services pursuant to the Individuals with Disabilities Education Improvement Act (IDEA) shall participate in the statewide assessment program. Each student's Individualized Education Program (IEP) shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations or adaptations, or whether the student qualifies for and shall participate in the alternative assessment.

Students who are Limited English Proficient:

Students who are Limited English Proficient (LEP) and who receive a score below fluent level on the Idaho English Language Assessment (IELA) and have an Education Learning Plan (ELP) shall be given the Idaho Standards Achievement Test (ISAT) with accommodations or adaptations as outlined in the ELP. Students may be categorized as LEP for two (2) years after testing proficient on the language proficiency test and exiting the LEP program.

Students who are LEP and do not have an ELP or a language acquisition score are given the ISAT without accommodations or adaptations. Students who are LEP and are enrolled in their first year of school in the United States may take the IELA in lieu of the reading/language usage ISAT, but are still required to take the math and science ISAT with accommodations or adaptations as determined by the language proficiency score and ELP. Such students with LEP are counted as participants for the 95 percent participation target. However, such students with LEP are not required to be counted for Adequate Yearly Progress (AYP) purposes in determining proficiency.

COMPREHENSIVE ASSESSMENT PROGRAM

Filer School District administers each of the following assessments in compliance with the time period required by the Idaho State Board of Education:

1. Kindergarten – Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment;
2. Grade 1 – Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment;
3. Grade 2 – Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment;
4. Grade 3 – Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests, Idaho Alternate Assessments, Idaho English Language Assessment;
5. Grade 4 – Grade 4 Idaho Standards Achievement Tests, Idaho Alternate Assessments, Idaho English Language Assessment; National Assessment of Educational Progress;
6. Grade 5 – Grade 5 Idaho Standards Achievement Tests; Idaho Alternate Assessments, Idaho English Language Assessment;
7. Grade 6 – Grade 6 Idaho Standards Achievement Tests, Idaho Alternate Assessments, Idaho English Language Assessment;
8. Grade 7 – Grade 7 Idaho Standards Achievement Tests, Idaho Alternate Assessments, Idaho English Language Assessment;
9. Grade 8 – Grade 8 Idaho Standards Achievement Tests, Idaho Alternate Assessments, Idaho English Language Assessment, National Assessment of Educational Progress;

Descriptor Term:	Descriptor Code:	Issue Date:
TESTING PROGRAMS CONT. Pg 3	I.32	8/17/81 Revised 4/12/12

10. Grade 9 – Grade 9 Idaho Standards Achievement Tests (Part one only – pretest; no extender test; not part of AYP; scores not banked), Idaho Alternate Assessments, Idaho English Language Assessment;
11. Grade 10 – High School Idaho Standards Achievement Test*, Idaho Alternate Assessments, Idaho English Language Assessment;
12. Grade 11 – High School Idaho Standards Achievement Test*, Idaho Alternate Assessment, Idaho English Language Assessment; and
13. Grade 12 – High School Idaho Standards Achievement Tests*, Idaho Alternate Assessment, Idaho English Language Assessment, National Assessment of Educational Progress

* Students who do not receive a proficient score on a portion or portions of the high School Idaho Standards Achievement Test retake the appropriate portion or portions each time thereafter that it is offered. Once a student achieves proficiency at a level established by the Idaho State Board of Education on a portion or portions of the assessment, regardless of which grade level, Grade 10 through Grade 12, that student is not required to continue taking that portion or portions.

In addition, Filer School District may write and implement assessments in those standards not assessed by the state and federal requirements.

SECURITY MEASURES

Filer School District employs the same security measures in protecting statewide assessment materials from compromise as they use to safeguard other formal assessments. Practices to ensure security during testing include the following:

- Filer School District requires each individual who has any opportunity to see test items to sign a state confidentiality agreement and keeps the agreements on file for a minimum of two (2) years;
- Filer School District documents the security safeguards and will make such documentation available for review by authorized state and federal personnel;
- Chalkboards, whiteboards, and wall are clean and free of information that could aid in testing;
- Computers used for testing are kept secure and are monitored at all times during the assessment;
- Paper/pencil tests are administered only to eligible students;
- Paper/pencil tests are handled in a secure manner and are returned to the testing vendor within the applicable timeframe;
- Students who need the audio accommodation are identified and have the appropriate ticket for administration;
- Test session tickets are printed and administered properly, ensuring every student who tests having a ticket;
- Tickets are collected before students leave the testing room followed by the tickets being shredded;

Descriptor Term:	Descriptor Code:	Issue Date:
TESTING PROGRAMS CONT. Pg 4	I.32	8/17/81 Revised 4/12/12

- Students who pause the test or take a restroom break are monitored;
- Overnight reactivations are preapproved by the State Department of Education ISAT Coordinator;
- Test materials are kept in a secure location

DEMOGRAPHIC INFORMATION

Filer School District provides each student's unique identifier and accurate demographic information as required by the State Department of Education for each test, including but not limited to, race, sex, ethnicity, and special programs (Title 1, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic).

ATTENDANCE

Filer School District does not charge student time spent in statewide assessments against attendance requirements.

ASSESSMENT FOR DUAL ENROLLMENT

For the purpose of nonpublic school students who are dually enrolled in Filer School District, the district may utilize either of the following assessment methods:

1. The Idaho Standards Achievement Tests (Grades 2-9 and High School);
2. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas (Language Arts/Communication, Math, Science, Social Studies, Health, and Humanities). Portfolios are judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is sought.

ASSESSMENT FOR HOME-SCHOOLED STUDENTS

For the purpose of nonpublic school student participation in nonacademic public school activities, Filer School District may charge the parents a fee for participation in the comprehensive assessment program.

Legal Reference:

Idaho Code Section 33-203

IDAPA 08.02.03.111.01 to 08.02.032.111.13.b.vi

<u>Descriptor Term:</u>	<u>Descriptor Code:</u>	<u>Issue Date:</u>
CONTROVERSIAL ISSUES	I.33	5/15/90

The Board of Trustees recognizes that honest differences of opinion may occur in classes where students are encouraged to seek understanding of facts and form opinions in conformance with them. It is probable, too, that these differences will be accentuated where free inquiry exists and if divergent views can be expressed and be subject to common scrutiny.

Furthermore, if the quality of learning in the schools is to be judged on its contribution to the development of a free person solving individual problems and cooperating in seeking solutions to the problems of a community in a free society, then students must be permitted to express such differences with all the resources which they may bring to bear. It also follows that ample resources representative of different views must be made available to students.

The teacher's role in these instances becomes that of a guide, aiding students in the process of objective inquiry and maintaining an atmosphere free from bias and prejudice. When individual opinion or one point of view is presented, it should be identified as such. The teacher should also assume the responsibility to present the findings that the best and most current scholarship has to offer.

The district believes that the student's freedom to express differing views and to defend a position is a requisite if the student is to acquire the skills of critical thinking and analysis which will be needed by effective, productive citizens. It recognizes that such practices may bring controversial issues to the fore and that, as a result, parents may become apprehensive. But the board reaffirms that it wishes to extend to all students the right of freedom of inquiry. It is not the intent to force upon any student a set of values.

The administration will review complaints from any persons who are not satisfied with the manner in which controversial issues are being treated. If the person feels the complaint has not been fairly considered by the administration, further review by the Board of Trustees may be requested.

Descriptor Term:	Descriptor Code:	Issue Date:
CONTROVERSIAL SPEAKERS	I.34	8/17/81

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 study 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.

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.

All speakers must be invited through the school principal, who shall endeavor to engage speakers for both sides for both sides of the issues. In no instance shall a speaker who advocates unconstitutional or illegal acts or procedures be permitted to address students.

LEGAL REF.: U.S. Constitution, Amendment I, Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969)

Descriptor Term:	Descriptor Code:	Issue Date:
SUBSTITUTE TEACHER	I.36	4/19/88

The superintendent shall recruit qualified substitute teachers for the District and secure their authorization to substitute teach from the state educational agency.

A person holding substitute teaching authorization may not be employed continuously for more than one calendar month in any one position, except that an extended authorization may be granted upon the request of the educational agency if unusual conditions exist. No extension will be authorized when a certificated teacher acceptable to the Board of Trustees is available.

Substitute teachers shall be paid at a rate established by the Board. Substitute teachers may be paid additional compensation if they substitute for the same teacher more than five (5) days in a row.

SEE STATE BOARD POLICY, CHAPTER C

<u>Descriptor Term:</u>	<u>Descriptor Code:</u>	<u>Issue Date:</u>
SCHOOL CEREMONIES AND OBSERVANCES	I.35	4/19/88

Each school day, student in the district shall be afforded the opportunity to recite the Pledge of Allegiance to the flag of the United States of America. Students participating in the recitation of the Pledge will be expected to stand, face the flag and recite the Pledge in unison. Students not participating in the recitation of the Pledge may (a) stand and refrain from reciting the Pledge, or (b) remain seated.

Descriptor Term: Descriptor Code: Issue Date:
SCHOOL VISITORS OR GUESTS I.37

Any person(s) wishing to visit school personnel or students shall report to the principal of the building. Said visitor(s) shall be required to request approval and be given permission before making any contact with any school employee(s) or students(s).

The principal has the right and responsibility to determine as to whether the visit shall be considered disruptive to the educational process, a potential element of harm concerning student's safety, or infringement upon any other rights of the students or district personnel.

Descriptor Term:	Descriptor Code:	Issue Date:
SECTION 504	I.38/J.41	9/14/93

It is the policy of Filer School District #413 to provide a free and appropriate public education to each student with a disability within its jurisdiction, regardless of the nature or severity of the disability.

It is the intent of the Filer School District to ensure that students with disabilities within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may have disabilities under this policy even though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA).

The superintendent is the coordinator of Section 504 activities for Filer School District #413. Questions concerning Section 504 should be directed to him/her.

Due process rights of students with disabilities and their parents/guardians under Section 504 will be enforced. If a party desires to file a grievance regarding an issue governed under Section 504 please contact the superintendent, who is District #413's grievance coordinator.

<u>Descriptor Term:</u>	<u>Descriptor Code:</u>	<u>Issue Date:</u>
DRIVERS EDUCATION	I.39	8/5/82
		Revised 5/7/97

Students will be considered for driver's education by grade first with the most advanced grade having priority. The determining factor within each grade will be date of birth with the oldest students in each grade having priority. Home school and dually enrolled students who reside in the Filer School District will have priority by age. The aforementioned priorities will be in effect until 10 days prior to the beginning of the driver's education class. Thereafter, priority will be on a first come first serve basis for any available spaces. All applicants will be notified of their status.

Descriptor Term:	Descriptor Code:	Issue Date:
CHARTER SCHOOLS	I.40	5/19/99

Charter Schools

A charter school is a public, nonreligious, publicly funded school which is accountable for the provisions set forth in its charter petition and its contract as negotiated by the District. The charter school shall operate independently within the boundaries of the District, and it shall be responsible for its own operation including, but not limited to, personnel matters, preparation of a budget, and contracted services.

A charter school may be formed by creating a new school or converting an existing public school to charter status. The District cannot authorize the conversion of any private or parochial school to a charter school. A charter school cannot be operated for profit.

A charter school shall be subject to all federal and state laws including, but not limited to, laws concerning discrimination on the basis of race, color, sex, religion, age, birth, ancestry, national origin, family relationship, personal or political patronage, or handicap. A charter school is exempt from the rules of the State Board of Education and the State Superintendent of Public Instruction, except for the issue of teacher certification.

Involvement with the charter school by any student, parent/guardian, or employee must be voluntary. Enrollment must be open to any student who resides within the District. Nonresident students may be admitted to a charter school, but priority must be given to admission of resident students. A charter school shall not charge tuition or fees except those fees normally charged by other public schools.

A charter school must accomplish all of the following:

1. improve student learning;
2. include the use of different and innovative teaching methods;
3. create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
4. provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
5. be accountable for meeting measurable student educational standards.

Charter School Application

Eight copies of the Charter School Application must be submitted to the Clerk of the Board, Filer School District #413, 700-B Stevens Avenue, Filer, Idaho 83328, no earlier than July 1 and no later than July 10. Petitioners shall have eight months from the date that the Board approves the petition to complete the contract requirements. The Board will then render a decision approving/disapproving the contract. Petitioners failing to complete the contract application by the petition deadline shall be denied the opportunity to establish a charter school for the school year specified in the petition application.

District Liability

The charter school shall defend, hold harmless and indemnify the Board against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of the charter school and/or arising out of the acts of omissions of the agents, employees, invitees or contractors of the charter school. The charter school also shall maintain a policy of general liability insurance, errors and omissions insurance and any other type of insurance necessary to provide coverage for the potential losses described in this paragraph, which policy shall list the Filer School District as an additional insured. The policy of insurance shall have limits of liability of not less than \$6 million per person and \$6 million per occurrence. The charter school shall provide to the District proof of such insurance prior to the opening of the charter school and by the date stipulated in the contract.

Each charter school shall:

1. be organized and managed under the Idaho nonprofit corporation act;
2. have a board of directors to act as public agents to control the charter school and have the same responsibilities and liability as any governing board of public education;
3. be considered a public school for all purposes.

Limits to Authorization

Except in cases where fewer than twelve (12) charters are approved by October 1 of a year,

1. not more than one (1) charter may be granted in the District for any one (1) school year;
2. not more than two (2) charters per school year may be approved for the educational region of the District.

Time Line for Establishing a Charter School

The Board will only accept charter school petitions during one period each year. The superintendent or designee shall determine dates for:

1. advertising the submission of statement(s) of intent;
2. the submission of petition(s);
3. the public meeting for the purposes of considering the merits of the petition(s) and the level of employee and parental support for the petition;
4. the deadline for the Board to make a decision concerning the petition(s);
5. the deadline for extensions of the petition process, if applicable;
6. the deadline for the contract to be signed.

Technical Assistance for Preparation of a Charter School Petition

A statement of intent should be submitted by the potential charter school group to the District at least one month prior to the petition deadline.

The superintendent or designee may provide technical assistance for a charter school applicant over issues of compliance with District policy and procedure. The assistance from the District should be consistent with the assistance provided to other charter school applicants and should be within the limits of District resources.

Petition Requirements

State law requires that the Board can only consider a petition:

1. if the petition to convert an existing school, has signatures from not less than 60% of certified personnel currently assigned to that school and from parents/guardians of not less than 60% of the students currently attending that school;
2. if the petition to use a nonpublic school facility has been signed by not less than thirty (30) qualified electors of the District.

Criteria for Approving a Petition

The Board may approve a charter school petition if the petition:

1. appears to have sufficient support from District parents/guardians, teachers, patrons, and students;
2. has the elements of a sound plan for the charter school's educational philosophy and mission, board of directors, instruction, students, community relations, personnel, administration, financial management, noninstructional operations, school facilities, and relations with the District;
3. has a reasonable plan for procuring the required material resources;
4. has the human resources necessary to implement the proposal;
5. has a stable governance structure with competent, ethical leadership;
6. admits the liability of the charter school board of directors and shows proof of liability insurance coverage or eligibility for the coverage;
7. offers a choice which is not available in any of the schools in the District;
8. is submitted in accordance with District policies and procedures on charter schools;
9. meets all of the requirements of the law.

The Board may choose to interview key members of the charter school team prior to making a decision on the petition. The interview will be open to the public. The Board, superintendent, or designee may also choose to visit the charter school facility. If a site has not been identified at that time, the Board, superintendent, or designee reserves the right to visit the facility.

Board acceptance of the petition shall be contingent on the approval of the petition by the State Board of Education and on the signing of a contract by both the Board and the board of directors of the charter school. Both parties must sign a contract within eight (8) months from the granting of a petition or the petition shall be null and void. A charter school shall begin in the fall immediately following the signing of the contract, unless otherwise stated in the contract.

Charter School Appeal Process

If the Board grants a charter for the conversion of an existing school within the District over the objection of thirty (30) or more persons or employees of the District, or denies a petition for the establishment of a new charter school for any reason including, but not limited to, failure by the petitioner to follow procedures or for failure to provide required information, then such decisions may be appealed to the State Superintendent of Public Instruction, at the request of persons opposing the conversion of an existing school, or at the request of the petitioner whose request for a new charter was denied.

There shall be no appeal of a decision by the Board which denies the conversion of an existing school within the District to a charter school, or which grants a petition for the establishment of a new charter school.

Development of a Charter School Contract

The Board delegates to the superintendent or designee the development of a charter school contract through negotiations with the representative(s) of the applicant. The negotiated contract requires the approval of the Board and of the charter school's board of directors.

A Board contract with a charter school shall include, but not be limited to:

1. the original petition and any subsequent changes or revisions agreed upon by both parties;
2. all agreements including, but not limited to, service contracts and the release of the charter school from specified Board policies;
3. detailed plans for the charter school's educational philosophy and mission, board of directors, instruction, students, community relations, personnel, administration, financial management, noninstructional operations, school facilities, and relations with the District, and any other information required by District policies and procedures on charter schools;
4. documentation of the charter school's insurance coverage, including health, automobile liability for student transportation, general liability, property, officer and employee liability which shall be provided to the District prior to the opening of the school and annually for the duration of the contract;
5. complete documentation of ownership or lease of a facility, and of certification, that the building satisfies all requirements for fire, safety, and accessibility for the disabled prior to the opening of the charter school and by the date stipulated in the contact;
6. a copy of the charter school's incorporation documents, bylaws, contracts, and any other documents;
7. the requirement that the District be named as a lien holder on any of the real or personal property of the charter school's nonprofit corporation.

Use of District Services and/or Facilities

A charter school may contract with District to provide services or facilities to the charter school. The District will charge for the services or facilities at a rate which is stipulated in the contract.

If the charter school will use a District facility, the contract will:

1. identify the facility;
2. outline the permissible use;
3. provide for joint inspection and notation of the initial condition of the building
4. limit the permissible alterations of the facility;
5. allow District inspection of the facility;
6. determine the operational costs to be paid by the parties, including, but not limited to, utilities, maintenance, and custodial services;

7. determine the manner in which the building must be restored to its original condition at the end of the leasing period;
8. provide for alternative arrangements or termination of the charter school in the event the facility is damaged or destroyed.

Personnel

1. Charter school employees are not employees of the District.
2. The staff of the charter school shall not be a part of the District's employees collective bargaining unit.
3. Should the staff of the charter school elect to participate in collective bargaining, they will be separate and independent from the District for purposes of collective bargaining.
4. A District certificated employee who leaves the District for employment at a charter school, but requests to be reemployed by the District within two (2) years of the date that he/she was last employed by the District shall be provided, if appropriate, with a position similar to the one held prior to leaving the District.
5. A charter school certificated employee who requests to be reemployed by the District after two (2) years, but within five (5) years, of the date that he/she was last employed by the District, shall be placed on manifests, as appropriate in compliance with District policies and procedures, and as a part of the District's process for new employees if the employee is seeking an assignment in the same area of certification as when he/she was formerly employed by the District and if the employee provides the District with the following information: an updated transcript and resume, a recommendation and/or evaluations from the charter school, and an indication of his/her preferences for assignment(s), grade(s), or subject(s).
6. A charter school certificated employee who requests to be reemployed by the district after two (2) years of the date that he/she was last employed by the District and who is seeking an assignment in a different area of certification as when he/she was formerly employed by the district must apply through the District's equal opportunity employment procedures.
7. A charter school certificated employee who requests to be reemployed by the District after five (5) years of the date that he/she was last employed by the District must apply through the District's equal opportunity employment procedures.
8. A charter school certificated staff member who has never been employed by the District and who wishes to be employed by the District, must apply through the District's equal opportunity employment procedures.

9. Return of former District employees to the District during an academic year shall be at the sole discretion of the District.
10. Certificated teachers who are hired by the District from a charter school shall have their charter school experience count on the salary schedule the same as the certificated employees hired from other school districts.
11. Charter school certificated employees who are reemployed by the District shall receive full credit for their years of service in the District.
12. The board of directors for the charter school shall provide coverage for their employees with the public employee retirement system, federal social security, unemployment insurance and worker's compensation insurance.

Evaluation of the Charter School

The Board shall retain the right to evaluate at any time the degree to which the charter school is meeting the terms of the contract. The superintendent or designee may have a District representative or an independent evaluator:

1. visit the charter school;
2. review the charter school's records and data;
3. directly survey the charter school's parents/guardians, students, employees;
4. audit the books of the charter school;
5. pursue any other reasonable means of determining accountability for the charter school contract.

To enact any of the above measures, the superintendent or designee must state the specific nature of the concern and the concern must be substantial. The request must be reasonable in terms of the timing and the amount or types of information required.

Annual Report and Renewal of Charter Contract

Each of the District's charter schools shall annually submit a report to the District. The report shall include an audit of financial operations conducted by an independent auditing firm and an audit of the charter school's programmatic operations, which includes a report on student progress as outlined in the school's contract.

The Board may grant a renewal of the contract for one (1) or more subsequent years. No renewal shall exceed five (5) years. A material revision of the terms of the charter school contract requires the approval of the Board and the charter school's board of directors.

Termination and Nonrenewal

In addition to the reasons stated in Idaho Code the Board may terminate during the term of the charter or refuse to renew the charter if the Board finds that the charter school has:

1. failed to substantially meet one or more of the student educational standards identified in the charter contract; or
2. committed a material violation of any condition, standard, or procedure set forth in the charter petition or contract; or

3. failed to meet generally accepted accounting standards of fiscal management; of
4. loss of substantial support of the school's parents, staff, and/or community; or
5. violated any provision of law; or
6. Failed to submit required reports to the District; or
7. filed for bankruptcy or financial reorganization and is unable to pay its creditors; or
8. shown that it is not in the best interest of students for the school to continue operation.

Except in emergency situations, the Board will provide thirty (30) days written prior notice and an opportunity for the charter school's board of directors to be heard by the Board before the Board can terminate a charter school contract. A decision to terminate or not to renew a charter may be appealed directly to the State Board of Education.

Upon nonrenewal or termination of the charter school contract, all records of students residing in the District shall be immediately transferred to the District.

To the extent not set forth herein, this policy shall include any and all provisions of Idaho law. To the extent this policy is in conflict with Idaho law, Idaho law shall supercede the policy provisions.

Descriptor Term:	Descriptor Code:	Issue Date:
SERVICE ANIMALS IN SCHOOL	I.41	6/2014

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

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

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

1. All requests for an individual with a disability to be accompanied by a service animal must be addressed in writing to the Superintendent. This written request must be delivered to the Superintendent’s office at least ten business days prior to bringing the service animal to school or a school function. Any such request by a student shall be advanced to the proper administrative personnel for consideration of a Section 504 analysis and possible program.
2. The animal must be required for the individual with a disability.
3. The animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, will be permitted in schools as a service animal.
4. Requests to permit a miniature horse to accompany a student or adult with a disability in school buildings, in classrooms, or at school functions will be handled on a case by-case basis, considering:
 - A. The type, size, and weight of the miniature horse, and whether the facility can accommodate these features;
 - B. Whether the handler has sufficient control of the miniature horse;
 - C. Whether the miniature horse is housebroken; and
 - D. Whether the miniature horse’s presence in specific facility compromises legitimate safety requirements that are necessary for safe operation.
5. Owners of service animals must provide proof of current vaccinations to the Superintendent with their request to be accompanied by a service animal.
6. All service dogs must be spayed or neutered.
7. All service animals must be kept clean and groomed to avoid shedding and dander, and must be treated for, and kept free of fleas and ticks
8. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.
9. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of harness, leash, or other tether would interfere with the service animal’s safe, effective performance of work or

tasks, in which case the service animal must be otherwise under the handler's control, such as by voice control, hand signals, or other effective means.

10. The school system is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animals need to relieve itself.
 - A. The District is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
 - B. Students with service animals are expected to care for and supervise their animal. In the case of a young child or a student with disabilities who is unable to care or supervise his service animal, the parent is responsible for providing care and supervision of the animal.
 - C. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis in the discretion of the building administrator.

12. A school administrator may ask an individual with a disability or his or her parents to remove a service animal from a school building, a classroom, or from a school function if any of the following circumstances occurs:
 - A. The animal is out of control and the animal's handler does not take effective action to control it.
 - B. The animal is not housebroken.
 - C. The animal's presence would "fundamentally alter" the nature of the service, program, or activity.
 - D. The animal presents a direct threat to students, staff, or other individuals.

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

Policy History:

Adopted on: