

**2000 SERIES
INSTRUCTION**

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Plummer-Worley Joint School District

INSTRUCTION

2000

Goals

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

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

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

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

Legal Reference:

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2100

School Year / Calendar / Instructional Hours

School Fiscal Year

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

School Calendar

The Board annually shall establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal or other school holidays.

Holidays / Commemorative Days

School holidays shall include New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day and any other holiday recognized as such by the Board.

For those commemorative days that fall on a school day, the teachers and students shall devote a portion of the day on each such day designated in I.C. § 73-108.

Instructional Hours

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

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

Teacher In-Service

At least twenty-two (22) hours will be utilized for in-service teacher activities.

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

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2105

Grade Organization

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

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

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

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

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

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2110

Objectives

Accreditation Standards

The Board will comply with all accreditation standards established by the State Board of Education.

The District will timely submit all accreditation reports to Elementary/Secondary Accreditation Committee using those standards as required by law, including but not limited to: Idaho Elementary/Secondary Accreditation Standards, dated October 17, 1996, Northwest Accreditation Standards, Idaho School Accreditation School Improvement Model.

Continuous Progress Education

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

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

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

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

Legal Reference: I.C. § 33-119 Accreditation of Secondary Schools – Standards for
Elementary Schools
IDAPA 08.02.02.140 Accreditation

Policy History:

Adopted on: 8/11/03

Revised on:

INSTRUCTION

2112

District and Building Leadership Teams

Purpose: Through shared leadership, we are teams that are dynamic, united in purpose through District Initiatives, involved, visible in the schools, and focused on continuous improvement resulting in increased student achievement.

District Leadership Team

Scope of Authority

- a) The determination and implementation of all board, district, school, and student initiatives.
- b) Guidance regarding the implementation of meaningful professional development for all staff.
- c) Other leadership initiatives as deemed appropriate by the school board and administration.

Team Structure

- a) Team members will include at least the Superintendent, principals, an MTSS representative, at least one teacher from each building, one union member, and one paraprofessional from each building.
- b) Staff members from each school will be reconsidered annually and selected through an application process. All applications will be reviewed by the administrative team and one member of each building leadership team. The Superintendent will have the final approval.
- c) A facilitator and secretary will be selected at the first meeting of the year.
- d) Team meetings will take place at least quarterly. Additional meetings may be called as deemed necessary by the team members.

Team Procedure

- a) Norms will be established at the first meeting of the year.
- b) Consensus with final administrator approval will be used for the purpose of making decisions within the team's scope of authority.
- c) An agenda will be prepared in advance of the meeting by the team facilitator and notes will be kept at each meeting by the secretary. The agenda will be sent to all staff in advance of the meeting date. Within five working days of the meeting, notes will be sent to the team facilitator for approval and then distributed to all district staff.
- d) Required continuous improvement plans and meaningful professional development will be established through the collection of multiple sources of data which may include student assessments and other district and building data.
- e) Team members will ensure open communication and collaboration with all staff and the community.

Accountability

- a) Team members will be held to high standards of professional conduct.
- b) Minutes of the meetings will be open to public review and shared with all staff.
- c) The team will evaluate progress through regular review of district data. The impact of the continuous district improvement process leading to improved student achievement will be monitored and adjusted.

- d) A presentation of data will be made to the school board at a regularly scheduled meeting at least twice a year.
- e) Successes will be celebrated.

Building Leadership Teams

Scope of Authority

- a) The determination and implementation of all school improvement and student initiatives.
- b) The implementation of meaningful professional development for building staff.
- c) Other leadership initiatives as deemed appropriate by the District Leadership Team and administration.

Team Structure

- a) Team members will include at least the principal, at least one teacher from each grade span or content area, representation from each building action team, one paraprofessional, and one union member. The teams may consider involving parents and student leaders as well.
- b) Team members will be reconsidered annually.
- c) A facilitator and secretary will be selected at the first meeting of the year.
- d) Team meetings will take place at least twice a month. Additional meetings may be called as deemed necessary by the team members.

Team Procedure

- a) Norms will be established at the first meeting of the year consistent with the norms of the District Leadership Team.
- b) Consensus with final administrator approval will be used for the purpose of making decisions within the team's scope of authority.
- c) An agenda will be prepared in advance of the meeting by the team facilitator and notes will be kept at each meeting by the secretary. The agenda will be sent to all staff in advance of the meeting date. Within five working days of the meeting, notes will be sent to the team members for approval and then distributed to all building staff.
- d) Required continuous improvement plans and meaningful professional development will be established through the collection of multiple sources of data which may include student assessments and other district and building data.
- e) Team members will ensure open communication and collaboration with all building staff.

Accountability

- a) Team members will be held to high standards of professional conduct.
- b) Minutes of the meetings will be open to public review and shared with all building staff.
- c) The team will evaluate progress through regular review of building data. The impact of the continuous school improvement process leading to improved student achievement will be monitored and adjusted.
- d) A presentation of data will be made to the school board at a regularly scheduled meeting at least twice a year.
- e) Successes will be celebrated.

Policy History:

Adopted on: 4/11/2016

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2113

Pre-kindergarten Programs

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

The objectives of the program are to:

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

Legal Reference:

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2120

Curriculum Development and Assessment

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

Development and Assessment

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

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

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

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

Cross Reference: 2000 Goals
 2110 Objectives

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

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2123

Lesson Plan

To insure proper planning and continuity of instruction, the Board requires that each teacher prepare lesson plans for daily instruction. To facilitate more effective instruction, lesson plans must be prepared at least three (3) days in advance of the actual class presentation. The format for the lesson plan will be specified by the building principal and shall be reviewed on a regular basis. The plan book must be readily available when a substitute teacher is needed. Plan books and grade books will be turned in to the building principal at the end of the year for retention as documentation of student instruction.

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2130

Program Evaluation and Diagnostic Tests

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

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

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

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

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2132

Research Studies

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

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

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

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

Policy History:

Adopted on:

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2140

Guidance and Counseling

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

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

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

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

Legal Reference

I.C. § 33-1212

IDAPA 08.02.03.108

Elementary school counselors

Guidance Programs

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2151

Interscholastic Activities

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

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

All facilities and equipment utilized in the interscholastic activity program, whether or not the property of the District, shall be inspected on a regular basis. Participants will be issued equipment that has been properly maintained and fitted as well as approved by the state and national high school activities associations.

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

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

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

Cross Reference: 3416 Administering Medication to Students

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

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2160

Title I

The Superintendent shall pursue funding under Title I of the federal Elementary and Secondary Education Act for compensatory instructional services and activities, to improve the educational opportunities of educationally disadvantaged and deprived children. The Superintendent shall also insure that the District appropriately uses any funds received.

The Superintendent shall develop appropriate procedures to bring about parent involvement in the educational process for their children in any District Title I program.

Legal Reference: Title I of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6301-6514, as implemented by 34 CFR parts 200, 201, 203, 205 and 212.

Policy History:

Adopted on: 8/11/03

Revised on:

Title I Parent Involvement:

Parents and students have the right and privilege to participate with staff in the educational process. Parents are an integral part of their children's education and it is essential for children's success that they contribute their support to the teachers and children in our school. (The word parent also includes guardians and other family members involved in supervising the child's schooling).

Students experience greater success with the support and help of their families. In order to work with our families in accomplishing this goal, schools with Title I students will accomplish this goal by:

- Assisting parents and families with their child's educational needs.
- Promoting clear two-way communication between home and school.
- Supporting parents as leaders and decision makers at all levels concerning the education of their children.
- Providing ongoing opportunities for parents to give input to the school through surveys available to all parent/guardian at the beginning and end of the year. This will allow parent and guardians a chance to voice their feelings about the Title I program. Suggestions or recommendations from parents and guardians will help with Title I program improvements.

Communications will be accomplished in the following ways:

- Posting meeting times and notes in the regular communications to be distributed by e-mail and hardcopy and posted on the web site.
- Advertise ongoing opportunities for parents to volunteer in the school, classroom, and with events.
- Fall and Spring Parent-Teacher Conferences
- Individual conferences with teachers/principal upon request.
- Links to ideas, comments, and or suggestions within the district website.

Annual School Report Cards:

In accordance with the provisions of the No Child Left Behind Act of 2001, each school will provide parents with an annual report card of school achievement. The report card

will provide information about school safety and environment and student achievement on state and local assessments. Achievement data for the past will be included to show trends in student learning. Parents will also be informed about the schools status in regards to Adequate Yearly Progress (AYP) and sanctions if they apply.

Annual Meetings:

Opportunities to provide input at the district level will be provided through advertised meetings and events.

An Annual Open House in September will include the annual parent Title I meeting. This meeting will inform parents of parent involvement policy, curriculum, instruction, assessments, and highly qualified staff.

In addition to the Open Houses, four meetings will be offered to parents and guardians to provide input for the Title I program. These meetings will occur in the morning and evening, on an alternating basis, to accommodate varied schedules. Parents in attendance will be provided access to the Title I Schoolwide plans, survey results, assessment data, and other pertinent information so they can provide input in the planning, review, and improvement of the Title I Schoolwide program.

School-Parent Compacts:

Our school will share responsibility with parents/guardians for high student performance by developing a school-parent-student compact. This compact will outline how parents, staff, and students will share responsibility for promoting high student achievement. This document will be introduced and reviewed during parent-teacher conferences held in the fall and spring.

Parent Teacher Conferences:

Parent conferences are scheduled twice each year. Parents may contact their child's teacher at any time to set up a conference. Report cards are issued four times a year: November, January, March and June. Conferences may be scheduled in person or by calling the teacher.

P.T.O.

The K-8 Parent-Teacher Organization in the Plummer/Worley Joint School District will become an organization whose main objective will be the well-being and education of all students. During the year, the P.T.O. will meet to sponsor assemblies, reading incentives, fine arts productions, book fairs, and networking for volunteers. The P.T.O. will also

maintain a box for communication at each school. The P.T.O. may use district technology for business and communication.

Volunteers:

Volunteers are encouraged to participate in the classroom with various activities. We welcome you to share a hobby or career. Contact your child's teacher or principal for more information.

Classroom Support from Home:

There are many ways in which parents can become involved with their children's education. The Plummer Worley Joint School District # 44 values home, school, and community contributions. These include:

- Reading to children at home,
- Talking about learning at family mealtime
- Providing an at-home study period
- Monitoring the use of television, video games, and computers
- Making sure homework assignments are complete.
- For additional ways you can become involved please check with your child's teachers

Parent Resources:

A parent resource library is available in the Title I schools. Parents can check out books on early childhood education, elementary and middle school learning, and parenting.

Outreach Coordinator

If funds are available, Title I funds will be allocated for an outreach coordinator. The function of the outreach coordinator will be to provide a connection between community, teachers, and parents together. The outreach coordinator will facilitate the volunteer program and communications between community, teachers, and parents.

Legal Reference: I.C.

Policy History:

Adopted on: 4/11/2005

Reviewed on:

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2162

Section 504 of the Rehabilitation Act of 1973

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

The school counselor in each building is designated as the 504 Coordinator.

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

Procedure History:

Promulgated on: 8/11/03

Revised on:

Section 504 of the Rehabilitation Act of 1973 ("Section 504")

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

- G. Within five (5) days of the District's selection of a hearing officer, a pre-hearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard and stipulate to undisputed facts to narrow the contested factual issues;
 - H. The hearing officer shall in writing notify all parties of the date, time and location of the due process hearing;
 - I. At anytime prior to the hearing, the parties may mutual agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators.
 - J. At the hearing, the District and the parent or legal guardian may be represented by counsel;
 - K. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriately equipped or a court-reporter. The District shall be allowed to present its case first. Thereafter the parent or legal guardian shall be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Montana Rules of Evidence will not apply. The hearing officer shall make all decisions relating the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions and decision;
 - L. Within twenty (20) days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties;
 - M. Appeals may be taken as provided by law. The parent or legal guardian may contact the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695 or 5696.
- (2) Uniform Grievance Procedure. If a parent or legal guardian of the student allege that the District and/or any employee of the District has engaged in discrimination or harassment of the student, the parent or legal guardian will be required to proceed through the District's Uniform Grievance Procedure.

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

Procedure History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2163

Driver Training Education

The District may offer a Driver Training Education Program when staffing and funding are available. Anyone residing in the District between the ages of fourteen and one-half (14 1/2) through twenty-one (21) years of age, irrespective of whether they are enrolled in the district, are eligible to enroll in the District's drivers training program.

Participants who are not enrolled as students in the district are subject to the statutory dual enrollment regulations. Such program, in the discretion of the Board, may be conducted after school hours, on Saturdays or during regular school vacation periods. The District may offer a joint driver training program with other districts.

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

Legal Reference: I.C. § 33-1701 et seq. Driver Training Courses

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2165

Homebound, Hospital and Home Instruction

A student absent from school for more than ten (10) consecutive days because of illness or accident may be provided the services of a teacher or an aide in the home or hospital if such service is requested in writing by the parent or guardian. Appropriate educational services may begin as soon as eligibility has been established with a written statement from a licensed physician.

Such students shall be included in calculating the average daily attendance

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

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2167

Correspondence Courses

The District will permit a student to enroll in an approved correspondence course from a school approved by the State Department of Education, in order that such a student may include a greater variety of learning experiences within the student's educational program. The number of correspondence courses a student shall be permitted to enroll in shall be limited to two per term.

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

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

The District shall not be obligated to pay for a student's correspondence courses.

Cross Reference: 2410 & 2410P High School Graduation Requirements

Legal Reference: IDAPA 08.02.01.800 Private Correspondence and Trade Schools

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2221

School Closure

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

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

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2250

Community and Adult Education

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

Policy History:

Adopted on: 8/11/03

Revised on:

Nutrition Services Rationale

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

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

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

1. Children with special healthcare needs;
2. Adolescents who are obese, underweight, follow a specialized diet, or have other issues, such as eating disorders;
3. Students living in impoverished conditions with limited access to nutritionally adequate food; and
4. Students who abuse substances such as food, drugs, alcohol, and tobacco.

Optimally, nutrition services are provided on the school premises by a qualified nutrition professional, such as a registered dietitian, recognized as a valued member of the health care team. The school nurse, dietitian, food service director, and teachers should work collaboratively with parents to successfully integrate nutrition into the District's comprehensive health program. (If the District does not have a school nurse or dietitian, the District might consider negotiation with the local hospital or health district to secure the services of an outpatient nurse and/or dietitian. A dietitian could serve as an integral member of the school health advisory team and work collaboratively with the school nurse to screen and assess students' nutritional status and provide counseling, referral, and follow-up services.)

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

1. Provide standard nutrition screening;
2. Establish a well-defined plan for follow up with students and referral to community-based services; and
3. Provide recommendations for physical activities.

Nutrition-Related Health Problems

Headaches, stomach upsets, and general malaise, common complaints in the school nurse's office, may be a direct result of poor nutrition. Other nutritional concerns; including restrictive dieting, distorted body images, eating disorders, and obesity; may have an indirect effect on learning, and may be significant predictors of a student's success in school. School counselors and school health services staff shall consistently promote healthy eating to students and other staff. These professionals shall be prepared to recognize conditions such as obesity, eating disorders, and other nutrition-related health problems among students and staff and be able to refer them to appropriate services.

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

Policy History:

Adopted on: 11/18/2019

Revised on:

Reviewed on:

Nutrition Education

Quality nutrition education which is presented creatively, is grade appropriate, and builds knowledge and skills throughout the child's school experience. It addresses factual information and explores the health, social, cultural, and personal issues influencing food choices. Nutrition and nutrition education are recognized as important contributors to overall health. Comprehensive nutrition education programs extend beyond the classroom into the larger school environment. The school cafeteria serves as a laboratory where students apply critical thinking skills taught in the classroom. Physical education programs, after-school sports, and school health services are appropriate avenues for nutrition education efforts. Students need to explore how:

1. Knowledge has purpose and meaning in their lives; and
2. Curriculum points to the connections within and across disciplines.

Examples of how nutrition can be integrated into classes include discussing ethnic food practices in the context of history and geography; preparation of healthy food in home economics, adult living, or life skills courses; the study of essential nutrients in science and biology classes; applying mathematical and technological skills to conduct dietary analysis; and addressing the wide range of social, cultural, and psychological aspects of food in language and social studies classrooms.

The District has a comprehensive curriculum approach to nutrition in kindergarten through grade 12. All instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate. The health benefits of good nutrition should be emphasized. These nutritional themes include but are not limited to:

1. Knowledge of my plate;
2. Healthy choices to decrease illness;
3. Sources and variety of foods;
4. Guide to a healthy diet;
5. Diet and disease;
6. Understanding calories and food as energy;
7. Healthy snacks;
8. Healthy breakfast;
9. Healthy diet;
10. Food labels;
11. Major nutrients;
12. Multicultural influences;
13. Serving sizes by age, sex, and activity level;
14. Proper sanitation;
15. Importance of fluid intake and selection; and
16. Identifying and limiting low nutrition food.

The District nutrition policy reinforces nutrition education to help students practice these themes in a supportive school environment. All nutrition education will be scientifically based, consistent with the most recent Dietary Guidelines for Americans.

Nutrition education will be offered in the school cafeteria as well as in the classroom, with coordination between school food service staff and teachers. Teachers can display posters, videos, websites, etc. on nutrition topics and send materials home to involve parents. Participation in USDA nutrition programs is encouraged as the District conducts nutrition education activities and promotions that involve students, parents, and the community. The school nutrition team responsible for these activities will be composed of child nutrition services staff, student services staff, school nurses, health teachers, and physical education coaches.

School Community

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

Local Community

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

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

Parent Involvement

The District will support parents' efforts to provide a healthy diet and daily physical activity for their children. The District will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the District's nutrition standards for individual foods and beverages.

Celebrations that involve food during the school day shall be limited to no more than one party per class per month. No more than one food or beverage that does not meet nutrition standards for Smart Snacks in Schools may be served at such parties. The District will provide parents a list of foods that meet the District's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the District will provide opportunities for parents to share their healthy food practices with others in the school community.

The District will provide physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such support will include sharing information

about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

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

1. Nutrition education will be provided to parents beginning at the elementary level. The goal will be to continue to educate parents throughout the middle and high school levels;
2. Healthy eating and physical activity will be actively promoted to students, parents, teachers, administrators, and the community at registration, PTO meetings, open houses, health fairs, teacher in-services, etc.; and
3. Nutrition education from evidence-based sources (such as USDA's Team Nutrition and My Plate) may be provided in the form of handouts, postings on the District website, or presentations at open houses that focus on nutritional value and healthy lifestyles.

Cross Reference: 8230 District Nutrition Standards

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

42 USC § 1758b, Section 204 Healthy, Hunger-Free Kids Act of 2017

CFR § 210.30 Local School Wellness Policy

Other References: Implementation and Monitoring Plan, Idaho State Department of Education

Policy History:

Adopted on: 11/18/2019

Revised on:

Reviewed on:

Physical Activity Opportunities and Physical Education (PE)

Daily Physical Education (PE) K-12

Students in grades K-12, including students with disabilities, special healthcare needs, and those in alternative educational settings, will receive daily physical education (PE) (or its equivalent of 150 minutes per week for elementary school students and 225 minutes per week for middle and high school students) for the entire school year. All PE will be taught by a certified PE teacher.

Students will spend at least 50 percent of PE class time participating in moderate to vigorous physical activity.

Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity, at least 60 minutes per day, and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond PE class. Toward that end:

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

Daily Recess

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

Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity.

When activities such as mandatory school-wide testing make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they will be encouraged to stand and be moderately active.

Physical Activity and Punishment

Teachers and other school and community personnel will not use physical activity, such as running laps or push-ups, as punishment.

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

Policy History:

- Adopted on: 11/18/2019
- Revised on:
- Reviewed on:

Plummer-Worley Joint School District

INSTRUCTION

2309

Library Materials

School library and classroom library books are provided primarily for use by District students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The building principal may assess fines for damaged or unreturned books.

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

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

Cross Reference: 2314 Learning Materials Review
 4310P Uniform Grievance Procedure

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

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2309P

Selection of Library Materials

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

Weeding

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

Discarded materials will be clearly stamped:

“WITHDRAWN FROM THE PLUMMER-WORLEY PUBLIC SCHOOL LIBRARY”

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

Gifts

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

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

Procedure History:

Promulgated on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2310

Selection of Library Materials

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

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

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

The Superintendent is responsible for selection of library materials. Ultimate responsibility for the selection of library materials rests with the Board.

The Board, acting through the Superintendent, thereby delegates the authority for the selection of library materials to the principal in each of the schools. The principal further delegates that authority to the librarian in the school.

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2311

Curricular Materials

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

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

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

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

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

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

Cross Reference: 2314 Learning Materials Review

Legal Reference: I.C. § 33-118A Curricular materials – Adoption procedures
I.C. § 33-512A District curricular materials adoption
committees

IDAPA 08.02.03.112 Curricular Materials Selection

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2311P

Selection, Adoption and Removal of Curricular Materials

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

Selection and Adoption

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

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

Removal

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

Procedure History:

Promulgated on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2312

Copyright

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

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

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

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

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

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

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

Policy History:

Adopted on: 8/11/03

Revised on: 8/09/10

Plummer-Worley Joint School District**INSTRUCTION**

2312P

Copyright ComplianceAuthorized Reproduction and Use of Copyrighted Material in Print

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

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

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

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

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

Authorized Reproduction and Use of Copyrighted Materials in the Library

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

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

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

Authorized Reproduction and Use of Copyrighted Music

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

A teacher may make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song.

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

Authorized Reproduction and Use of Copyrighted Materials on Websites

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

Teacher Instruction to Students for Reproduction and Use of Copyrighted Material

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

17 USC 101 to 1010 Federal Copyright Law of 1976.

Procedure History:

Promulgated on: 8/11/03

Revised on: 8/09/10

Plummer-Worley Joint School District

INSTRUCTION

2314

Learning Materials Review

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

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

Cross Reference: Policy 3215 Uniform Grievance Procedure

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2320

Field Trips, Excursions and Outdoor Education

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

Because the State of Idaho only reimburses field trips within 100 miles, field trips which take students more than 100 miles must be approved in advance by the Board of Trustees. Building principals have the authority to approve all other field trips.

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

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

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2322

Contests for Students

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

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

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

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

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

Policy History:

Adopted on: 8/11/03

Revised on

Plummer-Worley Joint School District

INSTRUCTION

2330

Controversial Issues and Academic Freedom

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

The Board recognizes the need for the teacher to have the freedom to discuss and teach subjects and issues which may be controversial. Such subjects and issues may include but not necessarily be limited to (1) politics, (2) science, (3) health and sex education, and (4) values and ethics.

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

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

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

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

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

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

1. All classroom studies will be curriculum-related, objective, and impartial;
2. Teachers will create and maintain an atmosphere of open-mindedness and

tolerance, and that no one idea or viewpoint should necessarily prevail;

3. Teachers will not attempt, directly or indirectly, to limit or control students' judgment concerning any issue, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation;
4. Teachers will exercise professional judgment in determining the appropriateness of the issue to the curriculum and to the age and grade level of the students.

To this end:

1. The teacher shall be free to choose supplemental materials to support and enhance the regular classroom curriculum except in sex education instruction. To encourage the free flow of information and enhance student creativity, unplanned issues may be brought up in the classroom and briefly discussed.
2. Any parent or legal guardian may have his or her child excused from any planned sex education instruction upon filing a written request to the building principal. Alternative educational activities may be provided for those excused.
3. When guest speakers are to be used, the principal must always give approval in advance of the presentation.

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

Policy History:

Adopted on: 8/11/03

Revised on: 5/13/2013

Plummer-Worley Joint School District

INSTRUCTION

2332

page 1 of 3

Student Religious Activity at School

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

Student Prayer and Discussion

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

Staff Members

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

Graduation Ceremonies

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

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

Baccalaureate Ceremonies

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

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

Assemblies, Extracurricular and Athletic Events

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

Student Religious Expression and Assignments

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

Religion in the Curriculum

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

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

Student Religious Clubs

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

Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions that the District imposes on the distribution of other

non-school literature. Outsiders may not distribute religious or other literature to students on school property, consistent with and pursuant to the District's policy on solicitations (Policy 4321).

Religious Holidays

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

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2333

Participation in Commencement Exercises

Statement of Policy

A student’s right to participate in the commencement exercises of the graduating class is an earned privilege. As such, participation in this ceremony is reserved for those members of the graduating class who have completed all of the state and local requirements for graduation before the date of the ceremony. Students who complete their requirements after the date of commencement exercises will receive their diploma at that time.

Organization and Content of Commencement Exercises

The school administration may invite graduating students to participate in high school graduation exercises according to academic class standing or class officer status. Any student who, because of academic class standing, is requested to participate may choose to decline the invitation.

The school administration shall not censor any presentation or require any content, but may advise the participants about appropriate language for the audience and occasion. Students selected to participate may choose to deliver an address, poem, reading, song, musical presentation, prayer, or any other pronouncement of their choosing.

The printed program for the commencement exercises shall include the following paragraphs:

Any presentation by participants of graduation exercises is the private expression of the individual participants and does not necessarily reflect any official position of the District, its Board, administration, or employees, or indicate the views of any other graduates.

The Board recognizes that at graduation time and throughout the course of the educational process, there will be instances when religious values, religious practices, and religious persons will have some interaction with the public schools and students. The Board, however, does not endorse religion, but recognizes the rights of individuals to have the freedom to express their individual political, social, or religious views, for this is the essence of education.

Legal Reference: Art. 9, Sec. 6, Idaho Constitution – Religious Test and Teaching in School

- | | |
|----------------|---------------------------------|
| | Prohibited |
| I.C. § 33-1603 | Sectarian Instruction Forbidden |
| I.C. § 33-512 | Governance of Schools |
| I.C. § 67-5909 | Acts Prohibited |

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2334

Release Time for Religious Instruction

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

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

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

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

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

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

	Prohibited
I.C. § 33-519	Release for Religious Instruction
I.C. § 33-1603	Sectarian Instruction Forbidden
IDAPA 08.02.02.220	Release Time Program for Elementary and Secondary Schools

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2375

Advancement Requirements (9-12)

The District has established a set of advancement requirements for 9-12 grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the following advancement requirements are required in the District:

1. To advance to the next grade, students must earn at least 14 credits in the current grade, six credits of which must be in English, math or science.
2. Failure to pass an English, math or science class shall necessitate the failed course being retaken in that grade even though the student may have earned enough credit to advance to the next grade.
3. Students who have failed a course may get credit for that course by retaking it through an accredited program, such as summer school, university courses, and correspondence courses. Credit for work experience may be offered when the work program is a part of and supervised by the school.

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2410

High School Graduation Requirements

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

The Board shall establish graduation requirements which, as a minimum, satisfy those established by the Board of Public Education (IDAPA 08.02.03.107). Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter ninth grade. Exceptions to this general rule may be made where it is determined by the Board that the proposed change in graduation requirements will not have a negative effect on students already in grades nine through twelve (9-12). The Board shall approve graduation requirements as recommended by the Superintendent.

To graduate from high School, a student must have satisfactorily completed four (4) years of attendance in grades nine through twelve (9-12). Highly unusual exceptions may be considered by the principal, such as a student exchange program in a recognized school.

A student who possesses a disabling condition shall satisfy those competency requirements which are incorporated into the individualized education program ("IEP"). Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

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

Legal Reference: IDAPA 08.02.03.105 Graduation from High School
IDAPA 08.02.03.107 High School Graduation Standards (Effective July
1, 2000)
IDAPA 08.02.01.250.02 Required Attendance

Policy History:

Adopted on: 8/11/03

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

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High School Graduation Requirements

Publication of Graduation Requirements

Prior to registering in high school, each student will be provided with a copy of the current graduation requirements. Graduation requirements shall also be included in the student handbook, and will include required ISAT proficiency, or successful completion of the district developed alternative to the ISAT.

Credits

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

Waiver of Requirement

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

Students who do not attain at least a proficient score on the ISAT will have the option of appealing to the Board of Trustees for relief from the ISAT proficiency requirement. Students who choose to appeal must meet the following eligibility requirements:

1. Must be in a special education program and have a current Individualized Education Program (IEP) or;
2. Must be enrolled in a Limited English Proficiency Program, or;
3. Must be enrolled in the fall semester of the senior year.

The district requires that all students who appeal for relief from the ISAT proficiency requirements must successfully complete an alternative program equivalent to the ISAT requirement approved by the Board of Trustees in order to graduate.

Alternative Programs

The district alternative program that students must use to demonstrate that they possess the skills and knowledge necessary to graduate from Lakeside High School are as follows:

1. Successfully complete the performance measures that are equivalent to the sub skills areas measured by the ISAT, as identified in the PLATO I-PLN remediation as shown below:
 - a. Identify students who have not demonstrated proficiency according to State Board of Education graduation standards on the ISAT-10. Each student will be assigned a case manager (Advisor) who will track proficiency and serve as an advocate.
 - b. The student's specific ISAT strand scores will be entered into the I-PLN Diagnostic/Prescriptive Spreadsheet which will identify the learning modules in the I-PLN that relate to the student's deficiencies.
 - c. Enroll the student in the appropriate ISAT remediation intervention program(s).
 - d. Design and deliver instruction on selected strands in which the student is deficient.
 - e. Students will continue to participate in the ISAT testing during normal testing windows. Concurrently, students will complete I-PLN strands as prescribed. This concurrent assessment system will continue through the student's high school experience until he/she has reached proficiency by one measure or the other. I-PLN proficiency is defined as mastery of 70 percent of the modules within an individual strand of each content area.
 - f. Students who do not show proficiency in one or more areas of the ISAT-10 may petition the Board of Trustees for permission to use I-PLN proficiency results as evidence that they have met the academic requirement of the State Board of Education. The petition will include a record of proficiency within both the ISAT-10 and the I-PLN assessment systems. Evidence of proficiency shall be recorded in the current district Student Information System or other appropriate program.
 - g. The Board of Trustees will require each student petitioning to show proficiency on each strand of each content area in order to qualify for graduation.

The district alternative program is aligned with state content standards and based on academic proficiency and performance.

Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, university courses, and correspondence courses. Credit for work experience may be offered when the work program is a part of and supervised by the school.

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

Honor Roll

A student must have a minimum grade-point average of 3.0 to be placed on the regular honor roll. Specific information regarding honors at graduation will be included in the student handbook.

Class Rank (Grade Point Average)

Class Rank is compiled from semester grades.

Early Graduation

Any high school student who completes the number of credits and exiting standards required by Idaho law and Board policy prior to completing eight (8) semesters of high school work may petition the Board of Trustees requesting to be allowed to graduate early.

Any student seeking to graduate early must follow the following procedure:

- a. All applications must be submitted to the Superintendent at least one (1) semester prior to the proposed graduation date. Applications must be in writing and countersigned by parents or legal guardians if the student is a minor.
- b. All applications must be accompanied by a recommendation from the high school principal.

Reasons considered for early graduation may include a planned post secondary educational program, medical, religious, or family emergency considerations. The decision to grant early graduation belongs to the Board and their decision shall be final.

Participation in graduation ceremonies is a privilege extended to students. Students may be denied the right to participate.

Outstanding Fees

As a further condition of graduation, and as a condition of issuance of a diploma or certificate, or as a condition for issuance of a transcript, all indebtedness incurred by a person when he or she was a student must be paid. Furthermore, all books or other instructional material, uniforms, athletic equipment, advances on loans, or other personal property of the school district borrowed by the person when he or she was a student of the district must be returned.

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

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

Legal Reference: IDAPA 08.02.01.350 Early Graduation
IDAPA 08.02.03.105 Graduation from High School
IDAPA 08.02.03.107 High School Graduation Standards

Procedure History:

Promulgated on: 8/11/03
Revised on: 5/08/06

Plummer-Worley Joint School District

INSTRUCTION

2420

Grading and Progress Reports / Parent-Teacher Conferences

Grading/Progress Reports

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

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

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

Parent-Teacher Conferences

At the elementary level, a parent-teacher conference will be held in addition to the report card at the end of the first nine-week grading period. At the high school level, time is made available for interested parents to schedule conferences with their son's or daughter's teachers.

At all times parents should be encouraged to visit school when their child has school problems. Parents should be called in for a conference as soon as a student begins to show signs of unsatisfactory progress.

Mid-Grading Reporting Period – Junior-Senior High School

Progress reports or deficiency notices are sent to those students who are doing below average or failing work, those students who are not working up to their potential or capabilities, or to students who are doing exceptionally well. These reports will be mailed or sent home with the student at approximately the end of each marking period.

Policy History:

Adopted on: 8/11/03

Revised on:

Instruction

Parental Rights

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

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

The mandates upon the District include State enacted parental rights legislation. The provisions and allowances in the Parental Rights legislation must be read consistent with and in conjunction with other existing state and federal education mandates. Therefore, parents and students are expected to abide by the District’s practices, policies, and procedures governing the operation of the schools which are required by various state and/or federal laws, rules, and regulations.

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

A parent who has objection to their child’s participation in the District’s adopted curriculum and/or the District’s implementation of practices, policies, and procedures in accordance with educational mandates, with the exception of sex education curriculum, as provided for in Idaho Code, and who chooses to not have their child participate in the provided educational activity,

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shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to the District. The final decision as to the placement of such alternative educational activity shall be at the discretion of the District, with input of the parent, consistent with the requirements for advancement and graduation.

Cross Reference: 2340F Parental Opt-Out Form for Sex Education

Legal Reference: Idaho Constitution Article IX

I.C. § 32-1010 Intent of the Legislature – Parental Rights

I.C. § 32-1012 Parental Right to Direct the Education of Children

I.C. § 32-1213 Interference with Fundamental Parental Rights Restricted

I.D.A.P.A. 08, Titles .01, .02, .03 and .04

Policy History:

Adopted on: 10/12/2015

Revised on:

Cross Reference:

Legal Reference: I.C. § 33-51, 33-515, and 33-515A Supplemental Contracts

Policy History:

Adopted on: October 12, 2015

Revised on:

Plummer-Worley Joint School District

INSTRUCTION

2430

Homework

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

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

Policy History:

Adopted on: 8/11/03

Revised on: