

Goals

The Board's instructional goals are for the District to create, deliver, and manage opportunities responsibly for all children to meet high standards and become contributing citizens. To be successful in this endeavor, the District must build a partnership of shared responsibility with the student, the family, and the community.

The Board believes that the following are important components of these instructional goals:

- a positive school climate, free from disciplinary problems, and conducive to learning;
- high expectations for student learning and achievement consistent with community expectations;
- a District-wide emphasis on the teaching of essential skills;
- a curriculum with clearly-defined educational objectives;
- programs that are based on research, best practices, surveys, assessments and other data sources.
- an organizational structure and financial plan which focuses resources on students and the classroom;
- an evaluation and reporting system of both student and District programs that enhances student achievement and District effectiveness; and
- a personnel recruitment, evaluation, and professional development program designed to ensure that every student has caring, qualified, and effective teachers.

Adopted: <u>6/01/98</u>	Reviewed: <u>8/11/03, 7/11/05</u>	Revised: <u>7/01/00, 8/13/01</u>
	<u>5/7/07, 2/17/10</u>	<u>8/1/05(7/11/05)</u>
	<u>2/19/13</u>	<u>7/1/07(3/22/10)</u>

Legal Reference: I.C. 33-506 Organization and Government of Board of Trustees(1)

Student Curriculum Requirements (K-12)

The Board acknowledges the value of maintaining a district-wide curriculum in order to ensure that students across the District have access to equivalent instructional content. Curriculum guides for subject matter at different grade levels provide direction for instruction in these areas.

Students must meet the following requirements:

Kindergarten through Sixth Grade (K-6th)

Art
Handwriting
Health
Language
Mathematics
Music
Physical Education
Reading
Science
Social Studies
Spelling
Technological Applications
Writing

Seventh through Eighth Grade (7th-8th)

Grade 7:

English 7 or Accelerated English 7 (2 semesters)
Life Science (1 semester)
Accelerated Math 7 (2 semesters)
Physical Education 7 (1 semester)
Reading 7 (2 semesters) or Accelerated Reading 7
World Studies 7(2 semesters)

Grade 8:

Earth Science (2 semesters)
English 8 or Accelerated English 8 (2 semesters)
Health Education 8 (1 semester)
Accelerated Pre-Algebra 1 (2 semesters)
Physical Education 8 (1 semester)
Reading 8 (2 semesters)
World Studies 8 (2 semesters)

Ninth through Twelfth Grade (9th-12th)

Grade 9

Accelerated Algebra 1 - Integrated (2 credits)
English 9 or Accelerated English 9 (2 credits)
Physical Science (2 credits) or
Accelerated Biology (2 credits)
U.S. History 9; or Accelerated U.S. History 9 (2 credits)

Grade 10

Biology 10 or Accelerated Chemistry (2 credits)
English 10 or Accelerated English 10 (2 credits)
Algebra 1 Part 2 or Accelerated Geometry (2 credits)

Grade 11

Math in the Workplace 2 or Intermediate Geometry or Intermediate Algebra 2 or Accelerated Algebra 2
English 11 or Advanced Placement English Language/Composition (2 credits)
U.S. History 11 or Advanced Placement U.S. History 11 (2 credits)

Grade 12

American Government or Advanced Placement American Government/Comparative Government (2 credits)
Economics or Marketing Education Courses (6 credits, grades 10-12) or Enterprise Economics or Advanced Placement Economics (1 credit)
English 12 or Advanced Placement English Literature/Composition (2 credits)
Math in the Workplace Geometry or Intermediate Algebra 2 or Advanced Math Topics or Accelerated Pre-Calculus or AP Computer Science or AP Statistics or AP Calculus

Other Grade 9-12 Requirements

Critical Reading/Writing or Reading Improvement (1 credit, any grade 9-12)
Health (1 credit, grade 11 or 12) or Orientation to Health Professions or Orientation to Health Professions/Sports Medicine (2 credits, grades 11 or 12)
Mathematics (2 credits) (required in 12th grade)
Physical Education (2 credits grades 9-12)
Science (2 credits)
Speech or Debate (1 credit, any grade 9-12)
Sufficient electives to satisfy the 48 credit graduation requirement.

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	2/19/13	7/1/13 (6/10/13)
	2/19/13	

Cross-Reference: Academic Acceleration #2124
High School Graduation Requirements #2640
Student Nutrition and Physical Activity #3420

Handbook Reference: Boise School District Senior High School Enrollment Handbook, Grades 9-12
Boise School District Junior High School Enrollment Handbook, Grades 7-8

Exemptions from Portions of District Courses

The Superintendent or designee may grant an exemption from certain portions of District courses upon receipt of a written request from a parent/guardian. The Superintendent or designee may require additional information in order to grant the request. If the request is granted, the student must complete alternative assignment(s)/activities, and comply with attendance requirements.

Adopted: 6/01/98 Reviewed: 8/11/03, 7/11/05 Revised: 8/11/03
 5/7/07, 2/17/10
 2/19/13

Cross-Reference: Student Curriculum Requirements (K-12) #2110
 Technology Use #3239

Legal References: IC 33-506 Organization and Government of Board of Trustees(1)
 IC 33-1611 Excusing Children From Instruction in Sex Education

Use of Curriculum

Instructional personnel are required to teach the District's curriculum. In the implementation of the curricula, teachers shall utilize appropriate instructional methodologies and materials necessary to meet a wide variety of student needs.

Discipline for violation of this policy may involve actions up to and including dismissal.

Adopted: 6/01/98	Reviewed: 8/11/03 -- 7/11/05	Revised: 8/14/00 --
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	5/7/07 -- 2/17/10	8/11/03
	2/19/13	

Cross Reference: Academic Freedom #2181

Legal Reference: IC 33-506 Organization and Government of Board of Trustees(1)

Curriculum Development, Implementation and Evaluation

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

- increase the probability that all students receive appropriate and adequate instruction;
- increase the consistency of what is taught among teachers within the same grade or subject area and across grade levels;
- contribute to high achievement among all groups of students over time; and
- increase a school system's ability to use scarce resources effectively.

I. Curriculum Development

The Board requires the development of curriculum for all District courses/subjects. The Superintendent or designee shall provide clear direction for their design. The curriculum shall have a consistent format and meet the following criteria:

- align objectives with district, state and national standards and assessments through a framework for vertical (grade to grade) and horizontal (within a grade level) consistency;
- consider student, staff, parent and community expectations or needs;
- clearly state objectives for the desired knowledge, skills, concepts or dispositions;
- delineate prerequisite requirements;
- list resources, including on-line resources, texts and other supplementary materials, for each objective;
- provide examples of teaching strategies, methods or activities through professional development;
- list the types of academic intervention District staff will use when the student rate of academic progress is not satisfactory;
- communicate a plan for the curriculum development process;
- delineate accountability measures.

The Superintendent or designee shall inform the Board of plans for the development of new curriculum and the elimination of existing curriculum. The Board may establish overall curriculum goals. Curriculum requires Board approval.

II. Curriculum Implementation

The Board shall hold the Superintendent accountable for the implementation of curriculum, including but not limited to:

- Training the staff in the delivery of curriculum;
- Monitoring the delivery of curriculum; and
- Equitable access to curriculum.

III. Curriculum Evaluation and Board Report

Existing curricula shall be reviewed annually as part of the Strategic Planning process. The

Postsecondary Dual Enrollment

Eligibility

Eleventh (11th) or twelfth (12th) grade students who are not foreign exchange students are eligible for postsecondary dual enrollment.

Notification

The District shall provide general information on postsecondary dual enrollment to high school students by March 1 of each year.

Students seeking postsecondary dual enrollment must inform the District of their intent to enroll prior to taking courses.

Counseling

To the extent possible, the District shall provide counseling services to eligible students and their parents/guardians before they enroll in postsecondary courses. The District shall receive a signed form from the student and the student's parents/guardians. The form shall indicate that the signers have received the information about and understand their responsibilities for postsecondary dual enrollment.

Course Credit and Graduation Requirements

The District shall grant academic credit to a student who meets the requirements of this policy and successfully completes course work at a postsecondary institution. The student must provide appropriate documentation of postsecondary course content/requirements to the Superintendent or designee. The Superintendent or designee shall determine how the postsecondary courses fulfill the District's graduation requirements and what the District's credit equivalent is for the postsecondary courses. Two semester college credits will equal one District credit. A student with postsecondary dual enrollment shall be subject to the same policies, procedures, and school rules as any regularly enrolled student during the times that this student is involved in a District program or activity. This includes all graduation requirements.

Appeal Process

Appeals on the granting of credit shall be made to the Council of Directors. The decision of the Council of Directors may be appealed to the Board of Trustees for an informal review of the record. The Board's decision is final.

All appeals and responses shall be in writing. The District shall send notification of the meeting date for the review of the appeal within five (5) school days of the receipt of the request.

Financial Arrangements

The District will not make payments or partial payments for the postsecondary enrollment of students.

Transportation

The District is not responsible for transporting students to and from a postsecondary institution.

Correspondence Classes

The District will allow a maximum of three (3) credits from correspondence courses to be applied toward the completion of graduation requirements. All correspondence credits used in completing graduation requirements shall parallel the content of courses outlined in the student handbook. Only those correspondence courses which are approved in advance by the Superintendent's designee will be accepted for credit. In unusual or extenuating circumstances, the Superintendent or designee may approve correspondence credits above the maximum, but within State Board of Education requirements.

Adopted: 6/01/98 Reviewed: 8/11/03, 7/11/05 Revised: 7/12/99
5/7/07, 2/17/10
2/19/13

Cross-Reference: Postsecondary Dual Enrollment #2121

Legal Reference: IDAPA 08.02.03.100.06
State Board Rule

Handbook Reference: Catalog of Approved Correspondence Courses
Secondary Student Planner

Independent Study

A student seeking enrollment in an independent study program must:

- receive prior approval from the Superintendent's designee;
- choose a course of study which is not required for graduation;
- be approved only under extraordinary conditions or extenuating circumstances; and
- follow District guidelines for independent study.

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5/7/07, 2/17/10
2/19/13

Legal Reference: IDAPA 08.02.03.100.06

Handbook Reference: Secondary Student Planner

Academic Acceleration

The Superintendent or designee shall implement procedures for students who request an accelerated academic program. The procedures shall address the following issues:

- a process to evaluate relevant factors such as academic readiness and social maturity;
- requirements for waiving prerequisite classes;
- the awarding of credits and grades for waived courses or accelerated courses; and
- responsibility for transportation if a student attends a different school for accelerated course work.

Adopted: 6/12/00 Reviewed: 8/11/03, 7/11/05 Revised: _____
5/7/07, 2/17/10
2/19/13

Cross-Reference: Student curriculum Requirements (K-12) #2110
Grading Scale and Grade Point Averages #2610
Promotion, Advancement and Retention #2614
High School Graduation Requirements #2640

Educational Programs - Development, Implementation and Evaluation

An effective school system consistently uses data from a variety of sources to develop or evaluate strategies to address impediments to student learning or attainment of goals. Therefore, the Board shall hold the Superintendent responsible for district wide, as well as school-based program development, implementation, and evaluation to improve student results.

I. Development

New or pilot programs require Board approval. The Superintendent or designee shall integrate new or pilot programs into the Strategic Planning process presenting the following information, to the extent applicable:

A. Goals and Objectives/Program Rationale

1. documents a system need
2. utilizes solid research base
3. clearly defines the purpose of the program
4. states the desired outcomes, including the intended impact on student achievement
5. explains why this approach best fits the identified need, including a cost/benefit analysis, to the extent possible
6. lists other alternatives considered
7. identifies how the program helps implement the strategic plan
8. documents the involvement of the affected stakeholders
9. has a clearly defined set of educational goals

B. Program Plan

1. includes a description of the program
2. considers student, staff, parent and community expectations or needs
3. aligns with established District curriculum, priorities and student learning goals
4. assigns responsibility to program leaders
5. establishes a detailed implementation plan with timelines
6. provides for appropriate professional development
7. provides a long range budget identifying needed human and material resources
8. identifies sources of fiscal support for current and future years
9. outlines a communication plan

C. Evaluation Plan

1. clearly states the evidence to be used in verifying accomplishment of goals, including improvement of student achievement
2. identifies formative and summative evaluation criteria and timeline
3. primarily uses student assessment data to evaluate success
4. uses disaggregated data to evaluate the effect of the program on different student populations
5. requires a cost/benefit analysis
6. outlines criteria for renewal of the program

II. Implementation

The Superintendent or designee shall implement educational programs, including but not limited to:

- training the staff in the delivery of the program;
- monitoring the delivery of the program;
- managing human and material resources; and
- providing equitable access to the program.

III. Evaluation and Board Report

The Superintendent or designee shall:

1. evaluate existing educational programs at least every five (5) years;
2. maintain a cycle for the evaluation and revision of educational programs;
3. evaluate the educational programs for efficiency and effectiveness using the criteria for educational programs development outlined in section I of this policy;
4. report to the Board at least once a year on the status of District educational programs.

The report shall include:

- status of pilot educational programs, including expenditures;
- aggregated and disaggregated data concerning progress on national, state and local assessments for District students involved in the program;
- ways in which assessment data is used to strengthen programs;
- cost/benefit analysis;
- recommendations for the development of new or elimination of existing programs;
- recommendations for budget decisions; and
- evaluation of the effectiveness of the existing the programs.

The Board shall review each pilot educational program annually until it is approved.

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Cross Reference: Strategic Planning #1310
 Board Budget Planning and Adoption #1340
 Curriculum Management Plan #2117
 Professional Development #2131
 District Assessment Program #2160
 Student Nutrition and Physical Activity #3420
 Annual Budget #7110
 Facilities Master Plan #9100

Legal Reference: IC 33-506 Organization and Government of Board of Trustees(1)

Professional Development

Highly trained employees are the District’s most important resource in the education of children. In an effort to foster an expectation of continuous professional growth, the Superintendent or designee shall provide professional development opportunities for all employees that:

- enhance and improve student achievement and cultivate citizenship;
- provide for organizational, collegial, and individual development;
- budget sufficiently to implement professional development goals;
- reflect a careful analysis of data concerning student and staff needs;
- guide by a long-range comprehensive plan which is aligned with the District’s curriculum, goals and priorities;
- focus on research-based approaches in both content and delivery;
- include follow-up, monitoring and on-the-job applications necessary to ensure improvement; and
- evaluate by the improvement in employee practices and student progress.

The Board directs the Superintendent or designee to develop and implement a comprehensive professional development plan for all personnel to be included in the District’s Annual Strategic Plan and Budget.

The Superintendent or designee will report periodically to the Board on the comprehensive professional development plan as part of the Strategic planning review.

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	12/11/14	7/1/10(3/22/10)
		7/1/15(3/9/15)

Cross Reference: Strategic Planning #1310
 Comprehensive Assessment and Accountability System #1350
 Curriculum Development, Implementation and Evaluation #2114
 District Assessment Program #2160
 School Improvement Program #2410
 General Duties of Administrative Staff #6211
 Annual Budget #7110

Professional Development Exhibit

National Staff Development Council Standards:

Context Standards

- **Learning Communities**
Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.
- **Leadership**
Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.
- **Resources**
Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

Process Standards

- **Data-Driven**
Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- **Evaluation**
Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.
- **Research-Based**
Staff development that improves the learning of all students prepares educators to apply research to decision making.
- **Design**
Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.
- **Learning**
Staff development that improves the learning of all students applies knowledge about human learning and change.
- **Collaboration**
Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

Content Standards

- **Equity**
Staff development that improves the learning of all students prepares educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for their academic achievement.
- **Quality Teaching**
Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- **Family Involvement**
Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

Physical Education and Athletic Physical Exam

The Board requires students to have a physical examination prior to the beginning of 7th grade. The physical exam may not be taken before May 1st of the 6th grade year. The physical exam may provide eligibility to participate in physical education class in the seventh through twelfth (7th-12th) grade and in athletics in the seventh and eighth (7th-8th) grade.

In addition, the Board requires a student participating in interscholastic athletics to have a physical exam at the beginning of ninth (9th) and eleventh (11th) grades. At the beginning of the tenth (10th) and twelfth (12th) grade years, if the student has completed a physical exam in the previous year, the parent/guardian must complete and return an interim questionnaire.

The exam is done at the expense of the student.

Adopted: 6/01/98 Reviewed: 8/11/03, 7/11/05 Revised: 8/11/03
5/7/07, 2/17/10
2/19/13

Cross-Reference: Exemptions from Portions of Curriculum #2111

Legal Reference: IC 33-506 Organization and Government of Board of Trustees(1)
IDAPA 08.02.03.100 es seq.

Handbook Reference: Secondary Student Planner

Career and Technical Education

The District shall provide a program of career and technical education to assist students in making career choices and to prepare students for enrollment in advanced or skilled career and technical education programs.

The provisions of Educational Programs – Development, and Implementation and Evaluation policy #2130 shall apply to this policy.

Adopted: 6/01/98 Reviewed: 8/11/03, 7/11/05 Revised: 7/1/10(3/22/10)
5/7/07, 2/17/10
2/19/13

Cross-Reference: Educational Programs – Development, Implementation and
Evaluation #2130

Handbook Reference: The Boise School Comprehensive Guidance and Counseling Program

Legal Reference: IDAPA 08.02.03.100.04

Driver Education

The District shall offer driver education courses for eligible students as defined in state law. A fee shall be assessed to cover those costs which are not reimbursed by state funds, except that this fee may be waived or reduced for students whose families would have difficulty paying the full fee.

The Board directs the Superintendent to implement procedures dealing with program supervision, curriculum development, and student enrollment criteria.

The driver education courses shall be conducted in compliance with all the requirements in the current approved Idaho Driver Education Administrative Manual.

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_____	<u>5/7/07, 2/17/10</u>	_____
	2/19/13	

Legal Reference: ADAPA 08.02.02.230
 IC 33-1701 Driver Training Courses *et seq.*

Summer School

The District shall offer a selected number of educational offerings for students in summer school programs. All District policies shall apply to the summer school programs except for the differences stated herein.

1. Secondary courses follow the same curriculum as the courses offered during the regular school year.
2. For those programs which require fees, fees shall reflect actual program costs. The Superintendent or designee shall review fees annually to determine if a change is deemed necessary. Fees are set by administrative procedure subject to Board approval. An increase of 5% or greater must meet Idaho Code requirements for public announcement and input.
3. The District does not provide transportation for the regular summer school program. The District may provide transportation for alternative programs or in unusual circumstances.
4. Any District or non-District student may be allowed to participate in the program as long as the student meets the criteria of the program.
5. Participation in summer school is a privilege and not a right. The In-School Detention, Suspension and Expulsion policy #3273 does not apply. A student will be provided an informal hearing concerning the reasons for the suspension or exclusion from the summer school program. The student will have the opportunity to challenge the decision unless an emergency suspension is necessary. If an emergency suspension is necessary, an informal hearing will be held as soon as possible after the emergency ceases to exist.

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	5/7/07, 2/17/10	7/1/07
	2/19/13	

Cross-Reference: In-School Detention, Suspension and Expulsion #3273
 Increase In Fees #7240
 Student Qualifications for Transportation #8110

Legal Reference: IC 63-1311A Fees For Services
 IC 33-1503 Payments When Transportation Not Furnished

School Counseling Services

The District shall provide guidance and counseling services for District students, kindergarten through twelfth (K-12th) grade. Counselors shall adhere to the guidelines of the Boise Schools Comprehensive School Counseling Program which shall have the following components:

- A guidance curriculum that identifies knowledge and skills to be attained by all students at various stages of their development and provides appropriate activities for their achievement.
- Individualized planning with students and their parents in each of the following areas: personal/social development, educational development and career development.
- Responsive services through consultation referral and crisis support.
- System support functions that promote effective delivery of counseling services.

Adopted: 6/01/9	Reviewed: 8/11/03, 7/11/05	Revised: 8/10/98, 8/11/03
<u>8</u>	<u>5/7/07, 2/17/10</u>	<u>7/1/10(3/22/10)</u>
	12/8/10, 2/19/13	1/10/11

Cross-Reference: Educational Programs – Development, Implementation and Evaluation #2130

Legal Reference: IC 33-506 Organization and Government of Board of Trustees(1)
IDAPA 08.02.03.100.08

Handbook Reference: Secondary Student Planner

Parent Education Program

The Board believes that assisting parents/guardians in the development of good parenting skills is one of the most critical elements in the provision of a comprehensive school counseling program for students.

The District shall offer and provide for a parent education program for Boise and the surrounding community. This program may utilize District facilities and counselors. The program provides parenting classes for parents/guardians, grandparents, and teachers. The goal of the program is to give a practical and systematic parenting approach to help families build relationships and develop skills to work out family problems.

Registration fees may be on a sliding scale based on family income.

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5/7/07, 2/17/10
2/19/13

Legal Reference: IC 33-506 Organization and Government of Board of Trustees(1)

District Assessment Program

The Superintendent or designee shall implement a comprehensive, ongoing assessment program that shall serve as an indicator of the quality and effectiveness of the District’s educational program. This assessment program shall be integrated into the annual Strategic Planning process.

The Board shall use this information as part of the decision-making process to:

- further the District’s mission;
- develop, revise or eliminate District policies or programs;
- improve curriculum, assessment and instruction;
- align curriculum with state benchmarks and standards;
- identify long term trends in student achievement, growth, graduation rates, and college and career readiness;
- address equity and cultural bias issues;
- promote academic success of specific subgroups and of the total population; and
- add or eliminate assessments.

Students shall participate in all required testing except in extenuating circumstances, or when the student’s Individual Education Plan (IEP) indicates otherwise.

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<u> </u>	<u>5/7/07, 2/17/10</u>	<u>8/1/05(7/11/05)</u>
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		7/1/15(3/9/15)

Cross Reference: Strategic Planning #1310
 Educational Programs - Development, Implementation and Evaluation #2130
 Curriculum Development, Implementation, and Evaluation #2114
 School Improvement Program #2410
 Professional Development #2131, #2131E

Legal Reference: IDAPA 08.02.03.100.11
 IC 33-320 Continuous Improvement Plans and Training

Controversial Issues

The District shall offer an educational program appropriate to the level of student understanding which:

- allows students to study and discuss controversial issues;
- provides opportunities to examine evidence, facts, and differing viewpoints; and
- teaches the importance of fact, the value of judgment, and respect for conflicting opinions.

Adopted: 6/01/98 Reviewed: 8/11/03, 7/11/05 Revised: _____
5/7/07, 2/17/10
2/19/13

Cross-Reference: Academic Freedom #2181
Selection of Instructional and Library Materials #2510
Request for Reconsideration of Books, or Other Materials #2512,
#2512P, 2512F

Legal Reference: IC 33-506 Organization and Government of Board of Trustees(1)

Academic Freedom

The Board supports the exercise of academic freedom when it includes:

- consideration of the rights of others;
- maintenance of the educational process;
- concern for the welfare, growth, and development of others;
- objective scholarship;
- compliance with District curriculum, policy, procedures, values, mission statement, and strategic plan; and
- compliance with state and federal laws, court decisions, and regulations.

DEFINITION

Academic Freedom: freedom of school personnel or students to investigate or discuss controversial social, economic, and political issues and problems without arbitrary interference or loss of standing.

Adopted: 6/01/98 Reviewed: 8/11/03, 7/11/05 Revised: 8/14/00, 8/11/03
5/7/07, 2/17/10
2/19/13

Cross-Reference: Use of Curriculum #2113
 Controversial Issues #2180
 Freedom of Belief #2190
 Speakers in the Classroom #2552, #2552P
 Code of Ethics of the Idaho Teaching Profession # 5200, #5200E

Legal Reference: Code of Ethics of the Idaho Teaching Profession
 IC 33-506 Organization and Government of Board of Trustees(1)
 Pickering v. Board of Education, 391 U.S. 563, 88S.Ct. 1731.20 .Ed 2d
 811 (1968)

Freedom of Belief

The Board requires all District employees to:

- Respect the right of each individual to follow his/her own beliefs, as long as the beliefs do not infringe upon the rights of others or disrupt the educational process.
- Encourage all students and staff members to appreciate and be tolerant of each other's religious views.
- Utilize educational opportunities to encourage and foster understanding and mutual respect among students, whether it involves race, culture, economic background, or religious beliefs.
- Neither promote nor disparage any religious belief or non-belief.

Information about various religions may be made available to students as appropriate to the students' grade level and course of study. That information may include the role that religious heritages have played in the social, cultural, and historical development of our country and the civilization of the world. Any discussion or study of religion or other beliefs shall be offered in a fair and objective manner, consistent with learning objectives and free from sectarian influence.

The Superintendent or designee may excuse a student or employee from participating in activities that are contrary to their religious beliefs unless issues of overriding concern would prevent it.

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	2/19/13	

Cross Reference: Religious Expression #3224
Academic Freedom #2181

Legal Reference: Idaho Constitution, Art. IX Section 6;
Title VII of the Civil Rights Act of 1965,
42 USC Section 2000e, *et seq.*
Section 1983 of the Civil Rights Act of 1871,
42 USC Section 1983

Religious Release Time

The Board authorizes the Superintendent or designee to excuse a ninth-twelfth (9th-12th) grade student from school for regular religious instruction or for other purposes not to exceed five periods in any week or one hundred sixty-five (165) hours during any one (1) academic school year. The religious or other instruction must occur off District premises during regular school hours. Religious release time programs may not interfere with the scheduling of District classes, activities, or programs.

A parent/guardian must submit a written request for a student to attend a release time program. The written request will become a part of the student's permanent record.

Release time for religious or other instruction shall not reduce the District graduation requirements. Students shall not receive credit for religious or other release time instruction.

Occasional absences due to religious observances are covered in the "Attendance - Absences and Tardies" policy #3121 and are not considered in this policy.

Requests for religious or other release time for students in kindergarten through eighth (K-8th) grade will be handled on a case by case basis by the Superintendent or designee.

Adopted: <u>6/01/98</u>	Reviewed: <u>8/11/03, 7/11/05</u>	Revised: <u>8/10/98</u>
	<u>5/7/07, 2/17/10</u>	<u>7/1/10(3/22/10)</u>
	<u>2/19/13</u>	

Legal Reference:	IC 33-519	Release For Religious Instruction
	IDAPA 08.02.02.220	

Section 504 Students

It is the responsibility of the District to identify and evaluate students in need of special services or programs in order that such students may receive the required free appropriate education pursuant to the provisions of Section 504 of the Rehabilitation Act of 1973.

For the purposes of this policy, a student who may need special services or programs pursuant to Section 504 is one who has a physical or mental impairment that substantially limits the student's ability to participate in or benefit from the District's educational programs.

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

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

IDENTIFICATION AND REFERRAL PROCEDURES

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

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

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

EVALUATION

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

1. The *504 Team* will evaluate the nature of the student's disability and the impact of the disability upon the student's ability to participate in or benefit from the District's educational programs. This evaluation will include consideration of any behaviors that interfere with regular participation of a student who otherwise meets the criteria (such as age) for participation in the educational program and/or activities.
2. The *504 Team* shall consider all relevant information on the student to determine whether he or she is disabled under Section 504. Information may include reports from physicians, observations from parents, teachers, and/or school personnel, results of standardized aptitude and achievement tests, comprehensive assessments conducted by the District's professional staff and other relevant evaluation material, as appropriate. The information will also include consideration of the student's behavior.

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

1. draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;
2. document that the information obtained from all sources is carefully considered;
3. ensure that the *504 Team* team's placement decision is made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and the placement options; and
4. ensure that the placement decision provides appropriate academic and nonacademic settings.

No final determination of whether the student will or will not be identified as a disabled individual within the meaning of Section 504 will be made by the *504 Team* without first inviting the parents/guardian of the student to participate in a meeting concerning such determination.

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

WRITTEN PLAN FOR SERVICES

For a student who has been identified as disabled within the meaning of Section 504 and in need of special education or related aids and services, the *504 Team* shall be responsible for determining what is needed. In making such determination, the *504 Team* shall consider all available relevant information, drawing upon a variety of sources, as set forth in the Evaluation section of this policy.

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

The *504 Team* will develop a written plan describing the disability and the special education or related aids and services needed. The plan will specify how the regular or special education and related aids and services will be provided, and by whom.

The team may also determine that no special education or related aids and services are appropriate. If so, the record of the *504 Team* proceedings will reflect the identification of the student as a disabled person and the basis for the decision that no special services are presently needed.

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

The *504 Team* shall notify the parents/guardian in writing of its final decision concerning the services to be provided.

All teachers of students with disabilities shall be provided with information in sufficient detail to address the individual needs of each student with a disability.

REVIEW OF THE STUDENT'S PROGRESS

The *504 Team* will monitor the progress of the disabled student and the effectiveness of the student's education plan in a periodic review to determine whether special education or related aids and services are appropriate and necessary, and that the disabled student's needs are being met as adequately as the needs of non-disabled students.

Prior to any subsequent significant change in placement, a comprehensive reevaluation of the student's needs will be conducted.

PROCEDURAL SAFEGUARDS

The parents/guardian shall be notified in writing of all *504 Team* decisions concerning the identification, evaluation, or educational placement of students made under this policy.

The parents/guardian shall be notified that they may examine relevant records

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

Instruction

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The request for a hearing shall be made in writing and addressed to:

Section 504 Compliance Officer
Boise School District, No. 1
District Services Center
8169 W. Victory Road
Boise, ID 83709
Phone: (208)338-3400
Fax: (208)854-4008

The hearing will be held in accordance with District policy.

Adopted: 8/12/02 Reviewed: 8/11/03, 7/11/05 Revised: 7/1/10(3/22/10)
5/7/07, 2/17/10 10/14/13
2/19/13, 8/23/13

Cross-Reference: Special Education Students #2210
Section 504 Hearing #3212
Disciplining Students with Disabilities #3274
Allergy Accommodations #3460, #3460BP
Student Records and Release of Student Directory Information #3600

Legal Reference: 34 CFR Part 104

Service Animals In Schools

The Board of Trustees acknowledge its responsibility to permit students and/or adults with disabilities, as required by the Americans with Disabilities Act, 28 C.F.R. Part 35, to be accompanied by a service animal on District premises or at any District sponsored activity. Any use of a service animal shall be subject to the following:

1. When it is not readily apparent what service the animal provides, the principal or designee may inquire whether the service animal is required for the individual with a disability and may inquire about the work or task the animal has been trained to perform.
2. Staff may not ask that the animal demonstrate its ability to perform the work or task.
3. Staff may not require documentation regarding certification, training, license or vaccination of the service animal.
4. The service animal must have a harness, leash, or tether or otherwise under the handler's control (e.g. voice control, hand signals, or other effective means).
5. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.
6. The District is not responsible for the care or supervision of a service animal. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis.

Removal of a Service Animal

A school administrator may request an individual with disabilities remove a service animal from District premises if any of the following circumstances occurs:

1. The animal is out of control and the animal's handler does not take effective action to control it;
2. The animal is not housebroken;
3. The animal would fundamentally alter the educational program or activity; or
4. The animal presents a direct threat or unreasonable risk to the health and safety of students, staff or individuals in the area.

If a service animal is excluded, the individual will be given the opportunity to participate in the District activity or program without the service animal or in an alternative activity.

DEFINITIONS:

Service Animal: Under the 2010 ADA Title II regulations at 28 CFR 35.104, a "service animal" is defined to mean any dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Note that other species of animals, whether wild or domestic, trained

or untrained, are not service animals for the purpose of the regulatory definition. Miniature horses although not included in the definition of "service animal" are protected under ADA specific circumstances.

On District premises or at any District sponsored activity, regardless of location: shall include, but not be limited to buildings, facilities, and grounds on the District campus, school buses, District parking areas; and the location of any District sponsored activity. This includes instances in which the conduct occurs off the District premises but impacts a District-related activity.

Adopted: 10/28/13 Reviewed: 6/26/14, 12/01/15 Revised: 8/11/14

Cross Reference: Special Education Students #2210
Section 504 Students #2211

Legal Reference: Americans with Disabilities Act, 28 C.F.R. Part 35
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794

Partnership for Special Needs Students

The Board grants authority to the Superintendent or designee to negotiate and enter into program agreements with public and/or private entities in order to provide educationally related services for special needs students.

The Superintendent shall discuss with the Board his/her intent to negotiate such agreements. When an agreement is established, the Superintendent shall inform the Board of the terms and nature of the agreement.

Adopted: 6/01/98 Reviewed: 8/11/03, 7/11/05 Revised: _____
5/7/07, 2/17/10
2/19/13, 12/01/15

- Legal Reference: IDAPA 08.02.03.109
 IC 67-2326 Joint Action By Public Agencies - Purpose
 IC 67-2327 Definitions
 IC 67-2328 Joint Exercise of Powers
 IC 67-2329 Agreement Filed With Secretary of State
 IC 67-2330 Approval of Appropriate State Officer or Agency
 IC 67-2331 Funds – Property – Personnel - Services
 IC 67-2332 Interagency Contracts
 IC 67-2333 Powers of Agencies Not Increased or Diminished
 I.C. 33-2001 *et seq.*

Special Programs and Services

The District will offer a variety of services and programs for students with special needs.

The provisions of the Educational Programs – Development Implementation and Evaluation policy #2130 shall apply to this policy with the exception of the period of evaluation. Programs and services for special needs students shall be evaluated at least once every three to five (3-5) years.

Adopted: 6/01/98 Reviewed: 8/11/03, 7/11/05 Revised: 7/1/14(2/10/14)
5/7/07, 2/17/10
2/19/13, 1/17/14

Cross-Reference: Educational Programs – Development, Implementation and
 Evaluation #2130

Legal Reference: IDAPA 08.02.03.109
 IC 33-506 Organization and Government of Board of Trustees(1)
 IDAPA 08.02.03.109 *et seq.*

Handbook Reference: Special Education Manual, Idaho Department of Education, 2015

Elementary and Secondary Education Act

The Board requires that the current Idaho state Board of Education (SBOE) Rules and State Department of Education (SDE) regulations regarding the implementation of The Elementary and Secondary Education Act (ESEA) be the official program implementation guidelines for implementation of District Federal Programs. Additionally, the Board requires that the current Limited English Proficiency (LEP) Program Manual and all subsequent revisions to the manual as developed by the Office of the State Board of Education and/or the Idaho State Department of Education shall be the official manual of the District for providing LEP services. The Superintendent or designee will notify and receive prior approval from the state Department of Education for Policies adopted by the Board that vary from SBOE Rule, ESEA guidance, and /or the LEP Program Manual

Adopted: 7/1/07 Reviewed: 2/17/10, 2/19/13 Revised: 7/1/10(3/22/10)

Legal Reference: P.L. 89-10 – Federal Elementary and Secondary Education Act

Homeless Education, Rights and Services

The Board is committed to maintaining an educational environment that protects and promotes dignity, individual worth, and mutual respect for each individual, and is free from harassment. Each student deserves the opportunity to participate in a safe, supportive atmosphere that promotes equal opportunities, free from all forms of discrimination.

The Board recognizes the right of all students, including those students experiencing homelessness to:

- receive a free, appropriate public education;
- have meaningful opportunities to succeed in school;
- participate fully in school activities; and
- have equal access to all educational programs and services for which they are eligible.

Enrollment

The principal or designee is legally required to enroll and have in attendance students experiencing homelessness within one full day of an attempt to enroll.

School Selection Determination

School selection for students experiencing homelessness should:

- be based on the “best interest” of the student;
- be based on the wishes of the parent/guardian/liaison;
- keep the student in the school of origin, to the extent feasible;
- be made on a case-by-case basis; and
- be for the duration of the current school year.

Transportation

The District shall provide students experiencing homelessness with transportation services in accordance with Federal and State laws. Once a student has been identified as homeless, transportation will be provided for the current school year and during pending disputes. Parents, guardians and unaccompanied youth will be informed of their right to transportation *before* school selection is determined.

Free Meals

Once a student is verified as homeless, the student shall be expeditiously enrolled for free access to the National School Lunch and Breakfast Program.

Disputes

In compliance with Federal and State law, the Superintendent or designee shall develop procedures to resolve disputes regarding the rights and services of students experiencing homelessness. If the dispute is not resolved through the District’s procedures, the grievant has the right to appeal to the Idaho State Department of Education.

DEFINITIONS

Liaison: the staff person designated by each school as the person responsible for homeless education, rights and services.

Students Experiencing Homelessness: students who lack a fixed, regular, and adequate nighttime residence, including those who:

- Are sharing the housing of other persons due to loss of housing, economic hardships, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; abandoned in hospitals; or are awaiting foster care placement.
- Have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Are migratory and living in a situation described above.

Unaccompanied Youth: a student not in the physical custody of a parent or guardian, who is homeless as defined above.

School of Origin: the school the student attended when the student was permanently housed or the school in which the student was last enrolled.

Adopted: 7-1-10 Reviewed: 2-19-13, 1/11/16 Revised: 2/8/16

Cross Reference: Attendance – Absences and Tardies #3121
Bully, Hazing and Harassment #3231
Civil Rights #3211
Free and Reduced Price Meals #8211
Immunization #3411
Student Enrollment #3110
Student Qualifications for Transportation #8110

Handbook Reference: Homeless Education, Rights and Services Handbook

Legal Reference: IC 33-1404 Districts to Receive Pupils
McKinley-Vento Homeless Assistance Act (2001,
Section 724(g)) as amended by the No Child Left Behind Act of 2001,
42, USC 11431, *et seq*

Grade Organization

District schools shall be organized, as follows:

- ELEMENTARY: Kindergarten (K) through sixth (6th) grade
- JUNIOR HIGH: Seventh (7th) through ninth (9th) grade
- HIGH SCHOOL: Tenth (10th) through twelfth (12th) grade

Special and alternative programs may have a different organizational structure as authorized by the Superintendent or designee.

Adopted: 6/01/98 Reviewed: 8/11/03 -- 7/1/05 Revised: 8/10/98
 5/7/07 -- 2/17/10
 2/19/13

Legal Reference: IC 33-506 Organization and Government of Board of Trustees(1)

School Calendar

Upon recommendation of the Superintendent or designee, the Board will establish, by October of each year, an official school calendar for the following school year. Calendars for future years may also be established. The calendar will indicate the number of work days and holiday periods for staff members. The calendar adopted shall be consistent with existing statutes and State Board of Education rules and regulations. Community, student, and staff desires should be considered in designing the calendar.

Adopted: 6/01/98 Reviewed: 8/11/03, 7/11/05 Revised: _____
5/7/07, 2/17/10
2/19/13

Legal Reference: IC 33-506 Organization and Government of Board of Trustees(1)

Credit Acceptance

New students entering from accredited public or private schools generally will be placed in grades and classes on the basis of their grade placement/credits in the school from which they are transferring upon receipt of an official transcript.

The State Board of Education adopted the Northwest Accreditation Commission/AdvancED standards and processes for all Idaho public secondary schools, serving grades 9-12. All Idaho public secondary schools including charter schools (serving any grades 9-12) are required to accredit through the Northwest Commission (NWAC) a division of AdvancED. Elementary and private schools that wish to be accredited will use NWAC/AdvancED when they voluntarily elect to be accredited through state-approved standards. Private schools can also use third party accrediting organizations recognized by AdvancED.

The administration, through the use of academic achievement tests and other evaluation measures as deemed necessary, shall determine the appropriate grade level/credit status of students entering from non-accredited programs or those not recognized or accepted by AdvanceED.

Adopted: <u>7/2/97</u>	Reviewed: <u>8/11/03, 7/11/05</u>	Revised: <u>7/1/00</u>
	<u>5/7/07, 2/17/10</u>	<u>1/23/15 (1/12/15)</u>
	<u>2/19/13, 12/11/14</u>	

Cross Reference August 25, 2014 State Department Memo

Legal Reference: IC 33-506 Organization and Government of Board of Trustees(1)

Handbook Reference: Secondary Student Planner

Class Size

The Board believes that class size is a factor influencing student learning and achievement. As such, the District will strive to achieve no greater than the following class size ratios.

<u>Grade Level</u>	<u>Number of Students</u>
Kindergarten-1st Grade -	23
Second (2nd), Third (3rd) Grades -	26
Fourth (4th) - Sixth (6th) Grades -	32
Junior High	160 per teacher
High School	160 per teacher
Alternative School 7th-12 th	18 average daily class loads

The Board recognizes that there will occasionally be circumstances in which the District will not be able to comply with the ratios set above. Financial constraints, space or other physical constraints, instructional or program demands, legislative requirements, and other issues may limit the District's ability to respond to changing student population patterns.

Typically, when a student enrolls in a school where a class size has reached the recommended ratio, the student will be overflowed to another appropriate school within the District. Bussing will be provided for all overflowed students. The Superintendent or designee will outline a process that will enable the District to manage the overflow process with the least amount of disruption to students.

Adopted: 6/01/98 Reviewed: 8/11/03, 7/11/05 Revised: 8/11/03, 2/10/14
5/7/07, 2/17/10 1/23/15(1/12/15)
2/19/13, 1/17/14
12/11/14

Cross Reference: Open Enrollment #3113, 3113P

Legal Reference: IDAPA 08.02.02.110

Selection of Instructional and Library Materials

The Board delegates to the Superintendent or designee the authority to select instructional and library materials in accordance with this policy. The selection process shall allow for input from students, parents/guardians, the patrons of the District, and educators. Non-supplemental materials are subject to adoption by the Board.

Objectives

The following principles from the School Library Bill of Rights shall serve as District objectives in the selection of instructional and library materials.

1. To provide materials that will enrich and support the curriculum and personal needs of the users, taking into consideration the varied interests, abilities, learning styles, maturity levels, socioeconomic and ethnic backgrounds.
2. To provide materials that will stimulate growth in factual knowledge and ethical standards and that will develop literary, cultural and aesthetic appreciation.
3. To provide a background of information which will enable students to make intelligent judgment in their daily lives.
4. To provide materials on opposing sides of controversial issues so the users may develop, under guidance, the practice of critical analysis.
5. To provide materials which realistically represent our pluralistic society and reflect the contributions made by all groups and individuals to our American and global heritage.
6. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to ensure a comprehensive collection appropriate for users.

Criteria for Selection of Materials

Persons responsible for selecting materials shall strive to:

- provide for the needs of the individual school based on knowledge of the curriculum, the existing collection, and requests from students, parents, and school personnel.
- provide materials of high artistic, historic and literary quality.
- provide a balanced collection, with a fair proportion of each type of material selected to meet the needs of the curriculum, the students and professional staff at all levels.
- provide materials for students with a wide range of skills and abilities as well as materials with diversity of appeal and different points of view.
- provide fair and objective presentations of sensitive subjects at the maturity level for which selected.
- consider materials on the basis of overall purpose; timeliness or permanence; importance of the subject matter; appropriateness to the subject matter and intended audience; quality of the writing and production; readability and popular appeal; authoritativeness; format and price; reputation and significance of the author, artist, composer, producer, or publisher.

- select materials on the basis of their strengths rather than to reject on the basis of their weaknesses.

Gift Materials

Gifts to the media center may be accepted if they meet the criteria established for the selection of all instructional materials. There shall be no commitment regarding their use.

Disposal of Instructional and Library Materials

In order to maintain a current and highly usable collection of materials, the Superintendent's designee shall provide for continuing renewal of the collection, not only by addition of up-to-date materials, but also by the judicious elimination of materials which no longer meet needs or find use.

DEFINITIONS

Non-supplemental Materials: textbooks and other curricular materials, including instructional media such as software, audio/visual media and Internet resources, which are, in general, used by all District teachers of a particular subject or course.

Adopted: 6/01/98 Reviewed: 8/11/03, 7/11/05 Revised: 8/10/98
5/7/07, 2/17/10
2/19/13

Cross-Reference: Controversial Issues #2180
Non-supplemental Materials Selection and Adoption #2511
Request for Reconsideration of Books or Other Materials #2512,
2512P, 2512E
Staff Gifts, Solicitations and Fund Raising #5570
Disposal of Surplus Equipment and Material, #7210
Grants and Gifts #7260

Legal Reference: IC 33-506 Organization and Government of Board of Trustees(1)
IC 33-118A

Request for Reconsideration of Books or Other Materials

It is the intent of the Board of Trustees to provide a wide range of instructional materials for students that will enrich and support the curriculum. The Board shall delegate to the superintendent or designee the authority and responsibility for selection of all print and non-print materials. Concerns about books or other materials may be addressed as outlined below:

Individual Use of Books or Materials

When a parent/guardian request that, his/her own child not use a given book or other materials, the request should be made to the teacher. If satisfactory arrangements cannot be made, the request should next be made to the principal or designee.

General Use of Books or Materials

If a person wishes to request reconsideration of a textbook, library book, audiovisual item, or other material of general use, a *Request for Reconsideration of Books or Other Materials* form must be completed and turned into the principal or designee. The request form is located on the District website under Teaching and Learning/Library Services. The guidelines set forth-in Board Policy #2512P shall be used to review materials:

- The principal or designee shall form a committee to review and make a decision on the request.
- The decision of the committee may be appealed to the Council of Directors.
- The decision of the Council of Directors may be appealed to the Board of Trustees who will review the written record before making a decision.
- The Board of Trustees decision is final.

During the review and appeal process, the challenged material will not be removed from student use.

DEFINITION

Council of Directors: refers to a body which is composed of the District's directors acting in their capacity as an appeal panel.

Adopted: <u>6/01/98</u>	Reviewed: <u>8/11/03, 7/11/05</u>	Revised: <u>8/10/98</u>
	5/7/07, 2/17/10	2/8/16
	2/19/13, 1/5/16	

Cross-Reference: Controversial Issues #2180
 Selection of Instructional and Library Materials #2510
 Selection and Adoption Non –Supplemental Materials #2511
 Request for Reconsideration of a Website #2514, 2514F
 Public Input #4270
 Public Complaints #4271

Legal Reference: IC 33-512^a District Curricular Materials Adoption Committees
 IC 33-512 Governance of Schools

Request for Reconsideration of Books or Other Materials Procedure

The following procedures apply when a person wishes to request reconsideration of the general use by students of a textbook, library book, audiovisual item, or other material.

1. The complainant files objections in writing by completing the form, "Request for Reconsideration of Books or Other Materials" and returning it to the principal or designee. The form is located on the District website under Forms.
2. The recipient of the request informs the complainant of the policies and procedures which apply to the request.
3. Within five (5) school days of the receipt of the complaint, the principal or designee submits completed copies of the Request for Reconsideration form to the appropriate Director, the Supervisor of Libraries and Instructional Media, and school personnel who use the challenged material.
4. The challenged material will not be removed during the review and appeal process.
5. Within five (5) days of the receipt of the complaint, the principal or designee appoints an Instructional Materials Committee which is composed of the following individuals:

Secondary Schools

- Principal or designee
- Chairperson of the English Department
- Chairperson of the Social Studies Department
- Chairperson of the Science Department
- Media Specialist/Librarian
- Supervisor for Libraries and Instructional Media or designee
- A minimum of two people: parent(s)/guardian(s) and/or District patron(s)
- If appropriate, students

Elementary Schools

- Principal or designee
- Teacher from three different grade levels
- A minimum of two people: parent(s)/guardian(s) and/or District patron(s)
- Library Media Assistant

A person who is directly involved in the complaint shall not serve on the committee. The principal or designee shall appoint an alternate committee member when this occurs. The Supervisor for Libraries and Instructional Media or designee serves as the chairperson for the committee.

6. The principal or designee submits completed copies of the “Request for Reconsideration” form to the Instructional Materials Committee.
7. Within five (5) days from the receipt of the complaint, the chairperson schedules the committee meeting date(s) and sends notification to the complainant and committee members.
8. All committee members must study the complete text of the material in question and the issues of the complaint before the initial meeting.
9. The committee shall:
 - invite the complainant and the faculty member(s) most involved with the use of the material to provide oral and/or written comments to the committee to present their points of view. The committee may choose to invite expert witnesses to provide additional testimony. People testifying before the committee shall be present only during the testimony portion of the committee meeting.
 - review the challenged material and the testimonies.
 - determine the extent that the material supports the instructional program.
 - discuss values, merits, and faults of the challenged material.
 - base its opinion on the material in its entirety and not on passages pulled out of context.
10. The committee will vote on the disposition of the complaint. Each member will have one vote. The chairperson shall vote only in the case of a tie.
11. Within five (5) school days of the decision, the chairperson will:
 - submit a brief written report to the appropriate Director; and
 - notify the complainant in writing of the committee's decision.
12. The committee's decision may be appealed to the Council of Directors.
13. The decision of the Council of Directors may be appealed to the Board of Trustees for an informal review, based on the written record. The Board of Trustees’ decision is final.
14. All requests, appeals, and responses shall be in writing.
15. In steps 12 and 13 of this policy, a complainant must file an appeal to the next level within five (5) schools days. Within five (5) school days after the receipt of the appeal, the District shall notify a complainant of the date of the meeting at which the appeal will be addressed.
16. Within five (5) school days of the completion of the review and appeal process, the District will disseminate the final decision to all affected schools.
17. The Supervisor of Libraries and Instructional Media will maintain a log of each formal complaint and the results of the review/appeal process.

Adopted: 6/01/98 Reviewed: 8/11/03, 7/11/05 Revised: 8/11/03
5/7/07, 2/17/10 7/1/13 (6/10/13)
4/19/13, 2/19/13

Internet Filtering

The Board recognizes the importance of providing students with positive, productive educational experiences through the District's Internet services. To the extent practical, the Board directs the Superintendent or designee to:

- prevent user access over the District computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- prevent unauthorized access and other unlawful online activity;
- prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- comply with federal and state laws.

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to:

- obscene material;
- materials that depict sexual exploitation of minors;
- material deemed harmful to minors; or
- other information that is determined to be in violation of District policies.

The following principles shall be the guide for Internet website access and site filtering. The District shall provide access to:

- materials that will enrich and support the curriculum and educational needs of users, taking into consideration the varied interests, abilities, learning styles, maturity levels, socioeconomic, and ethnic backgrounds
- materials that will stimulate growth in factual knowledge and ethical standards and that will develop literary, cultural, and aesthetic appreciation
- background information which will enable students to make intelligent judgments in their daily lives
- materials on opposing sides of controversial issues so that the users may develop, under guidance, the practice of critical analysis
- materials which realistically represent our pluralistic society and reflect the contributions made by all groups and individuals to our American and global heritage

The District will hold public meetings for input and comments by parents and other patrons regarding the District's Internet safety plan, as required by law.

DEFINITIONS:

Obscene: is defined in section 1460 of title 18, United States Code

Harmful to minors: any picture, image, graphic image file, or other depiction (text, audio, or video) that:

- appeals to a prurient interest in nudity, sex, or excretion;
- depicts, describes, or represents, in a patently offensive way an actual or simulated sexual act or sexual contact defined in section 2246 of title 18, United States Code, actual or simulated normal or perverted sexual acts; or a lewd exhibition of the genitals;
- lacks serious literary, artistic, political, or scientific value as to minors; or
- would endorse or promote the following: abusive or threatening material, alcohol, tobacco, and drug use or abuse, gambling, hate/discrimination materials, murder/suicide material, racially offensive material, school cheating information, violence, and weapons.

Adopted: <u>6/14/04</u>	Reviewed: <u>7/11/05, 5/7/07</u> <u>2/17/10, 7/1/10</u> <u>2/5/13</u>	Revised: <u>8/9/10</u> <u>7/1/13 (2/25/13)</u>
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Cross Reference: Selection of Instructional and Library Materials #2510
 Request for Consideration of a Website and Form #2514, #2514E
 Student Technology Use #3239

Legal Reference: IC 33-512 Governance of Schools
 IC 18-2201 Definitions
 IC 18-2202 Computer Crime
 Children’s Internet Protection Act 47 U.S.C. § 254
 Children’s Internet Protection Act, §§ 1703 to 1721, 47 U.S.C. §
 254(h)(5)(A)(iii) and (g)
 No Child Left Behind Act of 2001, § 2441

Use of Movies

The Board allows the use of movies as an instructional tool when they are used in compliance with Board policy.

The Federal Copyright Act (Title 17 of the U.S. Code) serves as the overarching guidance for Board policy. To be considered for an “Educational Exemption,” movies must meet the following criteria:

- A teacher or instructor is present.
- The showing takes place in a classroom setting with only the enrolled students attending.
- The movie is used as an essential part of the core, required curriculum being taught. (The instructor should be able to show how the use of the motion picture contributes to the overall required course content and be included in the course syllabus.)
- The movie being used is a legitimate copy, not taped from a legitimate copy or taped from television.

If the above criteria are met, the Board allows the use of a movie excerpt as an instructional tool as long as:

- The movie excerpt augments and reinforces District curriculum,
- Use of the movie excerpt supports clearly-stated learning objectives identifying why it is important
- Parents have been informed of the use of the movie excerpt, its rating and the learning objectives supported by such use
- An alternative, curriculum-related activity has been offered for those parents who wish to opt their child(ren) out of the movie (in accordance with Board Policy #2512).

Generally, teachers should not show full-length movies and should use excerpts, which are carefully selected to match course objectives. There may be exceptions when it is necessary to use the entire movie to adequately meet lesson objectives. If a teacher can prove that showing an entire movie during class time is a necessity to teaching the curriculum, he/she must follow the following procedure:

1. Must receive written permission from the Principal.
2. Parent permission forms must be sent home and returned, with each student who would view the film.
3. A lesson plan for students not returning permission slip must be prepared and filed with the principal.

Discipline for an employee violation of this policy may involve actions up to and including dismissal.

Instruction

Adopted: 7/1/13 Reviewed: _____ Revised: _____

Cross-Reference: Controversial Issues #2180
Employee Technology Use #5235

Legal Reference: Federal Copyright Act (Title 17 of the US Code)

Handbook Reference: Elementary Student Planner
Secondary Student Planner

Field Trips

The Board encourages the use of field trips when the program is:

- directly related to the total school program;
- consistent with the curriculum;
- educationally sound; and
- consistent with District policies and procedures.

A teacher must receive prior approval for a field trip from the principal or designee. Each student participating in the trip must have a permission slip signed by the parent/guardian.

District policies governing student behavior apply during the field trip. A principal or designee may deny a student's attendance on a field trip.

Volunteer drivers must meet the requirements of the Use of Private Automobiles for Trips Policy #2542.

Adopted: 6/01/98 Reviewed: 7/11/05, 5/7/07 Revised: 1/11/99, 8/13/07
8/13/07, 2/17/10
2/19/13

Cross-References: Trips #2541 or #3580
 Trips Procedure #2541P or #3580P
 Use of Private Automobiles #2542
 Dual Enrollment #2120 or #3112

Legal Reference: IC 33-506 Organization and Government of Board of Trustees(1)

Instruction

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Speakers in the Classroom

The Board encourages the use of outside speakers in the classroom when the program is consistent with the curriculum, educationally sound, and follows District policies and procedures. Teachers must receive prior approval for speakers from their principal or designee.

Adopted: 6/01/98 Reviewed: 8/11/03, 6/13/05 Revised: _____
5/7/07, 2/17/10
2/19/13

Cross Reference: Academic Freedom #2181
 Political Campaigns #4320

Legal Reference: IC 33-506 Organization and Government of Board of Trustees(1)

Speakers in the Classroom Procedure

1. Selection of speakers and topics must be appropriate to the age and grade level of the students.
2. Selection of speakers and topics should be congruent with the curriculum of the course.
3. The teacher or designee must give one week prior notification to the principal or designee. The principal or designee may waive the one week notification requirement if extenuating circumstances are present.
4. When the speaker arrives at the school, he/she must secure and wear a temporary identification badge and sign the log-in sheet.
5. Minimal disruption to the normal flow of school operation is a high priority.
6. An attempt to provide balanced viewpoints is required when dealing with controversial issues or candidates for public office.
7. Teachers should ensure that the presentation and follow up is consistent with District approved programs and policies.
8. The teacher must retain primary responsibility for the instruction and supervision of students when using an outside speaker. The teacher must be present at all times when speakers are in the classroom.
9. In the event an outside community speaker is denied access to the classroom, the teacher may request a meeting to be held between the Superintendent or designee, the principal or designee, and the teacher. The meeting shall be held no later than five (5) working days from the date of the request for the meeting. The administrators shall review with the teacher pertinent information concerning the request and render a final decision on the issue.

Adopted: 6/01/98 Reviewed: 8/11/03, 6/13/05 Revised: 7/01/02(5/21/02)
5/7/07, 2/17/10
2/19/13

Legal Reference: IC 33-506 Organization and Government of Board of Trustees(1)

Grade Point Averages

Final grades and grade point averages (GPA) are computed using the following table:

<u>Grading Scale</u>	<u>Grade Points</u>	<u>AP Grade Points</u>
A - 90-100	4 points (Excellent)	5 points (Excellent)
B - 80-89	3 points (Above Average)	4 points (Above Average)
C - 70-79	2 points (Average)	3 points (Average)
D - 60-69	1 point (Below Average)	2 point (Below Average)
F or U - 0-59	0 point (Fail)	0 point (Fail)
NC	No Credit	

("F" is used at the secondary level; "U" is used at elementary level)

The District does not use a "pass/fail" designation in assigning a final class grade, except in extenuating circumstances, as determined by the Superintendent or designee, or when accepting transfer credit from accredited institutions.

Weighting of Advanced Placement Grades

High school students enrolled in an approved Advanced Placement course will have their letter grades weighted by the addition of one point to the number normally given. For example, an "A" grade in an Advanced Placement course will receive five points. However, a grade of "F" in an Advanced Placement course will receive no points.

The Superintendent or designee shall evaluate on a case-by-case basis whether students who have passed courses in the International Baccalaureate High School Program or in an approved Post-Secondary Dual Enrollment course will receive weighted grades for that course work.

Grade Point Averages

Students receiving five (5) points in one or more Advanced Placement courses may have a grade point average greater than a 4.0.

When students repeat a course, only the highest grade will appear on the transcript and will be used in calculation of grade point average.

Adopted: <u>6/01/98</u>	Reviewed: <u>7/12/04, 7/11/05</u>	Revised: <u>7/14/00, 7/12/04</u>
	<u>4/9/07, 2/17/10</u>	<u>7/1/07</u>
	<u>1/12/11, 2/19/13</u>	<u>7/1/11 (3/14/11)</u>

Cross-Reference: Academic Acceleration #2124
 Withdrawal From Courses #2610
 Academic Intervention/Probation #2613
 High School Transcripts #2641

Legal Reference: IC 33-512 Governance of Schools(2)

Handbook Reference: Secondary Student Planner

Report Cards

Report cards are issued at the end of each quarter and the end of each semester. Semester grades are recorded on the student's permanent record.

Letter grades on report cards are assigned beginning with third grade.

Report Cards

- 1. **First Quarter** - Parent-teacher conferences are held at all schools.
- 2. **First Semester** - All students receive report cards or reports to parents/guardians. Parent-teacher conferences are held upon request of parents/guardians or teachers.
- 3. **Third Quarter** - All students receive report cards or reports to parents/guardians. Parent-teacher conferences are held upon request of parents/guardians or teachers.
- 4. **End of School Year** - Report cards are issued to all elementary students on the last day of school. Secondary report cards will be mailed home.

Adopted: 6/01/98 Reviewed: 8/11/03, 7/11/05 Revised: 8/11/03
5/7/07, 2/17/10 7/1/10(3/22/10)
2/19/13

Cross-Reference: Informing the Public and Parents/Guardians #4110

Legal Reference: IC 33-512 Governance of Schools(2)

Promotion, Advancement and Retention

From grades kindergarten through sixth (K-6), students are promoted from grade to grade primarily upon the basis of progress as judged by the teacher(s) and the principal. Any request to retain a student or promote a student past the next grade, must be made to the area director, principal or designee.

In grades 7-8, students advance based on the number of credits successfully completed. The following are minimum requirements for promotion to the next grade level. Students:

- must pass 80% of credits attempted; and
- cannot fail both semesters of a year-long core course.

The Superintendent or designee shall develop procedures for students who do not meet the promotion requirements to assist students in progressing appropriately toward graduation.

In grades 9-12, students advance based on the number of credits successfully completed. Credit minimums are established to ensure students are progressing appropriately toward graduation.

Generally, students are classified in September for the entire year. The following are minimum number of credits necessary for each grade classification:

Grade 10: 10 semester credits: A student may make a second semester transfer to tenth (10th) grade with sixteen (16) ninth grade credits and the approval of the principals and Director.

Grade 11: 22 semester credits

Grade 12: 34 semester credits

Adopted: 6/01/98 Reviewed: 11/24/03, 7/11/05 Revised: 11/24/03
5/7/07, 12/8/10 1/10/11
2/19/13

Cross-Reference: Academic Acceleration #2124
Academic Intervention/Probation #2613
Attendance - Absences and Tardies #3121

Legal Reference: IC 33-512 Governance of Schools(2)
Administrative Rule 08.02.03 (01-109)

Handbook Reference: Secondary Student Planner

Make-Up Work

Make-up work is allowed for students with any type of an absence. However, grades earned may be subject to a reduction due to unexcused absences/truancies. The classroom teacher will provide the student or the parent/guardian who requests make-up work with the information necessary to complete the make-up work, which may include:

- a list of pages covered during the absence;
- information about assignments or special projects; or
- a copy of all handout materials given during the absence.

In 7th - 12th grade, the principal or designee may require that the student be absent up to three days before assignments are sent home.

A student will be allowed two (2) days for each day of absence to make up new material - not to exceed six (6) school days from the date of the return after the absence unless exceptions are made by the principal/designee.

Except in extenuating circumstances, assignments or tests that were announced prior to the student's absence are due on the day that the student returns to school. The Board grants authority to teachers to make exceptions to this policy in cases of term papers or long range projects as long as students are informed of the different requirements at the beginning of the assignment.

Except in extenuating circumstances, the Board does not allow students to take final exams early.

Adopted: 6/01/98 Reviewed: 8/11/03, 7/11/05 Revised: 10/22/07
10/22/07, 2/17/10 7/1/10(3/22/10)
2/19/13

Cross-Reference: Attendance-Absences and Tardies #3121

Legal Reference: IC 33-506 Organization and Government of Board of Trustees(1)

High School Graduation Requirements

A. Course and Credit Requirements

The Board is committed to maintaining a rigorous core curriculum and student performance standards designed to promote student achievement. The goal is to prepare all graduates of the District to be contributing members of society. The Board believes that the following high school graduation requirements are an important component of its commitment to students.

SUBJECT	REQUIRED CREDITS
	Class of 2013 and beyond
English	8
Speech ¹	1
Mathematics ²	6
Reading ¹	1
Science ³	6
Health ⁴	1
Physical Education	2
U.S. History 9 ⁵	2
U.S. History 11	2
Economics ⁶	1
American Government	2
Required Electives ⁷	16
Total Graduation Credits	48

¹ One (1) credit any grade, 9-12 (Debate also satisfies the Speech requirement)

² Successful completion of Algebra 1, Accelerated Algebra 1, Algebra 1 parts 1 and 2 (4 credits), Intermediate Algebra 1 or Math in the Workplace 1 and 2; and Geometry, Intermediate Geometry, Accelerated Geometry, or Math in the Workplace Geometry is required (6 credits of math must be earned in grades 9-12, including 2 credits earned in the senior year)

³ Successful completion of Physical Science 9; Biology, Accelerated Biology, or AP® Biology; and 2 additional credits of science taken in grades 9-12 fulfills this requirement (6 credits must be earned in grades 9-12)

⁴ Health taken in grades 7, 8, 9 does not fulfill this requirement; 2 credits of Orientation to Health Professions or 2 credits of Orientation to Health Professions/Sports Medicine 1 also fulfills requirement

⁵ Successful completion of US History 9 is required for graduation and fulfills 2 Humanities credits.

⁶ Successful completion of all the courses in either of the following also meets this requirement:
Mktg. 1 Economics, Mktg. 2 Promotions, Mktg. 3 Entrepreneurship/Creating Your Own Business;
Mktg. 4 Business Management/Sports & Entertainment or Small Business
Ownership/Entrepreneurship, Business Finance and Investing and International Business
Planning/Marketing.

⁷ French 1 and Spanish 1 taken in 7th and 8th grades qualify for graduation credit

- B. *Credit Maximums* - The following are the maximum number of credits to be counted toward graduation in each of these classifications:
1. One athletic fitness credit per semester in grades 10-12 after completion of the Physical Education requirement.
 2. Four service credits in grades 9 through 12. Service credits include classroom aides, library aides, and office aides. No more than two such credits may be taken in a given year.
- C. *Core of Instruction* - Students must pass all 48 credits in order to graduate. Additionally, they must either have a 2.0 grade point average (GPA) in the following core classes OR demonstrate satisfactory achievement in area(s) of deficiency:

Course	Core Credits
English	8
Speech	1
Social Studies	7
Mathematics	6
Science	6
Health	1
Total	29

- D. *State Board of Education Requirements* – Pass all three sections of the Idaho Student Achievement Test, 10th Grade version (ISAT 10) or demonstrate proficiency with an alternate mechanism, in accordance with State Board of Education rule and approved by the Board.

DEFINITION

Core Classes: Classes for which students must demonstrate “academic proficiency”.

Adopted: 7/1/98 Reviewed: 11/24/03, 5/10/04 Revised: 7/14/00, 7/9/01
 7/11/05, 4/28/08 11/24/03
 2/17/10, 11/30/11 5/10/04 (7/1/04)
 7/5/12, 4/19/13 7/1/08 (4/28/08)
 2/19/13 7/1/10(3/22/10)
 7/1/12 (1/9/12)
 8/13/12
 7/1/13 (6/10/13)

Cross-Reference: Student Curriculum Requirements #2110
 Academic Acceleration #2124
 Early Graduation #2643

Handbook Reference: Boise District Senior High School Enrollment Handbook, Grs 9-12
 Secondary Student Planner

Legal Reference: IDAPA 08.02.03.105-107

High School Transcripts

High School Credit for Courses Taken Prior to Ninth Grade

The Superintendent or designee shall transfer the grade and number of credit hours assigned to a course to a student's high school transcript when the following conditions are met:

- a student completes any required high school course with a grade of C or higher before entering grade nine (9);
- the course meets the same standards that are required in high school;
- the course is taught by a teacher whose qualifications meet legal requirements; and
- the school providing the course is accredited.

The Superintendent or designee may make an exception for courses that are not required for High School graduation.

Prior to posting a student's credit and grade to the transcript, parent/guardians may elect to not have the credit and grade transferred to the student's high school transcript.

The student must still complete a senior project and take two semester credits of mathematics in the final year of high school.

Students Repeating the Same Course

When students repeat a course, only the highest grade will appear on the transcript and will be used in calculation of grade point average.

Adopted: 8/9/10 Reviewed: 2/19/13 – 7/7/15 Revised: 8/10/15

Cross-Reference: Academic Acceleration #2124
Grading Scale and Grade Point Averages #2610
Withdrawal from Courses #2611
High School Graduation Requirements#2640

Legal Reference: IC 33-512C Encouragement of Gifted Students
IDAPA 08.02.03.105.05

Early Graduation

Any high school student who successfully completes the graduation requirements established by the state and the District prior to completing eight semesters of high school work, may petition the Superintendent and the Board to graduate early.

Eight full semesters of attendance are recommended by the District for students to obtain the maximum benefit from the program of studies available. After consultation among student, parent/guardian, Superintendent or designee, the Board may permit early graduation.

Students who meet the requirements of this policy may participate in the next available graduation ceremony.

Adopted: 6/01/98 Reviewed: 8/11/03, 7/11/05 Revised: 8/14/00
 10/22/07, 2/17/10 10/22/07
 2/19/13

Cross-Reference: High School Graduation Requirements #2640
 Graduation Ceremony #2644

Legal Reference: IDAPA 08.02.01.350
 IC 33-1628

Handbook Reference: Secondary Student Planner

Graduation Ceremony

The Superintendent or designee shall determine the location of each graduation ceremony and set graduation dates for special or alternative high school programs. The Board shall approve all other graduation dates.

Student attendance at the graduation exercises shall be voluntary.

Students must complete all graduation requirements prior to the graduation ceremony in order to participate in the graduation ceremony. The Superintendent or designee may waive this requirement in extenuating circumstances.

Student speeches must be relevant to graduation and shall not contain any profane or slanderous remarks.

Adopted: 6/01/98 Reviewed: 8/11/03, 7/11/05 Revised: 7/1/07
4/9/07, 2/17/10
2/19/13

Cross-Reference: High School Graduation Requirements #2640
Payment of Fees or Returning of Property #3550
Early Graduation #2643

Legal Reference: IC 33-506 Organization and Government of Board of Trustees(1)

Handbook Reference: Secondary Student Planner