



**Flexible Options Manual
For Gifted and Highly Gifted Secondary Students
and for
Secondary Students Transferring into the
District**

**Boise School District
2007 – 2008**

TABLE OF CONTENTS

Introduction	ii
Parts I & II indexed by topic.....	iii
Part I: Questions Specific to Students in the Gifted or Highly Gifted Program	1
Part II: Questions Relevant to All Students Who are Transferring into the Boise School District Secondary Schools as well as Boise School District Gifted and Highly Gifted Students	10
Contacts and District Administration	44



This manual has been prepared to assist parents, students, teachers and counselors in planning a secondary program that meets the individual needs of gifted and highly gifted students as well as all students transferring into the Boise School District secondary schools.

The manual is set up in “frequently asked questions” format. In addition to a brief response to each question, the manual includes considerable resources for use in academic planning for specific individual needs and circumstances. These resources have been placed adjacent to the question they help to answer.

Because of the format, it is most useful to include an index rather than a detailed table of contents. This index is located at the back of the manual.

Each counselor and each gifted teacher or facilitator in the district has a manual. Manuals are available to parents of any gifted student or transfer student. You may download a manual through www.boiseschools.org or obtain a copy from a school counselor.

It is our hope that this manual will enhance our ability to meet the individual academic needs of our students.

Dean Jones, Administrator of Curriculum
Rita S. Hoffman, Gifted Program Supervisor
Sandy Rumpel, Counseling Program Supervisor

April, 2007

INDEX

Part I: Questions Specific to Students in the Gifted or Highly Gifted Program

Acceleration.....	5
Attendance Areas, Hillside, Highly Gifted.....	8
Availability of Options	1
Class and Schedule Accommodation.....	8
College without High School Graduation.....	8
Correspondence, Online and Virtual Courses	1
Criteria, Gifted and Highly Gifted Placement	3-4
Earth Science	9
Graduation Plan, Individual.....	2
High School Credits.....	1
Highly Gifted, Junior High	6-7
Hillside Open Enrollment	6-7
Hillside Transportation	8
Individual Graduation Plan.....	2
Junior High Highly Gifted	6-7
Open Enrollment Hillside	6-7
Options, Availability.....	1,7
Pre-requisite Waivers.....	8
Student Referrals from Outside the District	5
Transportation, Hillside	8
Transportation, Open Enrollment	6

Part II: Questions Relevant to All Students Who are Transferring into the Boise School District Secondary Schools as well as Boise School District Gifted and Highly Gifted Students

Acceleration.....	18-29,33-35,39
Advanced Placement (AP).....	30-39
Availability of Options	10
Class and Schedule Accommodations	18
Correspondence, Online & Virtual Courses	15-17
Dual Enrollment.....	10-15
Dual Enrollment District Policy	10
Earth Science	18
High School Credits.....	40
High School Graduation Requirements	41-43
Open Enrollment.....	39
Options, Availability.....	7
Reading 8 Waiver	10,24
Social Emotional Aspects	43
Student Referrals	36,39
Summer School.....	43
Transportation.....	10,39,40
Virtual Schools	16-17

Part I: Questions Specific to Students in the Gifted or Highly Gifted Program

Availability of Options:

1. Q Are all of the following options available in every case?

A No. Some of these options have specific qualifying requirements, procedures, and scheduling issues. They will not be possible in all school situations. Students in the gifted program please discuss your options with the gifted facilitator or gifted teacher in your elementary school and/or the counselor at your home Jr. High School or the Jr. High School to which you have been accepted. Students enrolled in the highly gifted program please discuss your options with the transition counselor, Ms. Barker, at Hillside Jr. High.

These professionals will work with you to create an Individual Graduation Plan for grades 7- 12. (See the form on the next page.) The criteria for placement in the gifted and highly gifted program appears on pages 3 through 5 directly after the Individual Graduation Plan (IGP) form.

In completing your IGP you may refer to 7th/8th Grade Pre-Registration Handbook and Course Descriptions 2007-2008, page 19 or the Grades 9-12 Pre-Registration Handbook and Course Description 2007-2008, pages 24 and 25 to review additional information related to completing this plan. These two handbooks are available on the website or from a counselor.

1A. Q What courses do some highly gifted students exhaust at Hillside?

A Math, Science and World Languages are the courses that some students have exhausted by the end of 8th grade at Hillside.

1B. Q What can a student do if they exhaust the courses they desire but want to stay at a junior high school?

A Idaho Digital Learning Academy (IDLA), correspondence courses or virtual gifted courses may meet these needs. In some cases students may attend a high school for part of the day.

1C. Q Are there any courses offered at the junior high for which a seventh or eighth grade student can earn high school credit?

A Yes, they can earn high school credit for French 1, Spanish 1, Earth Science, Physical Science and/or Accelerated Algebra 1.



INDIVIDUAL GRADUATION PLAN

Name: _____ **Date:** _____

Are you wanting a Boise School District graduation diploma? ___Yes ___No
If you do not plan to graduate from high school prior to college entrance or are not seeking a high school diploma, please have your parents check, sign and date the form here.

___My child does not plan to graduate from high school prior to college entrance. I recognize that this plan may not meet graduation requirements.

(parent's signature) (date)

When do you plan to graduate? _____

Will you attend TVMSC next year? _____

Online Courses: When: _____
Online Courses: When: _____
Online Courses: When: _____

Correspondence Courses:

Suggested courses for next school year:

Other Choices:

Notes:

Criteria for Placement in the Gifted/Highly Gifted Program:

When a secondary student is referred for gifted identification the process is as follows:

Student or parents contact the school counselor. The counselor will contact the Gifted Program Supervisor who will contact the parent with further information.

District staff will provide parents with information about the process and the services offered by the district. An explanation of the student's assessments and results will be provided to parents when data has been collected.

The Gifted referral process can be initiated by a parent, teacher, or student. The process should consider evidence that the child's needs are not being met through the traditional school setting. This information can be reviewed by the Multi-Disciplinary Team (MDT) before the permission-to-test form is given to parents.

The Boise School District administers IQ and standardized achievement tests for students referred for gifted services if evidence suggests the need.

The district will accept the following standardized achievement tests for the 2007-2008 school year: the Woodcock Johnson Achievement Test or the WIAT.

The district will accept the WISC- IV or the Stanford Binet 5 for meeting the IQ criterion. The district will accept the UNIT and/or other instruments at the psychologist's judgment in place of the WISC IV or Stanford Binet V for students for whom these tests are not appropriate. Alternative achievement and IQ assessments for ELL, SES, and culturally different populations should be considered where appropriate. Assessments should include a full protocol or write-up including a list of subtest and indices' scores as well as a full scale score.

Continued placement in gifted programs is contingent upon successful participation and may be reviewed to determine how to best address the student's needs.

Criteria for Gifted Placement:

There are four criteria for Gifted Program placement. A student must meet three of the four criteria to qualify for services and one of those must be # 1 or #2.

1. Achievement test score derived from the Woodcock Johnson or Wechsler Individualized Achievement Test (WIAT) at or above the 98th percentile on total achievement or in special cases on a majority of the areas tested. Both age norms and grade norms may be considered as appropriate.

2. A full scale intelligence test score or Gifted Composite Index or Gifted Abilities Index derived from either the WISC IV or the Stanford-Binet V intelligence tests at or above the 95th percentile (124) with consideration of the 95% confidence interval on the full scale score.

3. Two nominations indicating actual or potential ability. One nomination should be from a recent teacher and if the student is or has been in a gifted program within the past three years, one nomination should be from the gifted class teacher.

4. Evidence of unmet needs documented by data including, but not limited to, non-verbal intelligence test results, portfolio assessment, ISAT (Idaho Standard Achievement Test) scores, results from a creativity test or critical thinking test, SB-LM subtests, etc. Alternative assessments for ELL, SES, and culturally different populations should be considered where appropriate.

There must be documentation that indicates that the student's needs cannot be met within the regular classroom and that placement in a gifted program best meets those needs.

Criteria for Highly Gifted Services:

To be considered for placement in the Highly Gifted Program, a student's completed application must be submitted to the District Highly Gifted Placement Committee. All review and evaluation of applications will be confidential. Incomplete applications will not be considered. A complete application will include the following components:

1. A full scale IQ score or Gifted Composite Index or Gifted Abilities Index (GAI) derived from either the Stanford-Binet V or the WISC IV intelligence tests at or above 99th percentile (135) with consideration of the 95% confidence interval.

2. Achievement test composite scores derived from the Woodcock Johnson or Wechsler Individualized Achievement Test (WIAT) at or above the 95th percentile on a majority of the areas tested or a total test score at or above 95th percentile on the Peabody Individualized Achievement Test (PIAT). Both age norms and grade norms may be considered as appropriate. Students should also demonstrate grade level reading ability.

3. Two nominations indicating actual or potential ability. One nomination should be from a recent teacher and if the student is or has been in a gifted program within the last three years, one nomination should be from the gifted class teacher.

4. Evidence of unmet needs documented by data including, but not limited to, non-verbal intelligence test results, portfolio assessment, ISAT (Idaho Standard Achievement Test) scores, results from a creativity test or critical thinking test, SB-LM subtests, etc. Alternative assessments for ELL, SES, and culturally different populations should be considered where appropriate.

Acceleration:

2. Q Is it possible for an elementary student to accelerate in a single subject and attend Jr. High or High School classes in one or more subjects?

A Yes. Please discuss this option with the student's elementary teacher, principal and gifted facilitator. In most cases, the Multi-Disciplinary Team (MDT) at the student's home school will help with this decision.

3. Q Is it possible for a student in an elementary school to accelerate an entire grade even if that means they would move from the elementary to the junior high school?

A Yes. Full grade acceleration in elementary leading to early entrance into Jr. High is possible. Consult with the student's teacher, principal, and gifted facilitator.

Highly Gifted Program:

4. Q Is there a highly gifted program for students in junior high school?

A Yes. The District has a Highly Gifted Program located at Hillside Jr. High for highly gifted students from throughout the district. In addition, highly gifted students, may access flexible options specifically designed for gifted and highly gifted students at any District secondary school. These flexible options are explained in this manual.

Procedure for referrals to the gifted program by students from outside the district:

If a parent who lives in the Boise School District (BSD) attendance area but does not attend BSD schools wishes to refer a child for the gifted program, that parent will make the referral to the facilitator at what would be their home school if they did attend BSD.

If a student who lives outside the BSD attendance area but attends a private school in Boise requests testing for the BSD gifted program, the Gifted Program Supervisor will arrange for the applicant to be considered by a Multidisciplinary Team in the district to determine if testing can be done.

If a student lives outside the Boise attendance area and does not attend a private school in Boise, BSD will accept that child on open enrollment on a space available basis and will accept the child into our gifted programs on a space available basis if the student qualifies, but will not do the testing to determine qualification until a child is enrolled in our district. The parent must have that testing done at their public school or private school or personally through a professional in the community. The parents may then bring the scores to any school in BSD for consideration.

**HIGHLY GIFTED PROGRAM 2007-2008
AT HILLSIDE JUNIOR HIGH SCHOOL, BOISE SCHOOL DISTRICT**

1. Students may register for the Integrated Language Arts/Social Studies Block 4th and 5th periods. (You must register for both periods: 10:36 AM to 12:13 PM.) This class is taught as a two year loop, with half of the world studies and literature and language arts presented each year. However, the curriculum is different and more in depth than the regular 7th and 8th grade curriculum. Students should take both years. If they go back into the regular curriculum for one year, there may be gaps and overlaps in the curriculum they cover.
2. Incoming seventh graders will be tested the first few days of school to determine appropriate math placement.
3. Students ready for Accelerated Math Seven and Accelerated Algebra (Accelerated Math Eight) may register for these classes.
4. Students ready for classes beyond what is normally offered at Hillside may take the HG Math class. Through individualization and grouping, this class will span the material covered in two or three advanced classes so students may continue their math sequence without traveling to a high school.
5. Students may register for the Highly Gifted Science two-year loop. This course integrates earth science and physical science, including physics and chemistry. It is a lab and activities based curriculum. Students should take both years. If they go back into the regular curriculum for one year, there may be gaps and overlaps in the curriculum they cover. These classes will be scheduled around the electives selected by the highly gifted students as much as possible.
6. Ninth graders may register for Accelerated U.S. History 9.
7. Students may register for any available electives during the other periods including, if the schedule permits, core classes from a higher grade level, such as the new Biology class at Hillside, during elective periods.
8. The Highly Gifted Transition Counselor, Gail Barker, will work with TVMSC to request registration in the morning sections for Hillside Highly Gifted Program students who also wish to attend TVMSC. The transportation department will arrange busing. TVMSC students may arrive at Hillside on the bus a few minutes before third period begins. They will go to their locker and report to the HG room for a brief break before the Highly Gifted Language Arts/Social Studies Block class.

**OPTIONS FOR HIGHLY GIFTED STUDENTS, GRADES SEVEN THROUGH NINE
2006-07***

- For all options, students may waive:
 • Reading 8, IF Accelerated English 7 and 8 are taken
 • PE and Eighth Grade Health

*Ninth Grade options open in the 2007-08 school year

OPTION A IN 7TH & 8TH GRADES	OPTION B IN 7TH & 8TH GRADES	OPTION C IN 7TH & 8TH GRADES	OPTION D IN 7TH & 8TH GRADES	OPTION E IN 7TH & 8TH GRADES	OPTION F IN 7TH & 8TH GRADES	OPTION G IN 7TH & 8TH GRADES
Attend any Jr./High School						
<ul style="list-style-type: none"> Earn minimum of 10 credits by end of 8th Grade, including 9th Grade English & History Placement testing resulting in acceleration Choice of core classes from higher grades in lieu of some electives <ul style="list-style-type: none"> TVMSC if qualified IDLA classes 						
<ul style="list-style-type: none"> Earn minimum of 10 High School credits by end of 8th Grade Enroll in Social Studies and Language Arts Block 						
TVMSC or HG Science Loop and Math Classes		TVMSC for ALL Science and Math Classes (Options C & D)		HG Science Loop and Math Classes (Options E, F, & G)		
Travel to High School to take some classes &/or take IDLA at Hillside Take 2 or 3 regular electives &/or appropriate upper grade core courses		Must take Accl Eng 9 & Accl History 9 as the only 2 electives in 8th Grade		Do not take Accl Eng 9 or Accl History 9 in 8th Grade Take 2 regular electives or Speech and 1 other elective		Do not take Accl Eng 9 or Accl History 9 in 8th Grade Take 3 regular electives or Speech and 2 regular electives
Take 2 or 3 regular electives &/or appropriate upper grade core courses		Take 2 regular electives or Speech and 1 other elective		Take 3 regular electives &/or Tech R&W, Speech, Biology		Take 1 regular elective or Tech R&W, Speech, Biology
IN 9TH GRADE	IN 9TH GRADE	IN 9TH GRADE	IN 9TH GRADE	IN 9TH GRADE	IN 9TH GRADE	IN 9TH GRADE
Attend any High School; may be simultaneously enrolled at Jr. High for sports	Attend Hillside, take electives, 9th Grade accelerated classes, IDLA and travel to High School for some classes	Attend TVMSC plus any High School; may be simultaneously enrolled at Jr. High for sports	Attend Capital High School; take Accl Eng 9, Accl History 9 and High School classes; may be simultaneously enrolled at Jr. High for sports	Attend any High School but not TVMSC; may be simultaneously enrolled at Jr. High for sports	Attend any High School; may be simultaneously enrolled at Jr. High for sports	Attend Capital High School; take Accl Eng 9, Accl History 9 and High School classes; may be simultaneously enrolled at Jr. High for sports
OPTION A	OPTION B	OPTION C	OPTION D	OPTION E	OPTION F	OPTION G

NOTE TO PARENTS: Highly gifted (HG) students entering the Eighth/Ninth Grade have at least seven options, depending on their interests, the focus and goals of their academic preparation, and their particular talents and records of performance. Students may be able to waive certain courses, such as Physical Education, Eighth Grade Health, and Reading 8 (provided Accelerated English 7 and 8 are taken). The first decision parents and students face is determining whether to attend the HG specialized program for Seventh and Eighth Grades at Hillside Junior High School. Parents and students who make this selection must then determine whether to apply for attendance at the Treasure Valley Mathematics and Science Center (TVMSC), to pursue mathematics and science coursework. Students who do not attend the TVMSC have a variety of other options for studying mathematics and science. Please review and consider carefully these pathways as choices affect student options for the Ninth Grade. Ninth Grade options will open to students in the 2007-08 school year.

For additional information contact **Rita Hoffman**, Supervisor of Gifted Services at 854-4157, rita.hoffman@boiseschools.org or **Gail Barker**, Transition Counselor for Highly Gifted Students at 854-5120 ext. 111, gail.barker@boiseschools.org.

5. Q Is it possible for a gifted or highly gifted secondary student to enroll in an extra core class from the same or a higher grade level in lieu of an elective?
- A Yes. The scheduling may be more difficult.
6. Q Can a student get a waiver for a prerequisite for a particular class?
- A Yes, in some cases. This is handled on a case by case basis. Discuss it with your student's counselor who will consult with the counselor at the school in which the course will be offered. The counselor may consult with the building principal who will consult with the Gifted Supervisor as needed.
7. Q What should a gifted or highly gifted student do if he/she wishes to attend college without first graduating from high school?
- A The student must indicate this wish on the Individual Graduation Plan that he/she completes with the counselor. The counselor may consult with the building principal, who will consult with the Gifted Program Supervisor as needed. If the student decides to pursue this option, he/she must have a parent signature approving this option on the Individualized Graduation Plan.

Attendance Areas and Transportation:

8. Q If a student is in the Highly Gifted Program but Hillside is not their attendance area, does the student need to apply for open enrollment?
- A No. Qualified students placed in a Highly Gifted Program class in the Boise School District may attend that class without applying for open enrollment in the school in which that class is held. This is because the Highly Gifted Program is a district wide program that is housed only in a very few locations and students are assigned to a location.
9. Q If a student attended the Highly Gifted Program at Hillside, where can they attend High School and do they need to apply for open enrollment?
- A Because the services of the Highly Gifted Program at the high school level are flexible options that are available at every District high school, a student must attend the school that is designated as his/her home school based on where he/she lives or may apply for open enrollment at any other high school. In essence, when the highly gifted program is available only at select sites to which the student is assigned, the student may attend without open enrollment. If the highly gifted services are available in the student's home school and the student is not assigned to a particular school, he/she must return to his/her home school or apply for open enrollment.
10. Q May a student register for a class if the schedule reveals that this would make the student late for another class?

A Yes, a student who has qualified for and has been placed in the gifted program may do this providing it is worked out with the building principal, and providing the student is not more than 19 minutes late.

11. Q May a student register for two classes during the same period and attend them on alternate days or in some other predetermined time arrangement?

A Yes, a 7th or 8th grade student who has qualified for and has been placed in the gifted program, may do this as long as the courses are not high school credit bearing classes. It cannot be done with credit-bearing courses because of the current Idaho state requirements.

12. Q What if a gifted or highly gifted student did not take Earth Science in Junior High? Are there any ways to make up this credit?

A There are three ways a student may earn the credit for Earth Science:

1. (Recommended option) The student may meet the earth science graduation requirement by taking the Environmental Science or Advanced Placement Environmental Science course at the high school.
2. The student may complete Earth Science through IDLA or a correspondence course approved by the Boise School District.
3. The student may pass the End of Course exam (EOC) for Boise School District's Earth Science course. Please note that the Earth Science exam is considered by many to be one of the most difficult science exams. The student's grade on the exam will be recorded on his/her transcript as his/her semester grades in the courses. Credit will also be awarded. If the student receives an undesirable grade on either exam, he/she may choose to take option # 2 for the appropriate semester. His/her grade in that course will replace the grade on the exam; however, the original grade will remain on the transcript with an "R" for "replaced," as is protocol for repeated/replaced course.

***Part II: Questions Relevant to All Students Who are
Transferring into the Boise School District Secondary
Schools as well as Boise School District Gifted and Highly
Gifted Students***

Q Are all of the following options available in every case?

A No, some of these options have specific qualifying requirements, procedures and scheduling issues. They will not be possible in all school situations.

Class Requirements:

1. Q May a student waive Technical Reading/Writing, and if so what assessment and procedures should be followed?

A No, this is a board approved graduation requirement.

Dual enrollment:

2. Q What is the policy regarding dual enrollment and Average Daily Attendance (ADA)?

A If a student attends BSD for four hours or more in elementary school or 4 classes or more in secondary, that student is full-time in BSD, and the district collects full ADA. If the student attends a virtual or other school, that school cannot receive ADA for that student.

3. Q What is the current BSD policy regarding dual enrollment?

A Students who have not graduated from high school and who meet the district's requirements of district policy and procedure may enroll in a Boise School District program or activity while they are also enrolled in a postsecondary institution, a private school, a charter school or home school.

According to Policy #3112:

“ADMISSION: Prior to entering a program or activity, a dual enrollment student must comply with all admission policies and procedures including but not limited to the attendance zones policy #3130. Except in unusual or extenuating circumstances, a dually enrolled student may only enroll in a grade which is age appropriate for that student.

TRANSPORTATION: Parents/guardians are responsible for transporting students accepted under dual enrollment. If bus space is available, dual enrolled students may be transported from the appropriate established bus stop within the District's boundaries.

INTERIM PERIODS: If a dually enrolled student is dual enrolled in classes or activities which are not contiguous in time, the student shall attend a supervised activity when directed by the administration.

CLASS SIZE / DISENROLLMENT: Pursuant to Idaho Code Section 33-203 (1), if enrollment in a specific class or program reaches the maximum for the program, priority for enrollment shall be given to the student who is enrolled full time in the public school. The dually enrolled student may not be removed from the class to provide space for a full-time student during the semester. Regular full-time students will be given priority at the start of each semester.”

There are three types of dual enrollment: in-district dual enrollment, public school age dual enrollment (Policy 3112) and post secondary dual enrollment (Policy 2121.)

1. **IN-DISTRICT DUAL ENROLLMENT** is a situation in which an elementary student in the Boise School District is also enrolled in a secondary school in the Boise School District and is taking a class or classes at one of our secondary schools part of each day. Students who do this are often in the Gifted and Talented Program; however, a student who is not in that program may qualify based on aptitude in a specific subject. This also applies to a junior high student who is taking classes at a high school.
2. **PUBLIC SCHOOL AGE DUAL ENROLLMENT** is a situation in which a student in any grade level is enrolled and taking classes simultaneously at both Boise School District and some other pre-secondary setting such as a charter school, private school or home school.
3. **POST SECONDARY DUAL ENROLLMENT** (Policy 2121.) is a situation in which a student is enrolled simultaneously at both Boise School District and a post secondary institution such as a university and is receiving academic credit for the same class at both institutions. Two semester college credits will equal one district credit. This includes all graduation requirements.
 - a) If the student is attending a class at a university and the university and Boise School District agree, then the student may also receive high school credit for that class. This depends largely on whether or not the curriculum and instruction in the two classes match. Requests are approved by the curriculum office on an individual basis.
 - b) If a student is taking a Boise School District class and BSU or NNU decide to offer college credit for that class, the student may receive both District and college credit. These decisions are made by the district on an individual basis and do not include Advanced Placement classes.

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

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. This form is located at the following site:

<http://www.boiseschools.org/counselors/enroll/forms> and is reproduced on the next page.



POSTSECONDARY DUAL ENROLLMENT RULES AND REGULATIONS

- 1) Post secondary Dual Enrollment is open to 11th and 12th grade students who have not graduated.
- 2) Students must be enrolled in a combined total of six district and university/college courses in order to be eligible to participate in high school graduation exercises.
- 3) One (1) Boise District semester credit will be granted for each two (2) semester credit college or university course in which the student receives a passing grade. Additional credits may be prorated (e.g., .5 District credits for one college credit).
- 4) A postsecondary dual enrolled student will receive the same grade on his/her high school transcript as was achieved in the college or university course.
- 5) The Administrator of Instruction or designee will determine the appropriate credit to be granted, whether it be required or elective credit. A course description for each course to be taken must accompany this registration form. The form will be returned to the appropriate counselor prior to the beginning of the class for which the student has registered.
- 6) Completion of the form does not register the student for a college or university course. Registration for coursework must be done through the appropriate college or university.
- 7) The Boise School District will not pay for credits or other costs of postsecondary dual enrollment.

POSTSECONDARY DUAL ENROLLMENT

REGISTRATION FORM

Student Name _____ School _____ Grade (circle
one) 11 12

UNIVERSITY OR COLLEGE	DEPARTMENT/ NUMBER	COURSE NAME	COLLEGE CREDITS	BOISE DISTRICT CREDITS GRANTED
<i>EXAMPLE: BSU</i>	<i>ENGLISH 310</i>	<i>WESTERN LIT</i>	<i>2</i>	<i>FILLED IN BY DISTRICT</i>

REQUIRED SIGNATURES

STUDENT _____
DATE _____

PARENT/GUARDIAN _____
DATE _____

COUNSELOR _____
DATE _____

PRINCIPAL _____
DATE _____

COORDINATOR/DESIGNEE _____
DATE _____

CUTOFF DATE FOR SUBMISSION OR REGISTRATION FORM

Fall Semester – August 15

Spring Semester – December 1

Summer Semester – May 1

POSTSECONDARY DUAL ENROLLMENT PROCEDURE BOISE SCHOOL DISTRICT

Following are procedures for processing postsecondary dual enrollment requests:

1. Upon PSDE request from a junior or senior student or his/her parent, provide a copy of the registration form and review the rules as delineated on the form. Remind the applicant that completion of this form does not enroll the student in university/college classes.
2. When the student/parent has completed the form and obtained the appropriate signatures, the form should be forwarded by the appropriate counselor to the Administrator of Instruction or designee.
3. The Administrator or designee will assign appropriate district course credit to the university/college courses to be taken, sign the form, and send a copy to the appropriate counselor.
4. The student should be registered for the high school course credit(s) for which he/she has been approved (English 12 2nd semester, for example), even if said student will not be in physical attendance at all at the high school.
5. A postsecondary dual-enrolled student should be marked as in attendance at the high school as follows:
 - a) 4 or more classes on-campus high school attendance = commensurate attendance (4/6, 5/6, or full time attendance)
 - b) Less than 4 classes on-campus high school attendance = 4/6 attendance (this includes students who are enrolled full time at a college/university and not in physical attendance for any classes at the high school)
6. Upon receipt of the college/university transcript, it is the responsibility of the student to forward a copy of the college/university transcript to the Administrator of Instruction. He/she will complete the PSDE form and forward it to the appropriate counselor. The grade earned for each college/university course shall be the grade assigned for the high school course.

Administrator of Instruction
District Services Center
8169 W. Victory Rd.
Boise, ID 83709
208-854-4106
7. Students must be enrolled in six total classes (college/university + district) in order to participate in graduation exercises. The high school principal may waive this requirement in extenuating circumstances.

4. Q Will the District and the State allow an elementary or junior high student to receive high school credit for a required or elective high school class he/she takes at a District junior high or high school?
- A Yes, if the student is dual enrolled he/she will receive high school credit for the class.
5. Q What is the situation regarding which high school a gifted or highly gifted student may attend?
- A A student may attend the high school that is in the attendance area in which the student lives or may apply for open enrollment in any BSD high school.
6. Q What other credit options exist besides BSD secondary schools if a student misses a required class or wants to take additional credit? Can you explain these options?
- A The most common options are correspondence courses and online courses.

Correspondence courses:

Consult with your counselor for a list of Boise School District approved correspondence courses. A student must complete a form requesting District credit before taking a correspondence course. This link will take you to that form.

http://www.boiseschools.org/counselors/correspond_additional.pdf

ONLINE COURSES: The three most common sources of online courses in Idaho are the Idaho Digital Learning Academy (IDLA), Idaho Virtual Academy (IDAHOVA), and Richard McKenna Charter School. Consult with your counselor for a list of approved online courses.

- IDLA is arranged by the student's BSD counselor. It is funded partly by the state legislature and partly by a per unit fee. It provides courses in 9-12 grades and by individual arrangement also in 7th and 8th grades. (idla2.k12.id.us/default1.htm)
- IDAHOVA offers courses in K-9th grade in 2006-2007 and will add a grade level each year as the students progress. It is funded by ADA, so it is dependent on full-time student enrollment. (www.idahova.org)
- Richard McKenna Charter School is an online high school funded by state ADA. It is our understanding that in order for that school to receive funding a student may not attend another school for more than three periods. Therefore, a student may dual enroll at McKenna and Boise School District. However, if a student takes four or more courses in a semester at Boise School District he/she is considered full-time in this district, and McKenna will not enroll him/her. Please check with Richard McKenna Charter School directly to verify and clarify current regulations. (www.rmckenna.org)

VIRTUAL SCHOOLS FOR THE GIFTED: The following is a list of some online programs for gifted students that have been recognized by the Council for Exceptional Children. These courses may be pursued on a non-credit basis as enrichment learning or, if you wish to pursue credit for a course in one of these programs check with your counselor on an individual basis to request approval. Approval is dependent largely on the accreditation of the program.

Virtual Schools for the Gifted

Virtual Schools for the Gifted Regional Talent Search Programs

Center for Talent Development

E-mail: ctd@northwestern.edu

<http://www.ctd.northwestern.edu/resources/aboutctd/index.html>

Duke University

Talent Identification Program (TIP)

E-mail: information@tip.duke.edu

<http://www.tip.duke.edu/>

Center for Distance Education, Center for Talented Youth: Distance Learning Program for gifted students

Email: ctyinfo@jhu.edu

<http://www.jhu.edu/~gifted/cde/>

Rocky Mountain Talent Search

University of Denver

E-mail: jaclark@du.edu

<http://www.du.edu/education/ces/rmts.html>

Additional Virtual Schools

ALEKS: Fully automated math tutor

E-mail: MyALEKS-contact@aleks.com

<http://www.aleks.com/>

Apex Learning

E-mail: enrollments@apexlearning.com

<http://www.apexlearning.com/>

Aphelion: School without walls, based in Ontario Canada

E-mail: welcomedesk@charismagics.com

<http://www.charismagics.com/aphelion/main.html>

CoolSchool (Cyber Oregon OnLine)

E-mail: registrar@coolschool.k12.or.us

<http://coolschool.k12.or.us/>

Distance Education Training Council: Listing of high school and degree programs

E-mail: detc@detc.org

<http://detc.org/>

The Education Program for Gifted Youth (EPGY) at Stanford University

E-mail: epgy-info@epgy.stanford.edu

<http://www-epgy.stanford.edu/>

Gifted Online Accelerated Learning (GOAL)
University of Missouri Center for Distance and Independent Study
<http://www.giftedstudy.com>

International Telementor
<http://www.telementor.org>

Internet Academy: K-12 on-line classes (conditionally free for WA residents)
E-mail: HelpDesk@iacademy.org
<http://www.iacademy.org/>

North Atlantic Regional Schools
<http://www.narhs.org/>

Pennsylvania Homeschoolers AP Online Courses
E-mail: richmans@pahomeschoolers.com
<http://www.pahomeschoolers.com/courses/>

University of California Extension Online
E-mail: askus@ucxonline.berkeley.edu
<http://learn.berkeley.edu/>

University of Missouri Center for Distance and Independent Study
E-mail: cdis@missouri.edu
<http://cdis.missouri.edu/>

University of Nebraska Independent Study High School
E-mail: extservice@unl.edu
<http://nebraskahs.unl.edu/>

University of Texas Distance Education Center
E-mail: dec@www.utexas.edu
<http://www.utexas.edu/cee/dec>

7. Q What if a transfer student did not take Earth Science in Junior High?
Are there any ways to make up this credit?
- A There are two ways a transfer student may earn the credit for Earth Science.
1. (Recommended option) The student may meet the earth science graduation requirement by taking the Environmental Science or Advanced Placement Environmental Science course at the high school.
 2. The student may complete Earth Science through IDLA or a correspondence course approved by the Boise School District.
8. Q What accelerated classes does BSD offer and how does a transfer student qualify to enroll in each of these classes?
- A Accelerated and Advanced Placement (AP[®]) Courses: Accelerated classes are offered at all secondary schools. See the following charts for lists of courses and criteria.

Junior High Accelerated Classes

7th Grade

Accelerated English 7
Accelerated Reading 7
Accelerated Mathematics 7

8th Grade

Accelerated English 8
Accelerated Algebra 1

9th Grade

Accelerated English 9
Accelerated Geometry
Accelerated United States History before 1900
Accelerated Biology

High School Accelerated Classes

10th Grade

Accelerated English 10
Accelerated Algebra 2
Accelerated Chemistry

11th Grade

Accelerated Math Analysis

Qualifying for Accelerated Classes:

1. Once a student has qualified for math seven they are automatically qualified to continue in the accelerated math program throughout their high school career.
2. Any student who has qualified for the accelerated math program automatically is eligible to take accelerated science courses. No additional application process is required.
3. The following documents outline the criteria for qualification for each of the classes.

**ACCELERATED ENGLISH 7/ READING 7
COURSE DESCRIPTION AND CRITERIA
2007- 08**

COURSE DESCRIPTION:

Accelerated English and Reading 7 meet the needs of language arts students performing beyond the 7th grade level. Students will be exposed to Language Arts content emphasizing critical and creative thinking through writing and literature analysis.

CRITERIA:

Students must accumulate **15 points or above** from the following criteria to be considered for placement in Accelerated English 7/Reading 7.

1. Idaho Standard Achievement Test (ISAT)

Reading

Fall RIT score 232 and above – 3points

Fall RIT score 228-231 – 2 points

2. Idaho Standard Achievement Test (ISAT)

Language Usage

Fall RIT score 230 and above – 3points

Fall RIT score 228-229 – 2 points

3. 6th Grade Direct Writing Assessment

Score 4 or above – 4 points

Score 3.5 – 3 points

4. Reading Grade 6th – 1st semester

A – 2 points

B – 1 point

5. Reading Grade 6th – 3rd quarter

A – 2 points

B – 1 point

6. Language Grade 6th – 1st semester

A – 2 points

B – 1 point

7. Language Grade 6th – 3rd quarter

A – 2 points

B – 1 point

8. Team* Recommendation (Guidelines attached)

Recommended – up to 4 possible points

Skills – 1 Responsibility - 1

Participation – 1 Motivation – 1

**TEAM* RECOMMENDATION GUIDELINES FOR ACCELERATED
ENGLISH 7/READING 7:**

Please consider the following behaviors in deciding whether or not to recommend a student for Accelerated English 7/Reading 7. Students who demonstrate a majority of the following behaviors should be recommended for Accelerated English 7/Reading 7.

SKILLS:

- Demonstrates understanding of sentence structure and mechanics
- Demonstrates ability to read critically
- Demonstrates a high developed vocabulary
- Demonstrates skill in writing essays

PARTICIPATION:

- Demonstrates an ability to work collaboratively in projects and interacts with teacher and peers in a respectful and positive way
- Demonstrates active involvement in class discussions
- Is willing to share his/her writing with peers
- Is willing to participate in all class activities and assignments
- Is able to provide clear, constructive, respectful critique to peers

RESPONSIBILITY:

- Is able to plan ahead to have lengthy, long-range assignments of an independent nature turned in on time
- Turns in work on time
- Attends class regularly, arrives on time ready to work
- Arranges for makeup work BEFORE activity absences or pre-planned trips
- Takes responsibility for his/her own choices

MOTIVATION:

- Demonstrates an interest in learning and growing, not just in a grade
- Demonstrates attention to detail and pride in his/her work
- Demonstrates a true enjoyment of reading and writing

* Team configuration may be decided at the school site.

**ACCELERATED ENGLISH 8
COURSE DESCRIPTION AND CRITERIA
2007-2008**

COURSE DESCRIPTION:

Students will develop and enhance their language arts strengths in critical and creative thinking, through advanced writing and literature analysis.

CRITERIA:

Students currently enrolled in the Boise School District who receive a grade of A in Accelerated English 7 for both semesters are automatically eligible for placement in Accelerated English 8.

Students must accumulate **18 points or above** from the following criteria to be considered for placement in Accelerated English 8.

9. Idaho Standard Achievement Test (ISAT)

Reading

Fall RIT score 235 and above – 3points

Fall RIT score 232-234 – 2 points

Fall RIT score 229-231 – 1 point

10. Idaho Standard Achievement Test (ISAT)

Language Usage

Fall RIT score 233 and above – 3points

Fall RIT score 230-232 – 2 points

Fall RIT score 228-229 – 1 point

11. 7th Grade Direct Writing Assessment

Score 4 – 4 points

Score 3.5 – 3 points

12. Accelerated Reading 7 – 1st semester or Reading 7 – 1st Semester

A – 3 points A – 2 points

B – 2 point B – 1 point

13. Accelerated Reading 7 – 3rd quarter or Reading 7 – 3rd quarter

A – 3 points A – 2 points

B – 2 point B – 1 point

14. Accelerated English 7 – 1st semester or English 7 – 1st semester

A – 3 points A – 2 points

B – 2 point B – 1 point

15. Accelerated English 7 – 3rd quarter or English 7 – 3rd quarter

A – 3 points A – 2 points

B – 2 point B – 1 point

16. Team* Recommendation (Guidelines attached)

Recommended – up to 4 possible points

Skills – 1 Responsibility - 1

Participation – 1 Motivation – 1

**TEAM* RECOMMENDATION GUIDELINES FOR ACCELERATED
ENGLISH 8:**

Please consider the following behaviors in deciding whether or not to recommend a student for Accelerated English 8. Students who demonstrate a majority of the following behaviors should be recommended for Accelerated English 8.

SKILLS:

- Demonstrates understanding of sentence structure and mechanics
- Demonstrates ability to read critically
- Demonstrates a high developed vocabulary
- Demonstrates skill in writing essays **0** **1**

PARTICIPATION:

- Demonstrates an ability to work collaboratively in projects and interacts with teacher and peers in a respectful and positive way
- Demonstrates active involvement in class discussions
- Is willing to share his/her writing with peers
- Is willing to participate in all class activities and assignments
- Is able to provide clear, constructive, respectful critique to peers **0** **1**

RESPONSIBILITY:

- Is able to plan ahead to have lengthy, long-range assignments of an independent nature turned in on time
- Turns in work on time
- Attends class regularly, arrives on time ready to work
- Arranges for makeup work BEFORE activity absences or pre-planned trips
- Takes responsibility for his/her own choices **0** **1**

MOTIVATION:

- Demonstrates an interest in learning and growing, not just in a grade
 - Demonstrates attention to detail and pride in his/her work
 - Demonstrates a true enjoyment of reading and writing **0** **1**
-

* Team configuration may be decided at the school site.

**READING 8 WAIVER CRITERIA
2007-08**

ACCELERATED READING 7: Students who receive a grade of A or B in Accelerated Reading 7 for both semesters may elect to waive Reading 8.

CRITERIA:

Students must accumulate **16 points or above** from the following criteria to be considered for a waiver from Reading 8.

1. Fall Idaho Standard Achievement Test (ISAT)

Reading:

RIT score of 232 or above – 10 points

RIT score of 231 – 9 points

RIT score of 229-230 – 8 points

RIT score of 227-228 – 7 points

RIT score of 225-226 – 6 points

2. 7th Grade First Semester Grades

Semester grades in the four core areas (Reading, English, Math, Social Studies)

All A's – 10 points

3 A's/1 B – 8 points

2 A's/2 B's – 6 points

Many students will be very close to meeting these criteria; their parents will request a waiver. The district's position on this is as follows:

- Reading is a critical area of the Boise School District curriculum
- Excellent readers benefit from taking 8th Grade Reading because of the emphasis on Reference Skills
- Reading Skills should not be sacrificed so that students may take an elective
- Students will have plenty of time in 9th – 12th grades to take electives
- Reference skills are academic life skills, they appear on college entrance exams and students need them to be successful in college.

All waiver requests will be processed through the Language Arts office. If, after you have reaffirmed the importance of Reading 8 from the bulleted list above, a parent continues to request a waiver, their **written** request must be sent to Dr. Stephanie Youngerman at the District Services Center along with the student's **ISAT test scores** and **a copy of the student's grades**.



**ACCELERATED ENGLISH 9
COURSE DESCRIPTION AND CRITERIA
2007-2008**

COURSE DESCRIPTION:

Students will participate in advanced curriculum enhanced with critical thinking skills, independent study projects, research skills and higher-level writing experiences.

CRITERIA:

Students currently enrolled in the Boise School District who receive a grade of A in Accelerated English 8 for both semesters are automatically eligible for placement in Accelerated English 9.

Students must accumulate **16 points or above** from the following criteria to be considered for placement in Accelerated English 9.

Idaho Standard Achievement Test (ISAT)

Reading

Fall RIT score 238 and above – 3 points

Fall RIT score 235-237 – 2 points

Idaho Standard Achievement Test (ISAT)

Language Usage

Fall RIT score 236 and above – 3 points

Fall RIT score 233-235 – 2 points

Accelerated English 8 – 1st semester or English 8 – 1st semester

A – 5 points A – 3 points

B – 3 points B – 1 point

Accelerated English 8 – 3rd quarter or English 8 – 3rd quarter

A – 3 points A – 2 point

B – 2 points

English 8 2nd quarter common assignment

Score 4 – 4 points

Score 3.5 – 3 points

Cumulative G.P.A.

4.0 – 3 points

3.5 – 2 points

3 - 1 point

Team* Recommendation (Guidelines attached)

Recommended – up to 4 possible points

Skills – 1 Responsibility - 1

Participation – 1 Motivation - 1

Criteria are subject to change by Educational Services. Revised 06/21/06

**TEAM* RECOMMENDATION GUIDELINES FOR ACCELERATED
ENGLISH 9:**

Please consider the following behaviors in deciding whether or not to recommend a student for Accelerated English 9. Students who demonstrate a majority of the following behaviors should be recommended for Accelerated English 9.

SKILLS:

- Demonstrates understanding of sentence structure and mechanics
- Demonstrates ability to read critically
- Demonstrates a high developed vocabulary
- Demonstrates skill in writing essays **0 1**

PARTICIPATION:

- Demonstrates an ability to work collaboratively in projects and interacts with teacher and peers in a respectful and positive way
- Demonstrates active involvement in class discussions
- Is willing to share his/her writing with peers
- Is willing to participate in all class activities and assignments
- Is able to provide clear, constructive, respectful critique to peers **0 1**

RESPONSIBILITY:

- Is able to plan ahead to have lengthy, long-range assignments of an independent nature turned in on time
- Turns in work on time
- Attends class regularly, arrives on time ready to work
- Arranges for makeup work BEFORE activity absences or pre-planned trips
- Takes responsibility for his/her own choices **0 1**

MOTIVATION:

- Demonstrates an interest in learning and growing, not just in a grade
- Demonstrates attention to detail and pride in his/her work
- Demonstrates a true enjoyment of reading and writing **0 1**

* Team configuration may be decided at the school site.

Criteria are subject to change by Educational Services. Revised 06/21/06

**ACCELERATED ENGLISH 10
COURSE DESCRIPTION AND CRITERIA
2007-2008**

COURSE DESCRIPTION:

Students will study world literature focusing on the individual's personal identity, relationships with others and role in society. Concepts and issues include decision-making, leadership, and the heroic model. Students will complete writing (persuasive, research, literary analysis and expository) focusing on effective communication and language skills. Students will also learn and practice advanced writing strategies designed for a variety of academic purposes. Formal language (style) analysis is introduced as in classic rhetoric. Inquiry is a part of the writing program as is Modern Language Association (MLA) style format: spelling, mechanics, grammar and usage are addressed in the context of student writing.

CRITERIA:

Students currently enrolled in the Boise School District who receive a grade of A in Accelerated English 9 for both semesters are automatically eligible for placement in Accelerated English 10.

Students who receive a B in either semester of Acc. English 9, took regular English 9, or are from outside the Boise School District must accumulate **18 points or above** from the following criteria to be considered for placement in Accelerated English 10.

Idaho Standard Achievement Test (ISAT)

Reading

Fall RIT score 242 and above – 3points

Fall RIT score 238-241 – 2 points

Idaho Standard Achievement Test (ISAT)

Language Usage

Fall RIT score 239 and above – 3points

Fall RIT score 235-238 – 2 points

9th Grade Direct Writing Assessment

Score 4 – 4 points

Score 3.5 – 3 points

English 9 Semester 1 End of Course Test (EOC)

95 and above - 3 points

90 to 94 – 2 points

85 to 89 – 1 point

Accelerated English 9 – 1st semester or	English 9 – 1st semester
A – 3 points	A – 2 points
B – 2 points	B – 1 point

Continued on next page

Accelerated English 9 – 3rd quarter or English 9 – 3rd quarter

A – 3 points A – 2 points

B – 2 points B – 1 point

Cumulative G.P.A.

4.0 – 3 points

3.5 - 2 points

- 1 point

Team* Recommendation (Guidelines below)

Recommended – up to 4 possible points

Skills – 1 Responsibility - 1

Participation – 1 Motivation - 1

TEAM* RECOMMENDATION GUIDELINES FOR ACCELERATED ENGLISH 10:

Please consider the following behaviors in deciding whether or not to recommend a student for Accelerated English 10. Students who demonstrate a majority of the following behaviors should be recommended for Accelerated English 10.

SKILLS:

- Demonstrates understanding of sentence structure and mechanics
- Demonstrates ability to read critically
- Demonstrates a high developed vocabulary
- Demonstrates skill in writing essays

PARTICIPATION:

- Demonstrates an ability to work collaboratively in projects and interacts with teacher and peers in a respectful and positive way
- Demonstrates active involvement in class discussions
- Is willing to share his/her writing with peers
- Is willing to participate in all class activities and assignments
- Is able to provide clear, constructive, respectful critique to peers

RESPONSIBILITY:

- Is able to plan ahead to have lengthy, long-range assignments of an independent nature turned in on time
- Turns in work on time
- Attends class regularly, arrives on time ready to work
- Arranges for makeup work BEFORE activity absences or pre-planned trips
- Takes responsibility for his/her own choices

MOTIVATION:

- Demonstrates an interest in learning and growing, not just in a grade
- Demonstrates attention to detail and pride in his/her work
- Demonstrates a true enjoyment of reading and writing

* Team configuration may be decided at the school site.

**ADVANCED PLACEMENT® LITERATURE/COMPOSITION
COURSE DESCRIPTION AND CRITERIA
2007-2008**

COURSE DESCRIPTION:

Advanced Placement® Literature/Composition is an intensive study of representative works from various genres and periods—from the sixteenth to the twentieth century—concentrating on works of literary merit. Instruction will include a variety of literary analysis techniques in both prose and poetry. In addition to considering a work’s literary merit, students consider the historical and social values it reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation, and various critical perspectives are explored for each work. This course prepares students for the College Board’s Advanced Placement® (AP®) Examination in Literature/Composition. Success on the AP examination may result in transferable college credit.

CRITERIA:

Students must accumulate **4 points or above** from the following criteria to be considered for placement in Advanced Placement® Literature/Composition.

1. Core G.P.A. of 3.5 or above-1 point
2. AP English Language grade– A or B –1 point
or English 11 grade-A- 1 point
3. English 11 first semester End of Course (EOC) score of 85% or above – 1 point
or a score of 85% or better on AP Language first semester final-1 point
4. 11th Grade Direct Writing Assessment-5 or 4-1 point
5. Teacher recommendation – 1 point
 - Advanced Placement® Literature/Composition does not cover the same curriculum as English 12.
 - Students who transfer from this class to a regular English class after the fourth week of the semester will be exempt from the EOC.

**ADVANCED PLACEMENT[®] LANGUAGE/COMPOSITION
COURSE DESCRIPTION, CRITERIA, and APPLICATION FORM
2007-2008**

COURSE DESCRIPTION:

Advanced Placement[®] Language/Composition involves the college-level study of readings drawn primarily from American Literature. Traditional pieces of fiction, poetry, and drama are interfaced with contemporary essays and writings from the fields of linguistics, science, and history. Non-fiction pieces are representative of writing by both men and women in the seventeenth, eighteenth, nineteenth, and twentieth centuries. Students are required to learn components and structures of language, to write literary and stylistic analyses, and to practice a number of other writing forms, including persuasive and personal essays. Thinking logs and portfolios are utilized, and students participate in peer revision groups as part of the class. This course prepares students for the College Board's Advanced Placement[®] (AP[®]) Examination in Language/Composition. Success on the AP[®] examination may result in transferable college credit.

Please note:

- **Advanced Placement[®] Language/Composition does not cover the same curriculum as English 11.**
- **Students who transfer from this class to a regular English class after the fourth week of the semester will be exempt from the EOC.**

CRITERIA:

Students must accumulate **4 points or above** from the following criteria to be considered for placement in Advanced Placement[®] Language/Composition.

6. Core G.P.A. of 3.5 or above-1 point
7. Accelerated English 10 grade – A or B –1 point
or
English 10 grade – A – 1 point
8. Idaho Standards Achievement Test (ISAT) in Reading and Language Usage Score of 235 or above – 1 point
9. Accelerated English 10 or English 10 first semester End of Course (EOC) score of 85% or above – 1 point
10. Teacher recommendation – 1 point (Please provide the name of a former English 9 or English 10 teacher who can speak to your skills, motivation, responsibility and participation in English.)

Advanced Placement[®] Language/Composition Application

Student Name: _____
(please type or print)

Please provide the requested information:

- **Core GPA** _____
- **Accelerated English 10_ or English 10 grade** _____
- **Idaho Standards Achievement Test (ISAT)**
 Reading Score _____
 Language Usage Score _____
- **Accelerated English 10 or English 10 first semester End of Course (EOC) score**
 _____ (circle which course)
- **Recommendation:** Please provide the name of a former English 9 or English 10 teacher who can speak to your skills, motivation, responsibility and participation in English.

English Teacher Name: _____

School: _____

Verified by: _____ (counselor) **Date:** _____

Parental/Guardian Support Statement: I understand and support my child's decision to apply for Advanced Placement[®] Language/Composition at Boise High School. My child and I have carefully considered the rigor of taking a college level course. We understand that successful completion of the course will require significant commitment of time and energy and that once a student is enrolled in the course, he or she is expected to complete it.

Parent's/Guardian's Signature

Date

Criteria are subject to change by Educational Services.

**INSTRUCTIONS FOR PLACEMENT IN
7TH GRADE ACCELERATED MATHEMATICS (REVISED 1/07)
FOR BOISE SCHOOL DISTRICT STUDENTS**

1) FALL ISAT RIT MATH SCORE

We will be using the Fall ISAT RIT Score for each student tested. If a student's Fall ISAT score makes them ineligible for Accel. Math 7 but their Spring score is significantly higher we will be offering admittance to those students on an individual basis. See Exceptions below.

2) SURVEY TEST SCORE

Use percentages provided by Chris Andrews.

3) STUDENT MATH GRADES

Please list the student **math grades for First Semester and 3rd Quarter** (what the student will probably be receiving).

For example, listing **AB** means that the student received a letter grade of an **A for first semester** and a **B for third quarter**. The program converts AB to a "2" for further calculation.

4) TEACHER RECOMMENDATION

3 for Highly Recommended

1 for Recommended w/Concerns

0 for Not Recommended

Please consider the following in recommending a student for Accelerated Math 7:

- Responsible: commitment to completing assignments on time (homework, projects, etc.)
- Proficiency in knowledge of basic operations, fractions, decimals, whole numbers
- Willingness to participate in classroom activities

5) MATH TOTALS

A student needs **at least 20 points** to qualify for Accelerated Math 7. If they qualify for Accelerated Math 7 they are invited in to the Accelerated Science program.

Exceptions:

Concern: What if a student's Fall ISAT RIT Score does not qualify them for Accel Math 7 placement but their Spring ISAT RIT Score would?

We will handle the exceptions on a one-by-one basis. If the student's score for the Spring ISAT is *greater than 235*, contact Rainey Pieters at 854-4138 or rainey.pieters@boiseschools.org. We will recalculate the Math Total for the student and notify the appropriate Jr. High School.

Spring ISAT RIT scores

RIT Score	Points
≥ 249	10
243-248	9
239-242	8
235-238	7
< 235	0

ACCELERATED MATHEMATICS 7 CRITERIA

Key:

<u>Math Survey Test</u>	<u>Pts.</u>	<u>Math Teacher Recommendation</u>	<u>Pts.</u>	<u>Math Grades</u>	<u>Pts.</u>	<u>ISAT Math Rit Score</u> <u>FALL #s</u>
36 – 40 (90-100%)	10	Highly Recommended	3	AA	3	≥ 240 10
32 – 35 (80-89%)	9	Recommended w/Concerns	1	AB	2	234 – 239 9
28 – 31 (70-79%)	8	Not Recommended	0	BA	2	230 – 233 8
26 – 27 (65-69%)	7			BB	0	226 – 229 7
0 – 25 (0-64%)	0					<226 0

9. Q What is different about an accelerated class?

A Accelerated classes consider the state standards for that level as an absolute minimum. The classes use a different curriculum including more rigorous text material and/or literary selections reflecting an honors level degree of difficulty. They go into more depth and at a faster pace and provide increased structure and rigor. They explore interconnections and problems that are more complex and require higher order thinking skills and increased problem solving.

10. Q Why might a student choose to take an accelerated class?

A A student might wish to take accelerated classes to pursue continual academic growth if he/she has already mastered the material in the regular class or if the pace of a regular class is too slow. They are also appropriate for students who want to challenge themselves academically. They better prepare students for success in Advanced Placement classes and establish habits of scholarship that will serve students well in their future.

11. Q Can my child take all accelerated classes?

A Although there is no prohibition to taking all accelerated classes, scheduling constraints may prevent it.

12. Q Will there be room for my child in an accelerated class if we do not get our testing results until August?

A If your child meets the criteria for accelerated classes, placement will be made in the necessary class; however, if your student is an open-enrollment student, consideration of class loads will be discussed when finalizing a student's schedule.

13. Q What is the process for accelerated placement testing?

A At registration, express your interest in having your child tested for placement. The counselor will discuss the criteria for placement into accelerated classes and if appropriate will arrange for testing at the district office in late May. When the counselor receives the test results, the student's class schedule will be finalized. If the student is not initially placed in the accelerated class but excels in the regular class into which they are scheduled, the parent, teacher or student may consult with the counselor regarding a schedule change into an accelerated class.

14. Q Are all accelerated classes and all AP classes offered at all schools?

A No. The list on page 38 indicates which schools have each class. Please refer to the list on page 37 for accelerated classes. Accelerated classes are taught at all schools teaching that grade level.

High School Advanced Placement® Classes

AP® English Language

AP® English Literature

AP® United States History

AP® American Government

AP® Comparative Government

AP® Microeconomics

AP® Macroeconomics

AP® European History

AP® Human Geography (Pilot; Capital)

AP® Psychology

AP® World History (Pilot; Capital & Borah)

AP® Statistics

AP® Calculus AB

AP® Calculus BC

AP® Computer Science A

AP® Biology

AP® Environmental Science

AP® Chemistry

AP® Physics B

AP® Physics C

AP® Spanish Language

AP® French Language

AP® Studio Design/Drawing

- Drawing

- 2D

- 3D

AP® Music Theory



Accelerated and Advanced Placement (AP[®]) Courses

Accelerated classes are offered at all schools

Junior High Accelerated Classes

7th Grade

Accelerated English 7
Accelerated Reading 7
Accelerated Mathematics 7

8th Grade

Accelerated English 8
Accelerated Algebra 1

9th Grade

Accelerated English 9
Accelerated Geometry
Accelerated United States History before
1900
Accelerated Biology

High School Accelerated Classes

10th Grade

Accelerated English 10
Accelerated Algebra 2
Accelerated Chemistry

11th Grade

Accelerated Math Analysis

High School Advanced Placement[®] Classes

AP[®] English Language
AP[®] English Literature

AP[®] United States History
AP[®] American Government
AP[®] Comparative Government
AP[®] Microeconomics
AP[®] Macroeconomics
AP[®] European History
AP[®] Human Geography
AP[®] Psychology
AP[®] World History (Pilot; Capital & Borah)

AP[®] Statistics
AP[®] Calculus AB
AP[®] Calculus BC
AP[®] Computer Science A

AP[®] Biology
AP[®] Environmental Science
AP[®] Chemistry
AP[®] Physics B
AP[®] Physics C

AP[®] Spanish Language
AP[®] French Language

AP[®] Studio Design/Drawing

- Drawing
- 2D
- 3D

AP[®] Music Theory

See Pre-Registration Booklet for more complete information and course descriptions

ADVANCED PLACEMENT® COURSES BY SCHOOL 2007-08

	Boise	Borah	Capital	Timberline
US History	yes	yes	yes	yes
Comparative Govt	yes	yes	yes	yes
American Govt	yes	yes	yes	yes
European History	yes	yes		yes
Macroeconomics	yes	yes	yes	yes
Microeconomics	yes		yes	yes
Human Geography			yes	
Psychology	yes	yes	yes	yes
World History		yes	yes	
Computer Science A	yes	yes		yes
Spanish Language	yes	yes	yes	yes
French Language	yes		yes	yes
Biology	yes	yes	yes	yes
Environmental Science	yes	yes	yes	yes
Chemistry	yes	yes	yes	yes
Physics B	yes	yes	yes	yes
Physics C	yes	yes		yes
English 11 Language	yes	yes	yes	yes
English 12 Literature	yes	yes	yes	yes
Calculus AB	yes	yes	yes	yes
Calculus BC	yes	yes	yes	yes
Statistics	yes	yes	yes	yes
Studio Design/Art 3 courses	yes	yes	yes	yes
Music Theory	yes			

15. Q Are there weighted grades in accelerated classes?

A No, weighted grades occur in the upper high school years in the AP courses, not the accelerated courses.

16. Q What is the difference between accelerated classes and AP classes?

A AP courses are college courses offered in the high school setting through the College Board. A student can elect to take the AP test at the end of the course and earn college credit (Consult the AP College Board website). Accelerated Courses are District-designed courses. See questions # 9 -14 for a further explanation of Accelerated Courses.

17. Q How is the placement level in the World Language classes determined?

A After the school counselor reviews the student's academic history, EOC tests may be suggested for placement into our World Language classes to assure knowledge and alignment.

Open Enrollment:

18. Q Will a student be allowed to register for an accelerated class if the student is on open enrollment and the class is full?

A No, a student may not be unable to enroll in an accelerated class if it is full.

19. Q Where do we find an open enrollment form and when do we need to get our open enrollment form turned in?

A The form can be found at the following site.

<http://www.boiseschools.org/counselors/enroll/open>

According to board approved policy #3113, open enrollment applications will be available at anytime throughout the year. However, if a student wants open enrollment for the following year, they may need to wait until in-district registrations are complete to see if space is available and open enrollment status can be granted.

20. Q Can open enrollment students ride the bus if it stops near their home? How do I know what the District boundaries are?

A Part of the open enrollment form is acknowledgement by a parent that he/she is responsible for transportation out of the home school area. The city bus system is often used by open enrollment students. However, open enrollment students may ride a school bus on a space available basis if an existing route and its pickup and drop off locations meets the student's needs. Neither new routes nor

new stops can be added for open enrollment students. If you need additional information, please contact the Transportation Office at 854-4167 or www.transportation@boiseschools.org. You can find the Attendance Area Locator at the following site. This site will allow you to determine boundaries for a specific address, zip code etc. <http://www.biscuitgis.com/bsd/>

High School Credits:

21. Q How many credits will transfer from the private school that my student attended, for example Earth Science, U.S. History, Spanish 5, etc.?

A Credit evaluation will be done by the school counselor based on an individual student's academic record.

22. Q What are the Boise School District graduation requirements?

A See the following chart:

High School Graduation Requirements (Grades 9-12) (#2640) – The following are graduation requirements set forth by the State Board of Education and/or the District:

Credits

English 8

¹
Speech 1

²
Mathematics 4

¹
Reading 1

³
Science 6

⁴
Health 1

⁵
Physical Ed 2

^{6,7}
U.S. History to 1900 2

⁸
U.S. History since 1900 2

Economics 1

American Government 2

Required Electives* 16

Total Credits 46

¹
1 credit any grade, 9-12

²
Successful completion of Algebra 1, Accelerated Algebra 1, or Math in the Workplace 1 and 2.

³
Successful completion of Earth Science 8, Physical Science 9, and Biology (or Biology M or AP® Biology) is required.

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

⁵
Only “Physical Education 10” meets this requirement. Other options are being considered and will be presented to the Board.

⁶
Successful completion of this class fulfills 2 humanities credits and District graduation requirement

⁷
Successful completion of U.S. History to 1900 is required

⁸
Completion of all of the following also meets this requirement: Mktg. Economics, Mktg. Promotions, Business Management/Sports & Entertainment, and Entrepreneurship/Creating Your Own Business

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

Credit Maximums - The following are the maximum number of credits to be counted toward graduation in each of these classifications:

1. Four athletic fitness class credits in grades 11 and 12.

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.

Core of Instruction - Students must pass all 46 credits to graduate. Additionally, they must either:

- 1) have a 2.0 grade point average (G.P.A.) in the core classes (see list that follows), or
- 2) demonstrate satisfactory achievement in area(s) of deficiency.

Core Curriculum
2007 & Beyond

Course	
English	8
Speech	1
Social Studies	7
Mathematics	4
Science	6
Health	1
Total	27

Successful completion of the ISAT (Idaho Standards Achievement Test) is required by the State Board of Education for graduation.

Early Graduation Requirements (#2643) 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 District to graduate early.

Graduation Ceremony (#2644) - Students must complete all graduation requirements prior to the graduation ceremony in order to actively participate in the graduation ceremony. The Superintendent or designee may waive this requirement in extenuating circumstances.

23. Q How will I make sure my student meets these graduation requirements?
- A School counselors will complete an Individualized Graduation Plan (IGP) with students beginning in the eighth grade and revise these plans annually with students and families until graduation.
24. Q Where can I find information about summer school?
- A BSD – www.boiseschools.org/summer/
IDLA – <http://idla2.k12.id.us/classes2.htm>
25. Q Can I take Speech and Technical Reading and Writing online or in summer school?
- A Yes.
BSD – www.boiseschools.org/summer/
IDLA – <http://idla2.k12.id.us/classes2.htm>

School Climate:

26. Q If I would like my child to be enrolled in a specific section with another student, can that be arranged?
- A If you have specific requests for your child, discussion of these concerns should occur in the registration process with your school counselor. However, generally, schedules are generated based on course selection and class size.
27. Q How are bullying and harassment behaviors addressed in the schools?
- A Bullying is a topic we take very seriously. This issue is addressed in our Board Policy and prevention skills are taught through our counseling curriculum and character education programs. Please refer to these sites for details.
www.boiseschools.org/counselors/curriculum.html
www.boiseschools.org/board/policy, Policy #3231, p. 39.
28. Q Are there lots of drugs in the junior high schools?
- A There are drugs present in schools as they are present in our society, and our role in the schools is prevention and intervention. Boise School District continues to partner with the Idaho Office of Drug Control Policy to save our children from the consequences of drug use, possession and distribution.
29. Q Where would I find evidence of academic success at each junior high?
- A www.boiseschools.org/performance/

For questions regarding this document please contact:

Rita Hoffman – Gifted Program Supervisor- 854-4157

Sandy Rumpel – Counseling Supervisor - 854-4165



Dr. Stan Olson, Superintendent
Dr. Pete Bailey, Executive Director – Operations
Dr. Don Coberly, Executive Director - Curriculum

Mike Cunningham, Area Director - Capital
Coby Dennis, Area Director - Timberline
Dr. Bonnie Gallant, Area Director - Borah
Matt Kobe, Area Director - Boise

“Educating Today for a Better Tomorrow”