EDUCATIONAL PROGRAMS

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The Kamiah Joint School District No. 304 Board of Trustees recognizes its obligation and duty to provide an educational program equally available to all young people of the school district. The board believes that all students should have the opportunity to be educated to the extent of their abilities, aptitudes, capabilities, and interests through a program that recognizes and provides for the individual differences of all students of the district. Innovation and progress in the educational program, based upon thorough research, study, deliberation, and evaluation is encouraged.

LEGAL REFERENCE:
Idaho Code Section 33-506

ADOPTED:
7-19-99
The State Board of Education requires that all public secondary schools serving grades nine (9) through twelve (12) be accredited by the Northwest Association of Accredited Schools. Accreditation is voluntary for elementary and middle schools serving grades kindergarten (K) through eight (8).

All high schools in this district will be accredited by the Northwest Association of Accredited Schools. The elementary and middle schools in this district will not be accredited.

All accredited schools will at all times comply with the standards for accreditation by the Northwest Association of Accredited Schools.

CONTINUOUS SCHOOL IMPROVEMENT PLANS

As required by the State Board of Education, the principal or designee of each school in this district will chair a committee to develop, and annually review and amend, a continuous school improvement plan that focuses on the improvement of student performance.

ANNUAL ACCREDITATION REPORT

The superintendent or designee will submit an annual accreditation report to the State Board of Education within the required timeframe.

LEGAL REFERENCE:
IDAPA 08.02.02.140

ADOPTED: January 18, 2010

AMENDED:

Note: The "Accreditation" policy, number 602, and the "Personnel Standards" policy, number 604, set forth several options. Each school district must select one or more of the accreditation methods. School districts that have one or more schools accredited by the Northwest Association of Accredited Schools must use the corresponding option for personnel assignments in those schools. A school district is not precluded from using different methods of accreditation among its schools.
The State Department of Education has adopted state goals for student/personnel ratios and authorized this school district to establish a policy as to the student/personnel ratios at the various schools in the district. The Kamiah Joint School District No. 304 board of trustees recognizes that there may exist limitations on facilities, funding and staff which preclude this district from meeting the state goals. Therefore, this board of trustees adopts a policy setting personnel standards which enable it to implement the educational program of the district, provide a low student/teacher ratio and allow flexibility as necessary to meet the special needs of the student population.

SCHOOLS ACCREDITED BY THE NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES

The Kamiah High School, accredited by the Northwest Association of Schools and Colleges, will maintain student/personnel ratios and other personnel assignments as set forth in those standards.

SCHOOLS ACCREDITED BY THE IDAHO ELEMENTARY/SECONDARY ACCREDITATION STANDARDS

Kamiah Elementary School and Kamiah Middle School, accredited by the State Board of Education, will employ personnel (including educators, certified school counselors, social workers and psychologists, media generalists, and assistants; administrators; classroom assistants; and classified personnel) as necessary to meet the goals for the district’s educational programs.

LEGAL REFERENCE:
IDAPA 08.02

ADOPTED:
7-19-99
Kamiah Joint School District No. 304 will provide a core of instruction at the elementary level, grade one through six (1-6), as follows:

1. Language arts and communications will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening.

2. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability.

3. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.

4. Social studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

In addition to the core of instruction set forth above, the district will offer the following instruction to all elementary school students:

Fine Arts (art and music)
Health (wellness)
Physical Education (fitness)
Career Awareness
Use of Technology

Kamiah Joint School District No. 304 will provide a core of instruction at the elementary level for kindergarten as follows:

1. Language arts and communications will include instruction in reading, writing, spelling, speech and listening.

2. Mathematics will include instruction in counting, addition, and subtraction.

3. Science will include hands on lessons in physical and life sciences.

4. Social Studies will include instructions on citizenship, careers, and self and family awareness.

In addition to the core of instruction set forth above, the district will offer the following instruction to all kindergarten school students:

Fine Arts (art and music)
Health (wellness)
Physical Education (fitness)
LEGAL REFERENCE:
IDAPA 08.02.03.100.04

ADOPTED:
7-19-99
The Kamiah Joint School District No. 304 will provide a core of instruction at the middle school, as follows:

1. Language arts and communications will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening.

2. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability.

3. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences.

4. Social studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

In addition to the core of instruction set forth above, all students attending the middle school in this district, are required to participate in the following instruction:

Health (wellness)
Physical Education (fitness)
Technology/Keyboarding

This district will also offer elective courses of instruction to all students attending the district’s middle school. Specific elective courses will vary from year to year, but may include:

Nez Perce Culture & History
Family and Consumer Science
Fine & Performing Arts
Vocation-Technical Education
Exploratory

LEGAL REFERENCE:
IDAPA 08.02.03.100.04.b

ADOPTED:

6-18-01
All students graduating from this school district will meet this state's and this district's graduation requirements.

STATE STANDARDS FOR GRADUATION

The State Board of Education has established that all students graduating from an Idaho public high school must meet the following requirements:

1. **Local Achievement Standards.** A student must successfully meet locally established subject area achievement standards, demonstrated through various measures of accountability, including, but not limited to, examinations. The local standards must meet or exceed the standard set by the state.

2. **Course Credits and Core of Instruction.** A student must successfully complete a minimum of forty-two (42) semester credits, one semester equaling one-half (1/2) year, and successfully complete the following specified twenty-five (25) semester credits core of instruction:

   a. **Secondary Language Arts and Communications**—nine (9) credits required.

      (1) Instruction in communications, including oral communication and technological applications;

      (2) Four (4) years of English are required;

      (3) Each year of English will consist of language study, composition and literature;

      (4) One (1) credit of instruction in communications, including oral communication and technological applications, that includes a course in speech, or a course in debate, or a sequence of instructional activities that meet the state high school communications standards requirement.

   b. **Mathematics and Science**—eight (8) credits required.

      (1) A minimum of four (4) credits in math are required. Instruction in secondary mathematics will include applied mathematics, business mathematics, algebra, geometry, trigonometry, fundamentals of calculus, probability and statistics, discrete mathematics and courses in mathematical problem solving and reasoning.

      (2) A minimum of four (4) credits in science, with two (2) credits in laboratory sciences are required. Instruction in secondary science will
include applied sciences, earth and space sciences, physical sciences, and life sciences.

c. Social Studies—five (5) credits required in the following subject areas:

(1) Two (2) credits in government;

(2) Two (2) credits in U.S. history;

(3) One (1) credit in economics.

Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs and world history may be offered as electives, but will not be counted as a social studies requirement.

d. Humanities—two (2) credits required, to include a course in interdisciplinary humanities, visual and performing arts, or world language. Courses such as literature, history, philosophy, architecture, or comparative world religions, if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standard.

e. Health/Wellness—one (1) credit required, and it will focus on positive health habits.

3. **Course Credit and CORE Instruction**, effective for all students that enter 9th grade in the fall of 2009 or later.

a. Secondary Language Arts and Communications—nine (9) credits required.

(1) Instruction in communications, including oral communication and technological applications;

(2) Four (4) years of English are required;

(3) Each year of English will consist of language study, composition and literature;

(4) One (1) credit of instruction in communications including oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the state high school communications standards requirements.

b. Mathematics—six (6) credits required.
(1) Two (2) semesters of Algebra I or courses that meet Algebra I standards as approved by the state department of education.

(2) Two (2) semesters of Geometry or courses that meet Geometry standards as approved by the State Department of education.

(3) Two (2) semesters of mathematics of the student's choice.

(4) Two (2) semesters of the required six (6) credits of mathematics must be taken in the last year of high school.

c. Science—six (6) credits.

(1) Instruction in biology, physical science or chemistry, and earth, space, environment or approved applied science.

(2) Four (4) credits must be laboratory based courses.

(3) If a student completes any required high school course with a grade of C or higher before entering 9th grade, and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However, the student must complete six (6) credits of high school science in addition to the courses completed in middle school.

d. Social Studies—five (5) credits required in the following subject areas:

(1) Two (2) credits in government;

(2) Two (2) credits in U.S. history;

(3) One (1) credit in economics.

Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs and world history may be offered as electives, but will not be counted as a social studies requirement.

e. Humanities—two (2) credits required, to include a course in interdisciplinary humanities, visual and performing arts, or world language. Courses such as literature, history, philosophy, architecture, or comparative world religions, if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standard.

f. Health/Wellness—one (1) credit required, and it will focus on positive health habits.
4. **Proficiency Assessment.** A student must attain a proficient or advanced score on the Idaho Standards Achievement Test (ISAT), beginning January 1, 2006, unless the student is exempt under the following conditions:

a. The calendar year of 2006:

   (1) The student was within six (6) Rasch Units (RIT points) of proficiency on the ISAT;

   (2) The student has a score of seventeen (17) on the ACT or two hundred (200) on the SAT in English and a score of nineteen (19) on the ACT or four hundred sixty (460) on the SAT in Math;

   (3) The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test;

   (4) The student is considered an LEP student through a score determined on the state language proficiency test and has been in an LEP program for three (3) academic years or less;

   (5) The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. Such state exit exams must be approved by the state board of education, measure skills at the tenth grade level or above, and be in comparable subject areas to the ISAT; or

   (6) Upon appeal to the board of trustees for an alternate measure(s) to demonstrate proficiency, the student successfully met the criteria established by the board of trustees.

   (a) Before appealing to the district for an alternate measure, the student must be: enrolled in a special education program and have an IEP, or enrolled in an LEP program for three (3) academic years or less, or enrolled in the fall semester of the senior year.

   (b) The measure must be aligned, at a minimum, to tenth grade state content standards for the subject matter in question.

   (c) The measure must be valid and reliable.

   (d) Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance.

b. The calendar year of 2007 and subsequent years:

   (1) The student was within three (3) RIT points of proficiency on the ISAT;
(2) The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test;

(3) The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less;

(4) The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. Such state exit exams must be approved by the state board of education, measure skills at the tenth grade level or above, and be in comparable subject areas to the ISAT; or

(5) Upon appeal to the board of trustees for an alternate measure(s) to demonstrate proficiency, the student successfully met the criteria established by the board of trustees.

(a) Before appealing to the district for an alternate measure, the student must be: enrolled in a special education program and have an IEP, or enrolled in an LEP program for three (3) academic years or less, or enrolled in the fall semester of the senior year.

(b) The measure must be aligned, at a minimum, to tenth grade state content standards for the subject matter in question.

(c) The measure must be valid and reliable.

(d) Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance.

5. College Entrance Examination. (Effective for all students that enter the 9th grade in the fall of 2009 or later.) A student must take one (1) of the following college entrance examinations before the end of the student’s 11th grade year: COMPASS, ACT or SAT. Scores must be included in the Learning Plan.

6. Senior Project. (Effective for all students that enter the 9th grade in the fall of 2009 or later.) A student must complete a senior project that shall include a research paper and oral presentation by the end of the student’s 12th grade year.

DISTRICT REQUIREMENTS

1. Physical Education—two (2) credits of physical education

2. Senior Issues/Careers— one (1) credit

3. Teen Living— one (1) credit
4. Technology— one (1) credit

CREDIT CALCULATION

Credits toward graduation requirements cannot be counted more than once for meeting the minimum requirements.

The Idaho Student Information Technology Standards require students to be technologically proficient by the end of the 8th grade.

To graduate, a student graduating after May 2005 must comply with the State of Idaho mandated testing (ISAT) evidencing proficient scores on the following examinations:

a. Language Arts

b. Reading

c. Mathematics

ADDITIONAL GRADUATION REQUIREMENTS

As a further condition of graduation, and as a condition of issuance of a diploma or certificate, or as a condition for issuance of a transcript, all indebtedness incurred by a person when he or she was a student must be paid. Furthermore, all books or other instructional material, uniforms, athletic equipment, advances on loans, or other personal property of the school district borrowed by the person when he or she was a student of the district must be returned. The payment of fees may be excused upon an adequate showing of financial need or other exigency.

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

ALTERNATE GRADUATION PROGRAM EQUIVALENT:

A student will show proficiency on the Idaho Standard Achievement Test (ISAT) as defined by State Board rules. Students who do not attain at least a proficient score on the Idaho Standard Achievement Test will have the option of appealing to the Board of Trustees for relief from the ISAT proficiency requirement. Students who choose to appeal must meet the following eligibility requirements.

1. Must be enrolled in a special education program and have a current Individual Education Plan (IEP); or

2. Must be enrolled in a Limited English Proficiency Program; or

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

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

A. Successfully complete performance measures that are equivalent to the sub skills areas measured in the ISAT, and/or
B. Successfully complete multiple factors that evaluate academic proficiency and performance of an individual child. These factors should include:

1. Grade point average;
2. Assessment scores including ISAT math, ISAT language arts, Direct Writing Assessment and/or literacy assessment;
3. Performance assessment measures, as appropriate, or other performance entries included in a student’s portfolio;
4. Other professional/instructional evaluations, including end-of-course assessments, senior projects, community service, work experience, attendance, and work ethics documented at school site.

The district alternative programs are aligned to state content standards and are based on academic proficiency and performance.

LEGAL REFERENCE:
Idaho Code Sections
33-119
33-603
33-1601, et seq.
18-4511
IDAPA 08.02.03.105

ADOPTED: __________

REVIEWED: __________

REVISED: April 2008

*Language in text set forth in italics is optional.
# Idaho Standards Achievement Test

ISAT Proficiency + Local Graduation Requirements = Graduate

## SECONDARY ROUTE TO GRADUATION

Demonstrate Proficiency on Performance Measure of ISAT Sub-Skill
AND/OR

<table>
<thead>
<tr>
<th>Grade Point Average: 100 points maximum</th>
<th>Assessments: 200 points maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 - 4.0 = 100</td>
<td>ISAT Reading/Literacy Assessment0-100 points</td>
</tr>
<tr>
<td>3.0 - 3.5 = 90</td>
<td>ISAT Math.................................0-100 points</td>
</tr>
<tr>
<td>2.5 - 3.0 = 80</td>
<td>ISAT Language Arts or DWA*..........0-100 points</td>
</tr>
<tr>
<td>2.0 - 2.5 = 70</td>
<td>Direct Math Assessment..............3-50 points</td>
</tr>
<tr>
<td>1.5 - 2.0 = 60</td>
<td>4-75 points</td>
</tr>
<tr>
<td><em>Direct Writing Assessment...............3+100 pts.</em></td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>District Graduation Requirements- 100 points maximum</th>
<th>Portfolio or Performance Measures: 200 points maximum</th>
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</thead>
<tbody>
<tr>
<td>Meet District Graduation Requirements........100</td>
<td>Performance Portfolio eg. Senior Project</td>
</tr>
<tr>
<td></td>
<td>Academic Work Portfolio</td>
</tr>
<tr>
<td></td>
<td>Community-based Learning</td>
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<tr>
<td></td>
<td>AND/OR</td>
</tr>
<tr>
<td></td>
<td>Performance Measures- Plato, IDLA other</td>
</tr>
</tbody>
</table>

## 400 Points Necessary to Graduate

100 points must be earned by showing proficiency on ISAT reading or district endorsed alternative literacy assessment.
Kamiah Joint School District No. 304 will sponsor commencement or graduation exercises for students who have met the graduation requirements set forth by the district and the State of Idaho for completion of a high school program and the awarding of a diploma. Only students who have completed the requirements for graduation and foreign exchange students in their senior year who are eligible for a Certificate of Completion will be allowed to participate in graduation exercises. Students must be enrolled in a program approved by the school during the last semester or have requested and received approval for early graduation during the preceding school year.

Management of the ceremonies are the responsibility of the high school principal.

LEGAL REFERENCE:
Idaho Code Section 33-512

ADOPTED:
7-19-99
Any Kamiah Joint School District No. 304 student who completes the number of credits and other exiting standards required by both the state and the district prior to completing eight (8) semesters of high school work, may petition the superintendent and board of trustees to graduate early.

The deadline for filing an application for early graduation is the end of the semester prior to the last proposed semester of attendance.

The student is required to complete the early graduation application in detail, stating the calculated number of credits and the reason for the application.

The student and parent/guardian must meet with the counselor, who will review the application, and counsel the student. The counselor will determine, on the basis of credits earned, whether the student will complete the required number of semester credits and core of instruction prior to the proposed early graduation date.

The counselor will inform the building principal of the request and supply all pertinent information concerning the application. The superintendent, principal and counselor will determine whether to recommend the approval or denial of the application and submit the recommendation to the board.

This board will permit early graduation under unusual and unique circumstances, for students who would benefit from early graduation.

Early graduates may participate in the regular spring commencement ceremony.

LEGAL REFERENCE:
IDAPA 08.02.01.350

ADOPTED:
7-19-99
A student of Kamiah Joint School District No. 304 may receive credits toward high school graduation through correspondence courses. The student must notify the high school counselor of his or her intent, and obtain approval, prior to enrolling in the correspondence course. Approval will be given if the correspondence course meets the educational needs of the student and extraordinary conditions exist which justify the request. The correspondence courses must be offered by an institution accredited by the Idaho State Board of Education or other regional accrediting association recognized by the State Board of Education, and registered with the State Board of Education.

legal reference:
IDAPA 02.03.100.06

Adopted:
7-19-99
SECONDARY GRADES

In secondary programs, a student's progress will be determined by the number and nature of the courses passed.

*A Child Study Team may consist of the building administrator or designee, classroom teachers, special services representatives, counselor, and parent/guardians.

LEGAL REFERENCE:
Idaho Code Section 33-512(2)

ADOPTED:
5-21-01
PUBLIC SCHOOL STUDENTS

Students transferring from public schools outside Kamiah Joint School District No. 304 will receive credit toward high school graduation for those classes taken at the public school.

NONPUBLIC SCHOOL STUDENTS

Students transferring from nonpublic schools, including parochial and home study, will receive credit toward high school graduation for courses taken at the non-public school as follows:

1. If the nonpublic school is accredited by the Idaho State Board of Education or other regional accreditation agency, the student will receive credit as awarded by the nonpublic school for all non-secular courses.

2. If the nonpublic school is not accredited, the student's official transcript and description of course content will be evaluated by the school district. The student will receive credit as follows:

   a. Credit awarded by the nonpublic school for courses determined by the building principal as consistent in content with approved State Board of Education curriculum guides.

   b. Credit for other courses as determined by the school district.

3. The school district may assess a student's knowledge of the subject matter by requiring he/she pass a comprehensive examination and/or other demonstration of competency.

4. A student transferring from a nonpublic school may receive credit by examination for no more than one-half (½) of the total credits required for graduation and for no more than one-half (½) of the core credits required for graduation by this district.

5. Students transferring from parochial schools will, in no case, receive more than .5 credits per semester credit awarded by the parochial school for courses in Old Testament/Bible Literature and New Testament/Bible History.

LEGAL REFERENCE:
IDAPA 08.02.03.100

ADOPTED:
7-19-99
A student may receive credit toward high school graduation by passing an examination which assesses the student’s knowledge of a given subject. The examinations must be approved and administered by the school district, and must cover the content included in a regular secondary education course on the subject. The student passing such examination will not be required to attend the regular school course in which the subject is taught.

A student may receive credit by examination for no more than one-half (½) of the total credits required for graduation and for no more than one-half (½) of the core credits required for graduation by this district.

+++++

LEGAL REFERENCE:
IDAPA 08.02.03.100.06

ADOPTED:

AMENDED:

*Language in text set forth in italics is optional.
PURPOSE OF STATEWIDE ASSESSMENTS

A statewide assessment program has been established by the Idaho State Board of Education. This district is required to participate in the statewide assessment program as long as the program is funded by the state. The purpose of the statewide assessment program is to:

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

TESTING OF STUDENTS

All students in Idaho public schools, grades kindergarten through twelve (K-12) are required to participate in the comprehensive assessment program, approved and funded by the Idaho State Board of Education.

Special Education Students:

All students who are eligible for special education pursuant to the Individuals with Disabilities Education Act (IDEA) shall participate in the statewide assessment program. Each student's individualized education program (IEP) team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with accommodations, or adaptations, or whether the student qualifies for and shall participate in the alternative assessment.
Limited English Proficient Students:

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

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

COMPREHENSIVE ASSESSMENT PROGRAM

The district will administer each of the following assessments in compliance with the time period required by the Idaho State Board of Education:

1. Kindergarten – Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment;

2. Grade 1 – Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment;

3. Grade 2 – Idaho Reading Indicator, Grade 2 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment;

4. Grade 3 – Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment;

5. Grade 4 – Direct Math Assessment, National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment;

6. Grade 5 – Direct Writing Assessment, Grade 5 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment;

7. Grade 6 – Direct Math Assessment, Grade 6 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment;

8. Grade 7 – Direct Writing Assessment, Grade 7 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment;
9. Grade 8 – Direct Math Assessment, National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment;

10. Grade 9 – Direct Writing Assessment, Grade 9 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment;

11. Grade 10 – High School Idaho Standards Achievement Test*, Idaho Alternate Assessment, Idaho English Language Assessment;

12. Grade 11 – High School Idaho Standards Achievement Test*, Idaho Alternate Assessment, Idaho English Language Assessment; and


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

In addition, this district will write and implement assessments in those standards not assessed by the state and federal requirements.

SECURITY MEASURES

The district will employ the same security measures in protecting statewide assessment materials from compromise as they use to safeguard other formal assessments. The district will require each individual who has any opportunity to see test items to sign a state confidentiality agreement, and keep the agreements on file for a minimum of two (2) years. The district will document the security safeguards and will make such documentation available for review by authorized state and federal personnel.

DEMOGRAPHIC INFORMATION

The district will provide each student’s unique identifier and accurate demographic information as required by the State Department of Education for each test, including, but not limited to, race, sex, ethnicity, and special programs (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status).

ATTENDANCE

The district will not charge student time spent in statewide assessments against attendance requirements.
ASSESSMENT FOR DUAL ENROLLMENT

For the purpose of nonpublic school student participation in non-academic public school activities, the district may utilize either of the following assessment methods:

1. The Idaho Standards Achievement Test (Grades 2-9 and High School) ISAT or

2. A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas (Language Arts/Communication, Math, Science, Social Studies, Health, and Humanities). Portfolios will be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is sought.

LEGAL REFERENCE:
Idaho Code Section 33-203
IDAPA 08.02.03.111.01 to 08.02.03.111.13.b.vi

ADOPTED: January 18, 2010

AMENDED:
In Kamiah Joint School District No. 304, students will be placed at the grade level to which they are best adjusted academically, socially, and emotionally.

**KINDERGARTEN THRU 8TH GRADE**

In the elementary grades, students will usually progress annually from one (1) grade to the next. However, in cases where it has been determined that retention or promotion is in a particular student’s best interest, he or she may be retained in the same grade for one (1) additional year or promoted one (1) year.

If a teacher recommends that a student should be retained or promoted, the school Child Study Team *(CST)* will review all aspects of the student’s physical, intellectual, educational, social, familial and psychological characteristics and determine whether a student should be retained or promoted. The teacher recommending retention or promotion must discuss the proposed action with the parent or guardian and obtain approval from the appropriate building principal(s) prior to convening the CST.

The building principal will annually report all decisions to retain a student to the superintendent.

Students will be required to repeat a grade or course when the Child Study Team decides that the **best interest** of the student will be served by retention.

Definitions:

**Child Study Team:** principal, counselor, Parents, teachers (grade level and next grade), special services representatives and others as needed.

**Best Interest:** Retention will be deemed in the best interest of the student when the student has not achieved mastery of grade level content knowledge and skills as defined in the Idaho State Standards and Learning Continuum. Extra time and continued exposure to grade level content knowledge and skills would be beneficial to assist the student to progress in their academic and developmental growth, resulting in mastery of Idaho State Standards.

**Issues to consider:** previous grades, previous report card comments, remediation, state mandated test results, attendance, school enrollment history, discipline, medical issues, and developmental readiness. An educational history of the student will be developed using information from the cumulative file. Interviews with previous teachers, schools, parents, or other agencies, will be included as appropriate.

**SECTION 600: EDUCATIONAL PROGRAMS**
Promotion of Students – continued

The final promotion/retention decision will be based on the fore-stated data and be determined by the Child Study Team. A dissenting team member has the right of rebuttal through the district administrative chain of authority.

A remediation plan will be developed by the team to address the student’s content knowledge and skill needs.

SECONDARY GRADES

In secondary programs, a student’s progress will be determined by the number and nature of the courses passed.

***************

LEGAL REFERENCE:
Idaho Code Section 33-512 (2)

Adopted: 5/21/2001

Reviewed: 6/20/05

Revised: 7/18/2005
Kamiah School District #304
Kamiah, Idaho

Retention/Promotion Meeting

Name of Student________________________________________

Date of Birth __________________________ Age __________________________

Date of meeting __________________________ Time _______ Place __________________________

History: (this is information gleaned from the cum file, parents or former schools) Things to consider: former grades, former retention, frequent moves, special programs, attendance issues, discipline, & social/emotional issues.

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Testing: (document scores, growth or lack of, and dates)

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<td>Winter</td>
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<td>Spring</td>
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Parent Contact: (document number of times and method—phone, conferences, or by letter)

<table>
<thead>
<tr>
<th>Contact Date</th>
<th>Type of Contact</th>
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Current Information: (This school year) Include grades, coping skills—as compared to peers—, any interventions by principal, counselor or remediation.

________________________________________________________________________
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Student will attend summer school. ______ yes ______ no
If so, these are the academic areas s/he will work on: _____________________________
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<th>Role</th>
<th>Name</th>
<th>Agree</th>
<th>Disagree</th>
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<td>Principal/Administrative Desigee</td>
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<td>Student</td>
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<tr>
<td>Current Teacher</td>
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<td>Teacher</td>
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</table>
Certificated personnel of Kamiah Joint School District No. 304 may assign homework when it serves an educational objective which can best be accomplished by an out-of-class assignment or activity. In determining the amount of work assigned to students, each teacher must recognize the other obligations and time commitments the students have to their family and other organizations.

Tests are a method of measuring student performance. Teachers should test students, as appropriate to the age-group and subject matter, to provide the teacher, student, and parents feedback as to the student's performance.

LEGAL REFERENCE:
Idaho Code Section 33-512(2)

ADOPTED:
7-19-99
The board is committed to providing educational opportunities for all school-age students residing within its boundaries, by providing dual enrollment to eligible students.

DEFINITIONS

Dual Enrollment: Enrollment in a traditional public school in this district by a student residing within the boundaries of this district who is legitimately enrolled in a private, parochial, home school, public charter school, or other alternative public school program, or at a post-secondary institution, and who has not graduated from high school.

[OPTION A – Choose Option A if the district is operating an alternative public school program]

Dually Enrolled Student: A student who is enrolled in a traditional public school and who is also legitimately enrolled in a private, parochial, home school, public charter school, or at a post-secondary institution, and who has not graduated from high school. The term “dually enrolled student” may also mean a student who is enrolled in both a traditional public school and an alternative public school program in the district (also known as “jointly enrolled student”).

[OPTION B – Choose Option B if the district is not operating an alternative public school program]

Dually Enrolled Student: A student who is enrolled in a traditional public school and who is also legitimately enrolled in a private, parochial, or home school, public charter school, or a post-secondary institution, and who has not graduated from high school.

Nonpublic School Student: Any student who receives educational instruction outside a public school classroom; such instruction may include, but is not limited to, a private school or a home school.

Primary Education Provider: The person or entity providing the majority of the dually or jointly enrolled student's educational instruction outside the traditional public school programs or activities, such as the private, parochial, or home school, charter school or other alternative public school program, or post secondary institution.

Program and Activity: The terms “program” and “activity” include any program in the traditional public school available to other students. This includes any regularly-scheduled course of study or any regularly-scheduled interscholastic activity recognized or sanctioned by the Idaho High School Activities Association.
ENROLLMENT

A dually or jointly enrolled student wishing to enroll in this school district for academic and/or extracurricular programs or activities must:

1. Provide the same documentation and information required of all other students enrolling in the district, including evidence of residence in this district, acceptable evidence of date and place of birth, evidence of immunizations required by the State of Idaho (or a suitable waiver); and

2. Comply with the registration procedures required by the district and gain admission to a school in this district. In addition to routine procedures required for registration, a student’s parent/guardian must provide a complete record of the student’s academic history, as well as all other student records and testing information necessary to qualify for admission as a dually enrolled student and to identify appropriate placement for the student. Such registration and admission procedures are required even if a student is requesting dual enrollment status only for participation in an interscholastic or nonacademic activity.

3. Whether a student is applying to enroll in academic or nonacademic classes or activities, documentation must be provided that demonstrates grade level competency, ability level, and/or satisfactory prerequisite course completion for reading, math, written language/communications, social studies, science, or any other classes where deemed necessary by the district.

4. All dually enrolled students, grades kindergarten through ten (K-10), are required to participate in the comprehensive assessment programs approved by the State Board of Education. Dually enrolled students will take the same statewide assessments as required of all other students in the same grade.

If enrollment in a specific class or program reaches the maximum for the program, priority for enrollment will be given to a student who is enrolled full time in the traditional public school class or program. If a class or program is full and includes a part-time dually or jointly enrolled student when a regular full-time student transfers into the school during the semester, the district’s normal enrollment procedure will remain the same, and the dually or jointly enrolled student may not be disenrolled to provide space for the full-time student. Regular full-time students will be given priority for enrollment at the start of each semester.

REGULATIONS AND POLICIES

A dually or jointly enrolled student participating in this district’s programs and activities will be given the same rights as all other students enrolled in this district. Dually enrolled students will also be subject to compliance with the same rules and requirements that apply to full-time students.
PARENTAL RESPONSIBILITIES

This district’s responsibility for any dually or jointly enrolled student extends only to the time that the student is attending the program or activity for which the student is enrolled in the district’s school. The parent or guardian of the student is responsible for the care and supervision of the student during all other times.

MIXED CURRICULUM

Dually or jointly enrolled students are welcome to participate in classes or grades with a merged or integrated curriculum as long as space is available.

If a dually or jointly enrolled student wishes to attend activities or programs in a particular discipline in a class or grade where the curriculum is merged or integrated, such request must be made in writing particularizing the subject matter presentation that the student desires to attend (e.g., art instruction in the third grade). The teacher and principal of the school will, upon request, provide scheduling information to the dually or jointly enrolled student. It will be the responsibility of the dually or jointly enrolled student’s parent to contact the district and ascertain when such subject matter will be presented. Where certain subject matter is integrated into a mixed curriculum, no change in the presentation need be made because of a dually or jointly enrolled student’s request for attendance. It is also the intent of this policy to ensure that the teacher’s right to integrate disciplines and be flexible in planning and modifying the daily classroom presentations will not be hindered or restricted in any way.

IDEA/SECTION 504/ADA STUDENTS

A dually or jointly enrolled student’s parent/guardian who wishes to enroll the child in special programs, or who desires special accommodations consistent with the child’s disability, must provide appropriate documentation showing the child meets the requirements of the Individuals With Disabilities Education Act (IDEA), Section 504 of the 1973 Rehabilitation Act, or the Americans with Disabilities Act (ADA).

GRADUATION

Dually or jointly enrolled students must meet all graduation requirements of the State and this district to graduate, take part in the commencement ceremony, and obtain a diploma from this district. In addition, dually or jointly enrolled students must be enrolled in a program approved by the district during their last semester prior to graduation.

TRANSPORTATION

A dually or jointly enrolled student may ride a school bus on a regularly scheduled route so long as the student is eligible for transportation and space is available. No alterations of routes or new bus stops will be established. If a dually or jointly enrolled student attends part time, the student may receive transportation at the regularly scheduled time closest to the time period for which the student is enrolled.
INTERIM PERIODS

Dually or jointly enrolled students are not allowed to be present on school premises during the school day unless participating in a class or program. If a student is dually or jointly enrolled in classes or activities that are not contiguous in time (e.g., a first period and a fourth period class), the student must not be on the school premises during the interim time period. The district will not be responsible for the care or supervision of the student for periods before, in between, or after the programs or activities for which the student is properly enrolled. Any transportation needs for such students not provided for otherwise under this policy during the school day will be the sole responsibility of the student and his or her parent/guardian.

EXTRACURRICULAR NONACADEMIC ACTIVITIES

A dually or jointly enrolled student involved in an extracurricular activity is subject to the same eligibility standards and participation requirements as a regular full-time student.

Oversight of academic standards relating to participation in nonacademic public school activities is the responsibility of the primary education provider of each dually or jointly enrolled student.

Before participating in extracurricular nonacademic activities, the dually enrolled student shall demonstrate composite grade-level academic proficiency on any State Board of Education recognized achievement test, portfolio, or other mechanism as provided for in State Board of Education rules. Additionally, a student shall be eligible if he/she achieves a minimum composite, core, or survey test score within the average or higher than average range as established by the test service utilized on any nationally-normed test. Demonstrated proficiency shall be used to determine eligibility for the current and next following school years.

Nonpublic school students who wish to participate in dual enrollment activities shall be provided the opportunity to take state tests or other standardized tests given to all regularly enrolled students. The testing is at the expense of the parent/guardian, and the test results are valid for twelve (12) months from the release date.

*Language in text set forth in italics is optional.
Kamiah Joint School District No. 304 is an open enrollment school district and tuition will be waived for out-of-district students who meet the terms of this policy.

A student’s parent or guardian must apply annually for admission to a school in this district on a form provided by the State Department of Education (available in the district office). The application, accompanied by the student’s accumulative record, must be submitted to this district by February 1 for enrollment during the following school year. The notice of application must also be given to the home district.

This district shall notify the applicant within sixty (60) days and, if the request for enrollment in this district, the denial will include a written explanation.

Upon agreement between the home school district and this district, or between the affected schools within this district, the deadline for applications may be waived.

If an application for open enrollment is approved, non-resident students will be admitted only at the beginning of a new semester: (August--1st semester and January--2nd semester).

For those students attending this district’s schools from out-of-district, the parent or guardian shall be responsible for transporting the student to and from the school or to an appropriate bus stop within this district.

Tuition shall be waived for any student that is allowed to attend this district under this policy.

No student shall gain eligibility to participate in extracurricular activities in violation of policies governing eligibility as a result of enrollment option transfer to this district.

If a student applies and is accepted in this district from out of district, but fails to attend, that student shall be ineligible to again apply for an enrollment option in this district.

This district shall take no action to prohibit or prevent application by its students to attend school at another district.

A student under suspension or expulsion, or a student who may be lawfully denied enrollment, will be ineligible for the provisions of this policy.

This district is concerned about its class size and the affect that enlargement of the student-teacher ratios will have upon the educational program. Therefore, this district has determined that admission of students in excess of the following ratios would work a hardship on the district, its teachers, staff, students, and educational program:

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<thead>
<tr>
<th>Grade</th>
<th>Ratio</th>
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<tbody>
<tr>
<td>K-3</td>
<td>18:1</td>
</tr>
<tr>
<td>4-12</td>
<td>25:1</td>
</tr>
</tbody>
</table>
An exceptional student education class ratio shall be 6:1.

Non-resident students will have their applications denied if it is determined by administration that a hardship exists, as defined by the ratios set forth above or other extenuating circumstances.

Non-resident students residing in license group homes, agencies or institutions shall be received and admitted if the facility is located within the district. However, this provision shall not inhibit the board from prescribing non-discriminatory pre-conditions or standards of admission when necessary to protect the health, safety, and welfare of its existing students and/or to protect its educational processes.

Homeless children and youth, as defined in the Steward B. McKinney Homeless Assistant Act (PL 100-77), may attend any district or school within a district without payment of tuition when it is determined to be in the best interest of that child.

LEGAL REFERENCE:
Idaho Code Section 33-1401 et seq.

ADOPTED:
7-19-99
The Idaho Legislature has determined that high school students should be encouraged to enroll full-time or part-time in nonsectarian courses or programs in eligible postsecondary institutions in order to promote rigorous academic pursuits and to provide a wider variety of options to high school students.

DEFINITIONS

Postsecondary institution: A public or private postsecondary institution in Idaho accredited by a reputable accrediting association, including two-year trade and technical schools, and residential liberal arts colleges or universities that offer two-year or four-year programs and grant degrees.

Secondary school: A high school within this district.

Course: A course or program of instruction taken at a postsecondary institution.

Postsecondary credit: Credit from courses taken by a student at a postsecondary institution. This credit does not apply towards this district’s graduation requirements.

Secondary credit: Credit from courses taken at a postsecondary institution that is applied towards this district’s graduation requirements.

Dual credit: Credit from courses taken at a postsecondary institution that applies to both the postsecondary institution and to this district’s graduation requirements.

ENROLLMENT

Any 11th or 12th grade student in Kamiah Joint School District No. 304 (except a foreign exchange student attending this district under a cultural exchange program) may apply to a postsecondary institution to enroll in nonsectarian courses. If the institution accepts the student, it is required by law to send written notice to the student and this district within ten (10) days of acceptance. The notice will also include information regarding the course and hours of enrollment, and, if the student is taking the course for credit, the institution will provide information about payment.

To assist this district in planning, a student should notify the district by March 30 of the student’s intent to enroll in a postsecondary institution during the next school year. However, failure to notify the district does not preclude a student from enrolling in a postsecondary institution.

This district will not pay for students to attend postsecondary institution courses.

COUNSELING

Prior to a student enrolling in courses at a postsecondary institution, this district, to the extent possible, will provide counseling services to students and their parents or guardians to ensure that
they are fully aware of the risks and possible consequences of such enrollment. The person providing the counseling will encourage students and their parents or guardians to also use available counseling services at the postsecondary institution prior to the semester of enrollment to ensure that the student’s anticipated plans are appropriate and adequate.

STUDENT INFORMATION

By March 1 of each school year, this district will provide general information regarding postsecondary enrollment options to all 10th and 11th grade students.

This district will provide the following information to interested students during a counseling session prior to enrollment at a postsecondary institution:

1. Who may enroll;
2. What institutions and sources are available under this program;
3. The decision-making process for granting academic credits;
4. Financial arrangements for tuition, books and materials;
5. Eligibility criteria for transportation aid;
6. Available support services;
7. The need to arrange an appropriate schedule;
8. Consequences of failing or not completing a course in which the student enrolls;
9. The effect of enrolling in this program on the student’s ability to complete the required high school graduation requirements;
10. The academic and social requirements that must be assumed by the student and the parents or guardians.

Prior to enrolling, the student and his or her parents or guardian must sign a form stating that they have received the information set forth above and that they understand the responsibilities that must be assumed in enrolling in this program.

CREDIT CRITERIA

A student may enroll in a postsecondary course for secondary credit, for postsecondary credit or for dual credit. At the time a student enrolls in a course, he or she must designate the type of credit desired. This district will grant academic credit to a student enrolled in a course for secondary credit if the student successfully completes the course. The following credit
limitations apply:

1. An 11th grade student may enroll in postsecondary courses for secondary credit for a maximum of two (2) academic years.

2. A 12th grade student who enrolls for the first time in postsecondary courses may receive secondary credit for a maximum of one (1) academic year.

3. Students enrolling in courses for secondary credits approved by this district at a postsecondary institution must attend for a minimum of four (4) hours a day.

4. A student who has completed course requirements for graduation, but who has not received a diploma, may participate in postsecondary enrollment options.

5. In no event may a student who has graduated from this district participate in postsecondary enrollment options.

6. Secondary credits received at a postsecondary institution will be counted toward the graduation requirements and subject area requirements of this district.

7. Each student is required to provide the secondary school with a copy of the student’s grade in each course taken for secondary credit at a postsecondary institution.

8. When a course taken for secondary credit is successfully completed, a student’s secondary school record will reflect such success and will also reflect that the credits were received from a postsecondary institution.

9. A student may request that his or her secondary school record include evidence of successful completion and credits granted for a course taken for postsecondary credit. In this case, the secondary school record will reflect that postsecondary credits were received from a postsecondary institution.

10. Four (4) semester college credits equal at least one (1) full year of high school credit in that subject. Fewer college credits may be prorated at the discretion of the building principal.

11. If a student enrolls in the same postsecondary institution from which he or she received secondary credits, the institution will award, without charge, postsecondary credit for any course successfully competed. Other postsecondary institutions may award such credits, without charge, at their discretion.

At its discretion, this district may enter into an agreement with a public or private postsecondary institution to provide nonsectarian courses, taught by a secondary teacher or postsecondary faculty member. Such courses may be offered at a secondary school or other location and may be offered for secondary credit, postsecondary credit, or dual credit.
LEGAL REFERENCE:
Idaho Code Section 33-5101 et seq.

ADOPTED:
7-19-99

ATTACHMENT: Postsecondary Enrollment Option Form
The district will pay the course fee for students enrolled in the approved distance learning classes if the following conditions are met:

1. Class is taken during the normal seven period school day
2. A required class to graduate
3. Administration deems it necessary for scheduling and classroom sizes.
4. Approval by Pupil Service Personnel and Administrative Team

If a parent requests that a student take a distance learning class that is also currently offered by a highly qualified, certificated instructor employed by Kamiah School District or if it is an overload class, it will be the student/parent responsibility to pay the registration fee. The school district may provide the textbooks and other supplemental materials on an individual basis and needs. The District has no obligation to pay for the student’s personal choice regarding the class. The student or student’s parents will be responsible for paying IDLA Fees.

Exceptions to this policy may apply.

LEGAL REFERENCE:
Idaho Code Section 33-5508
KSD - IDLA Pre-Enrollment Form

ADOPTED: 12/17/2012

AMENDED: 08/15/2016

ADOPTED: 08/15/2016
The Kamiah Joint School District No. 304 Board of Trustees has the authority and responsibility to adopt and carry on a total educational program that strives to meet the objectives established in its philosophy. The Board shall encourage and support the professional staff in its efforts to investigate new curriculum ideas, develop improved programs, and evaluate results.

The Board appoints the superintendent to oversee the professional staff in the development of curriculum for the schools within this district. The curriculum, based on the needs of our students, shall be coordinated within grade levels, articulated from kindergarten through twelfth grade, and aligned with assessments and State and Federal standards. The superintendent and school principals shall oversee and evaluate the professional staff during instructional implementation of the curriculum.

The curriculum program must not only be based upon achievement in the basic skills, but should develop in each individual the ability to think independently and critically, the capacity for self-discipline, the ability to create and develop new avenues of endeavor, and the desire to assume a place of responsibility and/or leadership in school activities leading to civic and community citizenship.

All statutory and State Board of Education requirements related to curriculum offerings will be met by the district.

**LEGAL REFERENCE:**
Idaho Code Sections
33-512
33-1601 et seq.

**ADOPTED:**
6-19-00
A thorough system of public schools has been defined by the Idaho Legislature as one in which the importance of acquiring the skills to enable students to be responsible citizens of their homes, schools, and communities is emphasized.

Schools in this district are required to provide instruction and activities necessary for students to acquire these skills. *Such instruction and activities will be incorporated into the existing curriculum.*

Instruction in citizenship, the Constitution of the United States, and American flag and national colors will be provided in all elementary and secondary grades, as required by the State Board of Education.

Instruction relating to citizenship will include lessons on the role of a citizen in a constitutional republic, how laws are made, how officials are elected, and the importance of voting and of participating in government, as well as the importance of obeying and respecting statues lawfully enacted by the Idaho Legislature and the United States Congress.

Instruction relating to the American flag will include the proper use, display, and history of and respect for the flag and national colors. Additionally, the instruction will include the pledge of allegiance to the flag, and the words and music of the national anthem and the song “America.”

**DISPLAY OF UNITED STATES FLAG**

The United States flag will be displayed in every classroom in the district during school hours of each school day, and the pledge of allegiance or the national anthem will be offered at the beginning of each school day in grades one (1) through twelve (12). However, students will not be compelled, against their objection or those of the student’s parent or guardian, to recite the pledge of allegiance or sing the national anthem.

* * * * * * *

**LEGAL REFERENCE:**
Idaho Code Section 33-1602
IDAPA 08.02.03.700

**ADOPTED:**

**AMENDED:**

*Language in text set forth in italics is optional.*
In Kamiah Joint School District No. 304, written and oral communication will be incorporated into the curriculum for all subject matters and at all grade levels. Each teacher will utilize appropriate communication skills in the classroom and will provide an opportunity for students to practice communication skills by writing, speaking, listening and small group interaction. The student’s development of written and oral communication skills will be a component of the teacher’s assessment of the student’s progress, as appropriate for the subject matter.

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**LEGAL REFERENCE:**
Idaho Code Sections 33-1612
IDAPA 08.02.03.200

**ADOPTED:**
7-19-99
The Kamiah Joint School District No. 304 Board of Trustees adopts the following policy regarding controversial issues in the classroom. The classroom is not the proper arena for religious, political or personal propaganda. Teachers should exercise their full rights as citizens, but should avoid controversies in the classroom which may tend to decrease their value as a teacher.

Teachers should assist and encourage students to assemble factual information on controversial issues and help them reach their own conclusions. The ability to study an issue without prejudice and withhold judgement while facts are being collected, assembled, and weighed, so that relationships can be seen before drawing conclusions, is among the most valuable results of a free educational system.

The teacher, prior to presenting subject matter of possible controversial nature, will review the material with the building principal. If it is determined that the material is an effective method of addressing some aspect of the curriculum, the teacher and principal will determine whether or not the material should be used, what type of modification is necessary, and whether or not notification should be provided to the parents. An alternative lesson will be made available for students whose parents notify the school that they do not want their student exposed to the controversial material.

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LEGAL REFERENCE:
Idaho Code Section 33-506(1)

ADOPTED:
7-19-99
It is the policy of the Kamiah Joint School District No. 304 Board of Trustees that the use of outside/community guest speakers will be encouraged if prior approval is obtained from the building principal and the speaker is appropriate for the grade level and course content.

Violations of the policy are subject to review by the board.

The teacher is responsible for making every effort to provide a balance of viewpoints when dealing with potentially controversial issues or candidates for public office. Teachers should select speakers and topics appropriate to the students’ age and grade level and congruent with the course curriculum. When using an outside/community speaker, primary responsibility for the instruction and supervision of students is retained by the teacher. Under no circumstances will the teacher leave the students unattended while a guest speaker is in the classroom.

PARENT/GUARDIAN NOTIFICATION

If the topic is deemed by the teacher or principal as potentially controversial, parents/guardians must be notified in writing at least five (5) school days prior to the date of the presentation. Notification must include the speaker’s name, topic to be addressed, tie to the curriculum, credentials of the speaker, date of the presentation and class periods to be addressed. To allow to a student to participate, the parent/guardian must sign the notice and return it to school. The student will not participate without the signed permission of the parent/guardian. Notification must also make it clear that parents/guardians are welcome as guests to any presentation in the classroom. The teacher shall provide an alternative, quality educational experience for those students not participating.

PARENT/GUARDIAN OR PATRON GRIEVANCE

If a parent/guardian or patron has a grievance following any speaker presentation, a conference will be scheduled with the teacher and building principal. In the event that the issue is not satisfactorily resolved as a result of this review at the building level, a meeting with the superintendent may be requested. This meeting shall be held no later than five (5) school days from the date of the request of the meeting. In the event that the findings of the superintendent are not accepted, either party may request a review of the denial with the Board which will be placed on the agenda no later than the next regularly scheduled board meeting. The final determination will be made by the Board.

LEGAL REFERENCE:
Idaho Code Section 33-506 (1)

Adopted 7/19/99
Reviewed 8/20/01
Revised 9/17/01
Kamiah Joint School District No. 304 will provide instruction in comprehensive health education to all students, grades kindergarten through twelve, (K-12) consisting of planned, sequential learning experiences that assist students in acquiring knowledge, understanding, attitudes and practices regarding personal, family and community health issues. Among other health topics, students will receive instruction regarding substance use and abuse and the prevention and control of diseases and disorders, including HIV/AIDS and other sexually transmitted diseases.

Students in grades nine though twelve (9-12) are required to take at least one (1) credit of Health/Wellness. The curriculum will focus on positive health habits.

LEGAL REFERENCE:
IDAPA 08.0.03.100.06.e

ADOPTED:
7-19-99
In Kamiah Joint School District No. 304, a record of objectives, strategies, and outcomes will be maintained by the instructional personnel in a Lesson Plan Book which is provided to each teacher. Weekly or unit lesson plans will be prepared and, if requested, will be submitted weekly to the building administrator or may be checked from time to time at the discretion of the building administrator.

Lesson plans will include:

1. Statement of unit objectives.
2. Procedures to be utilized by the teacher.
3. Organizational instruction.
4. A list of the materials, primary and supplementary, to be used.
5. Method of evaluation.

Teachers will prepare and provide copies of all lesson plans, information necessary to carry out the lesson(s), and seating charts to substitute teachers, unless prevented by extenuating circumstances, including illness or other emergency.

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LEGAL REFERENCE:
Idaho Code Section 33-506

ADOPTED:
7-19-99
The school library is the principal location for students to inquire, to study and evaluate, and to gain new maturity and understanding. The Kamiah Joint School District No. 304 Board of Trustees is granted discretion to regulate education and has the authority to determine the initial selection of the library collection. However, the board also recognizes the students’ First Amendment constitutional rights. It is the policy of this district that:

1. The district will maintain a comprehensive district-wide media program which will provide access to a large and varied collection of materials;

2. Selection of library materials will be made by school librarians, taking into account the needs of teachers and students, and shall follow the accreditation standards and procedures set forth by the Idaho State Board of Education;

3. Gifts of materials, or funds for the district’s libraries, if accepted, will be used with no commitment regarding their use. Such materials will be evaluated by the librarian, using the same criteria as materials selected with school district funds. Final disposition of a gift is the responsibility of the librarian in accordance with the needs and best interest of the schools.

SELECTION CRITERIA

1. The authenticity will be reviewed, taking into account the accuracy and timeliness of the material. The qualifications of the author or producer will also be taken into account.

2. The appropriateness of the material will be reviewed to ascertain whether the medium is appropriate to the subject matter and whether the vocabulary, content, concepts and themes are suited to the intended audience.

3. The context will be reviewed to determine whether the organization and presentation relate to the needs of the student and are helpful to the user.

4. The students’ interest in the content and its ability to hold the user’s attention will be taken into account.

5. The technical quality such as the format, audiovisual qualities and ease of handling will be considered.

The following procedure will be followed whenever this district’s books, materials, or resources are questioned by board members, employees, students, parents and community members:

1. An effort will be made to resolve the issue informally.

2. If an individual has a concern regarding a particular book(s) or material(s), he/she may file a formal written complaint on the district forms.
3. The forms must be submitted to the principal and/or librarian for review by a media advisory committee selected by the building principal and comprised of a teacher, the librarian, an administrator, a student and a community member. The committee will review the complaint within ten (10) days of its receipt.

4. The findings of the committee may be appealed within five (5) days of the issuance of its decision to the superintendent for his/her review.

5. The determination of the superintendent may be appealed to the board of trustees within five (5) days of the superintendent’s decision.

REMOVAL PROCEDURE

Any decision to remove a book, material, or resource from a school library in this district will be content neutral, based on a legitimate exercise of control over pedagogical matters. Such neutrality must be demonstrated. Censorship based on the content of a book or other resource is considered an extreme measure. Before such an action occurs, other less restrictive measures than removal will be considered, such as placing reserved or restricted status on the books or materials.

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

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LEGAL REFERENCE:

ADOPTED:
7-19-99

ATTACHMENTS: Citizen’s Request for Reconsideration of Materials Form
Recommendation by School Media Advisory Committee Form
CITIZEN’S REQUEST FOR RECONSIDERATION OF MATERIALS

TITLE __________________________ book _____ magazine _____ other _____

Author (or Director if AV) ____________________________________________

Publisher or Distributor __________________________________________

Location/Use of Material ____________________________________________

Request initialed by (Name) __________________________________________

Address __________________________ City _______ State ________

Phone __________________________

Do you represent: Yourself _______ Organization/Group ________________

1. To what do you object in the work noted above? Please be specific: cite pages, specific scenes, etc.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

2. Did you read or view the entire work? _____ If no, what parts? ______________________

3. What do you feel might be the result of reading/viewing this work?

____________________________________________________________________

____________________________________________________________________

4. What do you believe is the theme of this work?

____________________________________________________________________

____________________________________________________________________

5. Is there anything good about this material considered as a whole?

____________________________________________________________________

____________________________________________________________________

6. For what age group would you recommend this work?

____________________________________________________________________

____________________________________________________________________

7. What would you like the school to do about this work?
   _____ Return to staff selection committee for reevaluation.
   _____ Other. Explain __________________________________________________

8. Comments _________________________________________________________

____________________________________________________________________

____________________________________________________________________

SIGNATURE __________________________________ DATE ________________
RECOMMENDATION BY SCHOOL MEDIA ADVISORY COMMITTEE

TITLE OF BOOK/OTHER RESOURCE: ____________________________________________

AUTHOR(S): ________________________________________________________________

PUBLISHER: ___________________________ EDITION: ____________________________

SCHOOL LIBRARY: __________________________________________________________

Review of complaint filed on __________________ by ____________________________
   (date) (name of complainant)

The committee by a vote of ________ to _________ recommends:

A. Retaining the material for use  ☐
B. Withdrawing the material from use  ☐

Rationale for recommendation:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Additional comments:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

COMMITTEE SIGNATURES:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

DATE ________________________________
GENERAL PROVISIONS

The State Board of Education has prescribed the minimum courses to be taught in all public elementary and secondary schools. The state board is required to prepare and issue, such syllabi, study guides and other instructional aids as the state board deems necessary. The state board will also determine how and under what regulations textbooks will be adopted by the public schools.

The State Board of Education adopts curricular materials (textbooks) in the following subject matters: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/technical education, science, health, handwriting, literature, and driver education.

Kamiah Joint School District No. 304 will select curricular materials for the above subject matters from the state adopted curricular materials list.

Curricular materials are exempt from bidding requirements.

TEXTBOOK ADOPTION CYCLE

The district will adopt course textbooks every five (5) years. To the extent practicable, the district’s adoption will follow the State Board of Education’s adoption cycle.

CURRICULAR MATERIAL COMMITTEE

The Kamiah Joint School District No. 304 Board of Trustees may appoint a district curricular materials committee for the purpose of recommending curricular materials from the state adopted curricular materials list for the subject matters listed above. Also, the district curricular materials committee will recommend curricular materials for those district courses for which the state curricular material committee does not adopt curricular materials.

All building level curriculum materials committees will follow these same guidelines. One-fourth (1/4) of the committee members will be persons who are not public educators or school trustees. All meetings of the committee will be open to the public and any member of the public may attend such a meeting and file written objections to, or make oral objections to, any textbooks or curricular materials under consideration.

This district will have available to the public the title, authors, and publishers of all textbooks and curricular materials being used in the district. The public has the right to inspect the instructional materials, except students’ tests, used in this district’s schools.

Under the direction of the superintendent/building principal, teachers or teacher committees representing a particular grade or subject may recommend to the building principal and district administrators textbooks and/or other curricular materials which they believe best serve the course objectives.
CONTROVERSIAL SECONDARY SOURCE MATERIALS

Upon previewing secondary source material and determining that the content or format is potentially controversial to students and/or parents, educators and administrators in this district will follow the Controversial Issues policy. The teacher, prior to presenting subject matter of possible controversial nature, will review the material with the building principal. If it is determined that the material is an effective method of addressing some aspect of the curriculum, the teacher and principal will determine whether or not the material should be used, what type of modification is necessary, whether or not notification should be provided to the parents, and an alternative lesson will be made available for students whose parents notify the school that they do not want their child exposed to the material. The alternative lesson will substitute for the planned lesson for those who object to the secondary source material.

LEGAL REFERENCE:
Idaho Code Sections
33-118
33-512
33-512A
33-601
IDAPA 08.02.03.100.11

ADOPTED:
7-19-99
PHILOSOPHICAL STATEMENT

It is the philosophy of the Kamiah Joint School District No. 304 Board of Trustees that the education of human sexuality education must reflect not only the school concerns to provide factual information, but also the community needs to assist student’s in their moral development. The human sexuality education program should have as an integral part of its curriculum a component which facilitates student-parent/guardian interaction. Information regarding human sexuality should be factual, accurate and objective in content and presentation. Human sexuality education should emphasize abstinence as the primary basis in the decision making process that allows students an opportunity to grow as individuals.

GOALS FOR HUMAN SEXUALITY EDUCATION:

All courses/units taught in human sexuality within this district will be developed to accomplish the following goals:

1. Increase the student’s knowledge and understanding of the physical, psychological, social, and moral aspects of human sexuality and sexual development.

2. Increase the student’s self-esteem.

3. Enhance the student’s understanding and appreciation of family and society values and clarifying personal values.

4. Enhance the student’s decision making and communication skills.

5. Increase and improve the student’s communication with parents, peers, and significant others about sexuality.

6. Increase responsible decision making about social and sexual behavior.

COMMUNITY INVOLVEMENT

The district will involve parents/guardians and district community groups in the planning, development, evaluation and revision of any instruction in human sexuality education.

VOLUNTARY PARTICIPATION

Participation in any human sexuality program or course by any student is voluntary, and not compulsory. Any parent/guardian may have their student excused from any planned instruction in sex education by filing a written request to the building principal. Alternative educational endeavors will be provided for those students who are excused. Written permission from parents/guardians will be required for those students participating in any program or course on human sexuality.
CURRICULUM MATERIALS AND GUEST SPEAKERS

Textbooks used in both the middle and high school health classes will be on either the state approved adoption list or submitted on the appropriate form supplied by the state for interim approval on an experimental basis. All resources to be utilized in any human sexuality course taught in the district must be approved by the board.

The district will develop a broad professional library and other professional materials on the issues of human sexuality in an effort to provide accurate information based on timely research to best enable the instructor to meet intellectual and emotional needs of the students.

Guest speakers should be sought after and encouraged to present material relevant to their area of expertise. Such presentations will comply with the controversial materials policy.

LEGAL REFERENCE:
Idaho Code Sections
33-1608, et seq.

ADOPTED:
7-19-99
The Idaho Legislature has found that the primary responsibility for family life and sex education, including moral responsibility, is in the home and the church, and schools can only complement and supplement those standards established in the family. The legislature has given the Kamiah Joint School District No. 304 Board of Trustees the authority to determine whether any program in family life and sex education will be introduced into its schools.

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

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

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

Any sex education program utilized by this district will give students a background of ideals, standards, and attitudes that will be valuable to the students.

This district will involve parents and community groups in the planning, development, evaluation, and revision of any instruction in sex education.

Any parent/guardian may have their child excused from any planned instruction in sex education by filing a written request. The board of trustees delegates the authority to accept such written requests for excusing a child from sex education to the building principal. The principal will file the request in the student’s educational file. Alternative educational endeavors will be provided for those students who are excused.

LEGAL REFERENCE:
Idaho Code Sections
33-1608
33-1609
33-1610
33-1611

ADOPTED:
7-19-99
A thorough system of public instruction is one in which both teachers and students develop and apply technology skills to assist in teaching and learning.

Throughout the educational system of Kamiah Joint School District No. 304, technology will be integral to curriculum, instruction and assessment. Classroom activities should include instruction using multimedia, distance learning and other technologies, as they become available, that are appropriate to meet learning objectives. The district's educational system must lay the foundation for students to be able to participate comfortably in an increasingly technological society by meeting the Idaho Student Information Technology Standards.

It is the policy of this district to utilize current technology as available for instruction and student use as appropriate to the student population and subject matter. To ensure that the students and personnel are utilizing current technology to enhance the educational process, the district will evaluate the use of technology in the schools on an annual basis. Based on such evaluation and the district's budgetary constraints, the board will prioritize the needs of the various schools and allocate funds to purchase new and replacement equipment and provide training, as necessary, to meet the intent of this policy.

TECHNOLOGY ADVISORY COMMITTEE

A district wide Technology Advisory Committee will evaluate the use of technology in every classroom. At a minimum, the Committee will assess the following assures:

1. The quantity and quality of the available equipment;
2. The application of technology for instructional purposes;
3. Staff training needs;
4. The methods by which students receive instruction and opportunity for application of technology advances; and
5. The utilization of technology to aid in record keeping and communication.

The Technology Advisory Committee will issue an annual report to the board of trustees setting forth its assessment and it will provide the board with information regarding the availability and use of technology in every school in the district. The annual report will include recommendations regarding training for personnel and acquisition of new and replacement equipment. The board will take the Committee's recommendations into consideration to provide the schools with adequate equipment and training as needed to meet technology standards.

COOPERATIVE INSTRUCTIONAL INITIATIVES

The district may enter into cooperative instruction with post-secondary institutions, other districts and other sources at its discretion. The district will be responsible for the quality of the programs offered and will assure that all state standards are met.

SECTION 600: EDUCATIONAL PROGRAMS
DISTANCE LEARNING SETTINGS

In distance learning settings, the district will provide for:

1. Adequate student contact with a teacher or paraprofessional during the instructional process.
2. Ready access for answering student questions.
3. Adequate teacher time to provide students with feedback on assignments and questions.

DISTRICT REGULATIONS PERTAINING TO TECHNOLOGY

1. All district employees and students are responsible for the care and proper use of any equipment or data. Staff are responsible for ensuring students or others do not abuse or wastefully use technology equipment, supplies or information.
2. All data produced or stored on school computers is the property of the district and therefore subject to scrutiny. The district, through the superintendent or designee, reserves the right to view, edit or remove any material which, in their sole discretion, they believe may be unlawful, obscene, abusive, or otherwise objectionable. The user must waive any right of privacy they may otherwise have to such material.
3. All technology equipment and software obtained with school funds, through school sponsored fund-raising, or through any form of grant or donation becomes the property of the district. Acquisition intended for a specific school, classroom, or purpose will be used as intended as long as the need exists. However, such acquisitions will be available for other purposes within the district, once the objective of the acquisitions have been met.
4. Each student must receive technology training as appropriate for their age and functioning level and consistent with the approved district technology curriculum.
5. Only games with a specific educational purpose, identified by the teacher, may be installed on computers.
6. Individual accounts on the district network may be established as deemed necessary for employees and for students in grades 7-12. Accounts are deleted when an individual is no longer employed/enrolled in the district.
7. Prior to receiving an account, users must review and agree to abide by district technology policies. Students and a parent/guardian must sign the Technology Acceptable Use Policy and Agreement.
8. E-mail for staff is available on the district network. The system administrator may remove e-mail messages if not attended to regularly by the user. Staff e-mail may be monitored.
9. E-mail for students is available within the district only through an Internet-based,
monitored, e-mail provider selected by the district. Student e-mail accounts are only activated at the request of a teacher for the purpose of a specific educational program or school activity.

10. The Kamiah School District #304 uses Internet resources as an integral part of instruction and to develop Internet skills and ethics to prepare students for their future. Therefore, all students in grades 7-12 have individual student accounts with filtered Internet access through the district computer network. Students in grades K-6 do not have individual student accounts, but may have occasional filtered access to the Internet for instructional purposes.

11. The district has taken precautions, including filtering and access control software to prevent access to objectionable materials, the Kamiah Joint School District #304 cannot insure absolute protection for every student.

12. A parent/guardian wishing to limit their child’s access to the Internet should contact the building principle to discuss limitations desired and to document such limitations in the student record.

ACCEPTABLE USE POLICY

Technology is a valuable tool in the classroom designed to make learning more interesting, challenging and individualized. Students and staff can enjoy maximum benefit from technology only if high standards of conduct are observed by all.

Improper conduct regarding the use of district technology falls into three categories:

A. Academic dishonesty: Examples of dishonesty include, but are not limited to the following:

1. Submitting as your own work that another person has created, whether within the district or as published on the internet.
2. Obtaining, or attempting to obtain, unauthorized access to information stored in electronic form.
3. Submitting false results of a program’s output for a class assignment for the purpose of improving a grade.

B. Disruption, destruction or misuse of technology equipment/software: Examples include, but are not limited to the following:

1. Damaging or stealing district owned equipment or software.
2. Submitting, mailing, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material or material that encourages the use of controlled substances.

SECTION 600: EDUCATIONAL PROGRAMS
3. Revealing personal information about one’s self or others, such as home address, phone number, etc.
4. Sharing or permitting the use of one’s log in and/or access code with anyone, or attempting to log in with another student or staff member's log in and/or access code.
5. Accessing e-mail accounts other than one provided by the district, or using e-mail in such a way as to disrupt the use of computer network service by others (spamming or transmitting large files to multiple users).
6. Causing the display of false system messages.
7. Maliciously causing system slow-downs or rendering systems inoperable, including transmitting large files to multiple users.
8. Without authorization, changing, removing, or destroying, (or attempting to) any data or programs stored electronically.
9. Changing, or attempting to change, system settings without authorization.
10. Gaining or attempting to gain access to accounts without authorization.
11. Knowingly putting viruses or worms into a system.
12. Using a pseudonym or otherwise attempting to conceal one’s name or identity.
13. Using the system for a private business, political purpose, or any other personal use not related to courses or activities sponsored or approved by the district.

C. **Violation of licenses and copyright agreements:** Examples include, but are not limited to the following:

1. Making copies of copyrighted or licensed software without authorization.
2. Using software in violation of copyright, license, or non-disclosure agreements.
3. The illegal installation of copyright, license, or non-disclosure agreements.

It is important that all district staff regularly emphasize the importance of using technology ethically. Consequences for violating the district’s technology policies will be consistent with the seriousness of the violation and with each school’s discipline policy. All student technology violations, even those only receiving a warning, should be reported to the school principal.

**Adopted:** 1-05

**Reviewed:** 11-04

**Revised:** 12-04
KAMIAH SCHOOL DISTRICT
TECHNOLOGY ACCEPTABLE USE POLICY
Policy No. 660

Technology is a valuable tool in the classroom designed to make learning more interesting, challenging and individualized. Students and staff can enjoy maximum benefit from technology only if high standards of conduct are observed by all.

IMPROPER CONDUCT: Improper conduct regarding the use of district technology falls into three categories:

A. Academic dishonesty: Examples of dishonesty include, but are not limited to the following:

1. Submitting as your own work that another person has created, whether within the district or as published on the Internet.
2. Obtaining, or attempting to obtain, unauthorized access to information stored in electronic form.
3. Submitting false results of a program's output for a class assignment for the purpose of improving a grade.

B. Disruption, destruction or misuse of technology equipment/software: Examples include, but are not limited to the following:

1. Damaging or stealing district owned equipment or software.
2. Submitting, mailing, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material or material that encourages the use of controlled substances.
3. Revealing personal information about one's self or others, such as home address, phone number, etc.
4. Sharing or permitting the use of one's log in and/or access code with anyone, or attempting to log in with another student or staff member's log in and/or access code.
5. Accessing e-mail accounts other than one provided by the district, or using e-mail in such a way as to disrupt the use of computer network service by others (spamming or transmitting large files to multiple users).
6. Causing the display of false system messages.
7. Maliciously causing system slow-downs or rendering systems inoperable, including transmitting large files to multiple users.
8. Without authorization, changing, removing, or destroying, (or attempting to) any data or programs stored electronically.
9. Changing, or attempting to change, system settings without authorization.
10. Gaining or attempting to gain access to accounts without authorization.
11. Knowingly putting viruses or worms into a system.
12. Using a pseudonym or otherwise attempting to conceal one's name or identity.
13. Using the system for a private business, political purpose, or any other personal use not related to courses or activities sponsored or approved by the district.

C. Violation of licenses and copyright agreements: Examples include, but are not limited to the following:

1. Making copies of copyrighted or licensed software without authorization.
2. Using software in violation of copyright, license, or non-disclosure agreements.
3. The illegal installation of copyright, license, or non-disclosure agreements.
Consequences for violating the district's technology policies will be consistent with the seriousness of the violation and with each school's discipline policy. All student technology violations, even those only receiving a warning, should be reported to the school principal.

INTERNET ACCESS:

The Kamiah School District #304 uses Internet resources as an integral part of instruction, and to develop Internet skills and ethics to prepare students for their future. Therefore, all students in grades 7-12 will have individual student accounts with filtered Internet access through the District computer network. Students in grades K-6 do not have individual student accounts, but may have occasional filtered access to the Internet for instructional purposes.

A parent/guardian wishing to limit their child's access to the Internet should contact the building principle to discuss limitations desired and to document such limitations in the student record.

RELEASE OF STUDENT INFORMATION

Student pictures and last names may not appear on District Web sites without the specific permission, in writing, of the parent/guardian on a case-by-case basis.

ELECTRONIC MAIL:

E-mail for students is available through the District computer network only via an Internet-based, monitored e-mail provider selected by the District. E-mail accounts for specific students are created only at the request of a teacher for the purpose of a specific educational program or school activity.

AGREEMENT:

Although precautions (filtering and access control software) have been installed to prevent access to objectionable materials, the Kamiah Joint School District #304 cannot insure absolute protection for every student.

The student and parent/guardian acknowledge that it is impossible for the District to restrict access to all controversial materials, and agrees to not hold the district responsible for materials acquired or viewed through the District's computer network.

All data produced or stored on school computers is subject to scrutiny and may be viewed, edited or removed if determined to be unlawful, obscene, abusive, or otherwise objectionable. The user must waive any right of privacy they may otherwise have to such material.

The student and parent/guardian hereby releases the District and any institutions or agencies with which it is affiliated from any and all claims and damages arising from the use, or inability to use, the Internet and electronic mail service, including, without limitation, the type of damages identified in the District's Technology Policy.

Individuals signing this contract certify that they have read and agree to abide by the Technology Acceptable Use Policy, as adopted by the Kamiah Joint School District #304.

Student Signature: ___________________________ Parent/Guardian Signature: ___________________________ Date: ___________________________

Student Name (Please Print): ___________________________ Parent/Guardian Name (Please Print): ___________________________
INTERNET ACCESS:

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The student and parent/guardian hereby releases the District and any institutions or agencies with which it is affiliated from any and all claims and damages arising from the use, or inability to use, the Internet and electronic mail service, including, without limitation, the type of damages identified in the District’s Technology Policy.

Individuals signing this contract certify that they have read and agree to abide by the Technology Acceptable Use Policy, as adopted by the Kamiah Joint School District #304.

Student Signature _______________  Parent/Guardian Signature _______________  Date _______________

Student Name (Please Print) ___________________________  Parent/Guardian Name (Please Print) ___________________________  

(Effective until amended by parent/guardian.)
With Internet Service from CamasNet and the network, our district has the ability to connect to the Internet. The Internet is a vast area of electronic resources that can be accessed by district computers to aid teachers and students in learning. Individuals are able to share information, learn concepts, communicate with other students and teachers around the world via electronic mail, and research subjects through a multitude of resources available on the Internet.

With this educational opportunity comes responsibility. To gain access to the Internet and electronic mail, individuals must read the Acceptable Use Criteria for Internet and Network Access, the Acceptable Use Criteria for Use of Electronic Mail, and sign the Student Internet Access and E-Mail Contract. This policy is in place to protect all individuals accessing the Internet and those providing that access. A parent/guardian must read and sign the required documents.

The decision whether or not to grant Internet access will be left with the school principal and district superintendent or designee. Note that this Internet access is ONLY to be used for research and communication relevant to courses offered by the Kamiah Joint School District #304.

ACCEPTABLE USE CRITERIA FOR INTERNET AND NETWORK ACCESS

The following criteria will apply to the use of the Internet and Network Access:

1. All use of the Internet must be in support of education and research and be consistent with the purposes of the Kamiah Joint School district #304.

2. Any form of business use is prohibited.

3. Any use of the Internet for political purposes is prohibited.

4. Internet accounts are to be used only by authorized users for the approved purpose of research and communication relevant to courses or activities sponsored by Kamiah Joint School district #304.

5. Users shall not seek information on, obtain copies, modify files, data, or passwords, or misrepresent other users on the Internet.

6. Students will not share or permit the use of their log in an/or access code with anyone.

7. All communications and information accessible via the Internet should be assumed to be private property. An individual cannot make changes to information found on the Internet or information someone else has created.

8. To use of the Internet shall serve to disrupt the use of the Internet or network.

9. Hardware or software shall not be destroyed, modified, or abused in any way.
10. Malicious use of the Internet to develop programs that harass or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.

11. The illegal installation of copyrighted software is prohibited.

12. Use of the network to access and/or transmit material which is obscene or pornographic, or likely to be offensive or objectionable to recipients is prohibited. Any material that is gathered through the school Internet will conform to the goals of the district, the curriculum, and the controversial issues policy established by the district.

13. Kamiah Joint School District #304 does not warrant that the functions of the District Network, Internet or any of the networks accessible through the Internet to be error free or uninterrupted. Kamiah Joint School District #304 shall not be liable for any direct or indirect, incidental, or consequential damages (including lost data, or information) sustained or incurred in connection with the use, operation, or inability to use District equipment or the Internet. This includes, without limitation, access to public networks.

14. Users of the District network and the Internet shall promote efficient use of the networks to minimize and avoid, if possible, congestion of the networks and interference with the work of users of the networks. Further, users of the Internet services shall respect the rights and property of others and shall not improperly access, misappropriate, or misuse the information/files of other users.

15. Kamiah Joint School District #304 reserves the right to review any material stored in Internet files, or other files, to which other Internet users have access. The District, through the Superintendent or designee, may edit or remove any material which, in their sole discretion, they believe may be unlawful, obscene, abusive, or otherwise objectionable. The use must waive any right of privacy which they may otherwise have in and to such material.

16. Internet and network users will abide by such rules and regulations of usage as may be created, altered, or replaced from time to time by Kamiah Joint School district #304 including, without limitation, the Kamiah Joint School district #304 Access Policy/Procedure.

17. The user of the Internet will release Kamiah Joint School District #304 and any institutions or agencies with which it is affiliated from any and all claims and damages of any nature arising from use, or inability to use, the Internet including, without limitation, the type of damages identified in the Kamiah Joint School District #304 Acceptable Use Policy For Internet and Network Access.

18. The user must acknowledge that it is impossible for Kamiah Joint School district #304 Public Schools to restrict access to all controversial materials and must agree to no hold Kamiah Joint School District #304 responsible for materials acquired on this Network.

19. The Kamiah Joint School District #304 will not be responsible for any objectionable
material gathered or viewed by students or staff that was secured through any violation of this policy's guidelines.

20. **CONSEQUENCES:** All violations will be reported to the building administrator. All violators will be immediately blocked from accessing the network. A review committee consisting of building principal, technology coordinator, building teacher and non-building teacher will review the allegation. The review committee will determine if the violation is accidental or intentional. If a student has committed an unintentional violation the review committee will determine the consequence. Intentional violation of the Policy Regulation, for Internet and Network Access, will result in a 12 calendar month suspension from the network access and may result in legal action. Decisions of the review committee are final.

21. Unacceptable uses for research and communication relevant to courses offered by the Kamiah Joint School District #304 are established within the district’s Controversial Issues Policy and District Goals.

22. Idaho Code 18-2202 (Computer Crime) states the following:

1. Any person who knowingly accesses, attempts to access or uses, or attempts to use a computer, computer system, computer network, or any part thereof for the purpose of: devising or executing any scheme or artifice to defraud; obtaining money, property, or services by means of false or fraudulent pretenses, representations, or promises or committing theft; commits computer crime.

2. Any person who knowingly and without authorization alters, damages, or destroys any computer, computer system, or computer network described in section 18-2201, Idaho Code, or any computer software, program, documentation, or data contained in such computer, computer system, or computer network commits computer crime.

3. Any person who knowingly and without authorization uses, accesses, or attempts to access any computer, computer system, or computer network described in section 18-2201, Idaho Code, or any computer software, program, documentation or data contained in such computer, computer system, or computer network, commits computer crime.

4. A violation of the provisions of subsection (1) or (2) of this section shall be a felony. A violation of the provisions of subsection (3) of this section shall be a misdemeanor.
LEGAL REFERENCE:

ADOPTED:
7-19-99
Electronic mail ("E-Mail") is a private electronic message sent by or to a user in correspondence with another person having Internet mail access. The following provisions apply to E-Mail:

1. Messages received by the computer network service are retained on the system until deleted by the recipient.

2. A canceled computer network service account will not retain its E-Mail. Users are expected to remove old messages in a timely fashion.

3. The system administrators may remove E-Mail messages if not attended to regularly by the users.

4. Users should recognize that E-Mail may be viewed by others. There is no guarantee of confidentiality.

5. Hate mail, harassment, discriminatory remarks, and other antisocial behaviors are prohibited.

6. The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any E-Mail transmitted on this district's computer network service.

ACCEPTABLE USE CRITERIA FOR USE OF ELECTRONIC MAIL

All users are expected to abide by the generally accepted rules of computer network service etiquette. These include, but are not limited to, the following:

1. Users may not be abusive in their messages to others.

2. Users may not swear, use vulgarities or any other inappropriate language.

3. Users may not reveal personal information of others and should be cautious when revealing users' own personal information (home address, phone number, etc.).

4. E-Mail may not be used in such a way that use would disrupt the use of the computer network service by others. Users may not transmit large files to multiple users.

5. All communications and information accessible via the computer network service should be assumed to be private property but open to district scrutiny.

6. Users shall not submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material nor may they encourage the use of controlled substances.
7. Users shall not transmit materials, information or software in violation of any local, state or federal law.

8. Attempts to log onto the system using another user’s account will result in termination of the user’s account.

9. **Consequences In Use of E-Mail.** All violations will be reported to the building administrator. All violators will be immediately blocked from accessing the network. A review committee consisting of building principal, technology coordinator, building teacher and non-building teacher will review the allegation. The review committee will determine if the violation is accidental or intentional. If a student has committed an unintentional violation the review committee will determine the consequence. Intentional violations of the Policy/Regulation, for Electronic Mail Use, will result in a 12 calendar month suspension from the network access and may result in legal action. Decisions of the review committee are final.

10. Unacceptable uses for research and communication relevant to courses offered by the Kamiah Joint School district #304 are established within the district’s Controversial Issues Policy and District Goals.

11. **IDAHO CODE 18-2202 (COMPUTER CRIME)** states the following:

   (1) Any person who knowingly accesses, attempts to access or uses, or attempts to use a computer, computer system, computer network, or any part thereof for the purpose of: devising or executing any scheme or artifice to defraud; obtaining money, property, or services by means of false or fraudulent pretenses, representations, or promises or committing theft; commits computer crime.

   (2) Any person who knowingly and without authorization alters, damages, or destroys any computer, computer system, or computer network described in section 18-2201, Idaho Code, or any computer software, program, documentation, or data contained in such computer, computer network commits computer crime.

   (3) Any Person who knowingly and without authorization uses, accesses, or attempts to access any computer, computer system, or computer network described in section 18-2202, Idaho Code, or any computer software, program, documentation or data contained in such computer, computer system, or computer network, commits computer crime.

   (4) A violation of the provisions of subsection (1) or (2) of this section shall be a felony. A violation of the provisions of subsection (3) of this section shall be a misdemeanor.
LEGAL REFERENCE:

ATTACHMENTS: Students Internet Access and E-mail Contract

ADOPTED:
7-19-99
STUDENT INTERNET ACCESS AND E-MAIL CONTRACT

Although precautions (filtering and access control software) have been installed to prevent access to objectionable materials, the Kamiah Joint School District #304 cannot insure absolute protection for your student.

The student, and parent/guardian, releases the Kamiah Joint School District # 304 and any institutions or agencies with which it is affiliated from any and all claims and damages arising from the use, or inability to use, the Internet and electronic mail (e-mail) service including, without limitation, the type of damages identified in the Kamiah Joint School District # 304 Policy/Procedure for E-mail use and Internet access.

The student, and parent/guardian, acknowledge that it is impossible for Kamiah School District # 304 Public Schools to restrict access to all controversial materials and agrees to not hold Kamiah School district # 304 responsible for materials acquired, or viewed, through the district’s computer network.

Individuals signing this contract certify that they have read and agree to abide by the Policy/Procedure for Internet Access and Use of Electronic Mail, as adopted by the Kamiah School District # 304.

INTERNET ACCESS: My student:

☐ HAS  ☐ DOES NOT HAVE permission to access the Internet through the Kamiah School District computer network. (Please initial one block)

ELECTRONIC MAIL: My student:

☐ MAY  ☐ MAY NOT have a Kamiah School District e-mail address. (Please initial one block)

Student’s Signature and Date

Parent/Guardian’s Signature and Date

Student’s Name (Please Print)

Parent/Guardian’s Name (Please Print)
(Effective until amended by parent/guardian)

ACCESS APPROVAL GRANTED

YES/NO

Principal or Designee
It is the policy of Kamiah Joint School District No. 304 to provide the opportunity for development of workforce skills to all students so as to provide a thorough system of public education within the district.

Academic skills, self-management, individual and teamwork skills and thinking/information skills, as defined by the State Board of Education rules, will be integrated into the curriculum, as appropriate, for the student population and subject matter. The district will provide students an opportunity to develop vocational-technical skills by offering a variety of vocational-technical courses, as determined to best meet the needs of the student population, to middle school and high school students.

To provide all students with an opportunity to become contributing community and family members, the district will incorporate life skills in the curriculum. The curriculum may include such topics as homemaking skills, balancing work and family responsibilities, and entrepreneurial skills.

The district may have a program which allows high school students the opportunity to receive credit for work-based learning experiences. Students must have completed the 10th grade to participate in the program. The school principal will designate appropriately certified personnel to facilitate the work-based learning experiences program and comply with the requirements for developing individual training plans for each student participating in the program, including entering into training agreements with the employers, approving work sites, supervising each student, and assessing the student’s progress. By successfully participating in the work-based learning program, students may earn two (2) credits per semester, for a total of eight (8) credits.
This public school district is required by federal statute and regulations and state rules to identify students, placed by their parents or guardians in either for-profit or non-profit private schools located within this district’s boundaries, who may be in need of special education and related services.

This district will provide a free appropriate public education (FAPE) to every child with a disability enrolled in its schools. To the extent consistent with the number and location of children with disabilities in the state, who are enrolled by their parents in private non-profit preschools (ages 3-5) and private non-profit elementary/secondary schools, (home schooled students are not eligible for services) this district will expend funding equal to the proportionate amount of federal funds made available under the Individuals with Disabilities Education Act (IDEA) for all students with disabilities who are enrolled within the boundaries of the district. The funding shall be expended on the services listed below. Costs of required Child Find activities, including individual evaluations, are not included in these expenditures.

Concerning evaluation and services to private school students, including religious, elementary, and secondary school students, not enrolled in a public school within this district’s jurisdictional boundaries, it is the policy of this district to:

1. Conduct a periodic, timely, and meaningful consultation with representatives of private schools and representatives of parentally-placed private school children with disabilities during the design and development of special education and related services for such children.

2. Conduct Child Find activities to include students placed by a parent or guardian in a private for-profit or non-profit elementary or secondary school (including a religious school) located within the boundaries of this district regardless of the student’s state or local school district residence.

3. Provide parents and private for-profit and non-profit schools (upon receipt of parental consent) with the results of screening/evaluation of referred students.

4. Develop an Individualized Education Program (IEP) for a resident student in the event the student’s parent/guardian chooses to enroll the student at a public school in this district.

5. Provide the following special education and related services at a service site to a parentally-placed student at a non-profit private school: group speech/language therapy, group occupational therapy, and group physical therapy.

The determination of which special education and related services will be provided to private school students, how and where the services will be provided, and how the
services provided will be evaluated must be made after consultation with representatives of private school students with disabilities.

6. Develop and implement a Service Plan describing the specific special education and related services that will be provided for each private non-profit school student with a disability who has been designated to receive special education and related services consistent with the consultation.

For those private non-profit school students designated to receive special education and related services, transportation shall be provided to the extent it is necessary for a student to benefit from or participate in the services identified above. It may consist of transportation from the student’s school or home to a site other than the private school or from the service site to the private school, or to the child’s home, depending on the timing of the services. In no event shall transportation be provided from the student’s home to the private school. The cost of transportation provided shall be included in the proportionate share of federal funds.

Students with disabilities enrolled by their parents at private for-profit schools are not included in the federal definition of “parentally-placed private school children with disabilities” and are not included in the proportionate share calculation, nor are they eligible for equitable services.

Students with disabilities enrolled by their parents at private non-profit schools have no individual right to some or all of the special education or related services that a student with a disability enrolled in the district is entitled to. Private non-profit school students with disabilities may receive a different amount of services than students with disabilities enrolled in public schools. No private non-profit school student with a disability has an individual right to receive some or all of the special education and related services that student would receive if enrolled in a public school.

Students with disabilities who are home schooled are not afforded the same rights to child find, services plan, and proportionate expenditure requirements that apply to students who are voluntarily enrolled in private non-profit schools by their parents. In order to receive services they would need to be enrolled at least part-time to some degree in the public school.

**DEFINITIONS**

For the purposes of this policy, the following definitions apply:

**Private school students:** Students enrolled by their parents or guardians in private schools located within the boundaries of this district.

**Service site:** A public school setting or contracted location for the provision of special education and related services. A service site may be located at a private school, including a religious school, to the extent consistent with laws.
LEGAL REFERENCE:
20 U.S.C. § 1412(a)(10)
34 C.F.R. §§ 300.129 – 300.144
Idaho Special Education Manual 2007
IDAPA 08.02.03.109.02.d

ADOPTED: January 18, 2010

AMENDED:
The Kamiah Joint School District No. 304 Board of Trustees adopts in full the Idaho Interim Special Education Manual dated September 1997, and all subsequent amendments to the manual, as developed by the Idaho State Department of Education, Special Education Section.

LEGAL REFERENCE:
Idaho Code Section 33-2001 et seq.;
20 USC 1400 et seq.;
34 CFR 300 et seq.

ADOPTED:
7-19-99
This district may enter into a written agreement with a parent/adult student in certain situations pertaining to a student’s special education program. All written agreements will be made utilizing the agreements set forth in the Idaho Special Education Interim Manual 2005 or any subsequent amendments to the manual and its forms.

THREE-YEAR REEVALUATION

The district and the parent/adult student may agree that the district will not conduct a three-year reevaluation. The following individual(s) is/are authorized to enter into such an agreement: Superintendent or designee.

IEP TEAM ATTENDANCE NOT REQUIRED

The district and the parent/adult student may agree that certain members of the Individualized Education Program (IEP) team are not required to attend an IEP team meeting, in whole or in part. The following individual(s) is/are authorized to enter into such an agreement: Superintendent or designee.

If the meeting addresses the excused member’s areas of expertise, he or she must provide written input to the IEP team prior to the meeting date.

IEP TEAM MEETING NOT REQUIRED FOR AMENDING AN IEP

The district and the parent/adult student may agree that an IEP meeting is not necessary to revise a student’s IEP between annual IEP meetings. The following individual(s) is/are authorized to enter into such an agreement: Superintendent or designee.

EXTENDING THE 60-DAY TIMELINE

The district and the parent/adult student may agree to extend the 60-day timeline for developing and implementing an IEP for a student whenever:

- Another district initiates an evaluation or reevaluation of a student; and
- The student moves to this district before the evaluation or reevaluation has been completed; and
- This district promptly seeks information from the previous district and promptly completes the evaluation.

The following individual(s) is/are authorized to enter into such an agreement: Superintendent or designee.
LEGAL REFERENCE:
Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446
34 CFR part 300
Idaho Special Education Interim Manual 2005

ADOPTED: April 2007

REVIEWED:

REVISED:
SECTION 504 HEARING PROCEDURE—PURPOSE AND SCOPE

An impartial hearing procedure is available to students and their parents to resolve differences dealing with educational services available under Section 504 of the Rehabilitation Act (hereinafter "Section 504") when such differences cannot be resolved by means of a less formal procedure. Students and their parents are encouraged to use this school district’s Civil Rights Grievance Procedure for resolution of differences whenever possible.

The hearing procedures and procedural safeguards set forth in this policy apply to the identification, evaluation, or educational placement of a student, as set forth in 34 CFR 104.36. A student qualifies for a free appropriate public education, including related services, under Section 504 if he/she has a physical or mental impairment which substantially limits one or more major life activities.

The following definitions shall apply to all related hearing matters:

1. “Days” means calendar days;
2. “Parents” means parents or legal guardians;
3. “Placement” means the program concerning the educational placement of the student.

HEARING PROCEDURES

A Section 504 impartial hearing may be requested by the school district or a parent of an affected student on matters directly related to:

1. The identification or eligibility of a student as disabled under Section 504;
2. The evaluation procedures utilized with the student; or
3. The educational placement and/or services and accommodations recommended for the student.

All requests for a hearing under this policy must be submitted in writing addressed to the Superintendent of Schools. The written request for a hearing must contain:

1. The specific nature of the dispute;
2. The specific relief or remedy requested; and
3. Any other information the school district or parents believe is important to understanding the dispute.
The hearing procedure shall be presided over and decided by an impartial hearing officer. The Superintendent of Schools, or his/her designee, shall select an impartial hearing officer within fifteen (15) days of receipt of the request for a Section 504 hearing. The selected impartial hearing officer shall:

1. Be qualified to review school district decisions relating to Section 504;
2. Be impartial and unbiased; and
3. Not be an employee of the school district.

The selected hearing officer, prior to the hearing, will review the school district’s actions and notify the parties in writing of the date of the hearing. The parents and the school district shall be given at least 10 days notice of the date of the hearing. The notice from the appointed hearing officer shall contain:

1. A statement of the time, place, and nature of the hearing;
2. A statement of the legal authority and jurisdiction under which the hearing is being held;
3. A statement of the availability of relevant records for examination;
4. A concise statement of the issues in dispute;
5. A statement setting forth the right of the student’s parents or guardian to participate in the hearing procedure; and
6. A statement of the right to be represented by counsel.

All written correspondence shall be provided in English and/or interpreted in the parents’ primary language.

Either party to the hearing may request a continuance. The continuance may be granted by the hearing officer upon a showing of good cause. Any continuance(s) granted by the hearing officer shall extend the time for rendering a final hearing decision for a period equal to the length of the continuance(s). The hearing shall be conducted and a written decision shall be mailed by the hearing officer to all parties within forty-five (45) days from the date of the hearing assignment.

The appointed hearing officer shall preside at the hearing and shall conduct the hearing proceedings in a manner that allows all parties the following rights:

1. The right to be accompanied and advised by counsel and by individuals with special knowledge or training relating to the problems of disabled children;
2. The right to present evidence and oral arguments;
Section 504 of the Rehabilitation Act Hearing Procedure—continued

3. The right to an electronic verbatim record of the hearing; and

4. The right to written findings of fact and a decision on the matter.

Parents involved in the hearing process shall have the right to:

1. Have the student present at the hearing; and

2. Open the hearing to the public.

In cases where there are language differences, an interpreter shall be provided by the school district.

The appointed hearing officer shall review all relevant facts presented at the hearing and shall determine whether the student’s rights have been fully observed. The hearing officer shall have the authority to uphold, reverse, or modify the school district’s determination with regard to the:

1. Identification of the student as disabled;

2. Evaluation procedures utilized with the student; and

3. Educational placement and/or services and accommodations recommended for the student.

DECISION OF THE HEARING OFFICER

A copy of the hearing officer’s findings of fact and decision shall be delivered to the school district and the parents within forty-five (45) days from the date of the assignment of the hearing officer.

The decision of the hearing officer is binding on all parties concerned and may be appealed to a court of competent jurisdiction.

RECORD OF THE HEARING

An electronic verbatim recording of the Section 504 hearing shall be on file at the school district administration office and will be available for review upon request by the parents and/or any of the involved parties.

LEGAL REFERENCE:
29 USC Chapter 16
34 CFR Part 104

ADOPTED:
7-19-99

SECTION 600: EDUCATIONAL PROGRAMS © 1997 Elaine Eberharter-Maki
Kamiah Joint School District No. 304 shall provide for the special instructional needs of the gifted/talented children enrolled within the district.

The eligibility criteria as determined by the State Board of Education shall be followed.

LEGAL REFERENCE:
Idaho Code Section 33-2003

ADOPTED:
7-19-99
Public school districts are required by Federal and State regulations to identify a nonpublic student, which includes home-schooled students, who may be in need of special education and related services. In keeping with these requirements, the Kamiah School District #304 contacts private schools within its geographic jurisdiction on an annual basis to inquire about the possible existence of private school students with disabilities who reside within the boundaries of the district.

The school district also provides information to private/religiously-affiliated schools regarding the process such schools can make to referrals of students with suspected disabilities to the district for evaluation purposes. Public notification is given annually with the name of the Special Education Director as a school contact person to those nonpublic schools interested in referring children with suspected disabilities.

The Kamiah School District will provide a free appropriate public education (FAPE) to every child with a disability enrolled in its schools. The district is not obligated to provide FAPE to those students with disabilities enrolled by their parents at private/religiously-affiliated schools. To the extent consistent with the number and location of children with disabilities in the State, who are enrolled by their parents in private preschools (ages 3-4) and private elementary/secondary schools, this district will provide funding equal to proportionate amount of Federal funds made available under the Individuals with Disabilities Education Act (IDEA). The funding shall be expended on the evaluation and services listed below.

Concerning evaluation and services to nonpublic school students not enrolled in a public school within this district’s jurisdictional boundaries, it is the policy of the Kamiah School District to:

1. Screen and/or evaluate students who are referred.
2. Provide parents and private/religiously-based schools (upon receipt of parental consent) with the results of screening/evaluation of referred students.
3. Develop an Individualized Education Program (IEP) for the student in the event the student’s parent/guardian chooses to enroll the student at a public school in this district.
4. Provide the following related services at a public school setting to a parentally-placed student at a private or parochial school: group speech/language therapy, group occupational therapy, and group physical therapy.

The Kamiah School District does not have to provide special education and/or related services for students at the private school site. Transportation to and from the public school site for services will not be provided, unless the student meets the criteria for Dual Enrollment.
The District will follow the guidelines set forth in the Idaho Special Education Manual 2007 Section 1-5 (Students Voluntarily Enrolled by Parents).

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LEGAL REFERENCE:
Idaho Special Education Manual 2007
Chapter 9, Sections 1-5
Adopted 2/2002
Reviewed
Revised 2/9/2010
Helping Idaho students continually progress in their mastery of the English language is an integral part of the education process. All students, including limited-English-proficient (LEP) students, represent a broad range of abilities and interests. For this reason student progress alone cannot serve as the only criterion for the placement and retention of students in special programs for LEP students; neither can it be the only criterion used to judge the success of a school program.

The schools in Kamiah Joint School District No. 304 are required to make a reasonable effort to address the special language deficiencies of LEP students. The programs and practices used in this district shall be reasonably calculated to effectively implement the educational theory adopted by each school. However, there is no guarantee for the success of every individual student in meeting pre-specified criteria of English language proficiency.

LEP students are defined as those students who do not have the clearly developed English language skills necessary to receive instruction in English. National origin minority students whose only language is English, and who may be in difficulty academically, or who have language skills that are less than adequate are not LEP students.

The following procedure shall be used for the identification of LEP students:

1. Within two (2) weeks following commencement of the school year, or when a student first enrolls in this district, students should be identified as potential LEP through appropriate screening and teacher observation. Following an initial identification of a potential LEP student, the school will:
   a. Conduct a home language survey in English and Spanish, requesting that parents indicate whether a language other than English is spoken in the home;
   b. If a language other than English is spoken in the home, or if the survey is not returned within two (2) weeks, the student will be administered a language dominance test within the following two-week period to determine proficiency.

2. The district will request from the Idaho Department of Education a list of approved or recommended language dominance tests. Where no tests are available to assess the language dominance of students, locally developed tests may be administered to determine the deficiencies.

3. The programs and practices used with LEP students shall be reasonably calculated to effectively implement the educational theory adopted by this district and shall:
   a. Be recognized as sound by some experts in the field; or
   b. Be recognized as legitimate educational strategies; and
c. Be modified if it is determined that this district's programs prove to be unsuccessful after a legitimate trial period.

4. Students who are of limited English proficiency are entitled to instructional programs that lead to proficiency in English. Once students have been placed in an alternative language program, they shall be provided with services until they are proficient enough in English to participate meaningfully in the regular educational program. Factors to take into account shall include:
   a. Whether the students are able to keep up with their non-LEP peers in the regular educational program;
   b. Whether the students are able to participate successfully in essentially all aspects of the school’s curriculum without the use of simplified English materials;
   c. Whether the students’ retention-in-grade and dropout rates are similar to those of their non-LEP peers.
   d. LEP students shall not be placed in special education programs that do not address the students’ inability to speak or understand English, but shall be placed in programs that meet their needs.
   e. LEP students shall not be categorically excluded from gifted/talented programs or other specialized programs.

5. The criteria used for exiting students from an alternative language program:
   a. Shall be based on objective standards, such as standardized test scores;
   b. Students will not be exited from LEP programs unless they can read, write, and comprehend English well enough to participate meaningfully in this district’s education programs;
   c. Alternative programs shall not be a means to segregate national origin minority students.

6. Educational justifications for excluding a particular LEP student from a specialized program may include:
   a. Time for the program would unduly hinder the student’s participation in an alternative language program; and
   b. The specialized program requires proficiency in English language skills for meaningful participation.

7. This district shall report annually to the Idaho Department of Education on an appropriate form the following:
a. Total number of children participating in the LEP program;
b. Progress made by students enrolled in the program;
c. Number of students exited from the program and the criteria upon which this
decision was made;
d. Proposed changes, if any, for the subsequent year.

8. All LEP programs shall be periodically evaluated or modified as appropriate to ensure
that these programs are successful. Success is measured by LEP students overcoming
their language barriers sufficiently well and sufficiently promptly to participate
meaningfully in this district's education programs.

9. Adequate staff and necessary resources shall be provided for a successful LEP program.

10. If this district does not have LEP students enrolled, it will certify that fact to the Idaho
Department of Education under the signature of the superintendent or the chairman of the
board of trustees.

LEGAL REFERENCE:

Title VI of the Civil Rights Act of 1964
42 USC Section 2000d, et seq.
Castañeda v. Pickard, 648 F. 2d 989 (5th Cir. 1981)
Office for Civil Rights Memorandum to OCR Senior Staff from Williams, September 27, 1991
Office for Civil Rights Memorandum to OCR Senior Staff from Williams, April 6, 1990

ADOPTED:
7-19-99
The board of trustees of this district adopts this policy to encourage and facilitate parental participation in Title I educational programs and experiences of students. This policy provides the framework for organized, systematic, ongoing, informed, and timely parent involvement relative to decisions about the Title I services within the district.

This district will fully comply with the requirements of 20 U.S.C. Sections 1118 and 6319. It is the policy of this district to plan and implement, with meaningful consultation with parents of participating students, programs, activities, and procedures for the involvement of parents in its Title I programs.

POLICY DEVELOPMENT

The administration will develop jointly with, agree upon with, and distribute to parents a written parent involvement policy that will be incorporated into the district's Title I plan. The policy must be reviewed on an annual basis, and amended as necessary. The policy will be developed on a district-wide basis and will be applicable to all district schools which receive Title I funds. The Title I Coordinator will be responsible for facilitating development of the policy and ensuring that the policy addresses each of the following components:

1. EXPECTATIONS FOR PARENT INVOLVEMENT:

The policy will establish the expectations for parent involvement and describe how the district will:

a. Involve parents in the joint development of the district’s Title I plan and the process of school review and improvement.

b. Provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parental involvement;

c. Build the schools’ and parents’ capacity for strong parent involvement;

d. Coordinate and integrate parental involvement strategies with similar strategies under other programs, such as Head Start, Even Start, and other similar preschool programs, including Parents as Teachers;

e. Conduct, with the parents, an annual evaluation of the content and effectiveness of the parental involvement policy to determine the policy’s effectiveness in increasing parent participation and identify barriers to greater parent participation in Title I activities with attention to parents of students with disabilities, those who are economically disadvantaged, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
f. Use the evaluations to design strategies for improving and revising, if necessary, the district-level parental involvement policies.


g. If the district’s Title I plan is not satisfactory to the parents, the district will submit any parent comments with the plan when the plan is submitted to the State.

2. ANNUAL MEETING:

The policy will address the involvement of parents in the development of the parental involvement policy and the ongoing and timely planning, review, and improvement of school-wide Title I programs. The Title I school will schedule an annual meeting to explain to parents the program, its requirements, and their right to be involved. As necessary to facilitate parent involvement, the school may offer a flexible number of meetings, transportation, childcare, or home visits.

3. TITLE I PROGRAM IMPROVEMENT:

The policy will address the involvement of parents in the planning, review, and improvement of the parent involvement programs, unless the district has a program for involving parents in the planning and design of its programs that would adequately involve parents of participating children;

4. INFORMATION SHARING:

The policy will specify how the district will provide parents with:

a. Timely information about Title I programs;

b. School performance profiles as required by law and their child’s individual student assessment results along with an interpretation of the results;

c. A description and explanation of the curriculum and forms of assessment used, and the expected student proficiency levels;

d. The opportunity to make suggestions, share experiences with other parents and participate in decisions relating to their child’s education; and,

e. Timely responses to parents’ suggestions.

5. SCHOOL/PARENT COMPACT:

The district will develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student achievement and attainment of State high standards. The compact will:
a. Describe the school’s responsibility to provide high-quality curriculum and instruction in an environment that will enable participating students to meet State student academic achievement standards.

b. Describe the parent’s responsibility for supporting their children’s learning.

c. Address the importance of communication between teachers and parents on an on-going basis through:

   (1) At least annual parent-teacher conference to discuss the compact and the child’s achievement;

   (2) Frequent progress reports to the parents; and

   (3) Reasonable access to staff, opportunities to volunteer, participate, and observe in the child’s classroom.

6. DISTRICT-PARENT-COMMUNITY PARTNERSHIP:

To ensure effective parental involvement and to support a partnership among the district, parents, and community to improve student achievement, the policy will describe how the district will:

a. Provide assistance to parents in such areas as understanding federal and State education goals, State student academic content and student performance standards, assessments, monitoring their child’s progress, working with educators to improve their child’s performance, and participating in decisions regarding their child’s education;

b. Provide materials and training to assist parents in working with their children to improve their children’s achievement, including coordinating necessary literacy training from other sources to foster parental involvement;

c. Educate staff, with parental assistance, in the value and utility of contributions of parents and in how to involve and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school;

d. Coordinate and integrate parental involvement programs and activities with Head Start, Even Start, the Home Instructons Programs for Preschool Youngsters, the parents as Teachers Program and public preschool and other programs, as feasible and appropriate;

e. Develop appropriate roles for community-based organizations and businesses in parental involvement activities and providing information about and encouraging the formation of partnerships between public schools, businesses, and parents;
f. Conduct activities such as parent resource centers and opportunities for parents to learn about child development and child rearing, as appropriate and feasible;

g. Ensure, to the extent possible, that information about school and parent meetings, programs, and activities is sent home in the language used in the participating child’s home;

h. Provide other reasonable supports for parental involvement as requested by parents to allow the inclusion of parents in school-related meetings and trainings.

i. To the extent practicable, provide full opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

j. The policy will also describe the process to be taken if the district and school choose to:

(1) Involve parents in the development of staff training to improve the effectiveness of the instruction and services to participating children;

(2) Provide necessary literacy training with Title I program funds if all other funding has been exhausted;

(3) Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs to enable parents to participate in meetings and training sessions;

(4) Train and support parents to enhance the involvement of other parents;

(5) Arrange meetings at varied times to maximize parental opportunities for participation in school-related activities, including staff in-home conferences with parents who are unable to attend conferences at school; and

(6) Adopt and implement model approaches to improving parental involvement, such as Even Start.

PARENT ACCESSIBILITY

The district and schools will provide full opportunities for the participation of parents with limited English proficiency or with disabilities, including providing information and school profiles in a language and form that is understandable by the parents.

The district and each school will assist parents and parent organizations in learning of and about parental information and resource centers.
LEGAL REFERENCE:
No Child Left Behind Act of 2001, 20 USC § 6301, et seq., including, specifically, §§ 1118 and 1120A
20 USC § 6319
ADOPTED: 7/21/2009
AMENDED:

*Language in text set forth in italics is optional.

NOTE: This policy specifies that the parent involvement policy development process must take place at both the district and individual Title I school level. If the district’s policy addresses all parents, it may be amended to address the process for the individual school.
The board of trustees of this district has set expectations for parental involvement through an organized and systematic approach to encourage parental participation in the education process for their children (see Policy ___(677)). The expectations include having the district and Title I schools conduct at least annual meetings with parents of Title I students and comply with all terms of that policy to create the named partnerships and compact.

Parents will be involved in the development of the district’s Title I plan and the process of school review and improvement, and in providing coordination, technical assistance, and other support necessary to assist the schools in planning and implementing parental involvement. Steps to ensure such involvement include: 1) scheduling and conducting meetings reasonably calculated to be attended by parents for the purpose of receiving input, 2) sharing drafts of proposals and seeking additional parental input, 3) engaging in informal discussions with individual parents or focus groups of parents, conducting surveys for parental input, and 4) other strategies for gathering input.

To integrate and coordinate parental involvement with Head Start, Even Start, Parents as Teachers, and similar programs in the district, the Title I coordinator will regularly communicate with these programs and share parental input and recommendations for their consideration.

The annual evaluation of the development of the parental involvement policy, Policy ___(677), focusing on its effectiveness in increasing parental involvement and identifying barriers to greater parental involvement, will be accomplished at the annual meeting and by the collection of objective data regarding the number of parents attending meetings and requesting parent meetings with teachers or other staff, including administrators; the analysis of the issues or concerns raised by parents, and their resolution; and the level of parental satisfaction with the district’s processes.

Based upon the evaluation results received from parent input, the district and individual Title I schools will revise this policy as determined to be necessary. Written parental comments to the district’s Title I plan will be submitted, with the plan, to the State Department of Education.

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LEGAL REFERENCE:
No Child Left Behind Act, Section 1118

ADOPTED: \(7/21/09\)

AMENDED:

*Language in text set forth in italics is optional.
Kamiah Joint School District No. 304 allows students to be released from the regular school day for religious or other instruction, including, but not limited to, fine arts, music, drama, foreign language, etc. A student's participation in release time is voluntary.

The conditions for release time are as follows:

1. This district may permit release time programs for students in grades four through eight (4-8). Students in grades kindergarten through three (K-3) will not be allowed to participate in release time programs.

2. Students in grades nine through twelve (9-12) may be excused from school for a period not exceeding five (5) class periods per week and one hundred sixty-five (165) hours per school year.

3. Students desiring to participate in a release time program must have a release form signed by a parent or guardian, or student, if the student is eighteen (18) or older, on file in the school office. In determining whether or not to allow a student to participate in release time, the school district will consider the student's academic standing; attendance record; and citizenship. The release form will be a part of the student's permanent record and must be received before a student will be permitted to leave school grounds during the school day to attend a release time program.

The school principal may revoke the approval for release time for disciplinary reasons or unsatisfactory academic progress. The principal's decision is final.

4. The board will have reasonable discretion over the scheduling of release time. Release time programs may not interfere with the scheduling of classes, activities and programs in this district.

5. The student's daily schedule will indicate when a student is released from classes under this policy.

6. Participation in a release time program does not reduce the district's minimum graduation requirements.

7. The district will not award credit for completion of religious courses during release time.

8. At the discretion of the board, credit may be granted for release time instruction which is not religious in nature. Such credit will be based on the number of hours of instruction and documentation by the instructor that the student has successfully completed an appropriate curriculum. Credit will be awarded only for courses taught by instructors who have a valid Idaho Teaching Certificate, with the appropriate endorsement. If credit is awarded, the district will record the credit on the student's permanent records.
9. The release time instructor or entity must register with the school district, documenting the names of the participating students, nature of the instructional program, schedule of instruction, and location of instruction.

10. School district facilities, personnel or equipment will not be utilized by any release time program. Release time attendance records will not be provided by the school district.

11. Registration for release time programs will not occur on school premises.

12. Release time program staff are not employees of this district and will not be asked to participate as faculty members in any school functions nor will they be asked to assume responsibilities for operation of any part of this district's educational program.

13. This district will not be liable or responsible for the health, safety and welfare of students while they are being transported to and from, or participating in, release time programs.

LEGAL REFERENCE:
Idaho Code Section 33-519
IDAPA 08.02.02.220

ADOPTED:
7-19-99
The board of trustees of this district recognizes the right of all students residing within the district boundaries, including those who are homeless, to immediately enroll in, and participate in, the district's educational and support programs.

DEFINITIONS

“Child” and “youth” mean those persons, including preschool-age children, who, were they children of residents of the state, would be entitled to a free, appropriate public education.

“Free, appropriate public education” means the educational programs and services that are provided to the children of a resident of a state and that are consistent with state school attendance laws. States and LEAs serving homeless children and youth must ensure that such children and youth have access to appropriate educational services to ensure they have the opportunities to meet the same challenging state content and state student performance standards to which all children are held.

“Educational services” for homeless students may include Title I Part A of the ESEA, educational programs for individuals with disabilities and for students with limited English proficiency, programs in vocational education, programs for the gifted and talented, Head Start, Even Start, and school meals programs, to the extent such services are provided to other students attending this district’s schools.

“Homeless” or “homeless individual” means an individual who lacks a fixed, regular, and adequate nighttime residence, and who has a primary nighttime residence that is:

1. A supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);

2. An institution that provides a temporary residence for the individuals intended to be institutionalized; or

3. A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

“Homeless” or “homeless individual” does not include any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a State law.

“School of origin” means the school that the student attended when permanently housed or the school in which the student was last enrolled.

“Unaccompanied youth” means a youth not in the physical custody of a parent or guardian.
IDENTIFYING A STUDENT AS A HOMELESS INDIVIDUAL

The district will make a determination as to whether a student is homeless on a case-by-case basis, considering the relative permanence of the living arrangements. In making such determination, the following guidelines apply:

1. In general, children or youth living in welfare hotels, transitional housing shelters, the streets, cars, abandoned buildings, and other inadequate accommodations are considered homeless.

2. Children or youth in a transitional or emergency shelter because there is nowhere else to send them, while awaiting placement in a foster home or a home for neglected children, are considered homeless. Once placed in a foster home or a home for neglected children, they should no longer be considered homeless.

3. Children and youth staying temporarily in trailer parks or camping areas because they lack adequate living accommodations should be considered homeless. Those living in trailer parks or camping areas on a long-term basis in adequate accommodations should not be considered homeless.

4. Children and youth who are sharing housing with other families or individuals are considered homeless if they are doubled-up because of a loss of housing or other similar situation. Families living in doubled-up accommodations voluntarily to save money generally should not be considered homeless.

5. In general, children and youth in foster homes are not considered homeless. Children placed in foster homes for lack of shelter space, however, should be considered homeless.

6. Throwaway children or youth (i.e., those whose parents or guardians will not permit them to live at home) are considered homeless if they live on the streets, in shelters, or in other transitional or inadequate accommodations.

7. Children and youth who are incarcerated for violation or alleged violation of a law should not be considered homeless even if, prior to their incarceration, they would have been considered homeless because they were living in inadequate accommodations. Children and youth who are under care of the State and are being held in an institution because they have no other place to live should be considered homeless. Once these children are placed in more permanent facilities, they are no longer considered homeless.

8. Migratory children should not be considered homeless simply because they are children of migratory families. To the extent that migratory children are staying in accommodations not fit for habitation, they should be considered homeless.

9. Children or youth who have run away from home and live in runaway shelters, abandoned buildings, the streets, or other inadequate accommodations are considered homeless, even if their parents have provided and are willing to provide a home for them.
10. In general, if school-age unwed mothers or expectant mothers are living in homes for unwed mothers, and they have no other available living accommodations, they should be considered homeless. However, if they are staying in such a home only temporarily to receive specific health care or other services, and intend to move to other adequate accommodations, they should not be considered homeless.

11. When children and youth remain in a hospital beyond the time that they would normally stay for health reasons because they have been abandoned by their families. These children and youth should be considered homeless because they have no other place to live. Children and youth that were homeless prior to hospitalization should be considered to be homeless while they are in the hospital, unless regular and adequate living accommodations will be made available to them upon release from the hospital.

STUDENT RIGHTS

Homeless students who are enrolled in this district have the right to:

1. Equal access to all educational programs and services, including transportation and school nutrition programs;

2. Continue to attend school in their school of origin for the duration of homelessness or the current school year, whichever ends first;

3. Attend regular public school with students who are not homeless, unless there exists a legitimate reason for requiring attendance at another school; and

4. Receive all educational services for which they are eligible (i.e., special education, gifted and talented, and LEP).

5. Not be segregated or stigmatize on the basis of their status as a homeless student.

PLACEMENT DETERMINATIONS

The district's determinations regarding placement of homeless students must be based on the "best interest" of the student and, to the extent feasible, keeping a homeless student in the school of origin, unless doing so is contrary to the wishes of the student's parents or guardian. The placement determination will be student-centered and made on a case-by-case basis. In making its determination, the district will consider the desires of the student's parent/guardian, as well as the student's age, the distance of a commute and the impact that the commute may have on the student's education, and personal safety issues; a student's need for special instruction; the length of anticipated stay in temporary shelter or other temporary location, and the time remaining in the school year.

DISTRICT RESPONSIBILITIES
The schools in this district will develop strategies for meeting the needs of homeless students and eliminating barriers to their attendance at school, including identification, and the provision of appropriate support services.

LOCAL LIAISON

The superintendent will appoint a local liaison to be one of the district’s primary contacts between homeless families, district personnel, and other service providers. The liaison is responsible for coordinating services to ensure that homeless students enroll in school and have an opportunity to succeed academically.

The liaison shall ensure:

1. Homeless students are identified by school personnel and coordinate identification activities with other entities;

2. Homeless students enroll and have full opportunity to succeed in school;

3. Homeless students receive educational services for which they are eligible, including preschool programs and referrals to health, mental health, dental, and other appropriate services;

4. Parents/guardians of homeless students and unaccompanied youth are informed of educational and related opportunities available to homeless students and provided meaningful opportunities to participate;

5. Parents/guardians of homeless students and unaccompanied youth are informed of all transportation services and assisted in accessing them;

6. Enrollment disputes are mediated in accordance with Idaho State Board of Education rules and this board’s policy; and

7. Public notice of the educational rights of homeless students is disseminated to locations where children and youth receive services.

The liaison shall also collaborate and coordinate with the State Coordinator for the Education of Homeless Children and Youth, and community personnel who work with these students and their families.

TRANSPORTATION

The district shall provide homeless students with transportation services comparable to those offered to other students at the school of attendance.

If a homeless student moves to a shelter that is in another attendance area within the district, the superintendent or designee shall arrange transportation that enables the student to continue attending the same school, if requested by the parent or guardian.
If a homeless student attending school in this district moves to a shelter in another district, the superintendent or designee shall arrange transportation that enables the student to continue attending the same school in this district, through the services of this district, the new home district, or an outside agency if the parent/guardian requests that the student remain in the school of origin and doing so is determined to be in the best interests of the student.

DISPUTE RESOLUTION PROCESS

In compliance with the McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B, the No Child Left Behind Act, and Idaho Code Section 33-1404, the following procedures are established to promptly resolve disputes regarding the educational placement of homeless students:

1. If there is a dispute regarding the educational placement of a homeless student or the district denies a child homeless status, a written notice of explanation of such decision shall be promptly provided to the parent/guardian, or to the unaccompanied student. Such notice will be in language the parent/guardian or unaccompanied student can understand, and include a description of how to dispute the decision and a summary of the dispute resolution process.

2. The district will promptly refer the parent/guardian or unaccompanied student to the district’s homeless liaison, who shall carry out the dispute resolution process as expeditiously as possible. The homeless liaison shall advise the parent/guardian of the student’s rights, and assist in the dispute resolution process. With respect to unaccompanied students, the homeless liaison shall ensure that the dispute resolution process is followed.

3. During the pendency of the dispute resolution process, the student will be immediately enrolled in the school selected by the parent/guardian, or by the unaccompanied student. All educational services for which the student is eligible will be provided, including attending classes and participation in all school activities.

4. If the parties cannot reach an agreement regarding the educational placement of the student, then the district will promptly seek further assistance and review from the State Department of Education, which will appoint a qualified individual to further assist in the dispute resolution process and determine how the student’s best interests will be served. This reviewer will be completed within seven (7) business days of the appointment of the reviewer.

5. The written findings, conclusions, and recommendation of the reviewer will be considered by the board of trustees at their next scheduled meeting. The board may accept or reject the recommendation. The board’s determination will constitute the final resolution of the dispute.
PROVISION OF COMPARABLE SERVICES

The district must, at all times, provide services to each homeless student that are comparable to services offered to other students in the school. Such services must include any program for which the student is eligible, including preschool, special education, gifted and talented programs, limited English proficiency, vocational education, before- and after-school programs, school nutrition, and transportation.

† † † † † †

LEGAL REFERENCE:
Elementary and Secondary Education Act (2001)
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.
Idaho Code Section 33-1404
State Superintendent of Public Instruction Memorandum dated March 7, 2005, re: Dispute Resolution Process for Homeless Students

ADOPTED: January, 2006

REVIEWED:

REVISED:
STUDENTS TRANSFERRING INTO THE DISTRICT

All schools in Kamiah Joint School District No. 304 are required by Idaho law to request the records of a transfer student from the former school within fourteen (14) days of the student’s enrollment.

Additionally, the parent/guardian of a student transferring from out-of-state to this district is required by Idaho law, if requested, to furnish the district accurate copies of the student’s school records, including records containing information concerning violent or disruptive behavior or disciplinary action involving the student. This information will be contained in a sealed envelope, marked to indicate the confidential nature of the contents, and addressed to the principal or other administrative officer of the school.

Failure of the parent/guardian to furnish the required records, or failure to request of the administration of the previous school to provide the required records, will constitute adequate grounds to deny enrollment to the transferring student or to suspend or expel the student if already enrolled.

STUDENTS TRANSFERRING OUT OF THE DISTRICT

Any school in this district receiving a request to transfer the records of a former student must forward the records to the student’s new school within ten (10) days of receipt of the request for records. The only exception to the requirement to forward records relates to “flagged” records. A student’s record is “flagged” by the school upon notification by law enforcement of a missing- or runaway-child report. If a “flagged” record is requested, the school must notify law enforcement of the request for the “flagged” record. A school can remove the “flag” from the record only upon notification by law enforcement of the return of the child.

When a school record contains information of violent or disruptive behavior or disciplinary action of a student, the information must be included in the transfer of student records. The disciplinary information must be transferred, following the time lines set forth above, by putting it in a sealed envelope marked confidential and addressed to the principal or other administrative officer.

In the event this district, or any school in the district, reports a crime committed by a student with a disability to law enforcement, copies of all special education and disciplinary records of the student must be transmitted for consideration by the appropriate authorities to whom the crime was reported.

No provisions exist for any school in this district to withhold a student’s records until outstanding fines or fees are paid.
LEGAL REFERENCE:
Idaho Code Sections
  33-209
  33-603
  18-4507 et seq
IDEA Amendments of 1997, 20 USC Chapter 33 Section 1416(k)(5)(B)

ADOPTED:
7-19-99
POLICY TITLE:  Student Privacy and Parental Access to Information  POLICY NO: 680.50

The Protection of Pupil Rights Act (PPRA) affords certain rights to parents and students eighteen (18) years of age or older ("eligible students") with regard to the surveying of students if the survey is funded in whole or in part by a program of the U.S. Department of Education. Further, the PPRA addresses the collection and use of information from students for marketing purposes and certain non-emergency medical examinations.

ANNUAL NOTIFICATION REQUIREMENTS

The PPRA requires that parents or eligible students be directly notified at least annually at the beginning of the school year, by direct mailing or e-mail, of their right to consent or opt out of participation in certain school activities and the specific or approximate dates of each activity.

RIGHT TO INSPECT

Parents or eligible students, upon request, have the right to inspect, prior to any administration or use: protected information surveys of students; instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; any instructional materials used in connection with any survey that concerns one or more of the protected areas; and any instructional material used as part of the educational curriculum for the district.

DEVELOPMENT OF POLICIES

The district will develop and adopt policies, in consultation with parents, regarding the rights set forth in the PPRA, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure, or use of personal information for marketing, sales, or distribution purposes. The superintendent will appoint a committee, the membership of which will include parents, school personnel, and community social service providers. The committee shall follow the provisions set in the PPRA and propose a draft policy to the board of trustees for its review and approval.

LEGAL REFERENCE:
The Protection of Pupil Rights Amendment (PPRA), as amended by NCLB Act of 2001
20 U.S.C. § 1232h

ADOPTED: January, 2006
REVIEWED:
REVISED:

*Language in text set forth in italics is optional.
[SCHOOL DISTRICT NAME]
ANNUAL NOTIFICATION OF RIGHTS
UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT

________________________ School District No. ___ recognizes that student privacy is an important concern of parents and wishes to ensure that student privacy is protected pursuant to the Protection of Pupil Rights Amendment (PPRA), as revised by the No Child Left Behind Act.

PPRA affords parents and students age eighteen (18) or older ("eligible students") certain rights regarding this school district’s conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas if the survey is funded in whole or in part by a program of the U.S. Department of Education:
  - Political affiliations or beliefs of the student or the student’s parent;
  - Mental or psychological problems of the student or the student’s family;
  - Sex behavior or attitudes;
  - Illegal, anti-social, self-incriminating, or demeaning behavior;
  - Critical appraisals of other individuals with whom respondents have close family relationships;
  - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
  - Religious practices, affiliations, or beliefs of the student or the student’s parents; or
  - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

- Receive notice and opportunity to opt a student out of:
  - Any other protected information survey, regardless of funding;
  - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law; and
Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use:

- Protected information surveys of students;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

These rights transfer from the parent to a student who is 18 years of age.

This school district has developed or is still in the process of developing policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. This school district will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Currently, these policies include:

- Student Records – Policy No. 681
- Student Privacy and Parental Access to Information – Policy No. 680.50

This school district will notify annually parents and eligible students regarding pupils’ privacy rights. Parents and eligible students will be notified of their option to participate prior to the administration of any protected information survey; any non-emergency, invasive physical examination or screening as described above; and collection, disclosure, or use of personal information for marketing, sales or other distribution.

Parents/eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, DC 20202-4605

If you have any questions about the School District's student privacy policy and your right to opt your child out of certain activities, please contact the building principal.
DEFINITIONS

For the purposes of this policy the following definitions apply:

"Parent" is defined as a natural parent, guardian, or individual acting in the absence of a parent or guardian, who is providing the student with food, clothing, discipline, and guidance on a day-to-day basis in the home environment.

"Eligible student" is defined as a student over the age of eighteen (18), or a student attending a post-secondary institution, including those who are dually enrolled.

"Educated record" is defined as those records directly related to a student and maintained by this district or by a party acting on behalf of this district.

"School official" is defined as any person employed by the district in administrative, counseling, supervisory, academic, student support services, or research positions, any support person to those positions, and any person employed under contract with the district to perform a special task.

ANNUAL NOTIFICATION REQUIREMENTS

The Family Educational Rights and Privacy Act (FERPA) has specified that student records are confidential, with some exceptions. The district will provide parents and eligible students annual notification of their rights under FERPA. The annual notice will contain information regarding the right to inspect their children’s records, the right to seek an amendment of a record, the right to consent to disclosures of personally identifiable information, with certain exceptions, and the right to file a complaint with the U.S. Department of Education.

RIGHT TO INSPECT EDUCATIONAL RECORDS

Parents or eligible students may inspect and review educational records. This district will comply with a request for access to records within a reasonable period of time, but in no case more than forty-five (45) calendar days after it has received the request. This district will respond to reasonable requests for explanations and interpretations of the records. A copy of the records will be given to the parent or eligible student upon request if failure to do so would prevent the parent or eligible student from exercising the right to inspect and review the records. The district may charge the parent or eligible student the actual costs for copying the records unless payment of such cost is determined to effectively preclude the parent or eligible student from having access to the educational records.

The district will not destroy requested educational records if there is an outstanding request to inspect and review those records.
DISCLOSURE OF STUDENT RECORDS TO NONCUSTODIAL PARENT

A noncustodial parent’s access to records and information pertaining to his or her minor child will not be denied solely because the parent is not the child’s custodial parent. However, information concerning a minor child’s home address will be deleted from all records supplied to a noncustodial parent if the custodial parent has advised the district in writing to do so.

DEFINITION OF EDUCATIONAL RECORDS

Educational records are defined as those records directly related to a student and maintained by this district or by a party acting on behalf of this district. Educational records include, but are not limited to, the cumulative file, special education records, and disciplinary records.

Educational records do not include records that are kept in the sole possession of the maker of the record, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.

The cumulative file of each student is maintained at the district's central office. The building principal, individual teachers, and special education personnel may also have files containing particular educational records.

PERSONALLY IDENTIFIABLE INFORMATION

Personally identifiable information will not be released from an educational record without the prior written consent of the parent or eligible student, except under specific circumstances. "Personally identifiable information" includes, but is not limited to:

1. The student’s name;
2. The name of the student’s parent or other family member(s);
3. The address of the student or student’s family;
4. A personal identifier such as the student’s social security number or student number;
5. A list of personal characteristics that would make the student’s identification easily traceable; or
6. Other information that would make the student’s identity easily traceable.

RELEASE OF INFORMATION WITHOUT PRIOR CONSENT

Personally identifiable information may be released without prior written consent of the parent or eligible student under the following conditions:
1. The disclosure is to school officials who have a legitimate educational interest. *School officials are instructional, supervisory, administrative, and ancillary personnel acting on behalf of the school district in any official capacity, temporarily or permanently, whether with or without compensation, or under contract with the school district, including a person employed by or under contract to the district to perform a special task, such as an attorney, auditor, medical consultant, or therapist. A legitimate educational interest includes performing education- or discipline-related tasks in connection with a student, providing educational services to a student or a student’s family, or performing administrative or other educational responsibilities prescribed by the school or the district;*

2. The disclosure is to officials of another school, school system, or institution of post-secondary education where the student seeks or intends to enroll;

3. The disclosure is to federal, state, and local educational authorities;

4. The disclosure is in connection with financial aid for which the student has applied or which the student has received;

5. The disclosure is to organizations conducting studies for, or on behalf of, this district to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction;
   a. When information is disclosed to such organizations, the study must be conducted in such a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization;
   b. The information must be destroyed when no longer needed for the purpose for which the study was conducted;
   c. If it is determined by the U.S. Department of Education that an organization has violated the requirement to destroy the information when it is no longer needed, this district will not allow that third party access to personally identifiable information from educational records for at least five (5) years;

6. The disclosure is to an accrediting organization to carry out its accrediting function;

7. The disclosure is to parents of a dependent eligible student as defined by the Internal Revenue Code;

8. The disclosure is to comply with a judicial order or lawfully issued subpoena, provided that this district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance;
   a. The prior notification requirement does not apply where the subpoena is issued by a federal grand jury or for any law enforcement purpose and the issuing court or agency has ordered that the existence and contents of the subpoena not be disclosed;
b. A student’s relevant education records can be disclosed without a subpoena if this
district initiates legal action against a parent or student, or if a parent or student initiates
legal action against the district;

9. The disclosure is in connection with a health or safety emergency;

10. The disclosed is information that this district has designated as “directory information”

11. The disclosure is to the parent or eligible student.

ACCESS LOG

This district will maintain a record of each request for access to and each disclosure of personally
identifiable information from the educational record of each student. This access log will be
maintained with the student’s educational records as long as the records are maintained. The
access log will specify the individuals who have received personally identifiable information from
the educational records and the legitimate educational interest the parties had in requesting or
obtaining the information. If the information was released without prior parental consent, the
specific exception for such consent will also be set forth. A record will not be kept of access to a
student’s record by the parent or eligible student, a school official with legitimate educational
interest, when written consent has been received from the parent or eligible student, a request is
received for directory information only, or the district is ordered to not disclose the request for
records.

DIRECTORY INFORMATION

Directory information is defined as information contained in an educational record of a student
which would not generally be considered harmful or an invasion of privacy if disclosed. It
includes, but is not limited to:

1. Student name;

2. Address;

3. Telephone listing;

4. Electronic mail address (e-mail);

5. Photographs of the student used by the district for recognition of student achievement and
   community relations, including, but not limited to, publication in the district’s or school’s
   newsletters, in the school setting and on the district’s or school’s newsletters, in the school
   setting and on the district’s or school’s website;

6. Date and place of birth;
7. major field of study;

8. Participation in officially recognized activities such as sports;

9. Weight and height of members of athletic teams;

10. Dates of attendance, degrees, and awards received;

11. The most recent previous school, school district or institution attended;

DISCLOSURE OF DIRECTORY INFORMATION

This district may disclose directory information after giving written, public notice annually to parents of students in attendance and eligible students in attendance that:

1. All information in the definition of directory information as set forth in this policy has been designated as directory information by this district;

2. A parent or eligible student has the right to refuse to allow this district to designate any or all of the types of information about the student as directory information;

3. **OPTION A** - A parent or eligible student must notify this district in writing, *within ten (10) calendar days after receiving the notice*, that directory information may be disclosed, if the parent or eligible student does not want any or all of the directory information about the student released.

4. This district shall provide, on request made by military recruiters or an institution of higher education, access to secondary school student’s names, addresses, and telephone listings unless a parent or secondary school student requests, in writing, that the student’s name, address, and telephone listing not be released without prior written parental consent.

This district may disclose directory information about former students without notice.

PROCEDURE TO AMEND RECORDS

If a parent or eligible student believes that the educational records relating to the student contain information that is inaccurate, misleading, or in violation of the student’s right of privacy, they may seek to amend the record. The right to seek amendment cannot be used to challenge a grade or an individual’s opinion (unless the grade or the opinion has been inaccurately recorded) or a district’s decision to create or maintain particular education records. When a request to amend educational records is received, *it shall be reduced to writing* and the following procedure will be followed:

REVIEW PROCESS
1. *Within thirty calendar (30) days* of receiving a request to amend the record, this district, through its designee, will determine whether the information contained in a record is inaccurate, misleading, or in violation of the student's right of privacy. If the district determines that the requested amendment is appropriate, it will correct the record and provide written notice of the changes to the parent or eligible student.

2. If this district determines that the information is not inaccurate, misleading, or in violation of the student’s right of privacy, it will inform the parent or eligible student, in writing, of its decision, *reasons why it denied the request to amend the record*, and the right to a hearing.

**HEARING PROCESS**

1. The parent or eligible student, on request, has an opportunity for a hearing to challenge the contents of the student’s educational records is inaccurate, misleading, or in violation of the privacy rights of the student.

2. This district will hold the requested hearing within *thirty (30) days* after it receives a request for the hearing. Notice of the date, time, and place will be given to the parent or eligible student within a reasonable amount of time prior to the hearing.

3. Any individual, including a district employee, who does not have a direct interest in its outcome, may conduct the hearing. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues raised at the hearing. *The parent or eligible student may, at their own expense, be assisted or represented by an individual of his or her own choice, including an attorney.*

4. *The individual conducting the hearing is not bound by common law or by the rules of evidence. Evidence will be admitted and given weight only if it is the kind of evidence which reasonable persons are accustomed to rely on in the conduct of serious affairs.*

5. The hearing officer will make his/her decision in writing within *fourteen (14) days* after the close of the hearing. The decision will be based solely on the evidence presented at the hearing and will include a summary of the evidence and the reasons for the decision. The hearing officer's decision will be the final decision of this district.

6. If the hearing officer concludes that the information being contested is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the district will amend the records at issue and inform the parent or eligible student of the amendment in writing.

7. If the hearing officer concludes that the information in the educational record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the district will inform the parent of the eligible student of the right to place a statement in the record commenting on the contested information or stating why he or she disagrees with the district's decision. Or both. If such a statement is received by this district, it will remain as part of the record for as long as the student’s record is maintained and the statement will be disclosed whenever this district discloses the portion of the record to which the statement relates.
EDUCATIONAL RECORDS OF STUDENTS WITH DISABILITIES

This district will allow parents of students with disabilities and eligible students with disabilities the right to inspect and review any educational records relating to the student that are collected, maintained, or used by this district.

The district will also comply with a request to inspect and review such records without unnecessary delay, and in no event more than forty-five (45) calendar days after the request has been made, in these situations:

1. Before any meeting regarding the student’s Individualized Education Program (IEP);

2. Before any hearing relating to the identification, evaluation, or educational placement of the student; or

3. Before any hearing relating to the provision of a Free Appropriate Public Education (FAPE) to the student.

This district will inform the parent or eligible student when personally identifiable information collected, maintained, or used by the district is no longer needed to provide educational services to the student. The information must be destroyed at the request of the parent or eligible student. However, this district may maintain a permanent record of the student’s name, address, and phone number, his or her grades, attendance records, classes attended, grade level completed, and year completed without time limitation.
In Kamiah Joint School District No. 304, student achievement will be designated as follows:

**GRADING SYSTEM**
For grades one through three (1-3), students’ progress and achievement will be recorded on transcripts and report cards as the letter grades S+, S, S-, and U.

The letter grades have the following interpretation:
- S+ = Above Average
- S  = Average
- S- = Below Average
- U  = Unsatisfactory

For grades four through eight (4-8), students’ progress and achievement will be recorded on transcripts and report cards as the letter grades A, B, C, D, and F.

The letter grades have the following numerical values and interpretation:

- A = 90-100 (Superior or excellent)
- B = 80-89 (Above average or good)
- C = 70-79 (Average)
- D = 60-69 (Below average or fair)
- F = Below 60 (Failure)

Pass (P) and Fail (F), and Average (S) and Unsatisfactory (U), may be used at any level if determined to be appropriate.

Teacher aides will be graded on a pass/fail basis.

Incomplete (I) indicates that the student did not fulfill the requirements for being awarded a grade in a particular class. The student will have ten (10) school days from the close of each grading period is to make up an incomplete. Failure to complete all work within ten (10) days of the close of each grading period will result in the Incomplete being amended to a Failing grade for the course.

Assuming the course is completed by the student, semester grades will be calculated by either of the following methods, as appropriate: (1) the average of the grades for the classwork and tests completed during the two (2) quarters, or (2) the average of the grades for the classwork and tests completed during the two (2) quarters and the semester exam. The semester grade will be equal to $\frac{1}{2}$ Carnegie Unit.

**CLASS RANK**
Students in grades seven through twelve (7-12) must carry seven classes to qualify to be recognized on the honor roll, or Valedictorian and Salutatorian positions.
HONORS CURRICULUM
To recognize and encourage students to take academically challenging courses, Kamiah High School offers an honors curriculum in grades nine through twelve (9-12):

Honors Curriculum: Staff and administration, at the time of adoption must approve the honors curriculum. The Honors Courses will be reviewed annually by staff and administration for approval.

Upper division classes determined by consensus of the high school’s instruction staff to have an academically challenging, college preparatory, or college-level curriculum, are designated as honors classes: Current courses are as follows:

- Anatomy
- Advanced English
- Physics
- Psychology
- Chemistry
- Calculus I & II
- Dual Credit History

Honors classes will be calculated as a simple GPA.

Valedictorian and salutatorian shall be selected first on basis of grade point average (GPA).

In addition to be eligible for Valedictorian or Salutatorian:
- Must take: Advanced English (2 credits)
- Must take: Calculus I (2 credits)
- Must take: 2 out of 3 of these Science classes- Physics, Chemistry, or Anatomy and Physiology (4 credits)
- Must take 1 additional class from the remaining honors classes: one more honors science class, Psychology, or Calculus II. (2 credits), Dual Credit History.
- These classes must also be taken from a Kamiah High School instructor unless a scheduling conflict prevents it, and the equivalent online or distant learning class is approved by the high school administration.

ALSO:
- Students will also only be allowed a total of 4 credits earned as a T.A. or Work Study to be eligible for Val and Sal.

LEGAL REFERENCE:
Idaho Code Section 33-512 (2)

Adopted: September 20, 2004

Reviewed: June 19, 2017

Revised: June 19, 2017
The district will perpetually maintain a permanent record for each student, including the student’s name, address, phone number, grade(s), class(es) attended, immunization records, test scores, attendance record, and grade level(s) and year(s) completed. The permanent record may be in any format and medium determined feasible by the board. The district will make a reasonable effort to safeguard the permanent records.

The records will be maintained under the legal name of the student and, in addition to school information, will include such information as birth date, residency, parent’s name, etc., as may be deemed necessary and advisable.

The requirements pertaining to student records are found in Policy 681 of this policy manual.

SPECIAL EDUCATION RECORDS

The district will retain special education records, such as eligibility documentation and IEPs, for a period of at least five (5) years after the student disenrolls from the district. The purpose of retaining such records is to provide documentation for fiscal accountability and program compliance with the General Education Provisions Act and IDEA 2004 requirements. After five (5) years have passed, and before destroying the records, the parent or adult student may request that the records not be destroyed and be sent to the parent or adult student.

NOTICE OF INTENT TO DESTROY SPECIAL EDUCATION RECORDS

The district will provide notice to parents and/or adult students that the district intends to destroy, no earlier than forty-five (45) days from the date of the notice, special education records that have been retained longer than five (5) years after the student disenrolled from the district. Such notice shall be sent by U.S. First Class Mail, postage prepaid, to the last known address, if any, of the parent or adult student. Alternatively, the district may publish notice of the intent to destroy special education records for all students disenrolling in a specific year on one (1) occasion in a newspaper of general circulation within the district.

The notice shall specify the procedure for objecting to the destruction of the educational records and requesting that the records be sent to the parent or adult student. The notice shall also inform parents and/or adult students that such educational records may be needed for application for Social Security or other benefits.

Records will be provided to parents of adult students only if the parent has verification of the right to access such information.

REQUEST TO PURGE SPECIAL EDUCATION RECORDS

The adult student or parent may request that any personally-identifiable information, other than that retained in the permanent record, be destroyed. The district will comply with such request if
the records are older than five (5) years and are no longer needed to provide special education to the student.

DESTRUCTION OF EDUCATIONAL RECORDS

Written records of individual students are confidential and must be shredded or burned under supervision of the staff member responsible for maintenance of the records if the records are not released to the parent or adult student. The records manager shall maintain a log that documents the date of destruction or release of records.

LEGAL REFERENCE:
Idaho Code Sections
33-506
33-1614
34 CFR Part 99
Idaho Special Education Manual 2007, Chapter 11

ADOPTED: __________

REVIEWED: __________

REVISED: April 2008

*Language in text set forth in italics is optional.
Purpose:
This policy provides direction for establishment, operation and maintenance of a district-wide education information management system.

Board of Trustees – The Board shall provide for, and oversee the establishment and ongoing operation and maintenance of a district-wide SIMS implementation through state and local resources. The Board may utilize SIMS data to inform governance decisions and to create and implement effective policy leading to efficiencies in the delivery of educational services as well as increasing student achievement.

Administration – District administration will implement, operate and maintain SIMS districtwide as directed by the Board of Trustees. Moreover, administration will utilize data from SIMS to aid in the creation of greater effectiveness and efficiencies in the management of district resources with a focus on student achievement.

Instructional – instructional staff will utilize the district’s SIMS to aid in the day-to-day process of student management and to inform instruction with the goal of increased student achievement.

Non-instruction – non-instructional staff will utilize the district’s SIMS to aid in the management of the day-to-day operations of the district’s educational system.

Parent/Guardian – parents or legal guardians will be provided access to the district’s SIMS portal for communicating with the school administration and instructional staff. The portal will provide a conduit for real-time information and data on their student’s progress.

LEGAL REFERENCES:
I.C. § 33-105 Authority of the State Board of Education
I.C. § 33-512 Local Authority and Duties of School Boards

Adopted: _________
Reviewed: March 2000
Revised: April 2004
SECTION: 600 EDUCATIONAL PROGRAMS
Purpose:
This policy provides for security and confidentiality ensuring all student data, including student identifiers, records, and class materials will be maintained in compliance with Federal and State law Family Education Rights and Privacy Act (FERPA) and State Board rule governing the confidentiality of student information.

Security and Confidentiality:

The state data system will be structured to provide real-time, appropriate access to educational data. The district will develop procedures to further define appropriate access and use of student data inter and intra-district.

Subject to Board approval, the Superintendent will:

- Create a process to authenticate requests for access to the district and state systems from parents, educators, and government agencies with comport to state and federal laws and regulations.

- Create the secure transfer of data within the district education information management system to the state system.

- Approve changes to the definition of appropriate access and procedures; however, such changes are subject to board ratification at the next scheduled board meeting.

LEGAL REFERENCES:
I.C. § 33-105 Authority of the State Board of Education
I.C. § 33-512 Local Authority and Duties of School Boards

Adopted: __________
Reviewed: March 2000
Revised: April 2000

SECTION 600: EDUCATIONAL PROGRAMS
It is the policy of the Kamiah Board of Trustees to adhere to all existing School District Policy, state and federal law identified by the Family Education Rights and Privacy Act (FERPA) regarding the access and disclosure of identifiable student information and health information contained in a student's educational record.

This policy provides direction for the transfer of confidential student data.

For the purposes of this policy “confidential information” means any information regarding a child receiving services supported in part or in whole by state or federal funds, a family member of such child, or other persons residing in the home of such child, and which is required by state or federal law or rule to be maintained in a confidential manner.

The school district will follow the rules promulgated by the State Board of Education for authorizing access to and transfer or release of confidential information for the purpose of gathering statistical information, conducting studies or state and federal accountability reporting as authorized by law or State Board Rule.

The school district will transfer and release confidential information for the above stated purposes in accordance with this policy to:

1. The State Department of Education

2. The State Board of Education

3. The State Division of Professional-Technical Education

Unless otherwise permitted by state or federal law or regulation, confidential information will only be electronically released or transferred to the below described entities pursuant to (1) a court order or (2) an informed consent that has been executed by (a) the parent or guardian of the child or other person authorized by the state to execute such consent (b) the individual who was the subject of the confidential information or other person authorized by law to execute such consent on his or her behalf, if the subject of the confidential information is an adult.

1. The Department of Corrections

SECTION 600: EDUCATIONAL PROGRAMS
2. The Department of Health and Welfare.
3. Statutorily-constituted juvenile bureaus or agencies
4. Other school districts upon their request and compliance with the law
5. Idaho Youth Court
6. Other

LEGAL REFERENCES:
I.C. § 33-105 Authority of the State Board of Education
I.C. § 33-512 Local Authority and Duties of School Boards
I.C. § 33-209 Transfer of Student Records
I.C. § 32-717A Parents Access to Records
Family Educational Record and Privacy Act, 20 USC 123g, 34CFR Part 99
State Board Policy, Section IV, Agency Affairs, Paragraph B. State Department of Education, Item 10.

Adopted: 
Reviewed: March 2024
Revised: April 2024

Policy Cross Reference to:
Student Records
Notification to Parents and Students Concerning Student Records
Maintenance of School Records

SECTION 600: EDUCATIONAL PROGRAMS
Kamiah Joint School District No. 304 will provide regular progress reports to the parents/guardians of all students.

**REPORT CARDS**

Report cards are used by all schools and at all grade levels to periodically report student progress to the parent or guardian. Report cards will be given to the students, or mailed to the parents, the week following each of the nine-week grading periods.

**MID-QUARTER PROGRESS REPORTS:**

Mid-quarter progress reports may be mailed or sent home with the student before the end of the fifth (5th) week of each quarter, at the discretion of the teacher. Unsatisfactory progress reports will be sent to parents/guardians of students who have areas of poor or unsatisfactory (C- or below) performance.

**PARENT-TEACHER CONFERENCE:**

Parent-teacher conferences will be scheduled each year at the end of the first grading period. Parents/guardians are also encouraged to visit the school at any time and schedule conferences with the administrators, counselors, and teachers to discuss the student’s progress.

**NOTICE OF UNSATISFACTORY PROGRESS:**

At anytime a student is failing a class or making unsatisfactory progress, the teacher will make a reasonable effort to schedule a conference with the parent/guardian, as soon as possible, to discuss the student’s status.

**LEGAL REFERENCE:**
Idaho Code Section 33-512(2)

**ADOPTED:**
7-19-99
All students in Kamiah Joint School District No. 304 will develop a parent-approved student learning plan by the end of the eighth grade. Students’ learning plans will set forth their plans for high school and post-high school options. The purpose of learning plans is to outline a course of study and learning activities for students to become contributing members of society.

Each learning plan will be developed by a student and his or her parent or guardian with advice and recommendation from appropriate school personnel. The learning plan will be reviewed annually and may be revised at any time.

Additionally, the learning plan will, at a minimum, list courses and learning activities in which the student will engage while meeting this district’s graduation requirements and exiting standards.

Each learning plan will reflect the following applicable information:

1. Courses necessary for a student to progress from grade to grade which may include:
   a. Correspondence courses;
   b. Dual enrollment courses;
   c. Post secondary courses a student may wish to take for secondary credit;

2. Participation in statewide testing;

3. Work-based learning experiences;

4. College entrance exams a student may wish to take;

5. Other pertinent information.

This district will make a good faith effort to notify the parent or guardian of each student falling under this policy of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.
LEGAL REFERENCE:
IDAPA 08.02.03.100.04.b, c

ADOPTED:
7-19-99
All Kamiah Joint School District No. 304 staff and students shall abide by the licensing agreement that accompanies each piece of software purchased by this district or used on district equipment. A notebook in an office or classroom which is the location of the primary equipment will include:

1. Licensing agreements for the software used on the equipment and warranties.
2. Serial numbers.
3. Printout of autoexec.bat, config.sys, windows.sys ini, and win.ini (if applicable) or a utility printout.

A copy of all licensing agreements will be filed with the technology coordinator. The district building, room location, and name of software will be written on, or attached to, the agreement. Whenever a software backup copy is made, it will be used exclusively for that purpose, with the original secured in a locked location.

All personal software used on district equipment will be accompanied by:

1. The original discs;
2. A copy of the licensing agreement; and
3. A written statement by the owner of the software stating that the software is personal software and is being used observing the software agreement.

The technology coordinator will monitor the use of the computers and software and enforce the district's relevant policies. If deviations from the policies are observed, the responsible party will be asked to comply with this policy. If the individual does not comply with this policy immediately, the individual will be reported to the building principal who will take necessary steps to insure compliance.

LEGAL REFERENCE:
17 USC Section 101 et seq.
Marcus v. Rowley, 695 F.2d 1171 (9th Cir. 1983)

ADOPTED:
7-19-99
GENERAL

Internet access is a service provided for students and staff members by this school district. Use of this district's computer networking services must be directly related to an educational goal and consistent with the instructional objectives of this district. The district reserves the right to monitor all activity on the computer network service. Staff and students do not have a reasonable expectation of privacy in their use of the computer or the computer network.

The system administrators of the computer network service are district employees who are responsible for monitoring use of the system (computer network service and related equipment) by staff and students.

The computer network services provided by this district may not always meet student or staff requirements or be uninterrupted or error-free. It is provided on an “as-is, as available” basis. No warranties are made or given with respect to any service, information, or software contained therein.

DEFINITIONS

“Child pornography” is defined as:

Any visual depiction . . . whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where—(1) the product of such visual depiction involves the use of a minor engaging in sexually explicit conduct; (2) such visual depiction is, or appears to be, of a minor engaging in sexually explicit conduct; (3) such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct; or (4) such visual depiction is advertised, promoted, presented, described, or distributed in such a manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct. 18 U.S.C. § 2246.

“Harmful to minors” is a visual depiction containing any picture, image, graphic image file, or other visual depiction that, taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and lacks serious literary, artistic, political, or scientific value to minors.

“Minor,” for the purposes of this policy, is an individual who has not attained the age of 17.

“Obscenity” is defined as:
Any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole, appeals to a prurient [i.e. erotic] interest; (2) depicts, describes or represents in a patently offensive way an actual or simulated sexual act or sexual contact or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value. 18 U.S.C. § 1460.

**PRIVILEGES AND RESPONSIBILITIES**

The use of this district’s computer network service is a privilege, not a right. Permission from parents/guardians is required before students may access the computer network service. All users must sign an Acceptable Use Agreement before access is permitted. Upon acceptance for use of the computer network service, students and staff will be given a user ID (name) and password.

Student and staff freedom of speech and access to information will be honored; however, this district reserves the right to monitor and review all electronic transmissions and activities. User access may be denied, revoked, or suspended at any time because of inappropriate use. Further disciplinary action may also occur.

**INFORMATION CONTENT**

This district provides students and staff access to other computer systems around the world through the Internet and users may encounter information that is controversial or potentially harmful. Because the information and sources of information on such computer network services is continually changing, it is impossible for the district to monitor all the content. Some computer systems may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal materials. This district does not condone the use of such materials and does not knowingly permit use of such materials in the school environment. Students or staff bringing such materials into the school environment will be dealt with according to the discipline policies of the individual schools and this district. Intentionally accessing or using such materials may result in termination of access to this district’s computer network service capacities as well as in-school suspension, suspension from school or expulsion; or disciplinary actions for staff, including termination.

**INTERNET SAFETY FOR STUDENTS**

The district will take appropriate steps to protect all students from access, through the district’s computers, to visual depictions that are obscene, contain child pornography, or are harmful to minors, by installing and utilizing specific technology that blocks or filters Internet access to such visual depictions.

The building principal or designee may authorize the disabling of the Internet block or filter system only for the purpose of enabling access for bona fide research or other lawful purpose. Disabling of the Internet block or filter system by any other staff member or student will result in disciplinary action.
As required by the Children’s Internet Protection Act, this district will hold annual public meetings to receive input from parents and other patrons regarding the district’s Internet safety plan, including the use of an Internet filtering service.

Any staff member, student, parent, or patron may request that the district either block, or disable a block of, a particular website by filing a written request with the superintendent. The superintendent will appoint a five (5) member committee, including three (3) staff members and two (2) patrons. The committee will meet with the individual who filed the request in a timely manner, allow that individual to make oral or written arguments to support the request, and make a written recommendation to the superintendent regarding whether the district should block, or disable a block of, a particular website. Upon reviewing the request and the committee’s recommendation, the superintendent will render a written decision and notify the individual who made the request. The superintendent’s decision in this matter will be final.

ONLINE USE

All district policies and school rules pertaining to behavior and communications apply to online use. The use of this district’s computer network services capabilities must be for educational purposes only and be consistent with this district’s mission.

1. Users are not allowed to access the district’s computer network services for any commercial purposes. Users are not allowed to advertise, attempt to sell or offer for sale any goods or services that could be construed as a commercial enterprise, unless pre-approved by the board or superintendent.

2. Illegal activity is prohibited and may result in referral to law enforcement.
   a. Sending, receiving, or accessing obscene or pornographic material is prohibited.
   b. Sending, receiving, or accessing harassing, threatening, or objectionable material is prohibited.

3. Using programs to infiltrate a computing system and/or damage the software components is prohibited.

4. Students and staff will use the computer network service resources efficiently to minimize interference with others.

5. Users are responsible for making back-up copies as needed.

6. Users are responsible for taking precautions against computer viruses on their own equipment and this school district’s equipment.

7. Users will not transmit materials, information, or software in violation of any local, state, or federal law.
8. Attempts to log in to the system using another user’s account will result in termination of the user’s account.

INTELLECTUAL PROPERTY

All works of any kind that an employee of the district creates on the network or district computers shall be the intellectual property of the district, as such property shall be deemed “work for hire” as defined in 17 U.S.C. Section 1001(1). Student works prepared pursuant to an assignment for any class, project, school-sponsored activity or club shall be the property of the student, if it represents original work.

All works on the network, computers, or storage devices are subject to the monitoring/scrutiny of district and building administrators, information system personnel, and/or designees of administrators. All files, materials, or documents may be reviewed and may be deleted by designated technology staff.

For purposes of this policy, “works” shall mean “an original expression, in fixed and tangible form, that may be entitled to common-law or statutory copyright protection. Works may take different forms and include, but are not limited to, art, literature, music, software, and photography.”

ONLINE CONDUCT

All users are required to abide by the generally accepted rules of computer network service etiquette. These include, but are not limited to, the following:

1. Users will not engage in cyberbullying, including, but not limited to, using a computer, computer system, or computer network service to convey a message in any format (audio or video, text, graphics, photographic, or any combination thereof) that is harassment, intimidation, or bullying, or is otherwise intended to harm another individual.

2. Users will not be abusive in their messages to others.

3. Users will not swear, use vulgarities or any other inappropriate language.

4. Users will not reveal personal information regarding others and should be cautious when revealing users’ own personal information (home address, phone number, etc.).

5. The computer network service may not be used in such a way that use would disrupt the use of the computer network service by others.

6. All communications and information accessible via the computer network service should be assumed to be private property but open to district scrutiny, and review at any time.
7. Users will not submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material, nor encourage the use of controlled substances.

Any on-line conduct that is determined by the system administrator to constitute an inappropriate use of this district’s computer network service or to improperly restrict or inhibit other users from using and enjoying this district’s computer network service is strictly prohibited and may result in disciplinary action.

COPYRIGHTED MATERIAL

Copyrighted material will not be placed on any system connected to this district’s computer network service without the author’s written permission. The following will apply to copyrighted materials:

1. Only the owner(s) or persons specifically authorized may upload copyrighted material to the computer network service.

2. Users may download only that copyrighted material for which permission has been requested and granted, or that falls within the fair use exception to the copyright laws.

3. A user may redistribute a copyrighted program only with the express written permission of the owner or authorized person or as provided by the fair use exception.

ELECTRONIC MAIL

Electronic mail ("e-mail") is a private electronic message sent by or to a user in correspondence with another person having Internet mail access. The following provisions apply to e-mail:

1. Messages received by the computer network service are retained on the system until deleted by the recipient or system administrator.

2. A canceled computer network service account will not retain its e-mail. Users must remove old messages in a timely fashion.

3. The system administrators may remove e-mail messages if not attended to regularly by the users.

4. E-mail may be viewed by others. There is no reasonable expectation of privacy or confidentiality regarding e-mail sent using district computers or the district’s network.

5. The system administrators will not intentionally inspect the contents of e-mail sent by one user to an identified addressee, or disclose such contents to anyone other than the sender, or an intended recipient, without the consent of the sender or an intended recipient, unless required to do so by law or this district’s policies, or to investigate complaints.
regarding e-mail which are alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.

6. This district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any e-mail transmitted on this district’s computer network service.

THIRD-PARTY SUPPLIED INFORMATION

Opinions, advice, services, and all other information expressed by students, staff, information providers, service providers, or other third-party personnel on the computer network service provided by this district are those of the individual and do not represent the position of this district.

DISK USE

The system administrators reserve the right to set quotas for disk use on the computer system. Users exceeding their quota will be required to delete files to return to compliance. Users may request that their disk quota be increased by submitting a request stating the need for the quota increase. In determining whether to grant the request, the designated administrator will review the space available and the reason for the request. The decision of the administrator regarding disk use is final and not appealable. A user who remains in non-compliance of disk space quotas after seven (7) days of notification will have his or her files removed by a system administrator.

SECURITY

Security on any computer system is a high priority. All district users will meet the following requirements:

1. If a user feels that he or she can identify a security problem on the computer network service, the user will notify a school administrator. The user will not demonstrate the problem to others.

2. Staff members are responsible for their user name, password, and all activity occurring on their account. Users should not let others use their account and password nor leave their account open or unattended.

3. Users will change passwords regularly, using combinations of letters and numbers and will avoid using standard English words and names.

4. Users will immediately notify a school administrator if their password is no longer secure, or if they have reason to believe that someone has obtained unauthorized access to their account.

5. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the computer network service.
VANDALISM

Vandalism will result in disciplinary actions. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the computer network service, or any of the agencies or other computer network services that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.

STUDENT DISCIPLINE

Violation of this policy may result in the following disciplinary actions:

1. A student may lose computer privileges/network access. The duration of loss will depend on the student's age and severity of the violation as determined by the system administrator. Students found to flagrantly or persistently violate this policy may lose all computer privileges/network service access for the remainder of the school year, or for the duration of school attendance.

2. A student may be removed from class, suspended, or expelled from school if he or she engages in conduct on the computer network service that constitute flagrant or persistent violations of this policy or could be considered illegal, as defined by federal and/or state law. Students committing illegal acts may be referred to the local law enforcement agency.

3. Each student is responsible for any damage he or she may cause to this district's computers or to the computer network service. The student must pay all costs incurred in restoring the computer or the network service to its previous working order.

4. If a class requires the use of a computer and/or the computer network service, a student who has lost computer privileges under this policy will be allowed to participate under direct teacher supervision unless he or she has been removed from the class.

STAFF DISCIPLINE

1. A staff member may lose computer privileges and/or network access. The duration of loss will depend on the severity of the violation as determined by the building administrator.

2. A staff member may be disciplined, up to and including termination from employment, if he or she engages in conduct on the computer network service that constitutes flagrant or persistent violations of this policy or could be considered illegal, as defined by federal and/or state law. Staff members committing illegal acts may be referred to the local law enforcement agency.
UPDATING USER ACCOUNT INFORMATION

The computer network service may occasionally require new registration and information from users to continue the service. Users must notify the designated administrator of any changes/deletions in user information (address, phone, name, etc.).

TERMINATION OF ACCOUNT

A user’s access to, and use of, the computer network service may be terminated at any time by notifying a system administrator. An account that is inactive for more than thirty (30) days may be removed along with that user’s files without notice given to the user.

An administrator reserves the right, at his or her sole discretion, to suspend or terminate users’ access to and use of the computer network service upon any violation of this policy.

This district’s administration, faculty and staff may request the system administrator to deny, revoke, or suspend specific user access.

LEGAL REFERENCE:
17 USC Section 1001, et seq.
Children’s Internet Protection Act, Sections 1703 to 1721, U.S.C. Section 254(h)(1)
Idaho Code Sections
   6-210
   18-917A
   18-2201
   18-2202
Cowles Publishing Co. v. Kootenai County Board of Commissioners, 144 Idaho 259 (2007)

ADOPTED: February 15, 2010

AMENDED:

ATTACHMENT: Computer Network Service User Agreement

*Language in text set forth in italics is optional.
COMPUTER AND NETWORK SERVICE USER AGREEMENT

I understand and will abide by this district’s policy titled “Computer and Network Service.” Should I commit any violation of the policy, my access privileges may be revoked and school disciplinary and/or appropriate legal action may be taken. I understand that I have no reasonable expectation that my use of the district’s computer or network will be private. I know that my usage of the computer and network may be monitored or reviewed by administration or information technology staff at any time.

User Signature: ___________________________ Date: ____ / ____ / ____

Print Name: ____________________________________________

PARENT OR GUARDIAN (If you are under the age of 18, a parent or guardian must also read and sign this agreement.)

As the parent or guardian of this student, I have read this district’s policy entitled “Computer and Network Service.” I understand that this access is designed for educational purposes and this district has taken available precautions to eliminate controversial material. **However, I also recognize it is impossible for this district to restrict access to all controversial materials, and I will not hold it responsible for materials acquired on the computer network service.** Further, I accept full responsibility for supervision if and when my child’s use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent or Guardian (please print): __________________________________________

Signature: ___________________________ Date: ____ / ____ / ____

User’s Full Name (please print): __________________________________________

School: ___________________________ Grade: ___________________________

Home Address: ______________________________________________________

Home Phone: ___________________________ Work Phone: ___________________________

I am a:

□ Student of this district and will graduate in ___________________________

□ Certified staff member of this district, teaching ___________________________
in grade __________ at ___________________________

□ Non-certified staff user of this district working as a ___________________________

□ Other user authorized by the district ___________________________

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09L-08L-04L-02L-D2/12/88-M8/31/09