

Moscow School District 281

SECTION VI

(6000)

INSTRUCTION

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EDUCATIONAL PHILOSOPHY

(Policy Range: 6000 - 6024)

- 6001.00 Preamble. The Moscow School District Board of Trustees shall provide the best possible schools for students enrolled in District No. 281. This is to be determined by the financial structure of the district, sound educational practices, and wise expenditure of tax money. (5-3-01)
- 6002.00 Mission Statement. The Moscow School District commits all assets, facilities, time and energy to provide students with the tools needed to become contributing members of society. (2-28-06)
- 6003.00 Vision Statement. The energies and resources of the District will be dedicated to supporting and empowering:
- students to engage in the process of learning.
 - teachers and support staff to inspire each student to achieve his or her maximum potential.
 - the community to be an integral part of the learning process. (2-28-06)
- 6004.00 Creed. Our educational system exists to fulfill the needs of individuals and the aspirations of society for human resources. We must prepare citizens who are capable of asserting our cultural values and of renewing our culture as the wisdom and needs for renewal indicate. Schools so designed must educate and reward children in ways consistent with our highest aspirations and in ways that are creative, innovative, challenging, and fulfilling. Such education must develop the whole child, and not focus on academic attainments alone. Our schools must nurture youth who can perform in our economy, take pride in their schools, be loyal to the nation, and serve the community. (5-3-01)
- 6005.00 Operational Philosophy. Moscow School District assists students in gaining the knowledge, skills, habits, understanding, attitudes and character that encourage the development of successful life-long learners who will contribute productively to society. Essential outcomes of such educational experiences include respect for the rights of others who are different, readiness to promote the general welfare, a wholesome approach to the many responsibilities of life, and a desire to continuously improve one's competencies in academic, vocational, personal and social experiences. The District is accountable to both students and parents for the quality and availability of educational services delivered in a safe, achievement-oriented environment. (2-28-06)
- 6006.00 Responsibility. The philosophy, beliefs, and objectives of the District can be satisfactorily achieved only if provisions for rigorous educational opportunities in curriculum and instruction are available in the schools. This must be done in an atmosphere of full cooperation and support of all agencies of community life which share responsibility for the welfare and development of students. Among these agencies, the home bears primary responsibility. Concerned helpful parental support is essential for an optimal learning environment. The development, therefore, of close relationships with these agencies, especially the home, is a principal aim of the schools. (7-31-01)

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6006.50 Academic Freedom and Responsibility. Meaningful education requires that teachers and students enjoy academic freedom and exercise academic responsibility. Academic freedom allows qualified teachers to present information and encourage discussion of controversial issues. The goal of academic freedom is to foster critical thinking and the free exchange of ideas in an atmosphere of mutual respect. With that freedom is a corresponding responsibility to discuss controversial issues only after giving consideration to the relevance of the subject matter to classroom or curriculum objectives, the maturity of the students, and the diversity of community values. Public concerns about particular subject matter may be addressed through the challenged material procedure, Policy number 6078.00. (7-31-01)

6007.00 Beliefs.

1. All people can learn.
2. The family is the student's most important teacher.
3. Teachers inspire learning and guide students in the acquisition of knowledge, skills, and attitudes.
4. The community and school district share a responsibility for the quality education of our youth.
5. Learning is a life-long process.
6. Students, families, and community must have high expectations for student success.
7. Schools prepare students for life, civic responsibilities, and work.
8. Students need to achieve success in fundamental and advanced literacies.
9. Individuality is valued.
10. Open communication promotes understanding and growth. (5-3-01)

CURRICULA

(Policy Range: 6025 - 6049)

6025.00 Basic Policy. The curricula will be constructed to conform with the mission, vision, philosophy, beliefs, strategic plan and objectives approved by the Board and shall be in accordance with federal and state laws, rules and regulations. The District shall strive to provide appropriate educational experiences for all students. Course work content may be modified and adapted so that individual needs of students will be met according to their abilities. (1-27-03)

6026.00 Curricula. The curricula are the written courses of study that are designed to achieve the broad learning goals and related specific objectives of the Board. The curricula should provide students with the knowledge, skills, and attitudes needed to develop their potential as individuals and responsible citizens.

The Board recognizes the need and value of a systematic, continuous program of curriculum development and evaluation. The Board encourages the professional staff to investigate new curricular ideas, develop and improve programs, and evaluate results.

The Superintendent, supported by the Curriculum Director, will direct curriculum development activities that involve professional staff members and, when appropriate, community and students. Teachers are encouraged to participate in these activities at the school and district levels. (1-27-03)

6027.00 Curricula Improvement. The Board is responsible for approving all programming in the District. The District recognizes that curriculum development is a circuitous process that must be related to the changing needs of the community and students. Therefore, in meeting with the requirements of the State Board, review and evaluation of each curricular area will be addressed every fifth year. Proposed curricular changes, modifications, additions, and deletions are considered by the Board upon recommendation of the Superintendent through the District Curriculum Committee, Subject Area Committee and the Building Curriculum Committees. Co-curricular/extracurricular changes will be considered by the Board through the Administrative Council via the building Principal, Superintendent, and Activities Director. (See Forms Section for Proposal for Programming Change) (1-27-03)

6028.00 School Curriculum Committees. Each building principal will be encouraged to establish a Building Curriculum Committee (BCC) whose function is to evaluate building-level curriculum proposals. Proposals may be submitted by professional staff, parents, students, and/or the community and will be reviewed in regard to the following: level of need, proposed goals and objectives, expected student outcomes, development plans, evaluative criteria, resources, and training needs that are necessary to meet state and local curriculum standards, state accreditation standards, the building's school improvement plan and the District's strategic plan. The BCC will forward its recommendations to the appropriate district subject-area committee for further review.

The District's *Proposal for Programming Change* (see Forms Section) provides direction for the process and must be used in the request for approval for curricular, co-curricular, and extracurricular programming.

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- 6029.00 Curriculum Implementation. After adopting a curriculum, the Board shall, upon recommendation of the District Curriculum Committee, Budget Committee, and the Administrative Council appropriate sufficient resources for curriculum implementation.

Implementation of curriculum adopted by the Board is the responsibility of the Curriculum Director. Staff and administration at the various schools are responsible for the implementation strategies for the adopted curriculum.

Curriculum implementation and management is driven by four (4) factors in each school:

1. The alignment of resources to curriculums,
2. Appropriate instructional activities in the classroom,
3. Appropriate use of instructional materials in the classroom,
4. Appropriate assessment strategies to check student learning. (5-3-01)

- 6030.00 Co-curricula and Extracurricular Activities. The District encourages appropriate co-curricula and extracurricular activities consistent with its educational objectives. The District envisions the activities will include athletics programs, forensic and thespian programs, student government, student publications, academic competition, music activities, and others approved through procedures outlined in Board Policy 6027.00 and 6028.00. (See *Forms Section, Section VI*) Efforts will be made to seek a balanced program of such activities. (5-3-01)

- 6031.00 Building Sponsored Extracurricular Opportunities. Extracurricular opportunities may be available at individual schools using the *Proposal for Programming Change*. (See *Forms Section, Section VI*) The principal must give his/her permission. The salary/stipend will be determined by the business manager after consulting with the school's principal and chosen to match the salary of the most closely related salary from the negotiated agreement extracurricular compensated activities list. The *Proposal for Programming Change* will be forwarded to the Board for its decision. Funds necessary for Section E, Budget, of the *Proposal for Programming Change* will be deposited in the District's revenue account before the programming may begin. (5-22-02)

Board Policy 7100.00, Use of School Facilities, may be waived upon receipt of a *Request for Use of Facilities Form* (See *Forms Section, Policy Section VII*) and the Board's approval of the *Proposal for Programming Change*. (5-2-02)

No student may be denied the opportunity to participate if he/she cannot afford any fee charged for the building activity. (5-2-02)

- 6032.00 Financing of Students to Academic Competitions. The Board of Trustees of Moscow School District 281 recognizes that carefully planned and well-coordinated student trips can enrich and enhance the instructional program. In keeping with the Board's intent to promote academic excellence beyond the classroom and, at the same time, protect the health and welfare of the students, the Board requires that financial support be considered only in accordance with the approved guidelines. (See *Procedures, Section VI*) (3-25-08)

6040.00 Assessment Philosophy. The District believes that assessment is an integral part of the teaching and learning process. The District views assessment as the gathering of information to monitor student achievement, recognize each student's uniqueness and to encourage self-evaluation, reflection, and self-directed learning. The District further believes that assessment supports the curriculum and provides information to students, staff, and the community. Therefore, assessment is a continuous, developmentally appropriate process that uses a variety of strategies to accommodate individual learners. (3-25-08)

6041.00 Student Assessment. The Board recognizes the importance of maintaining an assessment system that continuously evaluates student learning and links curricular, professional development, and budgetary decisions directly to the need for high student performance. Based on student assessment information, teachers and administrators work together to design and implement strategies to meet the needs of individual students as well as the District's overall goals for student achievement. Student assessment data helps to explain how students are performing in relation to the Idaho Content Standards. (3-25-08)

State assessments are administered according to state guidelines and provide benchmarks for students, teachers, and parents. Other assessments are administered on an ongoing basis to enable teachers to monitor the progress of each student and adjust instruction as appropriate. Assessments are in alignment with the Idaho Content Standards as outlined in the District's curriculum guide. Assessment data is reviewed throughout the school year and from year to year. Student progress and resource needs are reported to the District Curriculum and Assessment Committee, the Administrative Council, and the Board. (3-25-08)

6042.00 Public Reporting. Public reporting of student assessment results will in no case reveal personally identifiable information on any student or teacher. (5-3-01)

HOMEWORK

(Policy Range: 6050 - 6074)

6050.00 Basic Policy. It is the mission of the Moscow School District that students acquire and apply basic skills and develop a work ethic that will enhance their lives. Study skills and time management skills will be taught in all classrooms. Homework will be related to district curriculum, be the extension of classroom learning and be developmentally (age and grade level) appropriate. Students who have an “Individualized Education Plan” (IEP) will be assigned homework consistent with their IEP.

Whenever possible, homework will have a clear and meaningful connection to daily living contexts, including the world of work, and emphasize creativity, responsibility, and the attainment of quality expectations defined by the curriculum and teacher.

New short-term assignments will not be made on extended weekends or holidays, although students may choose to work on assignments or long-term projects.

Completion of homework late in the evening is discouraged at all levels. If the homework instructions or difficulty of task are creating a significant amount of frustration at home, parents are encouraged to call or send a note to the teacher to express questions or concerns. (7-30-96)

Each building will develop and distribute homework procedures consistent with the guidelines below:

- 6050.10 Primary Grades. Teachers at the primary level will assign homework that is an extension of classroom activities. Approximately ten minutes in grade one and up to twenty minutes of homework in grades two and three is considered to be appropriate. (7-30-96)
- 6050.20 Intermediate Grades. Teachers in the intermediate grades are encouraged to routinely assign homework. Thirty to forty-five minutes in grades four and five and up to an hour in grade six, in preparation for seventh and eighth grade, is considered to be appropriate. (8-28-12)
- 6050.30 Middle School Grades. Teachers will assign daily work practice and long term projects within units of work that the average student can complete independently. Teachers will, as feasible, coordinate the duration of daily work practice loads. Students are expected to responsibly plan time to complete assignments. (8-28-12)
- 6050.40 High School Grades. Homework at this level is a necessary and important component of the total educational program. Homework should consist of daily work practice and long term projects. Teachers will, as feasible, coordinate the duration of daily work practice loads. Students are expected to responsibly plan time to complete assignments. (7-30-96)

6050.50 Work Deficiencies. Students may be assigned homework to make up for time lost by absence or to make up for work deficiencies. These assignments must be completed during a designated time frame and must be made based on the guidelines stated above. It is important to consider that if a student is already deficient, an increased work load may only compound the problem. (7-30-96)

6050.60 Supplementary Work. Supplementary home reading and research should be encouraged, particularly for those students with high abilities and those who voluntarily seek additional investigation and exploration of new ideas. (7-30-96)

6060.00 Student and Family Privacy Rights.

6060.10 Surveys – General. All surveys requesting personal information from students, as well as any other instruments used to collect personal information from students, must advance or relate to the District’s educational objectives as identified in Board Policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey. (4-29-03)

6060.20 Surveys Created by a Third Party. Before the District administers or distributes a survey created by a third party to a student, the student’s parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request. This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions. (4-29-03)

6060.30 District’s Service & Information. The District is not prohibited from collecting, disclosing, or using personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for or to, students or educational institutions such as the following:

- A. College or other post-secondary education recruitment or military recruitment;
- B. Book clubs, magazines, and programs providing access to low-cost literary products;
- C. Curriculum and instructional materials used by elementary schools and secondary schools;
- D. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- E. The sale by students of products or services to raise funds for school-related or education related activities;
- F. Student recognition programs. (4-29-03)

6060.40 Surveys Requesting Personal Information. School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one (1) or more of the following items:

- A. Political affiliations or beliefs of the student or the student’s parent/guardian;
- B. Mental or psychological problems of the student or the student’s family;
- C. Behavior or attitudes about sex;
- D. Illegal, anti-social, self-incriminating, or demeaning behavior;

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- E. Critical appraisals of other individuals with whom students have close family relationships;
- F. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
- G. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian;
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parent(s)/guardian(s) may:

- A. Inspect the survey within a reasonable time of the request, and/or
- B. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercise this option. (4-29-03)

6060.50 Instructional Material. A student's parent(s)/guardian(s) may, within a reasonable time of the request, inspect any instructional material used as a part of their child's educational curriculum. The term "instructional material," for purposes of this policy, means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments. (4-29-03)

6060.60 Collection of Personal Information from Students for Marketing Prohibited. The term "personal information," for purposes of this section only, means individually identifiable information including: (1) a student's or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) telephone number, or (4) a Social Security identification number. The District will not collect, disclose, or use student personal information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose. (4-29-03)

6060.70 Notification of Rights and Procedures. The Superintendent or designee shall notify students' parents/guardians of the following:

- A. This policy is available upon request in its full format for public review at any school or the District administrative offices.
- B. Parents/guardians may opt their child out of participation in these activities as provided in this policy by writing the principal of their student's school.
- C. The District participates in the State's collection of information each spring. Other surveys are handled individually to see if they meet the mission of the District.
- D. Parents/guardians may request access to any survey or other material described in this policy by writing the Superintendent.
- E. This notification shall be given parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive changes in this policy.
- F. The rights provided to parent/guardians in this policy transfer to the student, when the student turns 18 years of age or is an emancipated minor. (4-29-03)

INSTRUCTIONAL MATERIALS

(Policy Range: 6075 - 6079)

6075.00 Textbook Adoption. Idaho Code 33-118 places the responsibility and authority for textbook adoption with the State Board of Education. All school districts must conform to the use of State adopted textbooks. However, a choice is offered the local district because a variety of texts are included on the state-adopted textbook list in each subject area. All teachers are required to use textbooks adopted by the district. (12-16-03)

6075.10 District Selection and Adoption of Textbooks. Committees are appointed by the Curriculum Director in consultation with principals and heads of departments to review and recommend texts in the fields to be considered. Adoptions are made for a period of five years and will be from State adopted textbook lists. The selection of textbooks will be considered at the suggestion of teachers or principals as adoption periods expire and the need for material becomes evident. Whenever possible, the Curriculum Director will offer Trustees an opportunity to preview texts targeted for adoption approximately one month prior to the formal request for approval. (12-16-03)

6076.00 Title I Parental Involvement.

6076.10 Statement of Purpose. Moscow School District is committed to the goal of providing quality education for every student. To this end, we want to strengthen partnerships with parents and with the community. Everyone gains if the home and the school work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success. (4-22-97)

To the extent feasible and appropriate, schools will coordinate and integrate parent involvement programs and activities with community and other programs (i.e. preschools, etc.), and conduct activities that encourage and support parents in more fully participating in the education of their children. (11-19-13)

The Moscow School District will ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language that parents can understand. The building parent involvement policy plan and the Title I compact goals will be distributed to all parents of Title I students in the district, with the expectation that *all* students will work towards the State of Idaho Standards. We recognize that some students may need the extra assistance available through the Title I program to reach the Idaho Core Standards. Moscow School District will include parents in the refinement of the District's Title I Program. The goal is a school-home partnership that will help all students in the district to succeed. (11-19-13)

6076.20 Title I Annual Meeting. A Title I meeting will be held at least once a year. Parents in attendance will receive information about the Title I program and their right to be involved; receive a description and explanation of the curriculum, academic assessments used to measure student progress, and the proficiency levels students are expected to meet, how to monitor a child's progress and how to work with teachers to

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improve the student's learning; be invited to participate in decisions related to the education of their children; be encouraged to join the Title I parent advisory group and the parent team established within each school; receive materials and training to help them work with their children to improve student achievement; and receive information about the school's continuous improvement status. Participants will also be given copies of the building parental involvement policy plan and will be provided the opportunity to comment. Parents will be sent written notices about the meeting time and may also be contacted through telephone calls so that as many parents as possible may attend. (11-19-13)

- 6076.30 School-Parent-Student Compact. According to the recent Title I regulations each school must share responsibility with parents for attaining high student performance by developing a compact with the parents of children participating in the program. The Title I compact must outline how parents, staff, and students will share responsibility for promoting high student achievement. Parents and staff on the Title I Advisory Committee will initially be involved in designing and evaluating the compact.

The School-Parent-Student Compact will be distributed to parents each fall from their child's school. The compact will include a statement providing parents of Title I children, if requested, opportunities for meetings to formulate suggestions and to participate in decisions in relation to the education of their children. The school will respond to any such suggestions if and as soon as practicably possible. The compact will also contain a checklist of responsibilities that principals, teachers, parents, and students will have for helping students achieve their goals. (11-19-13) (See Appendix A)

- 6076.40 Parent Teacher Conferences. In an effort to promote a strong partnership with parents, teachers will meet with parents of students at parent-teacher conferences. Multiple meeting times will be made available to parents in an attempt to fit their schedules. During these conferences, parents will receive a description and explanation of the curriculum, information about how academic assessments are used to measure student progress and the proficiency levels that students are expected to meet, and information regarding how to monitor a child's progress and work with teachers to improve the student's learning. (11-19-13)

6077.00 Libraries.

- 6077.10 Philosophy and Objectives of the Moscow School Libraries. The Moscow School District library program is fully integrated into the curriculum and is viewed as an essential component of student achievement. The primary goal of the libraries is to ensure that the students and staff become effective users of ideas and information. (5-30-02)

The District library media teachers play a critical role in each school's instructional program by:

- A. Providing leadership, expertise, and advocacy in the use of technology and resources.
- B. Empowering students to accept responsibility for their own learning.
- C. Guiding students' development as self-directed learners in locating, analyzing, evaluating, interpreting, and communicating ideas and information.

- D. Working with the classroom teacher as a teacher to plan, design, deliver, and evaluate instruction. (5-30-02)

6077.20 Selection Policy of the Moscow School Libraries. The following principles guide the selection of books and other materials for the collection of the Moscow School Libraries:

- A. The legal responsibility for the purchase of all instructional material is vested in the Board of Trustees. Responsibility for selection of library materials has been delegated to the library media teacher with the approval of the school principal.
- B. Selection of library materials will adhere to the principles of the Library Bill of Rights. (See Appendix B, Library Bill of Rights)
- C. The library media teacher is charged with the responsibility of identifying, ordering, and organizing materials which will implement, enrich, and support the educational program and meets the needs, interests, goals, concerns and abilities of students.
- D. In the final selection of materials, the library media teacher shall use the wealth of reputable, unbiased, professionally prepared, selection aids available as well as suggestions from teachers, administrators, and students.
- E. Selection criteria include:
 - 1. Educational significance
 - 2. Value to the collection
 - 3. Reputation and significance of author or producer
 - 4. Clarity, adequacy, and scope
 - 5. Validity, accuracy, objectivity, and appropriateness
 - 6. Organization and presentation of contents
 - 7. Readability
 - 8. Artistic quality and literary style
 - 9. Cost effectiveness.
- F. The library media teacher continually evaluates and updates the collection to insure the needs of students and teachers are met. This process involves replacing antiquated materials with up-to-date acquisitions, weeding materials no longer useful, and replacing materials that are in poor condition.
- G. Materials are purchased throughout the year, to provide the best service to teachers and students.
- H. To familiarize students with issues they will meet later in life, the libraries provide credible and factual materials from a variety of opposing viewpoints. These materials are often controversial. Materials that are obscene or advocate overthrowing the Government of the United States shall not be included. (5-30-02)

6077.30 Resource Sharing. Each of the Moscow school library/media centers is an integral component of the total district library program and is not an entity in and of itself.

- A. Each center's collection is considered a segment of the district's total collection.

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- B. All materials with the exception of videos, computer software, and reference materials, are made available upon request to any school center in the district. All materials are available only through the school media center, the library media teacher, or one designated representative at that school if there is no library media teacher. Between school loans are not made to individual teachers.
- C. Interlibrary Loan (ILL) programs and partnerships with public, school, and academic libraries augment the District collections and are encouraged. (5-30-02)

6078.00 Challenged Materials. The primary purpose of having instructional materials is to implement, enrich, and support the educational programs.

Occasionally, material selected is challenged or questioned by the public. In the interest of handling these complaints objectively and expeditiously, the “*Procedure to Analyze Teaching Material*” is followed. (See *Procedures Section VI*) In addition:

- A. Concerns regarding instructional materials are initially discussed with the classroom teacher or library media teacher. Continuing concerns are addressed in a meeting with the complainant and principal, as well as the classroom teacher or library media teacher. If the situation cannot be resolved, the complainant is given a Controversial Materials Packet that includes a *Request for Review of Instructional Materials* form. (See *Forms, Section VI*) When the completed form is returned, the principal informs the Superintendent, who in turn informs the Board of Trustees and the Review Procedure is initiated.
- B. Review Procedure. Material that is the subject of this review procedure is not removed until the final decision has been reached.
 - 1. The complainant completes the *Request for Review of Instructional Materials* form.
 - 2. The principal appoints a Review Committee consisting of two parents and/or patrons, two teachers, one library media teacher, and a counselor.
 - 3. Members of the Review Committee evaluate the material in question, along with other pertinent information.
 - 4. The Review Committee convenes and the complainant presents his/her position.
 - 5. The Review Committee discusses the material with regard to the complaint and will make a decision within thirty (30) days of the meeting date.
 - 6. The review decision is forwarded to the complainant, principal, Superintendent, classroom teacher, and/or library media teacher.
- C. Appeals of Review Committee Decisions. The complainant, classroom teacher, or library media teacher has the option of either accepting the Review Committee’s decision or appealing to the Board of Trustees. If either party chooses to appeal:
 - 1. He/she must notify the principal within ten (10) days of receipt of the Review Committee’s decision.
 - 2. The principal notifies the Superintendent.

3. The Superintendent notifies the Board of Trustees that an appeal of the Review Committee's decision has been filed.
4. The Superintendent notifies the appellant of the procedures for presenting his/her objection before the Board of Trustees.
5. The Superintendent provides the Board of Trustees with all materials and information accumulated by the *Request for Review of Instructional Materials* process.
6. After reviewing these materials, the Board of Trustees holds an open meeting to hear presentations from the appellant and other interested parties.
7. The Board of Trustees makes a final determination on the use of the challenged material and notifies the appellant, principal, classroom teacher, and library media teacher of its decision within forty-five (45) days of the appeal hearing. (5-30-02)

6079.00 Selection of Computer Software. The selection policy will be consistent with the selection of print/non-print materials. (5-30-02)

ACADEMIC FREEDOM AND RESPONSIBILITY

(Policy Range: 6080 - 6084)

6080.00 Academic Freedom and Responsibility. Meaningful education requires that the teachers and students enjoy academic freedom and exercise academic responsibility. Academic freedom allows qualified teachers to present and encourage discussion of controversial issues. The goal of academic freedom is to foster critical thinking and the free exchange of ideas in an atmosphere of mutual respect. With that freedom is a corresponding responsibility to discuss controversial issues only after giving consideration to the relevance of the subject matter to classroom or curriculum objectives, the maturity of the students, and the fundamental values of the community. Public concerns about particular subject matter may be addressed through the public complaint procedure (Policy 1300.00) or educational materials review (Policy 6078.00) (11-95)

6081.00 Computers and Networks.

6081.10.01 Purpose and Objectives. The Moscow School District provides a computer network system, software, and access to the Internet as part of its curriculum resources. The use of the District's technology resources is a privilege and not a right. All network users, including students, employees, faculty, administrators and patrons or guests, are expected to agree to and use network resources for purposes appropriate to an education environment, consistent with the Internet Safety Policy 6081.20 and refrain from any use that is not consistent with the policies, purposes, or objectives of the District. Users may encounter information on electronic networks that may be perceived as offensive, controversial or potentially harmful. Given constantly changing information and sources on the networks, creating a completely safe environment is impossible. The focus of the District is to provide students with the understanding and skills to navigate safely, think critically, discriminate among sources, evaluate, and communicate information as they use electronic network resources in a manner appropriate to their age and maturity levels. (8-28-12)

6081.10.02 District Rights and Responsibilities. The District has technical and instructional measures in place to provide for a productive, safe, and secure educational experience. This policy complies with the requirements of the Children's Internet Protection Act (CIPA, April 20, 2001) and the Neighborhood Children's Internet Protection Act (NCIPA, October 28, 2008).

Specifically, the District:

- A. Filters access to the Internet: The filter protects against access to the three categories of visual depictions (obscene, child pornography, and harmful to minors) specified by CIPA (Internet Safety Policy 6081.20). Procedures specify the conditions under which filtering can be disabled or made less restrictive for adults (or students over 17 years of age).

- B. Requires that students and parents read and sign the Student Responsible Use Contract before students are granted an account and allowed access to the network. The primary, intermediate, middle and high school contracts reflect age appropriate modifications. Ultimately, parents and guardians are responsible for setting and conveying the standards that their children follow when using information resources. The District supports and respects each family's right to decide whether or not to use the District's computer networks. Specific parent requests for restricted use of the networks and the Internet must be received in writing. (8-28-12)
- C. Supervises and monitors students.
- D. Provides students with the understanding and skills to use technology in a safe and responsible manner including the safe use of e-mail and other forms of electronic messaging, unauthorized disclosure of personal information, and unlawful online activities.
- E. Requires that all employees read and sign the Employee Internet Responsible Use Contract. (6-23-09)

6081.10.03 District Liability Limitations.

- A. Network service is provided on an "as is" and "as available" basis only.
- B. The District specifically denies any responsibility for the effectiveness of its filtering software, the accuracy or quality of network performance, or the accuracy of information obtained through its services, and makes no warranties, either expressed or implied, with regard to any service, information, software, or data files obtained from this system or the Internet. The use of any information obtained is at the user's own risk.
- C. The privacy of system users is limited. There are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and may monitor messages. The District will make determinations on an as-needed basis as to whether specific uses of the network are consistent with acceptable use practices. (6-23-09)

6081.10.04 Expectations of Responsible Use. Users have the responsibility of using District network and Internet resources in an ethical and responsible manner in support of education and research and consistent with the purposes of the District. Permission from parents or guardians is required for students to use the network and is granted upon receipt of a Student Responsible Use Contract that students and parents are required to read and sign. A network account is granted upon receipt of an Employee Internet Responsible Use Contract that adult users are expected to read and sign.

The agreement acknowledges the privileges, appropriate to an education environment that are required for adult users to fulfill their varied job roles. It is

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presumed that all users will comply with District standards and honor the agreements they have signed. Any conditions or activities that are not consistent with the policies, purposes, and objectives of the District are prohibited. (Contract copies available on MSDNet) (6-23-09)

6081.10.05 Discipline, Penalties, and Appeals.

- A. Any user who does not comply with the Policies and Guidelines will lose current network privileges based on age, the severity of the infraction, and building disciplinary procedures. Repeated or severe infractions of the Policies and Guidelines may result in termination of access privileges permanently, as well as appropriate disciplinary action. The District may report infractions to the appropriate authorities.
- B. Unauthorized use of the network, intentional deletion or damage to files and data belonging to other users, or copyright violations may be termed theft as defined under Idaho Code 18-2201 and 18-2202. Perpetrators or their parents/guardians may be billed for damages to equipment and/or labor costs related to restoring full-scale District services.
- C. School and system administrators may deny, revoke, or suspend specific user accounts at any time because of inappropriate use. Appeals regarding cancellation will be made through the building principal to the Board. (6-23-09)

This Networks Acceptable Use Policy was adopted by the Board of Trustees at a public meeting following normal public notice on June 26, 2001 and revised, June 23, 2009.

This policy is available on the District's Web site: www.msd281.org (6-23-09)

6081.20 Internet Safety Policy. The District utilizes technical and instructional measures to provide a positive, productive educational experience for all users, in order to comply with the requirements of the Children's Internet Protection Act (CIPA) and the Neighborhood Children's Internet Protection Act (NCIPA). No filters are 100% effective. To the extent practical, filters are used on all Internet-enabled computers to block or filter electronic communications and access to inappropriate information for both minors and adults.

- A. Filters automatically eliminate protocols that are not consistent with District Rules and Regulations and protect against Internet access to visual depictions that are:
 - 1. *“Obscene:* This is defined in a reference to Section 1460 of Title 18, U.S. Code.
 - 2. *Child pornography:* This is defined in a reference to Section 2256 of Title 18, U.S. Code, or
 - 3. *Harmful to minors:* This is defined in CIPA and means any picture, image, graphic image, file, or other visual depiction that:
 - a. taken as a whole, appeals to a prurient interest in nudity, sex, or excretion;

- b. depicts, describes, or represents, in a patently offensive way, an actual or simulated sexual act or sexual conduct, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - c. taken as a whole, lacks serious literary, artistic, political, or scientific value.”
- B. Procedures to temporarily disable filtering for “adults only” for “bona fide research or other lawful purpose” are in place.
- C. Pursuant to the Children’s Internet Protection Act (CIPA, 12-21-2000), the Superintendent and designees have established procedures to maximize system safety and security and, to the extent practical, to prevent inappropriate network usage, including, but not limited to:
 1. “The prevention of user access to, or transmission of, inappropriate material over its computer networks, via Internet, electronic mail, or other direct electronic communications;
 2. the prevention of unauthorized access and other unlawful online activity, such as hacking,
 3. the prevention of unauthorized on-line disclosure, use, and dissemination of personal information regarding minors, and
 4. the use of dissemination of personal identification information of minors.”
 5. Students and parents are required to read and sign the Student Responsible Use Contract before students are allowed access to the network.
 6. Each student who receives a network account will receive instruction from a Moscow School District staff member pertaining to the proper and responsible use of the District’s networks and the Internet.
- D. District staff is responsible for instructing students in:
 1. Use of appropriate strategies when using electronic mail, chat rooms, instant messaging, social networking websites and other forms of direct electronic communications to ensure their safety and security, (8-28-12)
 2. Unauthorized access, including so-called “hacking” and other unlawful activities by minors online, such as vandalism, cyberbullying, and harassment, (8-28-12)
 3. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors,
 4. Search strategies designed to restrict minor’s access to materials harmful to minors (local standards prevail),
 5. Copyright and plagiarism,
 6. Downloading files.
- E. District staff is responsible for supervising and monitoring online activities. An information literacy curriculum provides students with the understanding and skills needed to use electronic resources effectively, and in an appropriate and responsible manner. District staff is responsible for integrating the use of technology into curriculum activities. District network staff monitors and evaluates sites not currently categorized or that might be categorized incorrectly. District

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administrators will make determinations on an as-needed basis as to whether specific uses of the network are consistent with acceptable use practices. (6-23-09)

6081.20.01 Content Publishing Guidelines.

- A. No personal information about a student will be allowed. This includes but is not limited to home telephone numbers and addresses, as well as information regarding the specific location of any student at any given time.
- B. Only initials may identify individuals in pictures, movies, or sound recordings. Absolutely no use of first and last names may appear in reference to individuals in pictures, movies, or sound recordings.
- C. No full-faced photos may be used. (6-23-09)

This Internet Safety Policy was adopted by the Board of Trustees at a public meeting following normal public notice on June 23, 2009.

This Policy is available on the District's Web site: www.msd281.org (6-23-09)

CLASS SIZE

(Policy Range: 6085 - 6099)

- 6085.00 Basic Policy. In the interest of a sound learning environment, the District will attempt to maintain a reasonable class size. The Northwest Association of Accredited Schools (NAAS) standards shall be a guide for establishing maximum class size. The District has also adopted standards for elementary class sizes as follows: Grades K – 1 = 22, Grades 2 – 3 = 23, Grades 4 – 6 = 26. Class size is reviewed annually. (6-24-08)
- 6085.10 Split Grade Level Classes. Forming split grade level (multi-grade) classes is not a desirable alternative for balancing elementary school class loads or reducing class size. This technique will be utilized only after other alternatives have been explored. (5-30-02)
- 6085.20 Effort will be made to balance class size and teacher load throughout the district. In circumstances involving unique situations, the Superintendent or his/her designee shall confer with the building principal and the classroom teacher involved and make recommendations to the Board. (5-30-02)

PLACEMENT/EVALUATION OF TRANSFER STUDENTS

(Policy Range: 6100 - 6124)

- 6100.00 Basic Policy. Students, grades K-8, transferring to the District, from non-state approved schools, public, private or parochial, shall be required to demonstrate proficiency in the several subjects required by the state or district for placement at the proper grade level. This demonstration may take the form, at the option of the principal, of standardized tests, locally prepared tests, or oral tests conducted by a teacher or teachers of the district. (5-30-02)
- 6100.10 Credits of transfer students from non-state accredited high schools will not be accepted until proficiency in subjects claimed has been demonstrated. (5-30-02)
- 6100.20 Credits and records of transfer students, grades 1 through 12, from state-approved or accredited schools will be accepted upon receipt of official transcript. (5-30-02)
- 6100.30 Systems Procedure.

Definitions.

Accepting Credits From:

- A. Correspondence/University Course – Credits will be accepted from a regionally accredited institution. If a university course is taken to meet a core graduation requirement, the course syllabus for the university course is required to be approved by counselors or the principal before enrollment. (Pre-approval is necessary because college courses do not always meet the high school syllabus.) The NCAA does not recognize credits from correspondence courses for the purpose of eligibility.
- B. Foreign Exchange Programs – Core requirements and elective credit may be earned while a student is on an approved foreign exchange program (Board Policy 6115.00, District Students Studying in Foreign Countries) provided the student produces documentation that addresses curriculum and accreditation concerns. Students considering an exchange are encouraged to meet with a high school counselor during their ninth grade year so they may be advised to enroll in U.S. History during Grade 10 to allow earning World History credit during the exchange. At no time will more than fourteen (14) credits be accepted for an academic year.
- C. Home-schooling/Examination – The opportunity to earn credit through examination will be provided as per Moscow School District Credit by Examination Policy & Procedures (Policy 6125.00). Other credit will be granted for courses meeting regional accreditation agencies' standards—i.e. Northwest Accreditation.
- D. Alternative School – State minimum requirement for graduation. (5-30-02)

Number of Hours/Credit: Moscow Middle School and Moscow High School will follow Northwest Accreditation guidelines as closely as reasonably possible. Currently, Northwest Accreditation requires 70 hours/semester credit. (7-24-12)

Definition of Accreditation: Northwest Accreditation Association standards and state accreditation standards are the current standard.

Student Enrollment: Full-time students are defined as being enrolled in a minimum of seven (7) classes per semester at Moscow High School, including university classes, work experience, and school-to-work. (7-24-12)

Home School Request for Enrolled Students: The Moscow School District will require course information. Documentation will be provided on the appropriate form. (*See Home School Request – Dual Enrollment in the Forms Section at the end of Section VI*)

Credit for Work Experience/Service Experience: Credit will be granted for any work experience or service experience program that meets the guidelines stated in the Academic Guide and any that are under the supervision of a high school teacher with the approval of the high school principal.

Credit from Universities: One (1) high school credit = two (2) or three (3) credit semester university course; two (2) high school credits = four (4) or five (5) credit semester university course.

Credit by Examination: Follow the current Policy, 6125.00. (*Refer to the Procedures Section at the end of Section VI*)

Weighted Grades/Reportable GPA: The Moscow School District does not recognize weighted grades. The District shall report the core GPA and the accumulative GPA.

Grade Levels and Number of Credits Required: To graduate on schedule with his/her class, a student must have a minimum number of credits to enter each grade as follows:

Grade	Credits
10	13
11	26
12	39

Students will be placed in the appropriate grade level in school based on number of credits. Exceptions may be granted by the high school principal. (7-24-12)

Annual Review: This document should be reviewed annually by the Superintendent and Administrative Council with any recommendations forwarded to the Trustees as an information item. (5-30-02)

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6100.40 Procedures for the Waiver of Certain Sections of the Requirements for High School Graduation.

Definitions:

Waiver: The fulfillment of a course required by Moscow School District, but not the State of Idaho, due to experiences which make taking the course repetitive. A waiver does not grant credit or reduce the number of credit hours required to graduate.

Credit by Transfer: Credit awarded for a course taken at another accredited institution with content equivalent to that of a required or elective course at Moscow High School. This option may or may not meet current NCAA requirements.

Credit by Examination: Credit awarded for a course on the basis of an examination in lieu of enrollment. Credit by examination is covered by Board Policy 6125.00. Note: This option does not meet current NCAA requirements.

Credit by Substitution: Replacement of a required course with another course.

- A. Introduction. The Moscow School District grants a high school diploma to those students meeting the requirements as adopted by the Moscow School District Board of Trustees. The requirements for the granting of a diploma are chiefly those of the State of Idaho. The procedures for the granting of waivers apply only to those Moscow High School graduation requirements that supplement state requirements.
- B. Application Criteria for Physical Education Waivers. A student applying for a waiver of physical education credits must submit a written application of intent (*refer to the Forms Section at the end of Section VI*) to the principal or the principal's designee not less than thirty (30) days prior to the start of the semester in which the activity to fulfill the requirement is to occur. The applicant will include a plan for sustained and regular involvement in an organized and systematic physical education activity over the period for which the waiver is to be applied. This application must be signed by the student and a parent or legal guardian. The plan must show that an academic conflict exists in the four-year plan, and/or provide Section 504/IDEA documentation. A maximum of twenty four (24) applications will be granted by lottery from plans that meet the criteria set forth in Board Policy 6100.40 B. Physical activities that may be considered as organized and systematic include team and individual sports directly or closely associated with Moscow School District, club and regional team and individual sports organized by civic and non-profit organizations in the region, or under the aegis of national or local sports organizations. Other sports and fitness activities, such as dance, may qualify for waivers based on a determination by the principal or principal's designee.

The waiver will be granted at the end of the semester in which the activity to fulfill the requirement is to occur based on weekly documentation, and the successful completion of the student's approved program. (6-24-08)

- C. World Geography and World History. In addition to receiving credit by transfer for courses taken abroad, students who meet the criteria in Board Policy 6115.00, District Students Studying in Foreign Countries, may receive two elective credits for the experience of studying abroad; or in lieu of credits, students may elect to use the experience of studying abroad to waive World Geography or World History (but not both) provided they submit a plan in advance as outlined in Section B.
- D. Mitigating Circumstances. The Moscow School District Board of Trustees reserves the ability to grant waivers or allow substitutions of local high school graduation requirements when the applicant has provided written evidence of overwhelming, mitigating circumstances. Such circumstances might include, but are not limited to, students with physical disabilities and transfer students. A student applying for a waiver because of mitigating circumstances must submit a written application of interest to the principal or principal's designee. The principal or designee will respond within ten (10) working days. Federal regulations require equal or comparable treatment in the public education of students with disabilities, and an opportunity to take a physical education or other course, where adaptations or accommodations can be made, based on an individual evaluation of relevant assessment information. For example, school officials are not to assume that students who wish to take a physical education course are required to be granted a waiver of this district graduation requirement, based solely on the existence of a physical or mental disability.
- E. Other Considerations.
1. The term "high school" as used throughout this document encompasses grades 9 through 12.
 2. Waivers will not be awarded retroactively.
 3. Applicants may be granted waivers for not more than two semesters of Physical Education. (*See Forms Section at the end of Section VI*)
 4. It is recommended that students not apply for waivers from classes to be taken during the senior year in high school.
- F. Decisions. In the case of the principal's denial of a waiver request, students and parents/guardians have the right of appeal to the Superintendent and ultimately to the Board of Trustees.
- G. Review and Revision. These procedures will be evaluated annually for their ability to provide students with flexibility while maintaining district graduation standards. Revisions will be made based on the outcome of those evaluations. (*5-30-02*)

6115.00 District Students Studying in Foreign Countries. The District supports and encourages students who are absent from District schools for a period of study in foreign countries. Study and experience abroad is enriching for students, the students' expanded awareness, and may be of benefit to the community. (*12-19-95*)

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- 6115.10 Preparation for Absence. Students who are thinking about or are planning to live and study in another country should contact their school counselor as far in advance as possible.

Materials will be provided to help students and their parents understand what information will be required from foreign schools for academic credit to be granted. (12-19-95)

- 6115.20 Granting of Credit. It is the student's responsibility to ensure that the required official transcripts and appropriate course descriptions and documentation from the foreign school are supplied in English to the principal or principal's designee upon the student's return to the District. Academic credit will be granted to students at the secondary level for courses determined to be comparable in nature to those offered within the Moscow School District. Whatever portion of the foreign study determined not to be comparable to District courses of study will be posted on the student's transcript as "foreign credit" but will not be counted as fulfilling graduation requirements. (12-19-95)

(See Procedures Section at the end of Section VI, Procedures for Students Studying in Foreign Countries) (5-30-02)

CREDIT BY EXAMINATION

(Policy Range: 6125 - 6149)

- 6125.00 Basic Policy. Students may petition for credit by examination for any course as allowed by SBE rule (IDAPA 08.02.03.102.01) which stipulates that credit may be granted through examination which “should cover the content included in a regular school course in the subject.” (6-26-01)

(See Procedures Section at the end of Section VI, Moscow Secondary Schools’ Credit by Examination) (5-30-02)

IDAHO DIGITAL LEARNING ACADEMY

(Policy Range: 6150 – 6170)

6150.00 Basic Policy. Students may enroll in classes offered by the Idaho Digital Learning Academy (IDLA) as allowed by Section 33-5507, Idaho Code. Students register with IDLA upon recommendation from the school counselor or administrator. (6-24-08)

6150.10 Student and Course Selection. District administrators, counselors, and teachers will identify those students in grades six (6) through twelve (12) who will benefit from IDLA classes.

A. At the discretion of the Principal or designee and the Site Coordinator, students may be selected to take IDLA courses who:

1. need to make up credits in order to graduate on schedule;
2. are eligible for hospital or homebound programs;
3. are interested in advanced placement or dual credit courses;
4. want to supplement their curriculum by taking course(s) not offered at their school;
5. have scheduling conflicts;
6. want to accelerate their academic program by taking additional courses to facilitate early graduation;
7. are excused from being physically present on campus of their school of record for an extended period of time;
8. are home schooled.

B. Students may be denied the privilege of IDLA enrollment if:

1. their academic and behavioral record does not indicate the academic ability;
2. their academic and behavioral records do not indicate the self-discipline needed to succeed in online classes; or
3. course work is available through the regular schedule as determined by the Principal or designee.

C. The parent(s), student, and Principal must confer and agree that the course(s) selected is (are) academically and developmentally appropriate for the student and that all prerequisites as determined by the student's school of record have been completed before registration in an IDLA course. (6-24-08)

6150.20 Site Coordinator. The Superintendent will designate an individual at each secondary school as the IDLA Site Coordinator. The Site Coordinator is to monitor the progress of the students.

A. The role of the Site Coordinator is to:

1. Advise the students on appropriate courses for registration.
2. Register students for IDLA classes and collect all fees.
3. Check the students' grades periodically.
4. Schedule and proctor all final exams.
5. Ensure course completion is posted to the student's transcript.
6. Provide reporting and data tracking as necessary.

B. Additionally, the Site Coordinator is the contact for the IDLA instructor and the IDLA staff. Anyone designated as Site Coordinator shall successfully complete the IDLA online Site Coordinator course. (6-24-08)

6150.30 Tuition/Fees. Fees for IDLA courses shall be paid by the student unless waived by IDLA scholarship. Payment must be made at the time of enrollment in IDLA. Full refunds will be granted only if the student drops the class within one week of the start date and provides documentation to their Site Coordinator. Upon successful completion (with a passing grade) of the IDLA class, the student will be refunded a percentage of the tuition with that percentage to be determined annually. Students attending IDLA summer classes will not receive refunds. (6-24-08)

6150.40 Attendance. Students who are enrolled full-time at any Moscow School District school do not create additional Average Daily Attendance (ADA).

Students who are less than full-time students and are dually enrolled in IDLA shall be included in state attendance reports as set forth by the State Department of Education.

Students who are not enrolled in any District school other than for the purpose of IDLA classes will register through Paradise Creek Regional High School. (6-24-08)

6150.50 Grading. IDLA provides a percentage grade to the local school district. The District transcribes the credit. The grade received from any IDLA class will be averaged into the student's GPA. The student will be granted high school credit when earned through IDLA. (6-24-08)

6150.60 Advanced Placement Designation on Transcript. If a student of the District takes an advanced placement IDLA class, the District will specify on the student's transcript that the advanced placement course was taken through IDLA. The purpose for this is to ensure that the student's transcript reflects an approved provider of the advanced placement course, such as IDLA. (6-24-08)

REPRODUCTION OF COPYRIGHTED MATERIALS

(Policy Range: 6200 - 6249)

6200.00 Basic Policy. It is the policy of the Moscow School District to comply with all applicable laws pertaining to reproduction of copyrighted materials, including books, workbooks, periodicals, music, art works, films, video tapes, computer software, and any other materials to which such laws may apply.

To assist district personnel in complying with the law, the guidelines set forth below will be posted in each school building and delivered at least once each academic year to each certified employee under contract.

By adopting such guidelines, the District does not intend to waive or delimit any right of the District or its employees to use or reproduce copyrighted materials to the extent permitted under the law.

(See Procedures Section at the end of Section VI, Procedures for Reproducing Copyrighted Materials) (5-30-02)

HOMEBOUND INSTRUCTIONAL SERVICES

(Policy Range: 6275 - 6299)

- 6275.00 Basic Policy. Homebound instruction is available when a student is absent due to a physical illness, an accident or unusual disabling condition that prevents attendance as certified by a medical doctor. (2-27-01)
- 6275.10 Requirements. Services will be considered when a student has missed ten consecutive days of school or a physician provides certification, in advance, that the absence will equal or exceed that amount of time. Such services are not intended to be a long term “alternative school” or alternative to complete graduation or attendance requirements for students choosing not to attend for personal reasons. (See *Procedures Section*)
- A. A parent or guardian may make a request for homebound instruction to a building administrator or counselor by completing the District form *Request for Homebound Instructional Services*. (See *Forms, Section VI*) Approval is required from the building administrator and the Special Services Director.
- B. The form *Physician’s Statement of Illness, Accident or Unusual Disabling Condition for Homebound Instruction* must be completed by the student’s physician and attached to the form *Request for Homebound Instructional Services*. (See *Forms, Section VI*) (7-22-03)
- 6275.20 Teaching Services. A teacher with a standard elementary, secondary or exceptional child certificate may serve homebound students. Homebound teachers are paid on an hourly basis and occupy non-contract, at-will positions. (7-22-03)
- 6275.30 Coursework. Some courses or instructional activities are not possible to assist in a temporary homebound arrangement due to the necessity of completion of in-class production activities, such as: foreign languages, science or other skills-based laboratory assignments, physical education, speech-drama-debate, journalism, music, visual arts courses, and vocational education. A maximum of ten (10) hours of tutoring services per week may be provided.
- A. When unusual disabling conditions prevent school attendance of students placed in special education (for example, rheumatic fever, leukemia, severe rheumatoid arthritis, high frequency seizures) the components of the homebound program in which a student will receive services will be documented on an individual educational plan (IEP). All due process procedures pertaining to a change in plan will be followed. If a student receives assistance with school course work due to a serious emotional disturbance, homebound instruction will only be considered an appropriate education if all criteria in the State Department of Education regulations are specified in the student’s IEP.
- B. Regular education course work assigned must be completed during the semester in which it is assigned or within fifteen (15) school days following the end of the semester in order to receive semester credit. Coursework required for graduation must be completed prior to the end of the semester of graduation. (2-27-01)

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- 6275.40 Assignments/Grading. A regular classroom teacher assigns work and usually assigns grades for work completed by a student in a homebound status, including tests taken. In unusual longer-term arrangements, the teacher may designate the homebound teacher as the person to make the assignment of tasks and to award grades for work completed and tests taken. A temporary teacher/tutor who coordinates schoolwork with a student's regular classroom teacher is not expected to be a specialist in all academic disciplines. The homebound teacher is intended to be a temporary link between the student and the regular classroom teacher. Secondary school students choosing not to attend school prior to completion of courses and credits are encouraged to arrange for correspondence courses for the number of credits allowed. (2-27-01)
- 6275.50 Long Term Homebound Status. Students in long term homebound status for periods exceeding thirty (30) days will be required to have periodic physician authentication of the continued requirement for homebound instruction documented on the form *Physician's Statement of Illness, Accident or Unusual Disabling Condition for Homebound Instruction.* (See Forms, Section VI) Exceptions may be made in cases where physicians certify that a physical illness, accident or unusual disabling condition preventing school attendance is predictably of long term duration. In those cases where students in homebound status choose to not complete assigned activities or school work and/or continue to be unavailable to the homebound teacher at appointed instructional times (malingering), the student may be terminated from homebound status. For students beyond the age of fifteen (15) years, termination of homebound status may coincide with release from public school enrollment. Prior notice of possible termination will be given to the student and the student's parents/guardians a reasonable amount of time before services are terminated. (2-27-01)

CHARTER SCHOOLS

(Policy Range: 6300 - 6350)

6300.00 Charter Schools Definition. A charter school is a public, non-religious, publicly funded school that is accountable for the provisions set forth in its charter petition and its contract as approved by the local Board of Trustees. The charter school shall operate independently within the boundaries of the District, and shall be responsible for its own operation both fiscal and programmatic, including, but not limited to, personnel matters, preparation of a budget, and contracted services. A charter school shall be considered a public school for all purposes. (6-24-08)

A charter school may be formed by creating a new school or converting an existing public school to charter status. The District cannot authorize the conversion of any private or parochial school to a charter school. A charter school cannot be operated for profit. (2-27-01)

A charter school shall be subject to all federal and state laws including, but not limited to, laws concerning discrimination per Board Policy 1120.00. A charter school is exempt from the rules of the State Board of Education except for the requirements of teacher certification, accreditation and qualifications for attendance at an alternative school, and State Board of Education 08.02.04 – Rules Governing Public Charter Schools. (8-16-17)

Involvement with a charter school by any student, parent/guardian, or employee must be voluntary. Enrollment must be open to any student who resides within the District. Nonresident students may be admitted to a charter school, but priority must be given to admission of resident students. A charter school shall not charge tuition or fees except those fees normally charged by other public schools. (2-27-01)

A charter school must accomplish any of the following:

- A. Improve student learning;
- B. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students;
- C. Include the use of different and innovative teaching methods;
- D. Utilize virtual distance learning and on-line learning;
- E. Create new professional opportunities for teachers; including the opportunity to be responsible for the learning program at the school site;
- F. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
- G. Hold the schools established under this chapter accountable for meeting measurable student educational standards.

[IC 33-5202] (6-24-08)

6301.00 Petition Requirements. Petitioners for a public charter school shall:

- A. Prepare a petition in accordance with this policy as well as with State Board of Education 08.02.04 – Rules Governing Public Charter Schools, Section 200.01 through 200.03 – Procedure for Formation of a New Public Charter School, and Section 201.01 and 201.02 – Policies and Procedures Adopted by an Authorized

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Chartering Entity, and Sections 33-1612 and 33-5205, Idaho Code. An authorized chartering entity is defined in Section 33-5202A (1), Idaho Code, and means either the local board of trustees of a school district in this state, or the Idaho Public Charter School Commission as defined in section 33-5213, Idaho Code. A petition to establish a new public virtual school must be submitted directly to the Public Charter School Commission. A petition to establish a new public charter school, other than a new public virtual school, shall first be submitted to the local board of trustees in which the public charter school will be located. If the petition is then sent to the Public Charter School Commission, documentation of the reasonable and good faith effort between the petitioners and the local board of trustees must be submitted with the petition to the Public Charter School Commission. (6-24-08)

- B. Prior to filing a petition with an authorized chartering entity, submit the proposed draft petition to the State Department of Education, which shall conduct a sufficiency review of the draft petition for the purpose of determining whether it was prepared in accordance with the instructions furnished by, and in the format required by, the State Board of Education, and contains the information required by Section 33-5205, Idaho Code. (6-24-08)
- C. The public charter school petition shall include the following information:
1. Completed Charter School Petition cover page from Moscow School District 281 Policy. (*See Forms, Section VI*)
 2. Charter School Name.
 3. Authorized Chartering Entity.
 4. Elector petition forms with no less than 30 signature of qualified electors and proof of elector qualifications; forms available at www.sde.idaho.gov/site/charter_schools/cs_developers.htm
 5. Articles of incorporation and bylaws of the nonprofit corporation.
 6. Detailed mission and vision statements.
 7. Description of the school's educational program and how learning will occur.
 8. Description of the use of different and innovative teaching methods.
 9. The school's goals and how all Educational Thoroughness Standards (as defined in Section 33-1612, Idaho Code) shall be fulfilled.
 10. Measurable student educational standards which describe the extent to which all students of the charter school demonstrate they have attained the skills and knowledge as specified as goals.
 11. Various methods by which student progress is to be measured in meeting educational standards.
 12. A provision by which students will be tested with the same standardized tests as other Idaho public school students.
 13. A provision that ensures the charter school shall be accredited as provided by rule of the Idaho State Board of Education.
 14. Detailed plans for financial management, including the budget for the first year of operation (IFARMS format).
 15. Description of the governance structure of the school, including the person or entity that shall be legally accountable for the operation of the school. Include names, positions, and phone numbers.
 16. An outline of the qualifications to be met by individuals employed by the school.

17. A provision that ensures all staff members will submit a criminal history check fingerprint card to the Office of Certification at the State Department of Education.
18. A statement that all teachers and administrators will be on written contract approved by the Superintendent of Public Instruction.
19. Procedures to ensure health and safety of students and staff.
20. A plan for the denial of school attendance to any student who is a habitual truant, as defined in Idaho Code, or who is incorrigible, or whose conduct, in the judgment of the board of directors of the public charter school, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public charter school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state.
21. Description of admission procedures, including a provision for over-enrollment, which specify equitable selection processes for the initial year, as well as subsequent years of operation. In addition, include enrollment capacity of the charter school.
22. Description of how waiting lists will be developed and renewed annually.
23. Anticipated enrollment.
24. Description of the manner in which citizens residing in the compact and contiguous attendance area of the charter school will be made aware of enrollment opportunities.
25. Description of the manner in which the annual audit of financial and programmatic operations is to be conducted.
26. An outline of procedures for suspension, expulsion and reenrollment of students.
27. A provision that ensures all staff members will be enrolled in and covered by all of the following: Public Employee Retirement System of Idaho (PERSI); Federal Social Security; Unemployment Insurance/Worker's Compensation; Health Insurance.
28. A provision for a public school attendance alternative for students residing within the school district who choose not to attend the charter school.
29. Description of the transfer rights, if any, of any employee choosing to work in a charter school that is approved by the board of trustees of a school district, and any right of this employee to return to any non-charter school in the district.
30. A provision that ensures that the staff of the charter school shall be considered a separate unit for the purposes of collective bargaining.
31. An outline of the provisions for how special education services will be provided:
 - a. Identification/Evaluation
 - b. Programming
 - c. Individual Education Plans (IEP)
 - i. Development
 - ii. Review
 - iii. Revision
 - d. Services
 - e. Discipline Policy
 - f. Budget

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- g. Transportation for special needs students (the charter school must provide transportation unless a special needs student is capable of getting to school in the same manner as other students).
- 32. An outline of transportation services for students, including estimated first year cost.
- 33. An outline of provisions for child nutrition: School Lunch Program; Determining eligibility for Free and Reduced Price Meals; Verification reporting and recordkeeping.

NOTE: The Moscow School District 281 Board of Trustees will not be obligated to enter into service contracts with the public charter school for special services, transportation, or food service.

- 34. Description of the manner in which gifted and talented students will be served including a plan for identification and service.
- 35. Description of the manner by which Limited English Proficiency services will be provided.
- 36. Description of facilities to be used by the school and how they comply with applicable local, state, and federal codes and regulations.
- 37. An outline of the manner in which administrative services of the school are to be provided.
- 38. Description of potential civil liability effects upon the school and upon the chartering entity.
- 39. Documentation of organization under the Idaho Nonprofit Corporation Act.
- 40. Documentation regarding insurance for liability and property loss.
- 41. A plan for working with parents who have students who are dually enrolled pursuant to Idaho Code.
- 42. A plan for termination of the charter by the board of directors, to include:
 - a. Identification of who is responsible for dissolution of the charter school;
 - b. A description of how payment to creditors will be handled;
 - c. A procedure for transferring all records of students to the District with notice to parents of how to request a transfer of student records to a specific school; and
 - d. A plan for the disposal of the public charter school's assets.
- 43. A provision that ensures a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors (Children's Internet Protection Act).
- 44. At least one (1) person among a group of petitioners of a prospective public charter school shall attend a public charter school workshop offered by the State Department of Education. The State Department of Education shall provide notice of dates and locations when workshops will be held, and shall provide proof of attendance to workshop attendees. Such proof shall be submitted by the petitioners to an authorized chartering entity along with the charter petition. [IC 33-5205 (5)] (6-24-08)

- D. After a sufficiency review has been facilitated by the State Department of Education and findings and recommendations have been addressed, submit ten (10) copies of the public charter school petition to the Clerk, Board of Trustees, Moscow School District 281, 650 N. Cleveland, Moscow, ID 83843-3659 no later than 4:30 PM on September 1. A petition must be received by the initial authorized chartering entity no later than September 1 to be eligible to begin instruction the first complete school year following receipt of the petition. [IC 33-5203 (2) (f)] Follow the timeline and procedures established in State Board of Education 08.02.04 – Rules Governing Public Charter Schools, Section 205.01 through 205.05 and promptly notify the State Board of Education that a petition has been filed with the Board of Trustees of Moscow School District 281. Upon approval of the petition by the authorized chartering entity, the petitioner shall provide written notice of that approval, including a copy of the approved petition, to the State Board of Education. The State Board of Education (SBOE) shall assign a number to each petition it receives based on the chronological order in which notice of the approved petition is received by the SBOE. [IC 33-5206 (6)] (11-24-09)
- E. Requirements for public hearings and notification to the local board of trustees in which the public charter school will be located are found in Idaho Code 33-5205. (11-24-09)
- F. Submit background checks on all founding members at the time the petition is filed with the Clerk, Board of Trustees, of Moscow School District 281. (11-24-09)

6303.00 Admission Procedures. Charter Schools must follow admission procedures as outlined in State Board of Education 08.02.04 – Rules Governing Public Charter Schools, Section 203.01 through 203.13 – Admission Procedures. (6-24-08)

Students attending public charter schools may dual enroll in District classes and/or extracurricular activities and be responsible for applicable fees at the same rate as the regular public school students. If enrollment in a specific program reaches the maximum for the program, priority for enrollment shall be given to a student who is enrolled full time in the public non-charter school [IC 33-203]. (6-24-08)

6305.00 Personnel.

- A. Public charter school employees are not employees of the District.
- B. The staff of the public charter school shall not be a part of the District's employees' collective bargaining unit.
- C. Should the staff of a public charter school elect to participate in collective bargaining the public charter school staff will be separate and independent from the District for purposes of collective bargaining.
- D. A public charter school certificated employee who requests to be re-employed by the District must apply through the District's employment procedures for new employees.
- E. A public charter school certificated staff member who has never been employed by the District and who wishes to be employed by the District must apply through the District's employment procedure for new employees.
- F. Return of former District employees to the District during an academic year shall be at the sole discretion of the District.
- G. Certificated teachers who are hired by the District from a public charter school shall have their public charter school experience count on the salary schedule the same as the certificated employees hired from other school districts.
- H. Public charter school certificated employees who are re-employed by the District shall receive full credit for their years of service in the District.

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(6000-36)

- I. The board of directors for a public charter school shall provide coverage for their employees with the Public Employee Retirement System, federal social security, unemployment insurance, workers' compensation insurance, and health insurance.
[IC 33-5205 (4) (m)] (6-24-08)

6306.00 Special Education Services to be Provided to Students With Disabilities. A public charter school must adopt policies and procedures for the provision of special education services to students with disabilities. The public charter school must employ and supervise appropriately certified personnel to implement students' Individual Education Plans (IEPs).

If the District or the State Department of Education notifies a public charter school of an area of non-compliance, the school must work collaboratively with the District to ensure that the policies and procedures of the Individuals with Disabilities Act (IDEA) are being implemented appropriately and make necessary changes. Public charter school personnel should participate in training opportunities provided by the state or District regarding IDEA policies and procedures. Federal dollars flow through to the public charter school from the District and must be spent and accounted for according to VI-B application categories.

The District must ensure that the public charter school is implementing the requirements of IDEA for all students with disabilities enrolled in the school. This will include participation of the Special Services Director or designee in IEP team meetings, review of certification records of personnel responsible for special education services, periodic review of confidential files to ensure compliance with policies and procedures, and review of special education expenditures. All Federal VI-B special education funds for which the school is eligible will flow through the District to the public charter school. (2-27-01)

6307.00 Use of District Services and/or Facilities. A public charter school may contract with the District to provide services or facilities to the public charter school. The District will charge for the services or facilities at a rate that is stipulated in the contract. If a charter school wishes to use a District facility, the parties will negotiate a contract that will, where applicable, include, but not be limited to, the following:

- A. identification of the facility;
- B. lease rate for the facility;
- C. an outline of permissible uses;
- D. provisions for joint inspection and notation of the initial condition of the facility;
- E. limitations on the permissible alterations of the facility;
- F. provisions for District inspection of the facility;
- G. determination of the operational costs to be paid by the parties, including, but not limited to, utilities, maintenance, and custodial services;
- H. determination of the manner in which the facility must be restored to its original condition at the end of the leasing period;
- I. provisions for alternative arrangements or termination of the charter school in the event the facility is damaged or destroyed;
- J. provisions for the terms, conditions and coverage of property and liability insurance. (2-27-01)

6308.00 District Liability and Charter School Insurance. Idaho law provides that the Board of Trustees and the District have no liability for the acts, omissions, debts or other obligations of a public charter school, except as may be provided in an agreement or contract between

the District and a public charter school. The public charter school shall defend, hold harmless and indemnify the Board of Trustees and agents of Moscow School District 281 against any claim, action, loss, damage, injury, liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of the charter school and/or arising out of the acts or omissions of the agents, employees, invitees or contractors of the public charter school. A public charter school also shall maintain a policy of general liability, errors and omissions, public officers crime/fidelity, student transportation liability and any other type of insurance necessary to provide coverage for the potential losses. (6-24-08)

The public charter school shall provide to the District proof of such insurance prior to the opening of the charter school and by the date stipulated in the petition. (6-24-08)

6310.00 General Powers and Responsibilities of the Public Charter School Board of Directors.

- A. Upon approval of the petition and contract, a public charter school's board of directors will be public agents responsible for their charter school.
- B. The public charter school's board of directors shall not receive compensation nor benefit monetarily from the charter school or have any other pecuniary interest as defined in 33-5204 (5), Idaho Code.
- C. The public charter school's board of directors shall act as public agents to control the charter school and have the same responsibilities and liabilities of any governing board of public education.
- D. The public charter school must comply with all federal and state laws.
- E. The responsibility for identifying the essential laws and regulations, and complying with them, lies with the public charter school, not the District.
- F. The public charter school may not extend the faith and credit of the District to any third party or entity.
- G. The public charter school may not contractually bind the District with any third party.
- H. The public charter school shall keep complete and accurate board of directors' minutes and make them available to the public.
- I. The public charter school's board of directors shall be responsible for ensuring that the public charter school is adequately staffed and that such staff provides sufficient oversight over all public charter school operational and educational activities.
- J. The public charter school's board of directors shall be responsible for ensuring that the school is in compliance with all of the terms and conditions of the charter approved by the Board of Trustees, Moscow School District 281, as reflected in the final approved petition filed with the State Board of Education.
- K. The public charter school's board of directors shall submit an annual report to the Board of Trustees of Moscow School District 281.
- L. The public charter school's board of directors shall be responsible for promptly notifying the Board of Trustees of Moscow School District 281 if it becomes aware that the public charter school is not operating in compliance with the terms and conditions of its charter. (6-24-08)

6315.00 Limits to Authorization of Public Charter School Petitions. Section 33-5203 (2), Idaho Code, limits the number of new public charter schools that may be approved for a school year to not more than six (6) statewide and further limits the number of new public charter schools that may be approved for a single school district for a school year to not more than one (1). The State Board of Education shall use the procedure described in State Board of

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Education 08.02.04 – Rules Governing Public Charter Schools, Sections 100.01 through 100.05 – Limitations on New Public Charter Schools. (6-24-08)

6315.10 To institute the approval process with the local Board of Trustees for the formation of a new public charter school, the petitioners must file a petition with the Clerk, Board of Trustees, of Moscow School District 281. The Trustees will only accept public charter school petitions by September 1 of a year preceding the planned opening date of the public charter school. A petition must be received by the initial authorized chartering entity no later than September 1 to be eligible to begin instruction the first complete school year following receipt of the petition. (6-24-08)

6315.20 Pursuant to Section 33-5205, Idaho Code, and State Board of Education 08.02.04 – Rules Governing Public Charter Schools, Section 202 – Petition Requirements, a petition to establish a new public charter school, including a public virtual charter school, shall be signed by not fewer than thirty (30) qualified electors of the attendance area designated in the petition. Proof of elector qualifications shall be provided with the petition. (6-24-08)

6315.30 The Trustees may either:

- 1) consider the petition and approve the charter; or
- 2) consider the petition and deny the charter; or
- 3) refer the petition to the Public Charter School Commission and notify the petitioners of this action, but such referral shall not be made until the local Board has documented its due diligence in considering the petition. Such documentation shall be submitted with the petition to the Public Charter School Commission. (6-24-08)

6315.40 A petition to convert an existing public school shall be signed by not fewer than 60% of teachers currently employed by the District at the school to be converted and by one (1) or more parents/guardians of not fewer than 60% of the students currently attending the school to be converted. (6-24-08)

6315.50 The approval of a charter by the Board of Trustees of Moscow School District 281 does not provide the petitioners with any right to begin operating the public charter school during a particular school year as such approval is conditioned upon the limitations on the number of new public charter schools that may be approved for a school year as described in State Board of Education 08.02.04 – Rules Governing Public Charter Schools, Section 100. A public charter school shall be organized and managed under the Idaho nonprofit corporation act. [IC 33-5204] (6-24-08)

6320.00 Charter School Appeal Process. If a petition is denied, then the Board will prepare for petitioners a written notice of its decision to deny the charter. The written decision shall include the reasons for the denial, and shall also include a statement that explains the criteria and standards considered relevant by the Board of Trustees. (6-24-08)

The petitioners may appeal the decision of the Board within thirty (30) days of the date of the written decision in accordance with the procedures described in State Board of Education 08.02.04 – Rules Governing Public Charter Schools, Sections 401 through 402. (6-24-08)

- 6325.00 Review of the Public Charter School. The Board shall retain the right to review at least annually the degree to which the public charter school is meeting the terms of the petition. The Board may direct the Superintendent to have a District representative or an independent evaluator:
- A. visit the public charter school;
 - B. review the public charter school's records and data including student achievement data using current district format;
 - C. directly survey a public charter school's parents/guardians, students, employees;
 - D. audit the books of the public charter school;
 - E. pursue any other reasonable means of determining accountability for a public charter school contract. (6-24-08)

To enact any of the above measures, the Superintendent or designee must state the specific nature of the concern and the concern must be substantial. The request must be reasonable in terms of the timing and the amount or types of information required. (6-24-08)

- 6327.00 Annual Report. Each of the District's public charter schools shall annually submit a report to the District. The report shall include:
- A. An audit of the public charter school's programmatic operations, which includes a report on student progress as outlined in the school's petition. The annual programmatic audit shall also include student profile information including: socioeconomic data; mobility rates; enrollment and departures; number of special education students; types of disabilities; programs for and dollars spent on special needs of students; number of minority students; student achievement and progress using current District format, and attendance rates; due to the District by June 30; (6-24-08)
 - B. A copy of the public charter school's accreditation report (if applicable); due to the District by June 30; (6-24-08)
 - C. Information regarding any changes or proposed changes to existing facilities including purchasing/leasing a new facility or acquiring land to build a new facility. Notification should be provided to the Clerk, Board of Trustees, as soon after final arrangements have been made to purchase/lease a new facility or acquire land to build a new facility. The public charter school facility must comply with all applicable Idaho Codes and federal laws; due to the District by June 30; (6-24-08)
 - D. An audit of fiscal operations conducted by an independent auditing firm; due to the District by October 15. (6-24-08)

- 6330.00 Public Charter School Revisions. A public charter school may submit to the Board a reasonable request to revise its charter with the District, as authorized by Section 33-5209 (1), Idaho Code, and State Board of Education 08.02.04 – Rules Governing Public Charter Schools, Sections 302.01 through 302.05 – Charter Revisions.

A revision of the terms of the charter petition shall require the approval of the Board and the public charter school's board of directors.

A charter for a public charter school approved by the board of trustees of a local school district may be transferred to, and placed under the chartering authority of, the Public Charter School Commission if the board of trustees of such local school district, the Public Charter School Commission, and the board of directors of the public charter school all agree to such transfer, including any revision to the charter that may be required in connection with such transfer. The same applies for transferring a charter school from the

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Commission to the district. A request to transfer a charter may be initiated by the board of directors of a public charter school or by the authorized chartering entity with chartering authority over the charter of such public charter school. (6-24-08)

6335.00 Development of a Public Charter School Contract. The Board delegates to the Superintendent or designee the development of a public charter school contract through negotiations with the representative(s) of the applicant. The negotiated contract requires the approval of the Board and of the public charter school's board of directors. (See Forms, Section VI)

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

- A. the duration of the contract;
- B. the original petition and any subsequent changes or revisions agreed upon by both parties;
- C. all agreements including, but not limited to, service contracts and the release of the public charter school from any specified Board policies;
- D. a description of the requirements of the annual audit;
- E. a description of assessment procedures to be followed during the review of the activities of the public charter school;
- F. a description of the provisions for the dual enrollment of students in the public charter school and a District school;
- G. a description of the special education services to be provided by the public charter school;
- H. a description of all documents to be provided prior to the signing of the contract.
(2-27-01)

6340.00 Termination and Non-renewal. If the Board has reason to believe that the public charter school has done any of the following, it shall provide the public charter school written notice of the defect and provide a reasonable opportunity to cure the defect: [IC 33-5209 (2)] (6-24-08)

- A. Failed to substantially meet any of the student educational standards identified in the charter petition;
- B. Committed a material violation of any condition, standard or procedure set forth in the charter petition and/or contract;
- C. Failed to meet generally accepted accounting standards of fiscal management;
- D. Failed to demonstrate fiscal soundness. In order to be fiscally sound, the public charter school must be:
 - 1. Fiscally stable on a short-term basis, that is, able to service all upcoming obligations; and
 - 2. Fiscally sustainable as a going concern, that is, able to reasonably demonstrate its ability to service any debt and meet its financial obligations for the next fiscal year;
- E. Violated any provision of law;
- F. Lost substantial support of the school's parents, staff, and/or community;
- G. Failed to submit required reports to the District;
- H. Filed for bankruptcy or financial reorganization and is unable to pay its creditors.
(6-24-08)

6340.10 The Board must provide the public charter school with notice of its intent to revoke the charter, which shall be in writing and must include the reasons for such proposed

action. In addition, such notice shall provide the public charter school with a reasonable opportunity to reply, which shall not be less than thirty (30) days after the date of such notice. The public charter school shall provide the Board with a corrective action plan describing the public charter school's plan to cure the defect. The corrective action plan shall describe in detail the terms and conditions by which the public charter school will cure the defect at issue, including a reasonable time frame for completion. The public charter school shall send a copy of the corrective action plan to the State Board of Education. (6-24-08)

- 6340.20 The Board shall conduct a public hearing with respect to its intent to revoke the charter. Such hearing shall be held no later than thirty (30) days after receipt of such written reply. If the public charter school does not reply by the date set in the notice, then such hearing shall be held no later than sixty (60) days after the date the notice was sent by the Board. (6-24-08)
- 6340.30 Written notification of the hearing shall be sent to the public charter school at least ten (10) days in advance of the hearing. The public hearing shall be conducted by the Board of Trustees of Moscow School District 281 or such other person or persons appointed by the Board to conduct public hearings and receive evidence as a contested case in accordance with Section 67-5242, Idaho Code. (6-24-08)
- 6340.40 If the Board determines that the public charter school has not complied with the corrective action plan and cured the defect at issue, the Board may revoke the charter. Such decision may be appealed to the State Board of Education. The provisions of State Board of Education 08.02.04 – Rules Governing Public Charter Schools, Sections 403.01 through 403.08 – Appeal Relating to the Denial of a Request to Revise a Charter or a Charter Revocation Decision, shall govern the appeal. (6-24-08)
- 6340.50 Upon non-renewal or termination of the charter school contract, all records of students residing in the District shall be immediately transferred to the District. (6-24-08)
- 6340.60 Upon non-renewal or termination of the charter school contract, the charter school shall pay its creditors, and then transfer ownership to any remaining assets or property to the authorizing entity. (6-24-08)

Adopted: July 7, 1998
Revised: February 27, 2001
Revised: June 24, 2008

GRADUATION REQUIREMENTS

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(6000-42)

(Policy Range: 6500 - 6600)

6500.00 In accordance with the State Board of Education (SBOE), effective January 1, 2006, all students must achieve a proficient or advanced score on the high school Idaho Standards Achievement Test (ISAT) in Reading, Mathematics, and Language Usage in order to graduate. Beginning with the class of 2013, all students must also receive a proficient or advanced score on the Science ISAT in order to graduate. This requirement is in addition to all existing state and local graduation requirements. The SBOE has also ruled that any student in one of the categories listed below who has not passed all three sections (four sections beginning with the class of 2013) of the ISAT may appeal to the local school board, and at the discretion of the local school board, be provided an opportunity to demonstrate proficiency through an alternate locally established mechanism. All locally established mechanisms must be approved by the district's Board of Trustees, and then sent to the SBOE for review and information. [IDAPA 08.02.03 105.03] (4-27-10)

Students who may appeal:

- a student enrolled in a special education program, who has an Individual Education Plan; or
- a student enrolled in a limited English proficiency program for three academic years or less; or
- a student enrolled in the fall semester of the senior year. (4-27-10)

Students graduating from Moscow High School in 2010 and 2011 must earn a minimum of forty-six (46) credits for graduation; those graduating in 2012 must earn a minimum of forty-seven (47) credits for graduation; those graduating in 2013 must earn a minimum of forty-nine (49) credits for graduation; and those graduating in 2014 and beyond must earn a minimum of fifty-one (51) credits for graduation. (4-27-10)

Students graduating in 2010, 2011, or 2012 from Paradise Creek Regional High School must earn a minimum of forty-two (42) credits for graduation and those graduating in 2013 and beyond must earn a minimum of forty-six (46) credits for graduation. (4-27-10)

The District will allow a maximum of three (3) credits from correspondence courses to be applied toward the completion of graduation requirements. All correspondence credits used in completing the graduation requirements shall parallel the content of courses outlined in the academic guide. Only those correspondence courses, which are approved in advance by the Superintendent or designee, will be accepted for credit. In unusual or extenuating circumstances, the Superintendent or designee may approve correspondence credits above the minimum, but within State Board of Education requirements. (4-27-10)

A. Curriculum Requirements. Thirty (30) credits in specified subjects are required for Moscow High School and Paradise Creek Regional High School graduating seniors. Beginning in 2013 and beyond, thirty-three (33) credits in specified subjects will be required for Moscow High School graduating seniors. (4-27-10)

The following requirements must be met for a student to graduate:

1. English requirement - eight (8) credits completed within grades 9-12.
2. Math requirement through Class of 2012—four (4) credits completed within grades 9-12. Transfer students entering Moscow School District after the ninth grade may

take an approved replacement course at Moscow High School or Paradise Creek Regional High School. Math requirement beginning the Class of 2013 and beyond – six (6) credits completed within grades 9-12, two (2) credits of the required six (6) credits must be taken in the last year of high school. (4-27-10)

3. Speech/Communication requirement – one (1) credit completed within grades 9-12.
4. Science requirement – four (4) credits, two (2) of which must be lab credits, completed within grades 9-12 through 2012, and six (6) credits, four (4) of which must be lab credits, completed within grades 9-12, beginning with the class of 2013. Transfer students entering Moscow School District after the ninth grade may take an approved replacement course at Moscow High School or Paradise Creek Regional High School. (4-27-10)
5. Economics requirement – one (1) credit completed within grades 10-12.
6. Humanities requirement – two (2) credits completed within grades 9-12.
7. Health/Wellness requirement – Moscow High School requires two (2) Wellness credits that include state health requirements, completed within grades 10-12. Transfer students should see the counselor for exceptions. Paradise Creek Regional High School requires one (1) Health credit completed within grades 10-12. Two (2) Wellness credits may be substituted for the PCRHS Health requirement. (4-27-10)
8. Physical Education requirement – two (2) credits completed within grade 9. Transfer students entering Moscow School District after the ninth grade may take an approved replacement course at Moscow High School. Upon successful application, a ninth grade student may waive one or two physical education credits. (*See Board Policy 6100.40 B.*) There is no Physical Education requirement for Paradise Creek Regional High School. (4-27-10)
9. Social Studies requirement –The Moscow High School requirement for 2010, 2011, and 2012 is eight (8) credits composed of two (2) credits of World History, two (2) credits of United States History to 1877, two (2) credits of United States History – Reconstruction to the Present, and two credits (2) of United States Government. The requirement for 2013 and beyond is six (6) credits composed of two (2) credits of World History, two (2) credits of United States History, and two (2) credits of United States Government. Transfer students entering Moscow School District after the ninth grade may take an approved replacement course at Moscow High School. (4-27-10)

The Paradise Creek Regional High School requirement for Social Studies is four (4) credits composed of two (2) credits of United States History and two (2) credits of United States Government. (4-27-10)

B. Electives.

Moscow High School:

Class of 2010 – twelve (12) credits represent electives chosen by the student.

Class of 2011 – fourteen (14) credits represent electives chosen by the student.

Class of 2012 – fifteen (15) credits represent electives chosen by the student.

Class of 2013 – fourteen (14) credits represent electives chosen by the student.

Class of 2014 and beyond – sixteen (16) credits represent electives chosen by the student.

Paradise Creek Regional High School:

SECTION VI - INSTRUCTION
(6000-44)

Classes of 2010 – 2012 – seventeen (17) credits represent electives chosen by the student. Class of 2013 and beyond –sixteen (16) credits represent electives chosen by the student. (4-27-10)

- C. College Entrance Examination. For the graduating class of 2013 and beyond, a student must take one (1) of the following college entrance examinations before the end of the student's eleventh (11th) grade year: COMPASS, ACT, or SAT. Scores must be included in a Learning Plan. (5-26-09)
- D. Senior Project. For the graduating class of 2013 and beyond, a student must complete a one (1) credit senior project that shall include a written component and oral presentation by the end of grade 12. (4-27-10)

PROCEDURES FOR EXTRACURRICULAR ACTIVITIES

(Refer to Policy Section 6030.00)

1. Sponsorship of School Activities. All school activities will be conducted under a designated sponsor.
2. Financing of Extracurricular Activities. Financing provided by the District is outlined in Policy Section 3700-3749, Extracurricular Financing. All other activity expenses must be met through the activity accounts or by the individual participating students. Such expenditures are to be approved through the sponsor and the principal concerned.
3. Planned Procedures for Music Activities. Prior to the conclusion of each school year, a list of proposed music activities for the succeeding year will be submitted to the building principal(s) for consideration and coordination with the Activities Director. Proposed activities should include the group attending, purpose, destination, fees, and approximate date(s).

The building principal will respond to the music instructor in writing as to the approval/disapproval of any and/or all proposed music activities.

Upon approval by the building principal, music activities for the ensuing school year will be communicated in writing to the student and the parents/guardians of students who will be involved in such activities. No additional activities beyond the approved schedule will be permitted during the school year without Board approval.

(5-30-02)

GUIDELINES FOR FINANCING STUDENTS TO ACADEMIC COMPETITIONS

(Refer to Policy Section 6032.00)

- A. Only school sponsored or school-approved activities for students eligible for state/regional or national academic competition will be considered. Examples of school sponsored and/or approved academic activities are as follows:
1. Science Fairs or Symposiums
 2. Drama
 3. BPA
 4. Destination Imagination
 5. Mock Trial
 6. Technology Club
 7. Political Science – Youth Legislature and Model UN
 8. Future Problem Solving
 9. Geography Bee
 10. Band, Jazz Band, Choir
 11. Math Counts
- B. It shall be the responsibility of the teacher or the sponsor to request permission from the building principal for such activities during the school year.
- C. A written proposal, to be eligible for consideration, describing the nature of the trip and costs must be submitted to the Activities Director for consideration by the Academic Competition Funding Committee.
- D. Projects to finance approved activities must meet criteria as set forth in Policy 5101.00, Fund Raising Activities.
- E. The Board of Trustees, in its effort to support students who participate in activities of an academic nature, may provide financial assistance from district funds.
- F. Limitations:
- Out-of-district academic competition requiring overnight lodging and supervision may be funded only for secondary students.
 - Academic competition funds will not cover student meals except meals that are included as part of a registration fee.
 - District representatives and advisors will be held to the “maximum allowable expense” amount for per diem expenses.
 - The number of advisors traveling with students will be kept to a reasonable minimum that will allow for adequate supervision and safety. The District will not pay expenses of non-district participants.
 - Funding by the District for participation in national competitions will only be considered for first place state/regional winners.

(5-30-02)

PROCEDURE TO ANALYZE TEACHING MATERIAL

(Refer to Policy Range 6075-6084)

Meaningful education requires that teachers and students enjoy academic freedom and exercise academic responsibility. The goal of academic freedom is to foster critical thinking and the free exchange of ideas in an atmosphere of mutual respect. With that freedom is a corresponding responsibility to discuss controversial issues only after giving consideration to the relevance of the subject matter to curriculum and class objectives, to the maturity of the students, and to the diversity of community values. It is of utmost importance that the teacher nurture the discussions and activities.

The major criteria for selecting materials for instruction should be that the material is integral to the lessons and will enhance student learning.

Material must be previewed by the teacher to identify:

1. whether it contains information that might be considered sensitive by parent(s)/guardian(s) or students;
2. whether the material being considered is integral to the lesson that the advantage to students outweighs the sensitive nature of anything contained within in;
3. whether the sensitive items within the material can be removed without significantly changing the effectiveness of the material. (Refer to “Guidelines for Viewing Films in the Classroom,” if appropriate.)

If the teacher decides that the material is so important to the lesson that it should be used regardless of sensitive items within it, and if he/she feels the sensitive items cannot be removed without significantly reducing the effectiveness of the material, the teacher must:

1. inform the students that sensitive material will be used, that they are free to excuse themselves from the lesson presentation, and that they will be assigned an alternate activity if they choose to be excluded; and,
2. inform the students and parent(s)/guardian(s) that sensitive material will be used by sending home the “Sensitive Material Parent Permission” form at least ten (10) days prior to the lesson. Students who do not return the “Sensitive Material Parent Permission” form will participate in the alternate activity.

The teacher must be present when sensitive materials are presented.

(5-30-02)

SECTION VI - INSTRUCTION
(6000-48)

All films should relate directly to educational goals and must be previewed in their entirety by the teacher.

Films or video tapes rated by the Motion Picture Association of America:

G	may be shown at all levels
PG	may be shown at all levels, but must be pre-approved at the elementary level with a “Sensitive Material Parent Permission” form
PG-13	may be shown at all levels, but must be pre-approved for students under the age of 13 with a “Sensitive Material Parent Permission” form
R	may be shown at the secondary level, but must be pre-approved with a “Sensitive Material Parent Permission” form and edited for educational use, as appropriate
NC-17	cannot be shown at any time in the schools

Un-rated:

- Can be shown at all levels if instructional and produced for educational use, purchase, and/or distribution.
- Foreign films or other films that have not been rated may be shown subject to the principles and guidelines outlined above for rated films.

Film ratings are based on the film’s level of violence, language, sexual frankness, and adult subject matter. The rating assigned to a video tape or film should be a guide as to whether student viewing is appropriate. If a teacher is uncertain about its appropriateness, he/she is encouraged to confer with colleagues.

All Federal copyright guidelines must be observed.

(5-30-02)

PROCEDURE FOR STUDENTS STUDYING

IN FOREIGN COUNTRIES

(Policy 6115.00)

1. Students who are considering studying in foreign countries and who are seeking academic credit upon returning to Moscow High School should see a counselor as soon as possible. The student should familiarize himself/herself with the courses listed in the Secondary School Courses of Study for the State of Idaho so the student can return with necessary documentation to pursue receiving credit in specific courses from Moscow High School. A copy of the Secondary School Courses of Study in the State of Idaho can be reviewed in the library.
2. Upon the student's return to Moscow High School, the following required credentials are to be provided to the counselors/principal: official transcripts or certified copies of certificate(s), diploma(s), or government examination report(s); an explanation of the grading system used; and detailed course descriptions describing the individual course contents from all institutions attended. These documents are to be in **English**.
3. Academic credit will be granted for courses determined to be comparable in nature to those offered within the Moscow School District. When required materials are provided in advance of the completion of the educational exchange, transfer credit decisions will be made conditional upon final, official proof of satisfactory completion of the educational experience. Considerations for granting specific credit include length of study, methods of assessment, course duration, course content (syllabi), laboratory work, language of instruction, course prerequisites, and whether the course was a participation course.

Limitations: A student will not be awarded more credits than he/she would have earned during the same period of study in a U.S. institution except for two (2) credits of social studies awarded for two (2) semesters of foreign country experience.

Grades: Courses will be approved on a "Pass" basis only to avoid the unsolvable problems associated with interpreting and equating country-specific grades to the district grading scale. No grade points for this work will be included in the computation of the student's grade point average at Moscow High School. An exception will be any course required for the "C" average rule.

4. Transfer credit will be recorded on the student's official transcript after the student has returned and is officially registered at Moscow High School. Whatever portion of the foreign study determined no to be comparable to Moscow High School's course of study will be posted on the student's transcript as **foreign credit** but will not be counted as fulfilling a graduation requirement(s). The principal or principal's designee will evaluate the credentials for the credit to be awarded.

(12-19-95)

CREDIT BY EXAMINATION

(Refer to Policy 6125.00)

General Assumptions:

The purpose of taking courses is to develop skills, knowledge and competence based on course content and activities.

- Students vary in their previous knowledge, skills, and competence in subjects and must be allowed to advance as much as possible at their own rate.
- Students must be given an opportunity to explore areas of interest if they can demonstrate knowledge, skills, and competence in prerequisite or required courses.
- Testing out is not allowed in such performance courses as PE, drama, speech, chorus, art, or lab sciences.
- Testing will be provided in early August, early January, and late April of each year, as requested by students/parents. Credit by Examination applications must be received by the principal three (3) weeks prior to the beginning of the semester in which the student wants credit applied.
- Testing for any course is allowed once. Credit will be granted for a grade of A, B, or C.
- Testing of a course already taken is not permitted except in the case of Algebra I, Algebra II, Geometry, Spanish I, and Spanish II taken in the 7th or 8th grade. These courses, however, will be posted on the grade 9 transcript upon written request of the parent. In lieu of an “examination,” the assessments utilized throughout the course will be used to determine the grade that is posted with the credits. These credits will apply to graduation requirements and the grades will be included in the GPA for the student. These courses will not be listed as “credit by examination.”
- The NCAA does not recognize credits by examination for the purpose of eligibility.

Procedures

1. The student completes the Credit by Examination application available from the school counselor and submits the \$100.00 per course processing fee and the application to the counselor. The fee is non-refundable. State guidelines, course textbooks, and course syllabi will be located in the school library.
2. The counselor sends a copy of the syllabus, the original application and the check to the high school principal. If a test has already been developed, the high school principal will review its contents with the department to ensure that the test still reflects course requirements. If a test has not been developed, the high school principal will work with teacher(s) to develop the test outline and test procedure that will provide students with an opportunity to demonstrate competence, and identify passing and grade requirements.
3. The high school principal will coordinate the administration and grading of the test. Exams will be given outside of the regular school day.
4. The Counselor and Registrar will be notified in writing of the results of the test. The Counselor will notify the student and parent of the results of the test. The student may opt, with parent’s written permission, to take the course in lieu of a C grade earned on the test. If a D or F is earned on the test, the course must be taken to earn credit.
5. The letter grade of A, B, or C assigned by the test results will be posted on the student’s transcript with a footnote that such grade and credit was earned by examination.
6. The last grade posted for a course is the grade of record. (7-18-02)

PROCEDURES FOR REPRODUCING COPYRIGHTED MATERIALS

(Refer to Policy 6200.00)

1. Guidelines for Reproduction of Copyrighted Materials. The Moscow School District intends for all faculty and staff to comply with the laws governing reproduction of copyrighted materials. While laws themselves are complex and unclear, the following guidelines may help avoid legal liability. More detailed information is available through the Superintendent's Office.
 - A. Most commercially printed or recorded material is copyrighted, including books, workbooks, periodicals, music, art works, films, video tapes, and computer software.
 - B. Copyright infringement carries penalties of up to \$50,000.
 - C. The safest way to avoid infringement is to buy the work or to request permission to reproduce and distribute copies of the work.
 - D. Limited copying for teaching purposes is permitted without purchase.
 - E. For use in a class or preparation, a teacher may make single copies of a chapter, article, short story, chart, graph, or picture.
 - F. Where need arises unexpectedly and time does not allow for purchase, a teacher may make multiple copies (1 per student) of a chapter, article, short story, chart, graph, or picture. This should be exceptional, not usual.
 - G. Copying should only be done once per item. After the first use there should be time to purchase for the next use.
 - H. "Consumable" materials (workbooks, exercises, standardized tests, etc.) should not be copied.
 - I. Emergency copies of music, scripts, etc., may be made for imminent performance, but replacements should be purchased promptly afterward.
 - J. Radio or television broadcasts by public broadcasting stations may be taped "off the air" but should be erased within seven days. Commercial broadcasts should not be taped.

(5-30-02)

SECTION VI - INSTRUCTION (6000-52)

(ii) Guidelines With Respect to Books and Periodicals

In a joint letter to Chairman Kastenmeier, dated March 19, 1976, the representatives of the Ad Hoc Committee of Educational Institutions and Organizations on Copyright Law Revision, and of the Authors League of America, Inc., and the Association of American Publishers, Inc., stated:

You may remember that in our letter of March 8, 1976 we told you that the negotiating teams representing authors and publishers and the Ad Hoc Group had reached tentative agreement on the guidelines to insert in the Committee Report covering educational copying from books and periodicals under Section 107 of H.R. 2223 and S. 22, and that as part of that tentative agreement each side would accept the amendments to Section 107 and 504 which were adopted by your Subcommittee on March 3, 1976.

We are now happy to tell you that the agreement has been approved by the principals and we enclose a copy herewith. We had originally intended to translate the agreement into language suitable for inclusion in the legislative report dealing with Section 107, but we have since been advised by committee staff that this will not be necessary.

As stated above, the agreement refers only to copying from books and periodicals, and it is not intended to apply to musical or audiovisual works.

The full text of the agreement is as follows:

AGREEMENT ON GUIDELINES FOR CLASSROOM COPYING IN NOT-FOR-PROFIT EDUCATIONAL INSTITUTIONS WITH RESPECT TO BOOKS AND PERIODICALS

The purpose of the following guidelines is to state the minimum and not the maximum standards of educational fair use under Section 107 of H.R. 2223. The parties agree that the conditions determining the extent of permissible copying for educational purposes may change in the future; that certain types of copying permitted under these guidelines may not be permissible in the future; and conversely that in the future other types of copying not permitted under these guidelines may be permissible under revised guidelines.

Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying which does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

GUIDELINES

I. *Single Copying for Teachers*

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- A. A chapter from a book;
- B. An article from a periodical or newspaper;
- C. A short story, short essay or short poem, whether or not from a collective work;
- D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper;

II. *Multiple Copies for Classroom Use*

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion; *provided that*:

- A. The copying meets the tests of brevity and spontaneity as defined below; *and*,
- B. Meets the cumulative effect test as defined below; *and*,
- C. Each copy includes a notice of copyright

Definitions

Brevity

(i) Poetry: (a) complete poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.

(ii) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

[Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.]

(iii) Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

(iv) "Special" works: Certain works in poetry, prose, or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "ii" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity

(i) The copyrighting is at the instance and inspirations of the individual teacher, and

(ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

(i) The copying of the material is for only one course in the school in which the copies are made.

(ii) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

(iii) There shall not be more than nine instances of such multiple copying for one course during one class term.

[The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

III. *Prohibitions as to I and II Above*

Notwithstanding any of the above, the following shall be prohibited:

(A) Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts there from are accumulated or reproduced and used separately.

SECTION VI - INSTRUCTION
(6000-53)

(B) There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

(C) Copying shall not:

- (a) substitute for the purchase of books, publishers' reprints or periodicals;
- (b) be directed by higher authority;
- (c) be repeated with respect to the same item by the same teacher from term to term.

(D) No charge shall be made to the student beyond the actual cost of the photocopying.

Agreed MARCH 19, 1976.

Ad Hoc Committee on Copyright Law Revision:

BY SHELDON ELLIOTT STEINBACH.

Author-Publisher Group:

Authors League of America:

BY IRWIN KARP, *Counsel.*

Association of American Publishers, Inc.:

BY ALEXANDER C. HOFFMAN,

Chairman, Copyright Committee.

(iii) **Guidelines With Respect to Music**

In a joint letter dated April 30, 1976, representatives of the Music Publishers' Association of the United States, Inc., the National Music Publishers' Association, Inc., the Music Teachers National Association, the Music Educators National Conference, the National Association of Schools of Music, and the Ad Hoc Committee on Copyright Law Revision, wrote to Chairman Kastenmeier as follows:

During the hearings on H.R. 2223 in June 1975, you and several of your subcommittee members suggested that concerned groups should work together in developing guidelines which would be helpful to clarify Section 107 of the bill.

Representatives of music educators and music publishers delayed their meetings until guidelines had been developed relative to books and periodicals. Shortly after that work was completed and those guidelines were forwarded to your subcommittee, representatives of the undersigned music organizations met together with representatives of the Ad Hoc Committee on Copyright Law Revision to draft guidelines relative to music.

We are very pleased to inform you that the discussions thus have been fruitful on the guidelines which have been developed. Since private music teachers are an important factor in music education, due consideration has been given to the concerns of that group.

We trust that this will be helpful in the report on the bill to clarify Fair Use as it applies to music.

The text of the guidelines accompanying this letter is as follows:

GUIDELINES FOR EDUCATIONAL USES OF MUSIC

The purpose of the following guidelines is to state the minimum and not the maximum standards of educational fair use under Section 107 of HR 2223. The parties agree that the conditions determining the extent of permissible copying for educational purposes may change in the future; that certain types of copying permitted under these guidelines may not be permissible in the future, and conversely that in the future other

types of copying not permitted under these guidelines may be permissible under revised guidelines.

Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying which does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

A. Permissible Uses

1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.

2. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section*, movement or aria, but in no case more than 10 percent of the whole work. The number of copies shall not exceed one copy per pupil.**

3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.

4. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.

5. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

* Corrected from *Congressional Record*.

** *Editor's Note*: As reprinted in the House Report, subsection A.2 of the Music Guidelines had consisted of two separate paragraphs, one dealing with multiple copies and a second dealing with single copies. In his introductory remarks during the House debates on S. 22, the Chairman of the House Judiciary Subcommittee, Mr. Kastenmeier, announced that "the report, as printed, does not reflect a subsequent change in the joint guidelines which was described in a subsequent letter to me from a representative of [the signatory organizations]," and provided the revised text of subsection A.2. (122 CONG. REC. H 10875, Sept. 22, 1976). The text reprinted here is the revised text.

B. Prohibitions

1. Copying to create or replace or substitute for anthologies, compilations or collective works.

2. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.

3. Copying for the purpose of performance, except as in A (1) above.

4. Copying for the purpose of substituting for the purchase of music, except as in A (1) and A (2) above.

SECTION VI - INSTRUCTION (6000-54)

5. Copying without inclusion of the copyright notice which appears on the printed copy.

(iv) Discussion of Guidelines

The Committee appreciates and commends the efforts and the cooperative and reasonable spirit of the parties who achieved the agreed guidelines on books and periodicals and on music. Representatives of the American Association of University Professors and of the Association of American Law Schools have written to the Committee strongly criticizing the guidelines, particularly with respect to multiple copying, as being too restrictive with respect to classroom situations at the university and graduate level. However, the Committee notes that the Ad Hoc group did include representatives of higher education, that the stated "purpose of the...guidelines is to state the minimum and not the maximum standards of educational fair use" and that the agreement acknowledges "there may be instances in which copying which does not fall within the guidelines...may nonetheless be permitted under the criteria of fair use."

The Committee believes the guidelines are a reasonable interpretation of the minimum standards of fair use. Teachers will know that copying within the guidelines is fair use. Thus, the guidelines serve the purpose of fulfilling the need for greater certainty and protection for teachers. The Committee expresses the hope that if there are areas where standards other than these guidelines may be appropriate, the parties will continue their efforts to provide additional specific guidelines in the same spirit of good will and give and take that has marked the discussion of this subject in recent months.

**PROCEDURES TO IMPLEMENT
HOMEBOUND INSTRUCTIONAL SERVICES**

(Refer to Policy 6275.00-6275.50)

1. Parent(s) or guardian(s) will make requests for Homebound Instructional Service on District forms, "Request for Homebound Instructional Services" and if necessary "Physician's Statement of Illness, Accident or Unusual Disability Condition for Homebound Instruction." Completed forms should be submitted to the building administrator or counselor.
2. The building administrator after consulting Board Policy 6275.00-6275.50 will determine the student's eligibility for services. If the student is on an Individual Education Program (IEP) the Special Services Director will be consulted.
3. If the student is determined to be eligible for services (maximum ten hours per week) the school administrator will arrange for a homebound instructor (at an hourly wage determined by the business manager). (*See Policy 6275.20 Teaching Services*)
4. Coursework is to be consistent with Policy 6275.30.
5. Reports are to be submitted to the principal of the school the student would otherwise attend. (*See Forms Section "Report of Homebound Instruction"*)
6. The principal will advance the report to the Payroll Department at the District Office for payment.
7. Students in long-term homebound status for periods exceeding thirty (30) days will be required to have periodic physician authentication of the continued requirement for homebound service. (Policy 6275.50)

(7-22-03)

SECTION VI - INSTRUCTION
(6000-56)

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MOSCOW SCHOOL DISTRICT #281
Proposal for Curricular Programming Change*
To be submitted to the Building Principal

School: _____ **Applicant's Name:** _____

Department/Grade Level: _____

Anticipated Implementation Date: _____

Check one:

New Curricular Program

New Course

Other (please explain) _____

* This proposal is not required for administrative decisions related to course modifications/intervention in response to assessment data in language arts and mathematics.

(PLEASE USE ADDITIONAL SHEETS AS NECESSARY)

- A. **General Goals:** Identify and explain the general goals of the proposed program or course.
- B. **Brief Description:** Describe how the requested curricular change serves to improve our existing program or courses. Describe the target population and the unique features of the program or course.
- C. **Moscow School District Strategic Plan and State Standards Coordination:** Explain how the program outcomes mesh with the building's School Improvement Plan, the Moscow School District Strategic Plan and the State Curriculum Standards, and how this program fits with other District programming already in place.
- D. **Detailed Operational Plan Description:** Describe the following aspects of the plan for operation of the program:
1. Describe any special curriculum emphasis in terms of content, methods, or materials.
 2. Provide a description of the necessary staff roles in the program. This may include a clarification of the administrative responsibilities and time involved in operation of the program.
 3. Describe the criteria and process for selection and enrollment of pupils.
 4. Describe the facilities requirements for the program, including amount and design of space and desired location.

SECTION VI - INSTRUCTION
(6000-58)

Proposal for Programming Change – Page 2

- 5. Present a calendar of tasks necessary to implement the program.

- 6. Describe the probable impact on other schools and programs.

- E. Budget: (include salaries, training, startup costs, grant requests, texts/supplementary materials, special equipment, continuing building costs and any other)

- F. Evaluation Procedures: Describe the planned procedure for evaluation of teachers, pupils, and the program. Annual evaluation of the program should be based on how well the program is achieving District goals and its own goals and objectives. Explain how the information will be collected, what form the information will be in, who will provide the information, and how will the ongoing feedback be incorporated into program improvement and modifications.

- G. Submission: Submit the completed proposal to the Building Principal(s) for approval with signature by September 15, if Board approval is anticipated for the following school year. Once the Principal has signed the proposal, the proposal should be sent to the Administrative Council for approval. The proposal should then be forwarded to the appropriate Subject Area Committee Co-Chairs for approval. After all signatures have been obtained, the proposal should be sent to the Curriculum Director who will bring it to the District Curriculum Committee for review. Proposals approved by the District Curriculum Committee will be forwarded to the Superintendent by January 1, and then brought to the Board of Trustees for final approval. If the Principal and/or Subject Area Co-Chairs do not approve the proposal, a written appeal may be forwarded to the Curriculum Director who will bring it to the District Curriculum Committee for discussion.

Signatures Indicating Approval of this Proposal for Curricular Change:

Building Principal _____	Date _____
Administrative Council _____	Date _____
SAC Co-Chairs _____	Date _____
Chair of DCC _____	Date _____
Superintendent _____	Date _____

REQUEST FOR REVIEW OF INSTRUCTIONAL MATERIALS

(Refer to Policy 6078.00 A.)

Please discuss this matter with the teacher or librarian before you submit this form.

Request initiated by _____

Telephone _____ or Cell Phone _____

Address _____

Complainant _____

Representing: _____ Self _____ Organization/Group Name _____

School/Grade Concerned _____

Author _____

Title _____

Type of Material _____

Publisher _____ Copyright Date _____

- Do you have a child in the school concerned? _____
- Are you aware of the teacher's purpose in sing this work? _____
- What prompted you to object to this work? _____
- To what in the book or material(s) do you object? Be specific, cite pages, etc. _____

- What do you feel might be the result of exposure to this material? _____

- For what age group would you recommend this material? _____
- What are the positive aspects of this material? _____
- Did you read (hear, see) the entire work? _____ What parts? _____

SECTION VI - INSTRUCTION
(6000-60)

REQUEST FOR REVIEW OF INSTRUCTIONAL MATERIAL, Page 2

- Are you aware of judgments' of critical experts regarding this material? _____
- If so, which critics? _____
- Have you read a review of this work? _____ If so, what is the source of the review? _____

- In its place, what material of equal literary or informational quality would you recommend that would address the same theme? _____

- What would you like the Review Committee to do about this material?
 - a. Do not assign it to my child _____
 - b. Withdraw it from all students as well as from my child _____
 - c. Review its educational value _____
 - d. Other _____

Name of Complainant (print)

Signature of Complainant

Date

This form, when completed, should be submitted to the building principal within ten (10) days of receipt to initiate a committee review. You will be notified of the meeting date of this review during which time you will have the opportunity to express your views. You will be notified within one week of the Review Committee's decision. Appeal of this decision may be made through the principal and Superintendent to the Board of Trustees. Material that is the subject of this review process will not be removed until the final decision has been reached.

Further comments may be written below.

(5-30-02)

RATIONALE FOR USE OF INSTRUCTIONAL MATERIAL

(Refer to Policy 6078.00 B.)

Teacher/librarian will complete this form upon notification that a "Request for Review of Instructional Materials" has been filed.

SCHOOL/GRADE _____

TEACHER/LIBRARIAN _____

COURSE OR CLASS _____

TYPE OF MATERIAL _____

TITLE _____

Approximate date(s) book or material was used _____

This material was: (check all that apply)

_____ studied by the whole class _____ recommended to individual students _____ checked out from the school library

Context of use _____

Ways in which the material was appropriate for students in this class _____

Ways in which the material was integral to the objectives of this course unit _____

Printed material used in conjunction with this lesson/unit is attached.

Signature

Date

Use the back of this form to include any other information that you feel might be helpful or if additional space is needed to answer the questions more fully.

(5-30-02)

SECTION VI - INSTRUCTION
(6000-62)

**MOSCOW SCHOOL DISTRICT
SENSITIVE MATERIAL
PARENT PERMISSION**

(Refer to Policy 6078.00)

Name of Teacher _____ Date(s) of Presentation _____

Subject _____ Period(s)/Grade(s) Involved _____

Title and Type of Material _____

Topic of Material _____

Method of Presentation _____

Educational Objective _____

Reason for Sensitive Rating _____

Alternate Method of Instruction _____

PLEASE INITIAL THE APPROPRIATE LINE AND RETURN BY _____

____ I give my son/daughter permission to participate in the material chosen for this curricular area.

____ I **DO NOT** give my son/daughter permission to participate in the material and choose the alternative method of instruction.

Student's Name (print)

Parent/Guardian Name (print)

Date

Parent/Guardian Signature

Students will be permitted to participate in activities that contain sensitive material only if the instructor has received the completed form, *Sensitive Material Parent Permission*, prior to the beginning of the activity.

(5-30-02)

REVIEW COMMITTEE DECISION

(Refer to Policy 6078.00 C.)

This form is to be filled out by the Review Committee. Please attach a copy of the "Request for Review of Educational Materials," the "Sensitive material Parent Permission" form, if used, and the "Rationale for Use of Instructional Material."

Material subject to objection _____

Please state each objection to the material and your findings:

Attach additional information.

Committee Members

Signature	Date	Signature	Date
1. _____		4. _____	
2. _____		5. _____	
3. _____			

TEACHER/LIBRARIAN/COMPLAINANT: I have been informed of the Review Committee's decision.

____ I wish to appeal this decision to the Board of Trustees.

____ I do not wish to appeal this decision.

Signature Date

Return this form to the building principal within ten (10) days of receipt.

(5-30-02)

SECTION VI - INSTRUCTION
(6000-64)

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EMPLOYEE INTERNET RESPONSIBLE USE CONTRACT

(The following executes Board Policy 6081.10-6081.20)

Technology and Network Access

The Moscow School District provides a computer network system, software, and access to the Internet as part of its curriculum resources. The use of the District's technology resources is a privilege and not a right. All network users, including students, employees, faculty, administrators and patrons or guests, are expected to use network resources for purposes appropriate to an education environment, consistent with the Computers and Networks Policy 6081.10 and Internet Safety Policy 6081.20, and refrain from any use that is not consistent with Federal, State, local laws, and district policies, purposes, or objectives.

Users must understand that communications created, received or backed-up on the system are public documents. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum. *Courts have ruled that old messages may be subpoenaed.* Although the district does not routinely monitor all messages, it does have the authority, at any time, to inspect the contents of any District equipment, files, or mail on its system for any legitimate business, legal or disciplinary purpose. Email related to a student is considered part of an educational record. As long as an email message or any attachment related to a student is maintained on a computer or server, it constitutes an educational record and is subject to FERPA (Family Educational Rights and Privacy Act) until it is permanently deleted.

Expectations of Staff

Technology serves to assist staff in fulfilling their job responsibilities. The District expects staff members to use the technology and network services as tools for instruction and professional work and to attend technology training in order to be able to use it effectively. All staff members should serve as role models in this capacity. It is imperative that staff know and enforce the Internet Safety Policy and teach and supervise responsible use of technology in their area. Parents may request restricted use of the networks and Internet in writing.

E. Implement procedures established by the Superintendent and designees (pursuant to the Children's Internet Protection Act (CIPA, 12-21-2000 and NCIPA, 10-28-2008) to maximize system safety and security and, to the extent practical, prevent inappropriate network usage, include, but are not limited to:

1. "The prevention of user access to or transmission of, inappropriate material over its computer networks, via Internet, electronic mail, or other direct electronic communications;
2. The prevention of unauthorized access and other unlawful online activity, such as hacking,
3. The prevention of unauthorized on-line disclosure, use, and dissemination of personal information regarding minors, and
4. The use or dissemination of personal identification information of minors."
5. Students and parents are required to read and sign the Student Responsible Use Contract before students are allowed access to the network.
6. Each student who receives a network account will receive instruction from a Moscow School District staff member pertaining to the proper and responsible use of the District's networks and the Internet.

F. District staff is responsible for instructing students in:

1. Use of appropriate strategies when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications to ensure their safety and security,
2. Unauthorized access, including so-called "hacking" and other unlawful activities by minors online, such as vandalism and harassment,
3. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors,
4. Search strategies designed to restrict minor's access to materials harmful to minors (local standards prevail),
5. Copyright and plagiarism,
6. Downloading files.

SECTION VI - INSTRUCTION (6000-66)

- C. District staff is responsible for supervising and monitoring students' online activities. An information literacy curriculum provides students with the understanding and skills needed to use electronic resources effectively, and in an appropriate and responsible manner. District staff is responsible for integrating the use of technology into curriculum activities.
- D. District staff may utilize defined procedures to temporarily disable filtering for "adults only" for "bona fide research or other lawful purpose" are in place. District network staff monitors and evaluates sites not currently categorized or that might be categorized incorrectly.

Guidelines for the use of district technology and network services

Staff May:

- 1. Use district-owned software.
- 2. Use the Internet and other network services efficiently and with discretion to conserve District resources.
- 3. Save work on a thumbdrive, a computer, or a server, and request additional server space for instructional projects.
- 4. Manage and delete personal files.
- 7. Use an email account provided by the District as needed.
- 8. Connect computers to a projection device and make appropriate setting changes.
- 9. Request technical support from their respective Building Tech Representative and the Technology Department.

Staff MAY NOT:

- 1. Allow student use of technology or network services without supervision.
- 2. Access or use others' accounts or passwords.
- 3. Share a network account or passwords with another person or leave an open file unattended or unsupervised.
- 4. Access or send material inappropriate to a K-12 setting.
- 5. Send or receive material that may be hurtful to another person or detrimental to the operation of a computer, software, or network.
- 6. Send or post personal information about themselves, or others.
- 7. Move technology equipment or software to another location without the prior consent of a Technology Department representative. (Network connections may be lost; inventory tracking is made more difficult.)
- 8. Tamper with, assemble, disassemble, connect, or disconnect technology or network equipment. Systems may be damaged. Personal laptops may not be connected to the network without consent.
- 9. Install, download, copy, or delete district software. A software approval process must be followed before staff may install, download, or delete instructional software. The intent is to facilitate seamless, stable, and compatible computer and network functioning within the limitations of existing hardware, software, operating systems, and the individual's technical proficiency.
- 10. Create or change configurations (alter IP network number assignments or performance configurations).
- 11. Access, modify, or delete files created by another user without their prior consent.
- 12. Plagiarize or break copyright or trademark law.
- 13. Use district technology or network services for personal, entertainment, political, or commercial purposes. **Note:** Use of school technology for political lobbying or commercial business is against the law. However, some instances of personal use may be acceptable (email, CD's) when such use does not interfere with job responsibilities and does not compromise district resources. For example, audio and video transmissions, such as online radio or video may slow down network services (access to the Internet, email, library catalog, file servers, etc.) throughout the district. Access to these services without curricular justification during the school day might interfere with instruction and district data gathering activities. After school, evening and weekend use probably would not. Making an airline reservation is acceptable; running a travel agency from the District is not. To conserve District resources, please use these online resources with discretion.
- 14. Install, copy, or knowingly infect a computer with a virus. **Note:** Other examples of inappropriate technology/network behavior will be considered on a case-by-case basis. District Technology Staff or Building Technology Representative may be exempt from some of the items listed.

Consequences of Irresponsible Use

The Technology Department will report inappropriate behaviors, violations, or complaints to the building principal or supervisor who will take appropriate disciplinary action. Consequences for individuals violating the Staff Responsible Use Policy vary depending on the nature and seriousness of the violation. Consequences might include discussion, disciplinary action (due process), and/or the involvement of law enforcement agencies.

Warranties/Indemnification

1. Signing this contract signifies that the employee has read the District's Computers and Networks and Internet Safety Policy and will take personal responsibility for adhering to those policies as well as the specific behaviors and procedures contained in this guide.
2. The District makes no warranties of any kind, whether expressed or implied, in connection with its provision of access to, and use of, its computer networks and the Internet provided under this Policy.
3. The District will not be responsible for any claims, losses, damages, or costs (including attorney's fees) of any kind suffered, directly or indirectly, by any Staff member arising out of the use of the electronic network.
4. The Staff member takes full responsibility for his/her use and is responsible for any and all loss, costs or damages resulting from the use authorized under this agreement, including but not limited to any fees or charges incurred through purchases of goods or services by the user over the electronic network.

Each employee will be given a copy of this policy and procedure and will sign an acceptable use before establishing an account or continuing their use (August 26, 2002).

Authorization for Use of Computer Resources within the Moscow School District

As a user of the Moscow Schools computer network, I hereby agree to comply with the rules stated above, communicating over the network in a responsible fashion while honoring all relevant laws and restrictions.

Staff Name (Print): _____ **Date:** _____

Staff Signature: _____

Pursuant to the Child Internet Protection Action (**CIPA**, April 20, 2001) notice is hereby given that there are NO facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and may monitor messages.

The intent of this policy is to promote the safe and efficient use of District technology resources. While there is no intent to monitor staff email, it is possible that instances of inappropriate use may become apparent when technicians are servicing domain accounts, monitoring firewall, virtual private network, and/or filter effectiveness, or when asked by an administrator to analyze students' use of the system. Any transgressions identified during a network analysis will be reported to the appropriate building administrator. Messages relating to or in support of illegal activities will be reported to the appropriate authorities. The District reserves the right to log network use including, but not limited to, particular web sites visited, files saved on the district network, computers and programs used, and files server space utilization. The District assumes no responsibility or liability for files deleted due to violation of files server space allotments or any other reason. (3-26-02)

SECTION VI - INSTRUCTION
(6000-68)

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HOME SCHOOL REQUEST – DUAL ENROLLMENT

(Refer to Policy 6100.30)

Return the completed form to the appropriate school office

STUDENT NAME _____ STUDENT NUMBER _____

According to Idaho Code 33-203, Dual enrollment

1. The parent or guardian of a child of school age who is enrolled in a nonpublic school shall be allowed to enroll the student in a public school for dual enrollment.
2. A nonpublic student is any student who receives educational instruction outside a public school classroom and such instruction can include, but is not limited to, a private school or a home school.

Please describe the curriculum that will be completed during the home school period:

Please list curriculum materials that will be utilized and the publisher of said materials:

Who will be primarily responsible for the student’s instruction during the home school period?

_____	_____
Parent/Guardian Signature	Date
_____	_____
Counselor Signature	Date
_____	_____
Principal Signature	Date

NOTE: Please be aware that a student must request release for a period to home school within the first eight (8) days of a semester. Furthermore, according to Moscow School District Extracurricular Activity Eligibility Policy, a student who drops a class in order to home school after the semester begins forfeits his/her extracurricular eligibility for the remainder of the academic year.
(5-30-02)

SECTION VI - INSTRUCTION
(6000-70)

APPLICATION PLAN FOR PE WAIVER

(Refer to Policy Section 6100.40 B.)

Return the completed form to the Moscow Middle School Office

Date Received

Student's Name

School

School Year

Semester: Check all that apply. Fall _____ Spring _____ Both _____

Complete the application and submit it to the principal at least thirty (30) days before the beginning of the semester in which the student wants credit applied. (For a fall application, the form needs to be turned in thirty (30) days before the end of the spring semester.)

Academic/programming reason for application: (Use additional sheets.) Include and attach documentation: Academic conflicts in the student's four-year plan and/or Section 504/IDEA.

Describe type of physical activity in lieu of PE: (Use additional sheets.) Include: Variety and types of sustained activity including aerobic fitness, muscular fitness and endurance, and group and/or physical activity including social interaction and cooperation.

Amount of time spent per week for how many weeks: (Use additional sheets.) Include: Descriptions of how performance will be assessed. List specific goals and monitoring/ review process; written statement of persons supervising experiences, and copy of team schedule.

Summary of activities: (Use additional sheets.) Include: Content outline and detailed explanation of program activities.

Coach/Supervisor of Activity Signature

Date

Student Signature

Date

Parent/Guardian Signature

Date

Waiver Application Status: Approved _____ *School use only:* Denied: _____
Comments:

Administrator's Signature

Date

REQUEST FOR HOMEBOUND INSTRUCTIONAL SERVICES

(Refer to Policy Section 6275.00)

Homebound instruction may be initiated for any student who, on a physician's order, is unable to attend school for ten or more consecutive school days due to an accident, illness, or unusual disabling condition. Complete the information requested below.

Student's Name _____ Request Date _____

Address _____ Phone No. _____

School _____ Grade _____

Parent(s)/Guardian(s) Names _____

Reason for homebound instruction _____

Have parents requested this service? Yes _____ No _____

Anticipated length of service suggested by M.D. _____

Please attach the completed physician's statement.

Homebound Instructor _____ Social Security No. _____ - _____ - _____

Instructor's Idaho Teaching Certificate No. _____ Certificate
Expiration Date _____

Instructor's Address _____ Telephone No. _____

Date services are to begin _____

Principal's or Assistant Principal's Approval for Instruction

Homebound instructors are to contact the school administrator or counselor to obtain information and forms to document the instruction provided. Instructors occupy non-contract, at-will positions. Instructors are to personally arrange mutually convenient times and places of instruction with the parent of the student to receive instruction. Instructors receive an hourly wage established by the Business Manager, and are responsible for submitting time for reimbursement to school personnel prior to payroll calculation.

Upon approval, copies of this form are to be distributed by the School Administrator to:

- _____ Building Attendance Secretary
- _____ Payroll/Benefits Specialist
- _____ Business Manager
- _____ Special Services Director (if student has an IEP)

(7-22-03)

SECTION VI - INSTRUCTION
(6000-72)

**PHYSICIAN'S STATEMENT OF ILLNESS, ACCIDENT,
OR UNUSUAL DISABLING CONDITION FOR
HOMEBOUND INSTRUCTION**

(Refer to Policy Section 6275.00 – 6275.50)

As part of the State of Idaho requirements for instruction at home or other off-campus location, it is necessary that a licensed physician certify the condition of the student. The student must have one or more of the following conditions that will prevent school attendance for ten or more school days: **a physical illness, an accident, or for those previously placed in special education, an unusual disabling condition.**

Student's Name _____ DOB _____ School _____

I, _____, certify that _____
Physician's Name (Please Print) Student's Name (Please Print)

is undergoing treatment for or is under my care for the following that prevents school attendance:

Illness Accident Unusual Disabling Condition

Diagnosis or Condition: _____

Date of last examination _____

Estimate of the date the student may be able to return to school _____

Physician's Signature

Date

Please return to the school principal or counselor where this student attends school.

(7-22-03)

REPORT OF HOMEBOUND INSTRUCTION

(Refer to Policy Section 6275.00 – 6275.50)

The teacher instructing students at home should submit this form 15 days prior to the next payday to have hourly earnings paid at that time. Required are: Parent signature to authenticate instruction delivered; Homebound Teacher signature to certify instruction delivered, and Principal signature of the school otherwise attended by the student to approve reimbursement for services delivered to a student temporarily unable to attend that school. The original of this form is to be delivered to the Payroll department at the District Office.

Student's Name _____ Teacher's Name _____

School the student would otherwise attend _____ Grade _____

Date of Instruction	Hours of Instruction	Cumulative Total Hours
		Total Hours

Date of Instruction	Hours of Instruction	Cumulative Total Hours
		Total Hours

Homebound services have been provided.

Signature of Parent or Guardian

I certify that the dates and hours are accurate.

Signature of Homebound Teacher

Signature of Principal or Assistant Principal

(7-22-03)

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(6000-74)

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CHARTER SCHOOL PETITION

Cover Page

(Refer to Moscow School District No. 281 Policy 6301.00 C.)

Name of Charter School: _____

Address of Charter School: _____

School Year the Charter School is requesting to open: _____

Grade Level of the School: _____ Estimated Student Enrollment: _____

Date Charter School Representative attended State Department of Education Sponsored Workshop: _____

NOTE: Provide documentation as required by Policy 6301.00 C.

Date of State Department of Education Sufficiency Review: _____

NOTE: Provide the documentation and verification of Sufficiency Review.

Names and Addresses of Founding Members: Use additional sheet, if necessary. **NOTE: Include background checks upon submission of petition.**

Idaho Non-profit Corporation Name: _____

[Idaho Code 33-5204]

Charter School Petitioner Representative Information:

Name: _____

Email Address: _____

Mailing Address: _____

City State Zip Code

Telephone: _____ Cell: _____ Fax: _____

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(6000-76)

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CHARTER SCHOOL CONTRACT FORM

(Refer to Policy 6316.00)

Contract Between The

_____ CHARTER SCHOOL
and
MOSCOW SCHOOL DISTRICT NO. 281

WHEREAS: the Board of Trustees of the Moscow School District No. 281 received a valid charter petition, duly signed and submitted pursuant to Idaho Code Section 33-5205, and

WHEREAS: the Board of Trustees of the Moscow School District No. 281, after holding a public hearing on _____, and considering the level of parent and staff support, and after evaluating all charter school petitions, has determined that the applicant assembled and presented a valid charter petition; and

WHEREAS: the Board of Trustees of the Moscow School District No. 281 approved the charter school petition by a majority vote on _____; and

WHEREAS: The State Board of Education has approved the _____ Charter School Charter; and

WHEREAS: the Board of Directors of the _____ Charter School has approved this agreement with the Board of Trustees of Moscow School District No. 281;

AND, WHEREAS: on _____, the Moscow School District No. 281 administration completed an evaluation of the _____ Charter School that concluded the _____ Charter School has met the terms of agreement with the Moscow School District;

NOW, THEREFORE, the parties enter into this contract between the Moscow School District No. 281 Board of Trustees and the Board of Directors of the _____ Charter School.

RESOLVED THAT the Board of Trustees of the Moscow School District No. 281 hereby approves and grants this charter contract by a vote of _____ yes, and _____ no, _____ abstention on this _____, 20____, to be effective from _____ to _____.

Witnessed:

Signature
_____, Chair
Board of Trustees,
Moscow School District No. 281
(3-27-01)

Signature
_____, Chair
Board of Directors,
_____ Charter School

SECTION VI - INSTRUCTION
(6000-78)

A. Governance

The _____ Charter School will be a legally and operationally independent entity, governed pursuant to the bylaws contained in the petition, as amended, and will carry out the components of the petition as approved, according to applicable state and federal laws.

The period of approved operation of the _____ Charter School is from _____, to _____.

The _____ Charter School will compile and provide to the District an annual audit as described in charter components. This audit will, at a minimum, include the following data:

1. Summary data showing progress toward all the goals and objectives specified in the charter.
2. Analysis of whether student performance is meeting the objectives specified in the charter by the methods of assessment specified.
3. A copy of the school's Board of Directors' self-assessment of the extent of parental involvement and school climate.
4. The manner by which special education services were provided to students with disabilities.
5. An overview of the school's admissions practices during the year and data regarding the number of student enrolled, the number on waiting lists, and the number of students expelled and/or suspended.
6. Data regarding the number of staff working at the school and their qualifications.
7. Data regarding program and/or building accessibility requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.
8. A summary of major decisions and policies established during the year, and upcoming year goals.
9. A copy of the financial audit by an independent auditor.

B. Financial and Service Arrangements between the _____ Charter School and the District

The _____ Charter School and District will negotiate on an annual basis to establish any specific financial and service relationships between the two parties and may develop memoranda of understandings that may be incorporated into this contract, as conditions warrant, if such financial and services relationships require modification from those given herein.

C. Transportation

The _____ Charter School contracts with the Moscow School District to provide transportation to eligible students, as defined by Idaho Code and as agreed upon between the Moscow School District and the _____ Charter School. _____ Charter School will provide the required reports and documentation to the School District and/or State Department of Education, as applicable. An annual fee of 15% of the actual per student cost of transportation, based on prior year's actual cost per student per year, will be the cost of transporting students. The _____ Charter School will pay the District this amount for each student. The State Department of Education will reimburse the remaining fee to the District. The annual fee for transporting students will be subject to change each year.

D. At the time the parties entered into this agreement, there is documentation of the following:

1. _____ Charter School's insurance coverage.
2. A lease or rental agreement for the facility to be used, and certification that the facility satisfies requirements for safety and has complied with accessibility requirements of Idaho and federal statutes, or that such accessibility requirements are in process of being completed.
3. Completed articles of incorporation, bylaws, and any contracts entered into by the _____ Charter School Board of Directors with entities other than the School District.

E. Assessment Procedures

Monitoring and review of activities of _____ Charter School by Moscow School District No. 281 shall be conducted pursuant to the provisions in Idaho Code 33-5201 et seq., Moscow School District Policy 6322.00, and any mutual agreements made in writing between the parties in furtherance of the provisions of state law. Each party to this agreement shall cooperate in good faith in the development of procedures, policies, and practices for the monitoring and review of charter school performance and activities and in the actual monitoring and review by the Moscow School District.

F. Dual Enrollment

Dual enrollment for an individual student must be requested by the parents and can only occur if both schools have adequate classroom space for the student wishing to dual enroll. Both schools must agree to, on a case by case basis, dual enroll a student.

If a student should dual enroll in both _____ Charter School and Moscow School District No. 281, the participating schools each claim 50% of the state funding for that student.

If a student is predominately enrolled in one school (primary education provider), but wishes to attend one or two classes in another school, the primary education provider will receive the full

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(6000-80)

state funding for the student and pay the other school a tuition based on a percentage of the prior year's actual daily rate per student funded by the state.

In all areas of dual enrollment or partial enrollment, transportation between schools will be the responsibility of the parent or guardian of the student who is enrolled in both schools.

G. Special Education

The _____ Charter School agrees to assume full responsibility for providing special education services for students enrolled at the _____ Charter school. Special Education professionals within Moscow School District No. 281 may be contracted to provide special services on a case by case basis if the Moscow School District professionals' work load is such that the extra time required is available to them and both schools agree to the arrangements.

H. Food Services

Food services will be contracted with the Moscow School District. _____ Charter School will assume full responsibility for filing an application for a free and reduced lunch program with the state. The Moscow School District will bill the _____ Charter School for food services on a monthly basis as specified in a separate contract.

I. The terms of this contract between the _____ Charter School and the School District will adhere to the Charter Schools policy adopted by the Board of Trustees of Moscow School District No. 281.

J. Modification to this contract of the approved petition and amendments may be made by written mutual agreement, as approved by the Board of Trustees of the District and the Board of Directors of the _____ Charter School.

K. Both parties agree that Idaho law controls. Any legislation subsequent to the formation of this agreement which could affect a specific term or condition of this agreement shall control such term or condition of this agreement.

(3-27-01)

*Parent – Student-
Teacher – Principal
Compact*

APPENDIX A

**SCHOOL/PARENT/STUDENT
COMPACT BOOKLET**

*J. Russell Elementary
Lena Whitmore Elementary
West Park Elementary*

Title I Program

TIPS FOR SUCCESS

Here are some ways to help your child:

- **Read** to your child, **listen** to your child read to you, and **talk** about the books together.
- Try to spend at least 15 minutes **every day** reading with your child.
- Use the library as a place to enjoy reading time together.
- Encourage your child to join the library's summer reading program.
- Let your child see you enjoying a book, magazine or newspaper. **Be a reading role model!**
- Consider limiting TV time and computer games.
- Check your child's backpack daily.
- Eat lunch at school with your child.
- Ask your child what happened in school each day.
- **Explore the world through books with your child!**

Statement of Purpose:

YOU are your child's most important teacher! This compact represents a process designed to increase your child's success in school. Parental support is critical to children's success every step of the way! It is our goal to have your child become a proficient reader by the end of third grade. It is essential that each parent **attend the Annual Title I Parent Information Meeting**. The meeting date is _____ and presentations will be held during the morning, afternoon, and evening to enable everyone to attend. You will receive a flyer and sign-up sheet for this important meeting.

Title I Teacher: I want students to reach their potential.

I will:

- believe that each student can learn.
- show respect for each student and his/her family and cultural heritage.
- provide an environment that is conducive to learning.
- maintain open lines of communication with student, parents, and the classroom teacher.
- give students and parents clear evaluations of student progress and achievement.

Student: It is important that I develop good habits so that I can do my best at school. I will:

- believe that I can and will learn.
- show respect for myself, my school, and other people.
- come to class on time, be prepared to work, and participate.
- always do my best work.
- be careful with and return borrowed books.

Principal: I strongly encourage parent/student/teacher involvement. I will:

- ensure a safe and orderly learning environment.
- provide an environment that allows for positive communication between the parent/student/teacher.
- encourage teachers to maintain communication with parents.

Parent/Guardian: I want my child to succeed. I will:

- promote positive attitudes about school, reading, and the importance of education.
- continue to make sure my child is punctual and attends school regularly.
- talk with my child often about classwork, and encourage him/her to complete all homework.
- support good study habits by providing a place and time to study.
- attend parent/teacher conferences.
- help my child be responsible for and return borrowed books.

My Involvement Promise

Please sign and return this page to school. Keep the booklet as a reminder of everyone's responsibilities.

Parent/Guardian

Date

Student

Date

Teacher

Date

Principal

Date

Home Address _____

Home Phone _____ Work Phone _____

Email Address _____

**Please cut along the dotted line and
return this form to your child's Title I teacher.**

APPENDIX B

Moscow School District 281

LIBRARY BILL OF RIGHTS

(Policy 6077.20 B)

LIBRARY BILL OF RIGHTS

(Refer to Policy Section 6077.20 B.)

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.

Amended February 2, 1961, and January 23, 1980,
inclusion of "age" reaffirmed January 23, 1996,
by the ALA Council.

www.ala.org/work/freedom/lbr.html

(5-30-02)