

MIDVALE SCHOOL DISTRICT #433 - Policy Manual

SECTION 600

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611.1 DISTRICT CURRICULUM DEVELOPMENT

General

The Superintendent shall have the responsibility for the development of a district-wide, coordinated curriculum. The curriculum shall be developed using the following criteria and/or information from the following sources:

1. Needs assessments or self-evaluations.
2. Accreditation standards.
3. State and federal law.
4. Available space, time and funding.
5. Teacher certification and competency.
6. College admission requirements.

7. Current educational research and literature.

The Board shall approve District curriculum areas and specific course development shall remain the responsibility of the Superintendent.

Last Updated: 13 Aug 1984

612.1 - BASIC CURRICULUM AND CORE OF INSTRUCTION

The schools in the Midvale School District will deliver a core of instruction and an advisement program for each student in the elementary school, the junior high school and high school.

All students will meet district-established standards through rigorous accountability, which includes examinations, demonstrations of achievement, and other appropriate tests and measures. The Midvale School District will assure that students meet district and state standards that are consistent, using State of Idaho requirements as a minimum.

Instruction

At appropriate grade levels, instruction will include but not be limited to:

- ◆ Language arts and communication, which will include instruction in reading, writing, English literature, technological applications, spelling, speech and listening
- ◆ Mathematics, which will include instruction in basic processes of arithmetic, algebra, geometry, mathematical reasoning and probability, and calculus
- ◆ Science, which will include instruction in applied sciences, earth and space sciences, physical sciences and life sciences.
- ◆ Social Studies, which will include instruction in history, government, geography, economics, current world affairs, and citizenship.

Other required instruction for all students

1. **Elementary School, Grades K-6**

- ◆ Fine arts, (art and music)
- ◆ Health (wellness) and physical education (fitness)

2. **Midvale Junior High School**

By the end of the eighth grade year, all students will have developed a parent-approved student learning plans for their high school and post high school options. This learning plan will be developed by students and parents (guardians) with advice and recommendations from junior high school personnel. It will be reviewed annually and

revised as appropriate.

The student learning plan will describe the list of courses and learning activities in which the student will engage while working toward meeting the Midvale School District's graduation standards. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.

Required Instruction for Junior High School students

- ◆ Students must have taken pre-algebra before being permitted to enter grade nine.
- Required Instruction for Junior High School Students:
- ◆ Health/Wellness
 - ◆ Physical Education/Fitness
- Other Required Offerings:
- ◆ Family and consumer science
 - ◆ Fine and performing arts
 - ◆ Vocational Career technical education

3. **Midvale High School**

Midvale High School students will maintain a parent-approved student learning plan for their high school and post high school options. This learning plan will be developed by students and parents (or guardians) with advice and recommendations from Midvale High School personnel. It will be reviewed on an annual basis and may be revised at any time.

Required instruction offerings: Each student must complete credit and exiting standards in at least two of the following areas of instructional offerings.

- ◆ Humanities
- ◆ Vocational technical education (including work-based learning)
- ◆ Family and consumer science
- ◆ Fine and performing arts
- ◆ Languages other than English

(See Policy 641.1 for High School Graduation Requirements)

The following are core components in the Midvale School District for all grades K-12:

Communication Skills

Midvale School District students will have communication skills enabling them to be responsible citizens of their homes, schools and communities. The teaching and demonstrating of effective communication skills, which include listening, will be exemplified throughout the K-12 system of the district.

Technology

Throughout Midvale School District, technology will be integrated into curriculum, instruction and assessment. Classroom activities will include instruction, using multi-media distance

learning and other technologies.

Academic Skills

All students will be provided the opportunity to develop their academic skills and to develop the skills necessary for entering the work force, including self-management skills, individual and team work skills, thinking and information skills, and vocational skills based on the standards of the industry as approved by the State Board of Vocational Education.

Community Skills

All students will be provided the opportunity to become contributing community and family members. This instruction includes homemaking skills, work force skills, entrepreneurial skills, balancing work and family responsibilities.

Work-Based Learning Experiences

Work-based learning experiences will be provided as a part of the instruction in the Midvale School District. These experiences will include training plans, training agreements, approved work sites, and supervision by appropriately-certificated personnel. If work-based learning experiences are selected, they will be included in the parent-approved student learning plans. Instruction will be organized to facilitate a successful transition into the work force and further education. In addition, the Midvale School District will emphasize basic values, which include honesty, self-discipline, unselfishness, respect for authority, and the central importance of work. (Idaho Code 33-1612)

Citizenship

The Midvale School District will provide instruction and activities necessary for students to acquire the skills to enable them to be responsible citizens in their homes, schools, communities, state and nation (Idaho Code 33-1612). Students must pass the Civics test at any time during grades 7-12, and it will be recorded on their transcripts.

Curriculum Materials Selection

The Midvale School District will appoint committees to select textbooks and other curriculum materials based on priorities established by district curriculum committees. Those items should support board-approved curriculum. Consideration will be given to State Board of Education approved materials, state exit standards, and national goals.

Testing

The Midvale School District will participate in the statewide testing program. The statewide program consists of the Idaho Student Achievement Test (**ISAT**), Idaho Reading Indicator (**IRI**), and Sciences for grades 5,7 and 10. Students will also take the ACT or SAT and the Civics test as required by state statute. This information will provide comparative local, state and national data regarding the achievement of Midvale students in essential skill areas; identify performance trends in student achievement across grade levels tested and over time; provide supplemental information for district and building use; and provide a basis for communicating school progress to our public.

In addition, the Midvale School District will utilize and develop other assessments of student performance on the board-approved curriculum (goals and objectives). These assessments may include state developed end-of-course assessments and criterion-referenced tests.

The Midvale School District will also develop subject area exiting standards, using state standards as minimum requirements, demonstrated through various measures of accountability including examinations or other measures.

Advanced Opportunities

Midvale High School offers all secondary students opportunities for advanced credit through dual credit courses, IDLA, and vocational technical courses articulated through Idaho colleges and TVCC.

Special Education

The Midvale School District will provide education for students with disabilities, and comply with all provisions of Chapter 20, Title 33, Idaho Code, the Idaho State Board of Education Rules for Public Schools, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, Idaho's approved state plan and any amendments and implementing regulations of such laws or plan.

Alternative Secondary Programs

Midvale School District will offer special services to eligible at-risk youth to enable them to earn a high school diploma.

1. Student Qualifications: An at-risk youth is any secondary student grade 7-12 who meets any three (3) of the following criteria, a-e, or any one (1) of criteria f-l.
 - a. has repeated at least one (1) grade.
 - b. has absenteeism that is greater than ten percent (10%) during the preceding semester.
 - c. has an overall grade point average (GPA) that is less than 1.5 on a 4.0 scale prior to enrolling in an alternative secondary program.
 - d. has failed one (1) or more academic subjects.
 - e. is two (2) or more semester credits per year behind the rate required to graduate.
 - f. has substance abuse behavior.
 - g. is pregnant or a parent.
 - h. is an emancipated youth.
 - i. is a previous dropout.
 - j. has serious personal, emotional, or medical problems.
 - k. is a court or agency referral.
 - l. upon recommendation of the school district as determined by locally developed criteria for disruptive student behavior.

2. Instruction. Special instruction courses for at-risk youth enrolled in an alternative secondary program will include:
 - a. academic skills that include language arts and communication, mathematics, science, and social studies that meet or exceed minimum state standards.

- b. a personal and career counseling component.
 - c. a physical fitness/personal health component.
 - d. a state division approved vocational-technical component.
 - e. a child care component with parenting skills emphasized.
3. Graduation credit may be earned in the following areas: academic subjects, electives, and approved work-based learning experiences. Non-academic courses, i.e., classroom and office aides do not qualify for credit unless they are approved work-based learning experiences.

Environment

All components of the Midvale School District instructional program will take place in an environment which is both safe and conducive to learning.

Guidance Programs

A comprehensive guidance program will be provided in the Midvale School District as an integral part of the educational program. The Midvale guidance program will include the following elements:

1. A guidance curriculum that identifies knowledge and skills to be attained by all students at various stages of their development and provides activities for their achievement.
2. Individualized planning with students and their parents in each of these domains: personal/social development, educational development, and career development.
3. Response services of counseling, consultation and referral.
4. System support functions that promote effective delivery of guidance services.

Remediation

The Midvale School District expects all students show adequate and measurable yearly progress in all their academic work. State and federal laws require academic progress to be measured several times annually. Students are required to reach specific benchmarks at each stage of their education as measured by these assessments. It is the District's goal that all students will perform at or above the proficiency level, by the end of each year, or to make adequate yearly progress as specified by an individual education plan.

The District also believes that students may learn at different rates and that some students will need additional time to master some subjects. For this reason, the District will provide remediation programs to help ensure that students having difficulty in making adequate progress will be able to achieve at a proficient level. Remediation courses may be offered during the school day in lieu of elective courses for those students scoring below proficiency in the state required testing. The subject matter and method of delivery of these remediation programs may vary as deemed necessary by the administration. To facilitate participation in a remediation program, district administrators may determine a student's class schedule, grade placement, and course enrollment options. Decisions regarding a student's progress, the particular areas where a student needs remediation, and arrangements for the granting of credit, will be made by the administration in concert with the student's parent/guardian.

Students who are below grade level may jeopardize their promotion to higher grade levels and eligibility for extra-curricular activities, and may ultimately be unable to graduate on schedule.

Last Updated: 22 Jan 2018

613.1 - HOMEWORK

Philosophy

It is the philosophy of the district that homework is an important part of the educational program. It is recognized, however, that students in a small school participate in many extra-curricular programs and that there must be limited control to prevent excessive activity and interference with family life.

Homework

Excessive homework is discouraged and the following restrictions must be adhered to:

1. Homework shall not be assigned for any holiday period.
2. Homework assignments for weekends shall be no longer than week night assignments.
3. Homework assignments shall not be excessive for the age and grade level of the student.

Program Responsibility

The Superintendent shall coordinate the homework assignments so that no curricular area over assigns at the expense of another curricular area.

Last Updated: 13 Aug 1984

614.1 - Curriculum and Instruction Program Evaluation

The Board recognizes that systematic program evaluation serves three purposes:

1. To determine if the curriculum meets district standards;
2. To determine if student achievement or curriculum objective meets or exceeds district expectations;
3. To determine if the instructional program is effective in meeting curriculum objectives.

In conducting program evaluation, two components must be considered – curriculum and instruction.

1. Curriculum is defined as determining the objectives of the system. Curriculum program

evaluation will focus on the student learning and objectives specified in the State Achievement Standards for all subject areas, grades Kindergarten through twelve. The content of the curriculum is outlined in a scope and sequence for each subject area. In most areas, corresponding assessment tools are available.

2. Instruction is deciding on the procedures for accomplishing the objectives. Instructional program evaluation will focus on the manner in which student achievement objectives are met. The instructional program includes such variables as the amount of instructional time, the instructional materials and resources used, methods of teaching the content or skills, and supplemental support services and programs.

A. CURRICULUM PROGRAM EVALUATION CRITERIA

There are four (4) criteria levels to be used in curriculum program evaluation. A description of the levels and the evaluation criteria follow.

Level 1: Curriculum Completeness

On an annual basis the entire curriculum will be reviewed to determine if all needed subject areas are included, and if instructional time allocations are appropriate. Subjects will be added or deleted, and time allocations will be modified as a result of the evaluation.

The evaluation criteria are:

1. A course of study has been outlined for all curriculum subject areas considered necessary for students' present and future functioning in society.
2. The amount of instructional time allowed to each subject area corresponds to priorities of the community/governing board.

Level 2: Subject/Strand Completeness

Each curriculum subject area or strand will be evaluated on a cyclical basis according to the district's five-year plan for curriculum review. Modifications will be made if the evaluation criteria are not met.

The evaluation criteria are:

1. All strands on the subject area have been identified.
2. Strands have been "weighted" in terms of relative importance.
3. "Weighting" of strands corresponds to students' developmental needs and societal expectations.

Level 3: Subject/Strand Quality

Content and placement of objectives (scope and sequence) within each subject and strand area will be evaluated on a cyclical basis according to the same five-year plan schedule for Level 2.

The evaluation criteria are:

1. Students' needs and interests are reflected in the objectives.
2. Competencies needed to function in society are included in the objectives when appropriate.
3. Recent research and knowledge related to the content of the subject/strand are reflected in the objectives.
4. Objectives are consistent with district philosophy and community values.
5. The sequence of objectives and assignments to grade levels are developmentally appropriate.

Level 4: Student Achievement of Subject/Strand Learning

Evaluations will be conducted using an established time frame to determine if students at each grade level have acquired the knowledge and skills identified in the scope and sequence. In the basic skills (Reading, Math, Writing) area evaluations will be conducted annually.

The evaluation criteria are:

1. Survey level measures of student achievement of curriculum objectives are appropriate.
 - A. Tests (Assessments) cover an adequate number of objectives from a given curriculum area.
 - B. Test items measure learning outcomes described in curriculum objectives.
 - C. Mastery criteria are appropriate.
2. Students enrolled in the district will achieve State/Federal proficiency requirements.

B. INSTRUCTIONAL PROGRAM EVALUATION CRITERIA

The instructional program defines the means by which students will acquire the knowledge and skills specified in the curriculum. The two levels of instructional program evaluation are quality and effectiveness. These are described below.

Level 1: Instructional Program Quality

In evaluating the quality of the instructional program, the major question being addressed is whether or not the personnel at the district and school levels are providing an instructional program, which assures content mastery by the students.

The district level evaluation criteria are:

1. Courses of study guides are provided for each curriculum area that includes grade level performance objectives and recommended instructional time allocations.
2. Enough staff and other needed support staff members are provided for each school.
3. Adequate resources are provided for instructional materials.
4. Instructional support services are provided.
5. Staff training needs are assessed and necessary training provided.

The school/classroom evaluation criteria are:

1. Teachers are teaching to the objectives specified in the curriculum.
2. Teachers are following recommendations for instructional time allocations.
3. Instructional materials and resources are available and are used appropriately according to learning outcomes specified in objectives.
4. Teachers assess student performance related to specified objectives and use evaluative data to plan instruction.
5. Teachers use principles of learning in delivery or instruction.
6. Student performance is routinely monitored and records are kept.
7. Remediation is provided when needed.
8. Instructional interventions are evaluated to determine if student achievement is influenced.
9. A plan for use of support services is developed and is operational.

Level 2: Instructional Program Effectiveness

The primary measure of effectiveness is student achievement. If the district student achievement standards are being met (refer to Curriculum Program Evaluation - Level 4), then the instructional program is judged to be effective. If standards and expectations are not being met at both the district and school levels, intervention should be planned which corresponds to the outcomes of the instructional program evaluation, Level 1.

C CURRICULUM AND INSTRUCTIONAL PROGRAM EVALUATION PROCEDURES

The Superintendent will be responsible for designing, planning, implementing, and supervising the evaluation of the curriculum and instructional program.

Curriculum

The “Five-year Plan of Curriculum Review” outlines a schedule for planning, designing, implementing, and evaluating individual curriculum areas in the program. In the “planning” phase of the cycle, the scope and sequence of a specified curriculum strand will be reviewed and evaluated according to the criteria outlined for Levels 2 and 3 of Curriculum Evaluation of this policy.

In the “design” year phase, curriculum revisions will be made according to the recommendations resulting from the above evaluation. A draft version of the revised scope and sequence will be submitted to the Board if needed. The final activity in the “design” phase will be the development or refinement, if needed, of an evaluation tool to be used to measure student achievement of a sample of curriculum objectives. The criteria outlined in Level 4, Curriculum Evaluation, of this policy should be applied in the development of this evaluation tool.

In the third year of the cycle, a “try-out” of the scope and sequence and evaluation tool will be conducted if major refinements have taken place in those cases where there are major changes and when possible, pilot classes will be identified for the “try-out” phase of development. Student performance data and evaluative feedback from teachers will form the basis for the final

revision of the pilot scope and sequence.

At the end of the third year, the final version of the scope and sequence will be presented for board adoption.

During the “program implementation” phase of the “Five-year Plan for Curriculum Review,” student achievement data will be gathered and analyzed according to the criteria specified in Level A (Curriculum Evaluation) of this policy.

Instructional Program

Student achievement data will be analyzed according to the time frame specified in the schedule of assessment.

Last Updated: 17 Jan 2006

615.1 USE OF ANIMALS IN EDUCATIONAL PROGRAMS

INSTRUCTION

Use of Animals in Educational Programs

Animals may be brought into the school setting for educational purposes only in accordance with the policies of the District and the procedures established by the Superintendent and/or building principal with regard to the presence of animals.

This policy does not apply to service animals. Students’, guests’, and/or employees’ use of service animals is handled in accordance with applicable state and federal laws and District Policy. Likewise Police and SRO K-9 use is handled in accordance with applicable school search policies and regulations.

To protect students and staff, the following applies to animals brought into the school facilities for educational purposes. The District’s Superintendent and/or building principal may place additional guidelines or restrictions upon the presence of specific animals in the school setting. Further, the presence of any animal, whether regularly or periodically housed in a classroom or brought into the school for an isolated or singular visit, requires timely pre-approval from the building principal.

Animals Regularly or Periodically Housed in Classrooms

1. No animal shall be housed in any school classroom without pre-approval of the building principal.

- A. A classroom teacher seeking to house an animal in the classroom request permission and explain the educational purpose of having an animal(s) in the classroom setting. A separate request must be made for each animal to be housed in a classroom.
 - B. The teacher making this request is responsible for assuming primary responsibility for the animal and shall be designated as the animal's supervising teacher.
2. The supervising teacher who has been granted permission to house (an) animal(s) in the classroom shall provide formal classroom instruction to students regarding sanitation in the handling of animals and shall require all individuals handling animals to subsequently wash his or her hands thoroughly with soap and water.
3. Any student handling any animal must be directly supervised by the supervising teacher.
 - A. Only the supervising teacher or students designated by the supervising teacher, with proper permission as detailed herein, may handle a classroom animal.
 - B. Should any student or employee be injured, including but not limited to animal bites or scratches, associated with the handling of a classroom animal, the supervising teacher is responsible for immediately reporting such event, in writing, to the building principal and assuring the student is directed to the school's office for appropriate medical care.
4. Animals shall be handled humanely and in a healthy environment. If animals are to be kept in the classroom on days when classes are not in session, the supervising teacher shall be responsible for making arrangements for their care and safety.
5. Animals must be clean and free of intestinal parasites, fleas, ticks and mites.
6. Classroom animals shall not be permitted to freely roam about any classroom or other area of the school.
7. No animal shall be allowed in any area of the school where food or drink is prepared or consumed.
8. Absent pre-approval from the Building principal, food for animals must be stored in air-tight closed containers, preferably hard plastic.
 - A. The supervising teacher and the building principal shall, at the time the animal comes into the school setting, confer as to the manner and method of feeding of such animal.
9. The supervising teacher shall be responsible for the proper cleaning and disinfection of any area in which the animal is present.

- A. The supervising teacher shall be responsible for the disposal of animal waste, using appropriate plastic bags and disposable gloves and sanitary cleansers.

10. No animal shall be transported on any school bus.

Visiting Animals to the Schools

1. As part of an educational program, there may be isolated instances in which an animal is brought into the school's setting. Prior to any such animal coming into the school setting, pre-approval must be obtained from the building principal no less than five school days prior to the scheduled event.
2. The animal's owner agrees to hold the District, its employees, and agents harmless for any injury to the animal, including death, and any injury to any individual, including the handler, school staff, or school student.

Animal Dissection

1. Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible.
2. The dissection of dead animals or parts of dead animals shall be allowed in a classroom only when the dissection exercise contributes to or is part of the approved educational program of the classroom.
 - A. Students who object to performing, participating in, or observing the dissection of animals shall be excused from the classroom during such educational activity without penalty, discipline, or negative impact upon the student's grade. Alternate projects will be assigned to any such non-participating student.

Prohibited Animals

1. Regardless of the desired educational purpose, the following live animals are prohibited in any school facility, for any time or purpose:
 - A. Inherently dangerous animals;
 - B. Any Venomous or toxin producing animals;
 - C. Aggressive or unpredictable animals;
 - D. Stray animals or animals with no health or vaccination history;
 - E. Mammals at high risk for having or transmitting rabies
 - F. Any animal on the Idaho Invasive Species List for which proper state permitting and documentation of ownership has not been obtained prior to classroom housing (i.e. Snapping Turtle, Red Eared Slider, Mediterranean Gecko, Brahminy Blind Snake, Monk Parakeet, and Nutria).
 - G. Endangered Species

2. The building principal may prohibit any animal from being present upon the school's property on a case by case basis.

Adopted: 22 Oct 2018

621.1 **FIELD TRIPS**

Definition

Co-curricular activities are activities directly related to a specific subject being taught in the classroom and they are either conducted at times other than the regular class time or they are conducted away from the school site.

Trip Authorization

All co-curricular activities requiring either overnight lodging or travel in excess of 115 miles one way, must have the prior authorization of the Board of Trustees.

All other co-curricular trips may be authorized by the Superintendent.

The Board reserves for itself and the Superintendent, the right to add to or alter the trip schedule due to unanticipated or extraordinary circumstances.

Criteria for Trip Approval

Before any co-curricular trip is approved, the following requirements must be met:

1. The trip must have an educational purpose directly related to a specific subject or subjects.
2. The field trip procedure established by the Superintendent must be followed to insure that the trip is educational in nature.
3. Trips to areas more than 115 miles from school, one way, must be to events sanctioned by the appropriate state educational department.
4. The trip must be within the scope of a well-balanced co-curricular activity program.
5. The trip must not contribute to over-participation by some students and under-participation of others.
6. The trip must not contribute to excessive absence of participants.

Criteria for Student Participation

All students taking the same subject may go on subject area field trips when competition is not involved.

When co-curricular field trips are taken for the purpose of competition, the following requirements must be met before a student may participate:

1. The student must earn the right to compete individually or represent the class.
2. The student must have satisfactory attendance, school grades and attitude.
3. The student must have demonstrated a sincere interest and a satisfactory level of achievement in the particular subject area.
4. The student must have the approval of the Superintendent.

General

In approving field trips, the provisions of this policy must be followed except when the particular trip is covered under provisions of another policy.

The Superintendent, subsequent to staff recommendations, shall establish the requirements for student participation in the co-curricular programs covered by this and other related policies.

Last Updated: 17 Jan 2006

621.3 FIELD TRIPS -PROFESSIONAL-TECHNICAL PROGRAMS

General

The provisions of policy 621.1 shall be observed when approving co-curricular trips for the professional-technical programs except as specified in this policy.

Vocational Program

Requests by the professional-technical department for permission to attend State or National Conference will be given special consideration:

Criteria for Student Participation

The requirements for student participation shall include, but not necessarily be limited to, the provisions of policy 621.1 and the following:

Student Selection for Idaho Leadership Conference

The following category of students may be considered for attendance at the State or National Conference:

1. Students receiving awards;
2. Students running for a state or national office;
3. Students who have earned the right to compete or participate on the state or national level;
4. Sophomores, juniors or freshman, in order, who have never attended a state or national conference.

Last Updated: 20 Jan 2009

622.1 SCHOOL DANCES

Philosophy

It is the philosophy of the Board of Trustees:

1. That dances are to be considered an integral part of the educational program of the school as well as a recreational activity;
2. That school dances are for Titan students. Students from schools involved in cooperative agreements will be eligible for admittance to activities associated with the cooperative programs.

Time Limits

High School dances shall be scheduled to comply with the following time limits:

1. All dances except the Junior/Senior prom shall end by 12:00 midnight.
2. The Junior/Senior prom may end no later than 1:00 am.
3. Dances shall not exceed four (4) hours in length except that the Superintendent may approve one dance-a-thon per year with longer time limits.

Junior High dances shall be scheduled to comply with the following time limits:

1. All dances shall end by 10:30 pm.
2. Dances shall not exceed three hours.

Code of Conduct and Rules of Attendance

High School dance rules shall be as follows:

1. Loitering outside the dance is prohibited.
2. Persons suspected of having consumed alcoholic beverages or drugs, prior to the dance, are not to be admitted and they are to be referred to the appropriate legal authority for investigation. Alcohol/Drug tests may be administered.
3. The use, sale or possession of tobacco products, drugs or alcoholic beverages, is prohibited by law and suspected offenders will be referred to the appropriate legal authorities.
4. Once a participant leaves the dance, he/she will not be re-admitted.
5. Language, conduct and dress must be in good taste and must not be offensive.

6. Any person attending a school dance, other than Titan students, must be a guest of a student and the following shall apply:
 1. Approval of the administration must be obtained in advance.
 2. The guest's name must be placed on the guest list or he/she will not be admitted to the dance.
 3. Guests must comply with the same rules as the students.
7. Junior high school students are not to attend high school dances.

Junior High dances shall conform to the same code of conduct and rules of attendance as high school dances, except as follows:

1. As a general rule, only Titan junior high students may attend junior high dances.
2. The Superintendent may allow junior high students from another school to attend one dance per year on an open invitation basis.

Chaperones

There shall be at least one advisor from the dance's sponsoring organization or class in attendance. In addition, at least one additional chaperone shall be in attendance. The chaperones must be adults.

When possible, at least one advisor or chaperone will be one male and one female.

General

The Superintendent shall be responsible for having rules posted and procedures prepared as necessary.

Last Updated: 25 January 2021

623.1 EIGHTH GRADE TRIP

The 8th grade class may take a trip during the month of April or May in lieu of graduation exercises.

The district will furnish the bus, driver and gas for the trip. All other expenses must be paid by the class.

The following additional requirements for the trip must be met:

1. The class shall have at least one advisor and one chaperone per five (5) student participants.
2. The trip shall be educational in nature.
3. No overnight trips will be taken without prior approval of the board of trustees.
4. Students missing school for the trip are subject to the District's attendance policy.

Last Updated: 20 Jan 2009

624.1**APPROVED STUDENT ORGANIZATIONS****Junior-Senior High**

The following permanent organizations are approved as part of the Midvale Junior-Senior High School student body and are authorized to have such privileges and responsibilities as may be permitted by the student body constitution, District policy and/or administration.

1. Sixth grade.
2. Seventh grade
3. Eighth grade.
4. Ninth grade.
5. Tenth grade.
6. Eleventh grade.
7. Twelfth grade.
8. Student Council/Student Body.
9. FFA.
10. FCCLA.
11. Honor Society.
12. Annual.
13. BPA

General

The District Superintendent shall have the authority to authorize, from time to time, organizations in the elementary or secondary school as is deemed appropriate to meet a specific need.

Prohibited Organizations

State law prohibits fraternities, sororities or other secret societies in the public school when membership in the organization is based on a decision of its membership rather than on the student's rights as a member of the school.

Student Participation

Junior high students are eligible to participate in activities of the seventh or eighth grade if it is not prohibited for discipline reasons.

Senior high students may participate in all class or organization activities for students in grades 9-12, if they are eligible and they are not restricted for discipline reasons. Senior high students must pay class or organization dues if they are required for active membership, or they will not be entitled to membership and its privileges.

Last Updated: 25 Jan 2021

The extra-curricular activities program is a complementary part of the district's educational program. Its primary purpose is to provide learning experiences which will be beneficial to students throughout their lives. Some of the basic skills to be learned by participation in extra-curricular activities include discipline, responsibility, team work, sportsmanship, self-sacrifice, integrity and decision making.

Participation in Midvale extra-curricular activities is a privilege. Students must meet the requirements of the Idaho High School Activities Association and Midvale School District in order to participate in extra-curricular activities. The Midvale Board of Trustees has approved a basic set of rules for participants in extra-curricular activities. The coaches/advisors may add to these rules. Realizing that rarely are any two situations the same, the coaches/advisors and administration will try to enforce all rules equally and fairly.

All students that participate in extra-curricular activities assume the obligations and responsibilities outlined in the following policy:

1. **UNSPORTSMANLIKE CONDUCT** -- Will be dealt with on an individual basis by the coach/advisor.
2. **SPECTATOR SPORTSMANSHIP** - In order to promote sportsmanship at all athletic events, spectators who direct derogatory remarks to or at coaches and/or athletes from the stands/sidelines will be asked to leave the premises.
3. **MISSED PRACTICES** -- A participant who must miss practice shall have his/her parents make arrangements with the coach/advisor in order to be excused. An unexcused missed practice shall result in being ineligible for the duration of the next game/event. If a student misses two or more practices due to an illness not requiring medical attention a parent release must be signed before the participant can practice or participate in the next game/event. If a student misses a practice due to an injury or illness requiring medical attention a doctor's release must be signed before the participant can practice or participate in the next game/event.
4. **LATE PRACTICE** — Will be dealt with on an individual basis by the coach/advisor.
5. **MISSED CONTEST** -- An unexcused absence from a scheduled contest will result in dismissal from the team/organization. The participant concerned may appeal his/her dismissal by a personal appearance before the athletic director, principal and head coach/advisor.
6. **SCHOOL ATTENDANCE** -- Students may not participate in a scheduled game/event or practice unless he/she has attended school for the full day or a minimum of a half day with prior approval by the principal (attendance at school on Thursday is necessary in order to participate in Friday activities -- except when previous arrangements are made or an emergency situation arises). A student must be present at school for the full day or a minimum of a half day with prior approval by the principal after a midweek game/event in order to be eligible to participate in the next scheduled game/event- except when previous arrangements are made or an emergency situation arises.
7. Students involved in athletics, cheerleading or other extra-curricular activities shall not possess, use, transmit, traffic in, or be under the influence of illegal/controlled substances such as tobacco in any form, amphetamines, barbiturates, marijuana, narcotic or hallucinogenic drugs, alcohol, or intoxicants of any kind on the school grounds or off the school grounds, or while in training for or participating in a school activity, function or event. This also includes all violations listed in the penal code other than minor traffic infractions. The Activity Review Committee will consist of: an administrator, the athletic director, the coach and/or director of the activity involved. The committee will investigate the alleged violation and upon verification that a violation has occurred, the committee will proceed as stated:
 1. First Violation:

- a. Suspend the student for two (2) weeks or 10% of the scheduled games/events, whichever is greater..
 - b. During suspension he/she must attend all practices. If the event is an athletic competition, the student will sit on the team bench in street clothes.
 - c. During suspension he/she must follow training policy.
2. Second Violation:
- a. The student will be removed from the team/organization for the remainder of that sport or activity season .
3. Third Violation:
- a. The student will be removed from all sports/activities until the beginning of the sport/activity season in which the violation occurred.

8. **STUDENT RESPONSIBILITIES** -- If a student is to miss a class or classes due to participation in an activity, it is his/her responsibility to obtain any missed assignments and hand them in to the teachers.

Each student will be personally responsible for all school equipment issued to him/her. Any equipment not returned must be paid for by the student at replacement cost.

9. **TRANSPORTATION** -- A participant must ride the district provided transportation to and from the event unless a parent requests, in writing, by phone or personal appearance with approval of an administrator or coach. **NOTE:** A parent may drive their child home from an athletic competition or other activity without having to put their request in writing. Failure to comply will result in suspension from the next scheduled contest or other action determined by the athletic director and coach/advisor. Participating students will not be allowed to travel with other students or persons of high school age.

10. **PHYSICALS** -- All ninth graders, eleventh graders or first-time participants planning to take part in athletic activities are required to have a physical examination completed prior to participation in that sport. This includes practice.

All necessary forms are available from the office or athletic director. Those athletes who have had a physical in prior years must complete an Interim Questionnaire Form prior to participation.

11. **PRE-SEASON MEETING** -- All participants in any activity must have an Extra-Curricular Participation Agreement signed by the participant and parent/guardian prior to participation in that activity. Before the start of the fall extra curricular activity seasons, there will be a meeting to go over the rules of this policy with participants, coaches/advisors and parents. This meeting will cover all extra curricular activities for the school year.

All participants must be a student body card holder and must pay all applicable fees.

All participants must either have medical insurance or the parents must sign a form releasing the school from responsibility for medical expenses incurred through participation in the activity.

12. **DRESS CODE** -- All participants must dress in accordance with the dress guidelines, as follows:

- A. For boys: nice slacks worn with a nice shirt or nice non-blue jeans worn with a collared shirt and tie are in order.
- B. For girls: dresses, skirt and blouse or skorts and blouse are in order. Nice slacks worn with a nice shirt or nice non-blue jeans worn with a blouse are also in order.
- C. For both boys and girls: Those wearing blue jeans, shorts, tank tops, t-shirts, or scruffy tennis shoes will not travel or participate with the team.
- D. The dress code will be in force for the duration of the event.

E. The coach/advisor will determine appropriateness of dress.

13. **VARSITY STANDING** -- All players will be placed on their JV or Varsity teams according to the present coach's instructions. Freshman will only be allowed to play Varsity after permission has been given by the Superintendent and the parents. The Varsity Volleyball and Basketball teams will be limited to a maximum of 12 participants.
14. **DISCIPLINE** -- Other actions that are considered detrimental to the school programs will be handled at the discretion of the athletic director/principal and director of the activity involved, such as poor conduct, grades, disobedience to coaches, disrespect by either words or actions to coaches, disloyal to team, unacceptable school citizenship. Any disciplinary problems that arise during the summer while the participant is involved in any activity representing the school shall be handled at the discretion of the advisor or coach.
15. **GRIEVANCES** -- Any protests, grievance or disagreement should be directed to the athletic director/principal since it is their responsibility to interpret the extra-curricular policy. At any review of a case for suspension or dismissal, the participant in question may or may not be requested to be present. Any pertinent information will be gathered prior to a review date. In all cases of suspension and/or dismissal from the activity, the administration and parent/guardian will be notified in writing by the athletic director/principal as soon as possible.
16. **PARENT GRIEVANCES** - Parents or other family members with a grievance or protest will not approach coaches in public before, during, or after athletic events, including day-long tournaments. Any protests, grievance, or disagreement shall be directed to the athletic director. The athletic director will schedule a meeting between the coach(es) and the parent. Violations will result in the suspension of the player in question from the next two events.

MIDDLE SCHOOL ATHLETICS

Philosophy: The middle school philosophy is developmental. The goal is to teach young athletes the best fundamentals of all sports and to have them have as much time to practice and perform these skills as they have earned in practices and previous games.

The teams will include 6th, 7th, and 8th graders in Volleyball, Basketball, and Track. A and B teams will be used when applicable.

The A team should be primarily made up of 8th graders and some 7th graders, but may include 6th graders based on skill level.

The B team should be primarily made up of 7th and 6th graders and, in very limited situations, could include an 8th grader.

All athletes should be able to play in each basketball and football quarter and/or at least 1 of 3 games per volleyball match, providing they have made every single practice and displayed a good attitude and work ethic.

Football: The team will include 7th and 8th graders. Determination of approval for 6th grade participants will be made on an individual basis by a meeting between parents, coaches and athletic directors, considering the athlete's size, experience and ability to participate without harm to the athlete.

1. A pre-season meeting will be held for the parents, participants, and coaches prior to each extra curricular sport for the purpose of communicating the plans, rules, responsibilities, etc. in regard

to that sport.

2. Middle School Athletes will be required to show proof of a physical prior to participation in their first school-sponsored activity.

ELIGIBILITY POLICY FOR EXTRA-CURRICULAR ACTIVITIES

Preamble

This eligibility policy has been developed for the expressed purpose of achieving a sound educational program. This policy intends to support the contention that individuals who are achieving high standards of conduct and academic excellence can best afford the time required for extra-curricular activities.

Subject to the guidelines of this policy are those students who participate in activities regulated by the Idaho High School Activities Association and Clubs and Organizations that are recognized by the Midvale School District.

Scholastic Expectations

Students in grades 7-12 must obtain a minimum of a 2.0 GPA on a 4.0 scale.

Students who receive more than one F will be treated the same as students who receive less than the applicable 2.0 GPA. In addition, incomplete grades are computed at 0.0 credit points earned, and will be treated the same as an F. Exceptional students will be treated individually based on recommendations made by the C.S.T. These recommendations must be included on the student's I.E.P.

Students enrolled primarily as an instructional assistant will be graded on a pass/fail criteria and will not be used for calculating GPA.

Starting with the third week of the school year, participants in extra-curricular activities will undergo an eligibility check each Tuesday. Any student who receives more than one failing grade, or who falls below a 2.0 GPA, will be ineligible to participate in the activities until such deficiencies have been raised to minimum acceptable levels.

Ineligibility will begin on Wednesday, following notification to the participant, and will continue for the minimum of one week. Any student making up a deficiency may be considered eligible at the scheduled eligibility check the following week.

Teachers will post grades from their gradebooks to SchoolMaster each Monday by 4:00 pm or on Friday preceding a Monday holiday.

Students wishing to participate in any fall extra-curricular activity the following year will be required to have a 2.0 GPA at the end of the 4th Nine Weeks. Students not meeting this requirement will be ineligible until one week of school has been completed and that student meets the above criteria.

Ineligible students will attend practice unless arrangements have been made by the coach for study time, tutoring, or additional help from the staff.

Citizenship Expectations

Any student receiving more than one unsatisfactory citizenship mark will invoke the same ineligibility standards as the before mentioned deficiencies.

Behavior Expectations

In order to ensure the penalties to individuals are comparable when extra-curricular activities are affected, the minimum of ineligibility of two (2) events will be automatic for the following violations:

- 1) suspension from school for violations of any rule or regulation;
- 2) failure to attend Saturday detention.

Summary

The school encourages the students to participate in any activity they might wish to pursue. However, it is a functional process to expect a sound learning environment, that leads to the development of students capable of success in post-secondary endeavors. The practice of good citizenship and real academic effort are vital to these ultimate goals. This policy should help to prioritize these community and educational expectations. A condensed version of this policy will be given to each student that they must read, sign, date and return to the high school office.

Last Updated: 27 July 2020

631.2 — ATHLETIC PROGRAM

TYPE AND NUMBER OF CONTESTS ALLOWED: The District, will, if possible, compete in the following sports:

1. *Basketball*
 - a. High School — Varsity and/or Junior Varsity — IHSAA Regulations.
 - b. Junior High — 15 dates plus 2 tournaments.
2. *Volleyball*
 - a. High School — Varsity and/or Junior Varsity — IHSAA Regulations.
 - b. Junior High — 15 dates plus 2 tournaments..
3. *Football*
 - a. High School — Varsity and/or Junior Varsity — IHSAA Regulations.
 - b. Junior High — 8 games
4. *Track*
 - a. High School — IHSAA Regulations.
 - b. Junior High — 6 meets.
5. *Baseball*
 - a. High School — Varsity and/or Junior Varsity — IHSAA Regulations.
6. *Wrestling*
 - a. High School - IHSAA Regulations
 - b. Junior High -

Maximum games, dates or meets for high school teams may be exceeded only for post-season tournaments

or meets, as determined by IHSAA rules and regulations.

Junior High sports will be restricted to dates, meets or invitational tournaments. Intramural competition is encouraged.

TRAVEL: High School teams may not travel in excess of 200 miles one way, except for district and state tournaments. Junior High teams may not travel in excess of 100 miles one way, except for invitational tournaments.

COMPETITION: Whenever possible, a team should not compete more than three days per week.

Last Updated: 25 Jan 2021

631.3 JUNIOR VARSITY TEAMS

Junior Varsity teams will be organized for play in basketball and volleyball under the following conditions:

1. When twelve (12) players are available for basketball.
2. When fourteen (14) players are available for volleyball.

When less than the required number of players are available on a permanent basis, the junior varsity program shall be adapted for the season.

When less than the required number of players are available on a given night, the junior varsity game may be canceled or limited at the discretion of the Superintendent.

Last Updated: 25 January 2021

632.1 SCHEDULING OF EXTRA-CURRICULAR ACTIVITIES

Philosophy

It is the philosophy of the District:

1. That a balanced program of academic/vocational courses and extra-curricular activities is essential to the development of our students.
2. That there should be minimal extra-curricular activity interference with classroom work and community functions.

Day-time Activities

The Superintendent and staff should attempt to schedule activities so that minimal time is lost from class. Scheduled activities should be of value in the education process. Activities of a purely recreational nature are discouraged and shall be held to a minimum.

Evening Activities

Evening activities are not to be scheduled on Wednesday nights unless the scheduling is done by another agency other than the school.

Scheduling should be arranged so that only one major activity is conducted per week exclusive of athletics. Athletic events shall be scheduled on Friday and Saturday whenever possible.

Last Updated: 20 Nov 2000

633.1 SENIOR CITIZEN ACTIVITY RATES

Residents of School District No. 433, who have attained the age of sixty-five (65) years may be admitted to activities sponsored by the school at no charge.

This discount does not apply to activities sponsored by classes or clubs.

Last Updated: 20 Nov 2000

634.1 STUDENT FEES

The Board of Trustees shall establish student fees as listed on Form #634.1(A) on an annual basis, after having received recommendations from the Superintendent. Whenever practical, the fee should be established prior to the end of the school year preceding the year for which the fees are established.

Fees shall be established by resolution.

Last Updated: 15 Feb 1999

641.1 - High School Graduation Requirements

The State Board of Education requires that each pupil earn at least 46 credits that include certain specified subjects. The Midvale School District will require that each student earn at least 54 credits that include certain specified subjects. (A credit is given for satisfactorily completing one semester in a given subject.)

Students wishing to accelerate can choose to meet State credit/course requirements with the approval of the parent/guardian and superintendent. Diplomas will be issued designating graduates have met State, District or Honors requirements as outlined below. Students should recognize these requirements when establishing their programs to avoid being short specific courses at the time of graduation.

REQUIREMENTS

REQUIREMENTS	STATE REQUIREMENTS (Credits)	MIDVALE SCHOOL DISTRICT REQUIREMENTS (Credits)
Total Required	29	39
Additional Credits	17 (minimum)	15
Total Credits	46	54
Language Arts <i>English: 8 Credits Speech: 1 Credit</i>	9	9
Mathematics	6 <i>Algebra 1: 2 Geometry: 2 Senior Math: 2</i>	6 <i>Algebra 1: 2 Geometry: 2 Senior Math: 2</i>
Science	6 (4 lab)	6 (4 lab) <i>Physical: 2 Biology: 2 Chemistry, Physics or Plant, Animal: 2</i>
Health	1	1
Humanities <i>Performing Arts, Foreign Language, World Cultures</i>	2	4 <i>2 of which can be vocational</i>
Social Studies <i>US History, Government, Economics and Financial Literacy</i>	5 <i>US History: 2 US Government: 2 Economics: 1</i>	7 <i>US History: 4 US Government: 2 Economics and Financial Literacy: 1</i>
Vocational	0	<i>Recommended</i> 6 <i>Intro to Ag: 2 Computer Application: 2 Business Essentials: 2 Intro to Hospitality: 2</i>
Senior Project	0	1

Honors Diploma Considerations	0	Minimum of 8 Advanced Opportunity Credits; SAT Score~1000; or ACT Score~ 18, 3.0 GPA Math Credits: 8 Science Credits: 6
Advanced Opportunities	Districts must offer at least one Advanced Opportunity such as: Dual Credit, Advanced Placement or Tech Prep	Students are encouraged to complete at least one Advanced Opportunity such as: Dual Credit, Tech Prep Articulated, or AP during their 11 th and 12 th grade years.
College Entrance Exam	ACT or SAT exam by the end of Grade 11	ACT or SAT by the end of Grade 11
Middle School	Must take Pre-Algebra prior to obtaining 9 th grade status. Must attain a minimum of 80% of their credits in order to be promoted to the next grade level.	Must take Pre-Algebra prior to obtaining 9 th grade status.

- Ninth grade entry level will determine course sequence and placement for mathematics and science.
- The instruction program of the student will provide for the establishment of a full four-year program beginning with the freshmen year.
- All credits received from accredited parochial or non-public schools will be accepted toward graduation at Midvale High School.
- Credits from non-accredited programs will be awarded on the same basis as home school programs. Students in Grades 9-12 who have been home-schooled are requesting a transfer of credit, credits earned, and/or grade placement shall be subject to examinations and approval before credits are awarded by the District. Credit requests will be reviewed by a credit evaluation committee consisting of a counselor, staff members from each subject area in which credit is being requested, and the building principal.
- Students who wish to accelerate must be approved by the Leadership Team and must demonstrate mastery of the content of each individual accelerated course on an approved/proctored EOC exam.
- Students who do not meet State testing minimum may meet requirements through meeting the criteria as outlined in the District's Alternative Graduation or IEP Plan.

Core Requirements

6. Required: 8 semesters of English
6 semesters of Mathematics
1 semester of Speech
7 semesters of Social Studies
6 semesters of Science
1 semester of Health
4 semesters of Humanities
7. Ninth grade entry level will determine sequence and placement for mathematics and science.
8. Any high school student who completes the subject requirements, by both the state and the school district prior to completing eight semesters of high school work, may petition the superintendent to graduate early, providing he/she has an endorsement and the approval of the board.
9. The instruction program of the student shall provide for the establishment of a full four-year instructional program beginning with the freshman year, and students are to schedule eight (8) periods or equivalent per day for their four years of high school, including the senior year.
10. The Physical Education requirements must be met as follows:
Health (grade 7, 8 or 9) 1 credit - Health (grade 10, 11 or 12)
11. Humanities requirements may be from any of the following courses: Interdisciplinary humanities, visual and performing arts, foreign language.

High School Graduation Requirements:

- (1) **Secondary Language Arts and Communications:** Nine (9) credits required with instruction in communications including oral communication and technological applications. Includes four (4) years of instruction in English; each year will consist of language study, composition, and literature. A course in speech or a course in debate will fulfill one (1) credit of the nine (9) credit requirement.
- (2) **Mathematics:** Six (6) credits in mathematics required beginning with a minimum of Algebra I. Secondary math must include two (2) semesters of Algebra I; two (2) semesters of Geometry or equivalent; and two (2) semesters taken in the last year of high school. If a student completes any of these courses with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement. However the student must take six (6) credits of high school math in addition to the courses completed in middle school.
- (3) **Science:** Six (6) credits of secondary science will be required and shall include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment or approved applied science. Four (4) of these science credits must be laboratory based.
- (4) **Social Studies:** Seven (7) credits required. Including government (2 credits), U.S. History (4 credits), and Economics (1 credit). Current world affairs and geography will be integrated into all social studies instruction
- (5) **Humanities:** Four (4) credits. Four semesters in interdisciplinary humanities or the related study of one or more of the following: literature, history, philosophy, architecture, music, art, drama, dance, foreign language, or comparative world religions.
- (6) **Health/Wellness:** One (1) credit. A course focusing on positive health habits to be taken in grades 10-12.
- (7) **Vocational:** Six (6) credits. Vocational classes can be chosen from any of the Professional-

Technical programs offered at Midvale High School. Two of the four credits can be vocational.

- (8) **College Entrance Examination:** A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: ACT or SAT.
- (9) **Senior Project.** A student shall complete a senior project that shall include a research paper and oral presentation by the end of grade twelve.
- (10) **Civics Exam:** Students shall pass the Civics Exam by the end of grade 12. The Civics Exam may be taken at any time after enrolling in grade 7, and it may be repeated as often as necessary for the student to pass the test.

Honors Diploma Criteria

Students wishing to earn an honors diploma rather than the standard high school district diploma must meet the following criteria:

1. Achieve a minimum cumulative GPA of 3.0.
2. Must have no grade lower than a "C" on their transcript, with no Incomplete grades.
3. Must earn **a** minimum of eight (8) Advanced Opportunity credits that have been identified as advanced, dual enrollment, or Tech-Prep articulated classes or AP.
4. Student must score a minimum cumulative score of 1000 on SAT or 18 on ACT.
5. Student must have completed or be in the process of completing 8 credits of math and 6 credits of science.

Acceptance of Credits

All credits received from accredited parochial or non-public schools will be accepted for graduation from Midvale High School.

Credits Accepted from Non-accredited Institutions

A total of six credits may be accepted from non-accredited schools towards graduation, provided adequate documentation is provided. Of that six, a maximum of two may be accepted during the last semester of the senior year. These must be approved in advance by Midvale High School administration.

Any credits taken from classes in the "core" area will not be accepted unless approved by the Midvale High School administration.

The above conditions must be met in order for a student to receive a Midvale High School diploma and participate in Midvale High School graduation ceremonies.

REQUIREMENTS FOR ADMISSION TO IDAHO'S PUBLIC COLLEGES AND UNIVERSITIES

The math and natural science requirements will be increased for students planning to attend an Idaho college or university to:

1. Math (6 credits minimum, 8 recommended)
Includes Applied Math 1 or Algebra I, Geometry or Applied Math II or III, and Algebra II.
Other courses may include: Probability, Discrete Math, Analytic Geometry, Calculus, Statistics, and Trigonometry. Four (4) of the required mathematics credits must be taken in the 10th, 11th, and 12th grades.

2. Natural Science (6 credits minimum, 8 recommended)
Courses may be selected from: Anatomy, Biology, Chemistry, Earth Science, Geology, Physiology, Physics, Physical Science, and Zoology (must have lab science experience in at least 2 credits). A maximum of two (2) credits may be derived from professional-technical science courses and/or Applied Biology or Applied Chemistry as jointly approved by the State Department of Education and the State Division of Professional-Technical Education. Ecology will count if it includes components recommended by these two agencies.

Last Updated: 26 May 2020

641.2 - ALTERNATIVE GRADUATION MECHANISM WORKSHEET

Idaho Administrative Code IDAPA 08.02.03 requires students to achieve a proficient or advanced score on the ISAT in order to graduate. A student not passing the ISAT 10 may petition the local Board for an opportunity to demonstrate proficiency of the achievement standards through some other locally established mechanism. The following is a description of the locally established mechanism as proposed by the Midvale School District #433.

The criteria for an Alternative mechanism in the Midvale School District #433 is based on the following:

- Meets the State Board of Education rules for thoroughness standards as outlined in IDAPA 08.02.02.
- Is aligned to Idaho State Standards in reading, language usage, and mathematics.
- Is valid and reliable.
- Is based on academic proficiency.
- Provides for consistent management and reporting.

Specific steps for implementing the Midvale School District #433 Alternative Graduation Plan:

1. Students who do not demonstrate proficiency according to State Board of Education graduation standards on any Spring ISAT 10 assessments of language usage, reading, or mathematics will be identified. A staff member will be assigned to each student; this staff member will serve as an advocate and will track the student progress towards meeting the graduation requirements.
2. The High School will use the PLATO Learning System, which is aligned to the Idaho State Standards, as a teaching tool. It will be used to strengthen the student's basic skills in the goal area in which the student is not proficient. It will also be used as an alternative assessment tool to test and report the student's acquisition of proficiency in those goal areas.
3. The students will only be required to demonstrate proficiency on the areas of the ISAT in which they scored below the scaled score required by the State Board of Education.
4. All non-proficient students will continue to take the ISAT during the normal testing windows. Simultaneously the students will be achieving proficiency using PLATO learning modules that correspond to the Idaho Standards. PLATO proficiency is defined as achieving the score of 80% or higher on each mastery test of the required strand(s). The student is required to complete 70% of the mastery tests within an individual strand of each area in order to qualify for graduation.
5. The local school board will require each student to submit documentation of PLATO objectives mastered for any subject area in which the student has not reached proficiency measured on the ISAT 10.

Last Updated: 15 Oct 2007

642.1 - EARLY GRADUATION REQUIREMENTS

Any high school student who completes the number of credits required by Midvale School District prior to finishing eight semesters of high school work may petition the Board of Trustees, providing he/she has an endorsement and the approval of the principal and superintendent.

The intent of this provision is to provide an opportunity for the student to improve his/her educational or vocational future by graduating from high school with less than eight semesters of attendance in grades nine through twelve.

3. To be eligible for early graduation at Midvale High School, a student must
 - a. Meet the graduation requirements listed in Policy 641.1.
 - b. Have the support and recommendation of the parents/guardians and the district Advisory Committee, composed of the counselor, principal, special education director, and the alternative school director.

4. Evaluation criteria for recommendation to the superintendent and the Board of Trustees shall include the following:
 - b. Mental and physical maturity of the student.
 - c. Student's attitude toward early graduation and post high school plans.
 - d. Evidence of a well-planned post-high school program within the student's ability to achieve.

5. Procedure for application:
 - a. Prior to October 30 of the seventh semester, a student and his parents may make application to the high school counselor for early graduation.
 - b. Students will schedule a conference with their counselor to:
 - 1) review the application procedure and student's records, and determine if early graduation is possible.
 - 2) discuss the reason(s) for early graduation in view of the student's educational and/or vocational goals.
 - c. Following this conference, the student's counselor will make a recommendation to the Advisory Committee regarding the student's application, including evaluation criteria indicated in Item 2 above.
 - d. The principal will hold conferences with the student and his/her parents or guardian to evaluate the application and to determine the feasibility of early graduation.
 - e. A recommendation from the principal, along with the application and the student's transcript, will be forwarded to the superintendent.
 - e. The decision of the superintendent and Board of Trustees will be sent to the applicant and the principal.
 - f. If the request for early graduation is approved by the Midvale School District Board of Trustees, and all requirements for graduation are completed, the appropriate diploma will be issued at the regular spring graduation.

Last Updated: 15 Sep 2014

The Midvale School Board, Administration and Teachers' responsibility will end with the signing of diplomas and designation of the Salutatorian and Valedictorian.

Last Updated: 14 Sep 1992

643.2 **STUDENT PARTICIPATION IN GRADUATION EXERCISES**

General

A person must be a member of the Midvale High School student body, actively enrolled in on-site classes for the last semester of their senior year, and must have earned a diploma before he or she can participate in the Midvale High School graduation exercises.

Eligibility of transfer students will be determined on a case-by-case basis.

Last Updated: 14 Jan 2006

644.1 **SENIOR GRADUATION TRIP**

General

Any request for permission to take a senior graduation trip and a detailed plan must be submitted to the Superintendent at least one week prior to the regular March school board meeting.

Trip Requirements

The following requirements must be met:

1. Each senior planning to participate in the senior trip shall pay a non-refundable twenty dollar (\$20) deposit by March 1. Acceptance of any additional deposits after the deadline will only be considered by the Superintendent or his/her designee, upon approval by a majority of the Senior class.
2. Any trip taken within the provisions of this policy must be by approved school bus or commercial transportation, unless the Board of Trustees has approved another form of transportation or before the regular board meeting in May.
3. There must be at least one male and one female chaperone if both male and female students take the trip.
4. The trip itinerary must be approved by the Board.
5. Once approved, changes will not be allowed unless the change is based on circumstances beyond the control of the students or school.
6. Students are responsible for all costs incurred for the trip, excluding bus maintenance.
7. If a class is able to raise sufficient funds to finance the trip prior to the end of the school year,

fund raising for that purpose should be discontinued. Appropriate uses for class funds include hotels/motels, meals, transportation, and recreation, i.e. tours, fun parks, movies, etc. Class funds shall not be used for personal spending by students.

8. Only students that have met district graduation requirements will be eligible to participate.
9. Class funds raised to finance the trip may be used to offset the trip expenses for participants and will be based upon the number of semesters the participant attended Midvale Jr/Sr High School. The total available funds will be divided by the total semesters attended by all participants from grades 7-12 in order to determine the amount of funds awarded to each participant. For example, if ten participants attended a total of 105 semesters and the total available funds is \$4,000, a participant who had attended all twelve semesters from grades 7-12 would earn \$457.20 while a participant who only attended two semesters would earn \$76.20.

Last Updated: 28 Feb 2011

645.1 LENGTH OF SCHOOL YEAR FOR SENIORS

General

Seniors may be released from school at the end of the day on Friday preceding the graduation exercises, provided the following requirements are met:

1. Students must meet the 90% attendance requirements. Students not meeting this requirement will be required to be in attendance.
2. Students must use the time as approved by the Superintendent in preparation for the graduation exercises.

Last Updated: 1 Mar 1984

646.1 VALEDICTORIAN and SALUTATORIAN HONORS

It is the primary goal of the Midvale School District to encourage academic excellence in a broad program of study. Students must meet the credit requirements set by the Midvale School District in order to be considered for valedictory and/or salutatory honors. Students selected for valedictory and salutatory honors should have an academic record that reflects this goal.

Students wishing to be considered for valedictory or salutatory honors must have a minimum cumulative GPA of 3.3 and complete a minimum of nine (9) college/advanced opportunities credits by the end of seven (7) semesters.

The student with the highest cumulative grade point average having the specified number of college/advanced opportunities credits at the end of seven (7) semesters will be named valedictorian.

The student with the second highest cumulative grade point average having the specified number of college/advanced opportunities credits at the end of seven (7) semesters will be named salutatorian.

NOTE: In the event that no student qualifies for Valedictorian or Salutatorian according to this policy, the Valedictorian and Salutatorian Honors will be conveyed to the student achieving the highest GPA at or above 3.3.

Last Updated: 15 Apr 2013

651.1 STUDENT TESTING FOR SUBJECT MATTER RETENTION

GENERAL Evaluation of students' achievement is essential in determining effective teaching and student mastery of content. Format of class examinations will generally be left to the teachers discretion, but a copy of each quarter exam will be filed in the office. Students grades must be substantiated in part by test scores.

ELEMENTARY SCHOOL EXAMINATIONS

Grades K-3 It is not customary to give formal examinations at stated intervals in grades K-3. Teachers shall use their own discretion as to the students evaluation in these grades, but shall provide documentation of mastery appropriate for the grade level. Results from the State testing program shall also be considered.

Grades 4-6 Nine weeks comprehensive assessments will be given for evaluation of the student's progress. These assessments will be appropriate for the grade level and instructional methodology. Results from the State testing program shall also be considered.

SECONDARY SCHOOL EXAMINATIONS

Grades 7-12 Nine weeks tests will be given to all students in grades 7-12. These examinations shall be comprehensive and take one regular period of the class to administer. State end-of-course assessments will also be given where appropriate.

BASIC SKILLS/KNOWLEDGE COMPREHENSIVE EXAM

A comprehensive assessment, which will cover the skills and knowledge content from the State exiting standards, will be given to students in grades prescribed by the State. The purpose of this test is to help insure that our basic curriculum is being taught and mastered.

Last Updated: 17 Jan 2006

652.1 – CHALLENGING A CLASS FOR CREDIT

A student who clearly demonstrates competence in the content of a specific course may file a request to challenge the class for credit by using the following procedures.

1. A request to challenge a class for credit must be made within ten (10) days of enrolling for a semester.
2. This request must be signed by the principal or counselor who will then contact the teacher to

- arrange the challenge.
3. The request for a challenge must also clearly state whether the challenge is for a Pass/Fail grade (or a letter grade) and the student must show that he/she understands the expectations of the class. The criteria for the grade will be set at this time, and the teacher will assign the grade according to this criteria. Students wishing to be considered for Valedictorian or Salutatorian must challenge for the letter grade.
 4. If the student chooses a letter grade request, the student must receive at least a C grade in order to receive the credit for the class.
 5. If a student who has lost credit in a class due to excessive absences wishes to challenge that class, the student must wait until that class is being offered again. For example, if the student loses credit in English 1 - 1st semester, the student must wait until English 1 - 1st semester is offered in order to challenge the course.
 6. Any credits that are received through using this challenge method will not be considered when determining the student's eligibility for extra-curricular activities. For example, if a student is enrolled in four (4) classes and challenges a fifth class, the fifth class will not count towards the requirement of passing five credits.
 7. The nature of the challenge will depend on the nature of the class. In a foreign language, the challenge may be set up as a written exam plus an audio or video tape performance to demonstrate proficiency in speaking the language. In some content areas, such as computer technology, there may be externally established criteria for a pass. In performance area, such as music, welding, etc., the student may be asked to demonstrate competence by completing an assigned task.
 8. If the student is successful in the challenge, the earned grade will be recorded. If the student is not successful, the student will not be penalized.

Last Updated: 16 Apr 2001

661.1 – PHILOSOPHY

The philosophy of the Midvale School District shall be one of service to all students in the least restrictive environment and a realistic effort shall be made to serve the educational needs of all students in the regular classroom with a minimum loss of classroom time.

The district's general philosophy and goals shall be followed unless special education policies, procedures or regulations are in conflict. When this occurs the special education provisions shall apply.

Special programs that supplement the regular program shall be coordinated with each other and with the regular program so that services will not be duplicated.

Last Updated: 15 Nov 1999

662.1 – SPECIAL HELP PROGRAMS

The district will attempt to have special education programs and remedial assistance programs available to all students identified as being in need of specialized help.

The superintendent shall have the responsibility for the above programs.

It is the policy of the district that parents have the final say in testing and initial placement into special help programs.

Last Updated: 15 Nov 1999

662.2 – PROGRAM AND PROGRAM COORDINATOR

GENERAL

Whenever possible the district will have a special education program. The program will normally consist of a teacher and a communications disorder specialist. Auxiliary personnel shall be utilized as needed on a contract basis.

PROGRAM COORDINATOR

The superintendent shall appoint a special program coordinator to direct the program and coordinate it with the regular program and other auxiliary services.

Last Updated: 15 Nov 1999

662.3 – GENERAL PROGRAM REQUIREMENTS

The basic regulation governing the Midvale School District special education programs shall be the guidelines established by the State Department of Education.

Last Updated: 15 Nov 1999

663.1 – ACHIEVEMENT TESTING

Students enrolled in special education will take the yearly achievement test given all students unless excused by the IEP team.

Last Updated: 19 Apr 2004

664.1 – I.E.P. TEAM

The district shall have a individual education plan team (IEPT) to review all students who have been referred for special services. The team shall determine who is to be placed in the special education program and the level of service each participant shall receive.

The IEPT shall, insofar as possible, consist of the superintendent or his representative, the special education teacher, the communications disorder specialist, the child's classroom teacher if elementary, a high school teacher for each area of difficulty for high school students, the child's parent(s) or adult student if rights have been transferred, and the child and/or other specialists as appropriate. Note: if an individual is

already a member of the I.E.P. team, they cannot serve as a foster parent on the team.

The district representative must be present to discuss curriculum and resources and must be knowledgeable about the general education curriculum and about the availability of resources in the district. The representative must have the authority to allocate resources to ensure that whatever services are set out in the I.E.P. will be provided.

The IEPT shall be chaired by the special education teacher or school representative.

Members of the I.E.P. team may be excused from an I.E.P. meeting if the parent/adult student and district agree to this in writing. If the meeting deals with the excused member's areas, he or she must provide written input to the I.E.P. team prior to the meeting.

The general education teacher's role in the development, review, and revision of the I.E.P. includes:

1. Discussion of the student's involvement and progress in the general education curriculum;
2. Determination of appropriate positive behavioral interventions and strategies for the student, and;
3. Determination of supplementary aids and services, program accommodations/ adaptations, and supports for school personnel.

To the extent possible, the district should encourage the consolidation of all I.E.P. team meetings, including meetings that may involve eligibility, reevaluation, and I.E.P. development. Notes should be kept of all I.E.P. meetings.

Last Updated: 17 Jan 2006

665.1 – PROGRAM EXIT

A special education student will exit the program when the following conditions are met:

1. Classroom work is being performed satisfactorily.
2. Objectives of the IEP have been met.
3. The IEP Team determines that special education placement is no longer needed.
4. Graduates with a regular diploma.
5. Reaches age twenty-one (21).

When discontinuation of services is determined, a prior written notice will be provided to the parent and the adult student informing them of the discontinuation.

If a student is exited due to number 4 or 5 above, the district will provide the student with a summary of his or her academic achievement and functional performance, along with recommendations on how to assist the student in meeting post-secondary goals.

Last Updated: 17 Jan 2006

Policy #667.1 – RESTRAINT AND SECLUSION POLICY

It is the priority of Midvale School District No. 433 to promote a safe learning environment for all students and staff. The board recognizes that there may be emergency situations where it becomes necessary for a staff member to physically restrain or place a student in seclusion when the student's behavior poses an imminent risk of serious physical harm to self or others. The purpose of this policy is to ensure that all students and staff are safe in school, and that any student who may have a behavior crisis is free from the inappropriate use of physical restraint or seclusion.

The Board does not condone the use of restraint or seclusion when responding to student behavior. The Board recognizes, however, that it may be necessary to use reasonable and appropriate physical restraint and/or seclusion when it is the least restrictive intervention and when the student's behavior poses imminent danger of serious physical harm to self or others. The Board supports school-wide programs and services that promote positive student behavior to improve overall school safety and create an environment that is conducive to learning, while also minimizing the need for the use of physical restraint and seclusion and ensuring that they are only used as a last resort in an emergency.

APPROPRIATE USE OF PHYSICAL RESTRAINT OR SECLUSION

Restraint or seclusion will only be implemented in situations where a student's behavior poses imminent danger of serious bodily harm to self or others, and not as a routine strategy to address classroom management or inappropriate behavior. School staff will implement positive behavioral interventions and supports, functional behavioral assessments and related behavior and crisis plans, and utilize constructive methods to de-escalate potentially dangerous situations.

Staff members are authorized to restrain a student or place a student in seclusion when an emergency, exists, or when a student's individualized education program (IEP), behavioral intervention plan (BIP), or crisis plan describes the specific behaviors and circumstances in which restraint and seclusion may be used as a response to imminent danger of serious physical harm to self or others.

NOTICE TO ADMINISTRATOR

Staff members must notify the building principal and, if appropriate, special education director, immediately when a student is physically restrained or placed in seclusion.

OBSERVATION OF STUDENT

Seclusion will not be used unless a staff member can monitor the student for visual and auditory signs of physiological distress and can communicate with the student. A staff member will maintain visual and auditory contact with the student throughout the duration of any physical restraint or seclusion to ensure the appropriateness of its use and the safety of the student and others.

Students will be permitted to use the restroom upon request and will be escorted to and from the restroom. Students will also be provided with water ~~on request~~. Students will not be denied access to meals. If the student's level of escalation prevents the student from participating in planned mealtimes, the student will be permitted access to meals immediately as soon as the risk of serious physical danger to self or others has passed.

TIME AND DURATION

Physical restraint and seclusion will not be used any longer than necessary to allow a student to regain control of his/her behavior.

REINTEGRATION INTO THE CLASSROOM

When deemed appropriate by an administrator or teacher, said student may be reintegrated into the classroom. Students with an IEP will be reintroduced according to the directives of their plan.

INCIDENT REPORTING

The staff member(s) involved with the incident will complete a written incident report after the event. The building principal or designee will keep a copy of the report for the student's education file.

Incident Report Requirements

The following information will be included in the incident report created after each instance of physical restraint or the use of seclusion:

1. Information about the student (i.e., name, grade, etc.).
2. The date and start and end times of the restraint or seclusion.
3. The location of the incident.
4. A description of the incident.
5. A description of the dangerous behavior that resulted in the implementation of physical restraint or seclusion.
6. A description of any injuries or physical damage that occurred during the incident.
7. How the student was monitored during and after the incident.

NOTICE TO PARENT/GUARDIAN

The building principal or designee will verbally notify the parent/guardian of a student requiring physical restraint or seclusion as soon as possible.

CRISIS INTERVENTION TRAINING

The district will provide all staff directly assigned to students or classrooms with professional development training regarding positive behavior supports, de-escalation techniques, and classroom behavior management. This training will be provided to new staff.

ANNUAL POLICY REVIEW

The district will review this policy and related procedures to determine the efficacy of the policy and procedures; whether modification of the policy or procedures is necessary; and whether selected school staff should receive additional training on positive behavior intervention and supports, or the proper use of restraint, seclusion, and other aversive techniques.

Adopted : 24 Sept 2023

671.1 - GRADING SYSTEM

Philosophy

The Midvale Board of Trustee's primary goal in establishing a grading policy/procedure is to help insure student success in their post-secondary education and life pursuits. A grading system should provide assurance to students, parents, post-secondary institutions and future employers that students have attained the level of competencies needed for success.

It is the desire of the Board that the district's grading system not only encourage attendance, reflect a strong work ethic and a sound attitude, but, just as importantly, reflect the mastery of specific course content. Students who receive satisfactory grades should expect to have a mastery of content that would reflect well on college entrance, state and national exams.

Students of grades 7-12 will be required to demonstrate their level of mastery of course content through undergoing nine-weeks and semester exams. The Superintendent will approve exams that may be either state approved End of Course or teacher generated comprehensive/cumulative tests. The content of these tests will be reflected in the course syllabus that will be distributed to students and parents. These tests will comprise 20% (twenty percent) of the final Semester grade. All cumulative tests will include at least one essay section.

Credit will not be granted for any classes in which the student has more than ten (10) absences per semester. This includes excused and unexcused absences, but does not include extra-curricular or documented medical absences. Tardies will be treated accumulatively for all classes on a semester marking period basis. Three tardies in a class will be considered as a one day absence. *This paragraph does not apply to the 2020/2021 school year due to the waiver of Policy 511.1 - Attendance.*

Teachers will be encouraged to utilize class work that will comprise 80% (eighty percent) of final grades and can include, but not be limited to:

- daily work;
- unit tests;
- projects/portfolio;
- demonstrations;
- textbook or teacher generated tests/quizzes.

General

The grading system established by this policy must be followed by all teachers. Teachers in grades 6-12 may assign grades that deviate from the recommended percentages, when the variation is approved by the Superintendent or is stipulated as an accommodation in a student's Individualized Education Plan (IEP) or 504 plan.

It is the intent of the Board that only Pass or failing grades be used for classes that are basically activity oriented. Such classes could include music and physical education, and would exclude vocational classes.

Further, it is the intent of the Board that grades not be lowered based on-attendance of co-curricular activities.

Primary Grades

The following grade symbols may be used:

O-Outstanding S-Satisfactory N-Needs Improvement U-Unsatisfactory

The following may be used for Proficiency Level:

1-Benchmark-Proficient

2-Strategic-Progressing

3-Intensive-Needs Intervention

Grades 1-12

The following symbols will be used when grades are based on objective factors:

A+ - (97-100%)	A - (93-96%)	A - - (90-92%)
B+ - (87-89%)	B - (83-86%)	B - - (80-82%)
C+ - (77-79%)	C - (73-76%)	C - - (70-72%)
D+ - (67-69%)	D - (63-66%)	D - - (60-62%)
F - (0-59%)		

The following symbols will be used when grades are based on subjective factors and/or for activity oriented classes:

P-Passing

F-Failing

The symbol I (In Progress/Incomplete) will be used in particular cases where quarter and semester grades cannot be assigned at that time.

No credit will be given for an IP grade unless the work is completed within three (3) weeks of the posting of the grades.

State test results yielding a letter or number grade will be recorded as such.

The course grade in dual enrollment classes is assigned at the high school level, as well as the college level.

Weighted Grade Policy:

Weighted grades are number or letter grades that are assigned a numerical advantage when calculating a grade point average or GPA. Weighted-grade systems give students a numerical advantage for grades earned in higher-level courses or more challenging learning experiences, such as Dual Credit courses and Advanced Placement courses. In many cases, the terms quality points or honor points may be used in reference to the additional weight given to weighted grades. In the case of students who have completed courses considered to be more challenging than regular courses, the general purpose of a weighted grade is to give these students a numerical advantage when determining relative academic performance and related honors such as honor roll, class rank or honors diploma.

Dual Credit:

Dual credit courses are college level courses offered at Midvale High School. These courses are taught by Midvale High School instructors who meet the qualifications to be dual credit instructors or through accredited on-line providers. Upon successful completion of the course, students will receive college credit as well as high school credit.

AP Courses:

Advanced Placement (AP) courses are college-level courses for high school students who enrol in AP courses and take a final AP examination. Acceptable performance on the examination may yield college credit. Grades for AP courses will be weighted only upon student's successful completion of an AP exam.

Grade Point Average (GPA) Policy
ACADEMIC GRADES Point Value

	Regular	Weighted
A ----- Outstanding Achievement -----	4.0 -----	5.0 -----
B ----- High Quality -----	3.0 -----	4.0 -----
C ----- Average -----	2.0 -----	3.0 -----
D ----- Below Average -----	1.0 -----	1.0 -----
F ----- Failing - No Credit -----	0.0 -----	0.0 -----

Last Updated: 25 January 2021

671.2 - STUDENT PROMOTION AND RETENTION

Philosophy

It is the philosophy of the Board of Trustees that a student shall not be promoted or retained unless objective evidence indicates that the student to be retained or promoted will have a higher probability of success.

Responsibility

It is the Classroom Teacher or Teacher(s) responsibility to recommend students he or she feels should be promoted or retained to the Child Study Team. The Child Study Team will consider each case individually and make recommendations to the Administration and parent(s)/guardian(s). Parent/Guardian input and opinions will be predominately considered in decisions to retain or promote.

General

The following guidelines shall be adhered to when a student is being considered for retention or promotion:

1. Students will be given a placement test at the end of each school year in the areas of Math and Language Arts. Their academic placement for the following year will reflect their scores in these areas.
2. Students will be given another placement test at the end of each year to determine the level of mastery. The Child Study Team and Parents, or Guardians, will be informed of the results and make judgments to whether or not mastery has been reached.
3. Students, who are being considered for retention, will be promoted with their classmates for social reasons, but they will remain in the curriculum level that is at their ability.

Last Updated: 17 Jan 2006

672.1 - ACADEMIC HONORS

Philosophy

High achievement is to be commended and appropriately recognized.

Honor Roll

In order to achieve Honor Roll status at each grading period, a student must have earned the following Grade Point Average (GPA) for that quarter:

Highest Honors:	4.0
High Honors:	3.6 - 3.99
Honors:	3.3 - 3.59

Recognition

Honors recognition at the Awards Ceremony is based on a student having maintained, as a minimum, a cumulative GPA of 3.3 for all high school semesters the student has completed.

Graduation Recognition

To receive honors recognition at the graduation ceremony (the wearing of the gold cord), a student must have a cumulative GPA of 3.5 for seven semesters.

Honors Program

The district will sponsor a local chapter of the National Honor Society for grades 10-12 and a junior high honor society for grades 7-9.

Last Updated: 21 Feb 2006

673.1 – INSTRUCTIONAL PLANNING AND PROCESS MODEL

Purpose

The purpose of this policy is to establish an instructional planning and process model for the district that will be used by the teaching staff to improve the instructional process and by the Superintendent to evaluate and supervise professional personnel.

The Model

The Midvale model shall be based on the “Science of Teaching” model developed by Dr. Madeline Hunter.

Training

The professional employees of the district are required to participate in the district in-service programs related to the model.

Development

The Superintendent shall organize the necessary training program(s) and develop the model and accompanying evaluation processes and forms. The plan shall be in full force by the opening day of school 1986.

Last Updated 12 May 1986

674.1 PROGRAMS FOR AT-RISK / DISADVANTAGED STUDENTS

The District will designate one (1) at-risk coordinator to collect and disseminate data regarding drop-outs in the District and to coordinate the District’s program for students who are at high risk of dropping out of school.

Each school year, the at-risk coordinator will prepare a dropout reduction plan that identifies:

1. The number of District students who dropped out in the preceding regular school term;
2. The number of student in grades 1-12 who are at risk of dropping out;
3. The District’s dropout rate goal for the next school year;
4. The dropout reduction programs, resources, and strategies to be used during the school year.

The Board will review and approve the plan annually.

At-Risk Students

In determining whether a student is at high risk of dropping out of school, the District will consider the student's academic and attendance performance as well as whether the student is adjudged delinquent; abuses drugs or alcohol; is a student of limited English proficiency; receives compensatory or remedial education; is sexually, physically, or psychologically abused; is pregnant or a parent; is an emancipated youth; is a previous drop-out; is a court or agency referral; stops attending school before the end of the school year; is an underachiever; is unmotivated; or exhibits other characteristics that indicate the student is at high risk of dropping out of school.

Programs and District Plan

The District will provide a remedial and support program for any student who is at risk of dropping out of school.

The District will devise an individualized plan on case-by-case basis for any student considered to be at risk. The individualized plan may include, but not be limited to:

1. Emphasize a comprehensive team approach that includes the Superintendent, principal, parent/guardian, teacher, student, community service provider, business representative, or others;
2. Include objectives designed to meet the identified needs of at-risk students and to retain those students in school;
3. Be designed to use community resources that are available to serve at-risk youth;
4. Provide for parental involvement, such as participation in developing student academic plans and training programs for parents; and
5. Provide for review of individual profiles for at-risk students.

The District plan may also:

1. Include alternatives; and
2. Provide for the referral of students who drop out to other programs.

Alternative high school programs conducted during the school year will be conducted off-site or scheduled at a time when school is not in session and shall comply with the State Board of Education Rules Governing Thoroughness (IDAPA 08.02.03.110).

Last Updated: 17 Jan 2006

675.1 - Middle School Credit/Advancement Policy

In order to strengthen student accountability, to ensure that all students are prepared to be successful in high school, and to increase academic engagement through a relevant and rigorous curriculum, each LEA in Idaho is required to implement a credit system starting no later than the seventh grade. Students entering the 7th grade at the beginning of the 2010-2011 school year will have to meet the credit requirements or complete an alternative mechanism to be promoted to the next grade.

The middle level credit system will include the following minimum components:

1. Students will be required to attain a minimum of 80% of their credits in order to be promoted to the next grade level.
2. Students will not be allowed to lose a full year of credit in one area and automatically move on to the next grade level.
3. Students not meeting, or in jeopardy of not meeting, credit requirements will be given an opportunity to recover credits or complete an alternative mechanism in order to be eligible for promotion to the next grade level.

4. Attendance is a factor in the credit system or the alternative mechanism or both.

The attached flow-chart outlines the Main Pathway to Promotion as well as the Alternative Pathway. Students may recover credits through summer school, IDLA, or an approved remedial program. Students on an IEP or 504 plan will have the assistance of the student support team in assessing their program and defining their promotion criteria.

Last Updated: 19 Apr 2010

676.1 - DRIVER TRAINING EDUCATION

The District may offer a Driver Training Education program when staffing and funding are available. Any such program will be conducted in compliance with all requirements in the Idaho Standards for Public School Driver Education and Training as approved by the State Board of Education.

Anyone residing in the District between the ages of 14 ½ through 21 years of age, irrespective of whether they are enrolled in the District, is eligible to enroll in the District's driver training program. Such program, in the discretion of the Board, may be conducted after school hours, on Saturdays, or during regular school vacation periods. The District may offer a joint driver training program with other districts.

No charge or enrollment fee shall be required of a student not enrolled in the District, unless public school students are required to pay such enrollment fees or charges.

A fee shall be assessed to cover those costs which are not reimbursed by State funds, except that this fee may be waived or reduced for students whose families, by reason of their low income, would have difficulty paying the entire fee.

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

Cross Reference: 535.1 Student Fees, Fines, and Charges/Return of Property

Legal Reference: I.C. 33-1701 et seq. Driver Training Courses
I.C. 49-110 Definitions
I.C. 49-307 Fee for Class D Driver's Training Instruction
Permit-Class D Supervised Instruction Permit
IDAPA 08.02.02.230 Driver Education

Adopted: 19 March 2018

681.1 - LIBRARY PROGRAM

Philosophy

We affirm our agreement with the philosophy adopted by the Idaho School Library Standards Committee of the Idaho State Department of Education in 1962.

School Library Bill of Rights

School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through development of informed and responsible citizens. To this end the American Association of School Librarians reaffirms the Library Bill of Rights of the American Library Association and asserts that the responsibility

of the school library is:

- to provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
- to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- to provide a background of information which will enable pupils to make intelligent judgments in their daily life.
- to provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.
- to provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
- to place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive selection appropriate for the users of the library.

Responsibility

“All school libraries shall be the direct responsibility of the local school board.” (Idaho School Library Standards, page 2.) Delegation of responsibility is made to the professionally trained personnel who shall conduct the library services in terms of the philosophy and objectives of the school system.

Book selection for the school library shall be the responsibility of the school librarian with the approval of the Superintendent. Teacher requests and suggestions from students and parents will be encouraged and given serious consideration.

Criteria

Book selection shall be done with care and the following sources will be used:

- Senior High School Library Catalog
- Junior High School Library Catalog
- Children’s Catalog
- A.L.A. Booklist
- School Library Journal
- State Guidelines for the Library and other curriculums
- Teacher, student, and parent requests and suggestions
- Experience and educated judgment of the librarian.

By use of the above tools for the selection of materials, the librarian will develop the collections systematically so that they are well-balanced in over-all content. Books of sound literary quality and authority, presenting all points of view concerning the problems and issues of our times, shall be sought.

“The collections are continuously re-evaluated in relation to changing curriculum content, new instructional methods, and current needs of teachers and students. Appropriate materials are obtained for these new developments. This process of re-evaluation also leads to the replacement of outmoded materials no longer useful, and the replacement of materials in poor repair.” (ALA: Standards for School Library Programs, page 75.)

In formulating this section of our policy, the following subjects have come under close scrutiny:

- Religion - Factual. Unbiased materials which represent all major religions should be included in the library collections.
- Ideologies. The library should make available basic factual information on the level of the readers on any ideology or philosophy which exerts a strong force in government, current events, politics, education, or any other phase of life.
- Sex. Materials presenting accents on sex should be subjected to a stern test of literary merit and reality. The fact that sexual incidents appear in the book should not automatically disqualify it. Decisions should be made on the basis of whether the book presents life in its true proportions, whether circumstances are realistically

dealt with, and whether the book is of literary value. Factual material of an educational nature on the level of the reader should be included in the library collection.

- Science. Scientific knowledge should be made available without any biased selection of facts.

Those who wish to challenge the choice of any library material must follow the procedures listed below.

Citizen Review of Library Materials

Since it is desirable that citizens be familiar with library materials and that parents, guardians, or patrons have the right to know what is being made available to their children, review procedures are as follows:

1. Persons wishing to examine materials should contact the librarian and complete Form 681.1A "Request to View Library Materials."
2. The librarian will provide the requested materials provided that such materials are district property.
3. If after reviewing and returning the library materials available in the school, a citizen wishes the district to reconsider its use, the individual should:
 1. Discuss the matter with the Superintendent and Librarian.
 2. If the problem is not resolved, the citizen should then complete Form 681.1B "Citizen Request for Reconsideration of Library Materials." The form shall be given to the Superintendent.
4. The Superintendent will call a meeting to review the material in question.
 1. The person(s) questioning the material is to be present as well as the Superintendent, Librarian, and involved staff member(s).
 2. Representatives originally recommending the material for use will be given the opportunity to present the rationale for selection.
5. The Review Committee's written decision will be made to the person(s) initiating the Request for Reconsideration within a reasonable period of time.
6. If the appellant is not satisfied after review of the appeal, the citizen may appeal to the School Board for their consideration.
7. Restrictions will be imposed upon the use of library materials during the process of Reconsideration.

Last Updated: 17 June 2024

682.1 – VOLUNTEER/VISITOR POLICY

Philosophy

The Midvale School District recognizes that parents/patrons volunteering their services in Midvale Schools can provide valuable assistance to district programs, to school personnel, and to the educational enrichment opportunities of Midvale students. The District encourages and welcomes individuals or groups to become involved in both instructional and non-instructional roles by volunteering to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel.

The following policies and procedures have been developed to ensure an optimum volunteer program.

Definitions

- a. *Volunteer* shall be defined as a non-paid person who works directly with students assisting under the direction of a teacher, administrator or other professional employee of the district.

- b. **Visitor** shall be defined as someone who has a vested interest in the school who would like to visit the Midvale School District for a specified reason. The Midvale School District would like to encourage all visitors to give notice and reason for their visit in advance.
- c. **Guests** shall be defined as someone wishing to spend time in the classrooms. All guests will need to be cleared by the Administration. The Midvale School District would like to have prior notice before guests arrive to visit.
- d. **Speakers** shall be defined as someone who wishes to speak to staff or students. All speakers will need to be cleared by the Administration. Prior notice is requested.

Policy

- a. The acceptance and utilization of the services of any person on a voluntary basis shall be at the discretion of the school district, and the utilization of such services may be discontinued by the school district at any time.
- b. Volunteers will be defended by the District for the purposes of liability for injuries caused by District fault while serving within the scope of duty.
- c. No offer of voluntary services by any otherwise qualified person shall be rejected on the basis of race, color, religion, national origin, gender, age, political affiliation, handicapping conditions, or any other basis of unlawful discrimination.
- d. Volunteers shall not engage in political or religious activities while on District premises and while performing District duties.

Procedures

- a. In the interest and protection for both students and volunteers, a background check and fingerprinting will be required for all volunteers after twenty (20) hours of service per year who have volunteered for less than five (5) years with the Midvale School District. Because volunteers give their time freely, the District will cover the cost of the background check and fingerprinting. An individual may begin volunteer service on a temporary basis pending the return and disposition of such checks. As much as possible, fingerprinting will be performed on site at the Midvale School for the convenience of the volunteer.

Forms

Form 682.1A will be the form used for volunteers and visitors to use to sign in and out during regular school hours of the Midvale School District.

Last Updated: 17 Jun 2006

683.1 - PARENT AND FAMILY ENGAGEMENT POLICY

In keeping with its vision and mission, the Midvale School District strives to be an integral part of the community, and to keep the parents and community members as integral parts of the school. The district will put into operation programs, activities and procedures for the involvement of parents in all school with Title I, Part A programs, consistent with section 1116 of the Every Student Succeeds Act (ESSA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. Hence the District establishes as policy the following statement following the National Guidelines for Parent/Community involvement. It is available on the District website.

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

1. that parents play an integral role in assisting their child's learning;
2. that parents are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and are included, in decision-making and on advisory committees as appropriate to assist in the education of their child;
4. that parents are involved in identifying barriers to greater participation by parents in parent involvement activities.

Purpose: The purpose of parent and family engagement is to increase each parent's capacity to help their child(ren) be successful in school.

To facilitate meaningful parent and family engagement Midvale School District will:

1. **Develop a Parent Advisory Committee:** The District will establish a parent advisory committee to assist in the review of their parent compact, parent involvement plan, and the annual review and evaluation of the school-wide Title I program as well as the review and plan for school improvement. Any parent of a student in this district is eligible to serve on this committee. The district will identify a group of 6 to 12 parents to serve throughout the school year. Every effort will be made through email to make all parents aware of the efforts of this committee and to solicit input from all parents. The Parent Advisory Committee, or any parent, may request opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children. The school/district will respond to any such suggestions as soon as practicably possible.
2. **Annually review our Parent and Family Engagement Plan:** Midvale School District will, with consultation and input from their parents, annually review and when necessary revise this parent involvement plan.
3. **Annually review the District Parent /School Compact:** Midvale School District will, with consultation and input from their parents, annually review their Parent/School compact. The compact will list the responsibilities of the student, parent/caregiver, classroom teacher, and school administrator. All parents will be provided copies of the parent/school compacts at the start of each school year, and will be provided an opportunity to review the compact and offer suggestions for revision.
4. **Annually establish how Title I Parent and Family Engagement Funds will be used:** Because of our size Midvale School District does not receive Title I Parent Involvement Funds. However, some funding may be available to provide parents with materials, and to pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable participation in school related meetings and training.
5. **Annually review the use of Title I funds and evaluation of the use of these funds:** Midvale

School District will, with consultation and input from their parents, annually review how Title I funds will be used throughout the school year. Currently because of the tightness of all budgets, Title I funds are earmarked to support personnel directly assisting students who need help. Parents will be provided with data that supports the use of these funds and be asked for their input. Before the end of each school year parents will be provided with evaluation information/data regarding the effectiveness of the Title I school program, staff development conducted throughout the year, and all parent involvement activities held during the year.

6. **Facilitate regular, meaningful two-way communication:** Midvale School District will hold an annual meeting for parent to explain Title I and what it means to them as a parent and to their student and to explain the right of parents to be involved in the school and in their child(ren)'s education. This will be done at Back to School Night, early in the fall. The district will also offer this information whenever requested by parents individually. The district will provide parents a description and explanation of the curriculum, student progress measures, and the proficiency levels students are expected to meet and how to monitor a child's progress and work with educators to improve the student achievement. Curriculum, content standards, measures and proficiency levels are always available on the Parent Portal. The district will ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a timely manner and in a format and, to the extent practicable, in a language the parents can understand, and provide reasonable alternate formats as requested.
7. **Build the capacity of parents to support their child(ren)'s learning:** The district will provide materials and training to help parents to work with their children to improve their children's achievement. This will include family math and family reading activities.
8. **Coordinate and integrate the district's parent and family engagement programs with early childhood programs in the community and in the district:** To the extent feasible and appropriate, the Title I consulting teacher and Special Education teacher will work with the preschool program, Head Start, and Parents as Teachers to conduct activities that encourage and support parents in more fully participating in the education of their children.
9. **Build the capacity of district/school staff to work with parents:** The district/school will work with the district Title I and LEP programs to train and educate staff on how to reach out to, communicate with, work with parents as equal partners and build ties between the parent and the school.

Midvale School District has maintained a close parent, community school interaction and respect throughout the decades since the first one room school houses became the center of community activities in the late 1800's. It is a tradition valued by the District, and the District is fully committed to maintaining and strengthening it.

This policy is subject to an annual review by administrators, teachers, and parents. The findings of the annual review will be used to improve the parental involvement program and, if necessary, to revise policies and procedures relating to parental involvement.

Legal Reference: Every Student Succeeds Act (ESSA) Section 1116. Parent and Family Engagement

Last Updated: 28 May 2019

***684.1 - IDAHO STUDENT INFORMATION MANAGEMENT SYSTEM (ISIMS) - ELECTRONIC
TRANSFER or RELEASE OF RECORDS***

Declared OBSOLETE 22 January 2018