



The Trojan Scroll

Rigby High School Student Handbook

2022-2023

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RIGBY HIGH SCHOOL

MISSION STATEMENT

Every Student College or Career Ready!

WELCOME FROM THE ADMINISTRATION

Welcome to Rigby High School. RHS has a long-standing tradition of excellence and we welcome you in that pursuit. Working hard in your classes and taking advantage of all of the extra and co-curricular activities and opportunities that interest you, will give you a richer school experience. It also gives you the opportunity to leave a legacy at Rigby High and to be a part of an organization that influences the lives of many. The use of the Trojan Scroll should help ensure your success, by raising your level of knowledge about the high expectations Rigby High School has for all that enter the school's doors. Rigby High School Administrators and staff are here to help you. So, if you have questions, please feel free to ask.

WELCOME FROM THE FACULTY AND STAFF

We, the faculty, would like to welcome each of you to another school year. We will do everything in our power to make it a successful one. We will do our part and we expect you to do your part, because the power to learn lies within each of you. We are available before and after school when you need us. We have high expectations for our students, so we will support you in achieving those expectations. Please do not be satisfied with less than your very best. Let us make a strong commitment to excellence this year! We believe that teachers, students, parents, staff, administrators and other members of the Rigby High School Family must work as a team so that every student may experience the highest level of success in school.

SCHOOL ADMINISTRATIVE DIRECTORY

Administration

| | |
|-----------------------------|------------------------|
| Principal..... | Mr. Bryan Lords |
| Assistant Principal..... | Mr. Phil Abshire |
| Assistant Principal..... | Ms. Jeanette Hollis |
| Assistant Principal..... | Mrs. Kaly Shippen |
| Resource Officer..... | Corporal Tyler Thomson |
| Principal's Secretary | Mrs. Jodie Nielsen |
| Attendance Secretary | Ms. Kathryn Holmes |
| Bookkeeper..... | Mrs. Tyrie Fenton |

Athletics

| | |
|-----------------------------------|----------------------|
| Athletic Director | Mr. Justin Jones |
| Assistant Athletic Director | Mr. Armando Gonzalez |
| Athletic Secretary | Mrs. Letitia Klein |

Counseling

| | |
|-----------------------------|----------------------|
| A-C Counselor | Mr. Jared Tonks |
| D-J Counselor..... | Ms. Kim Azbill |
| K-Q Counselor..... | Mr. Ty Shippen |
| R-Z Counselor | Ms. Brittany Ohman |
| Counseling Secretary | Mrs. Kim Keller |
| Registrar..... | Ms. Megan Nelson |
| College/Career Advisor..... | Ms. Britta Sedig |
| College/Career Advisor..... | Ms. Kaylen Whitehead |
| Student Companion..... | TBA |

SCHOOL INFORMATION

Phone:208-745-7704
Fax:208-745-7707
Address:3833 E. Rigby High Lane, Rigby, Idaho 83442
Webpage:www.rigbytrojans.org
Colors:Maroon, Gold, and White
Mascot:Trojans
IHSAA Class:5A

SCHOOL SONG

The Rigby High School Song

Here we stand before you, Gold, White, Maroon.

Now altogether, we will honor you.

Yes, we're the sons of Rigby, loyal and true.

Three cheers for Rigby, Gold, White, Maroon.

We will be brave, we will be strong,

We will make the name of Rigby feared and respected.

We will be fair, we will be square,

We will lift the name of Rigby ever on high.

Here we stand before you, Gold, White, Maroon.

Now, altogether, we will honor you.

Yes, we're the sons of Rigby, loyal and true.

Three cheers for Rigby, R-H-S.

SCHOOL HOURS

The school is typically open from 8:00 AM until 4:00 PM Mon, Tues, Wed, Thurs, and Fri. If students are on campus outside of regular school hours, school personnel must accompany them.

SCHOOL FACULTY

| <u>Teacher</u> | <u>Subject</u> | <u>Location</u> |
|--------------------|----------------|-----------------|
| Arnold, Ashlee | Mathematics | 1629 |
| Arnold, Jesse | Drama/Theater | 1145 |
| Barrett, Deryk | Manufacturing | 2709 |
| Barrus, Cathy | Mathematics | 1627 |
| Baxter, Marc | Orchestra | 1158 |
| Beck, Daralee | SpEd | 1712 |
| Beddes, Hidee | Science | 1613 |
| Bice, Shanelle | English | 2608 |
| Bodily, Bryce | English | 1605 |
| Bodily, Leah | Social Studies | T510 |
| Carpenter, Melissa | Mathematics | 1601 |
| Cook, Christopher | English | 1603 |
| Cook, Stefani | Business | 2511 |
| Cooley, Diana | IEN | 1722/1723 |

| | | |
|---------------------|------------------|-----------|
| Cox, Robert | Mathematics | 1628 |
| Doten, Tim | Science | 2622 |
| Erhardt, Jessica | Economics/SS | T401 |
| Feik, Michael | Photo/Yearbook | 2702 |
| Fisher, Gary | Construction | 1810 |
| Flowers, Aaron | Health | T405 |
| Fox, Pam | Science | Roamer |
| Fuchs, Stefanie | Social Studies | T508 |
| Godfrey, Lex | Agriculture | 1817 |
| Goff, Jared | Mathematics | 1622 |
| Gonzalez, Armando | Social Studies | T402 |
| Green, Jeremy | Science | 2621 |
| Hale, Robert | Agriculture | 1802 |
| Hall, Shawn | Spanish | T407 |
| Hancock, Ryan | Art | 1706 |
| Harris, Amber | Consumer Science | 1704 |
| Hunter, Keegan | Automotive | 1807 |
| Johnson, Laron | Social Studies | T302 |
| Lee, Cheryl | Consumer Science | 1703/1709 |
| Loesch, Brooke | Ceramics | 1705 |
| Knickrehm, Courtney | Agriculture | 1801 |
| Marshall, Aaron | Band | 1102 |
| McHenry, Jill | SpEd | 1607 |
| Mecham, Lori | Business | 2700 |
| Mickelsen, Holly | Government/STUCO | 1608 |
| Montague, Kristen | Mathematics | 2629 |
| Mouser, Burke | Spanish | T408 |
| Nield, Roger | PE/ Health | Gym |
| Nordstrom, Nicole | Mathematics | 1631 |
| Pappas, Jaeda | English | 2606 |
| Parrish, James | Science | 1615 |
| Peterson, Katrina | Social Studies | T507 |
| Phillips, Sam | Economics/ SS | T404 |
| Porter, Jason | Mathematics | 2626 |
| Price, Barbara | SpEd | 2612 |
| Rains, Camille | English | 2601 |
| Rasmussen, Corbin | Choir | 1122 |
| Ricks, Lori | English | 2602 |
| Roberts, Staisha | English | 1602 |
| Rohm, Kami | Math | 2707 |
| Romney, Hayden | English | 2607 |

SCHOOL BELL SCHEDULE

| | | | | | |
|---------------------|-------------|--|---|-----------------|-------------|
| <u>M,T,W</u> | | 1st LUNCH DOWNSTAIRS SEMINARY AG. BUILDING PE | 2ND LUNCH UPSTAIRS FINE ARTS PORTABLES | <u>M,T,W</u> | |
| 1 | 8:40-9:42 | | | 1 | 8:40-9:42 |
| 2 | 9:47-10:49 | | | 2 | 9:47-10:49 |
| 3 | 10:54-11:56 | | | 3 | 10:54-11:56 |
| LUNCH | 11:56-12:29 | | | 4 | 12:01-1:03 |
| 4 | 12:34-1:36 | | | LUNCH | 1:03 - 1:36 |
| 5 | 1:41-2:43 | | | 5 | 1:41-2:43 |
| 6 | 2:48-3:50 | | | 6 | 2:48-3:50 |
| <u>THURSDAY</u> | | | | <u>THURSDAY</u> | |
| 1 | 8:40-9:42 | | | 1 | 8:40-9:42 |
| 2 | 9:47-10:49 | | | 2 | 9:47-10:49 |
| 3 | 10:54-11:56 | | | 3 | 10:54-11:56 |
| 4 | 12:01-1:03 | | | 4 | 12:01-1:03 |
| LUNCH | 1:03 - 1:36 | | | LUNCH | 1:03 - 1:36 |
| 5 | 1:41-2:43 | | | 5 | 1:41-2:43 |
| 6 | 2:48-3:50 | | | 6 | 2:48-3:50 |
| <u>FRIDAY</u> | | | | <u>FRIDAY</u> | |
| 1 | 8:40-9:15 | | | | 8:40-9:15 |
| 2 | 9:20-9:50 | | | 1 | 9:20-9:50 |
| 3 | 9:55-10:25 | | | 2 | 9:55-10:25 |
| 4 | 10:30-11:00 | 3 | 10:30-11:00 | | |
| 5 | 11:05-11:35 | 4 | 11:05-11:35 | | |
| 6 | 11:40-12:15 | 5 | 11:40-12:15 | | |
| LUNCH | 12:20-12:35 | 6 | 12:20-12:35 | | |
| Busses leave 12:40 | | LUNCH | Busses leave 12:40 | | |
| <u>2 HOUR DELAY</u> | | <u>2 HOUR DELAY</u> | | | |
| 1 | 10:40-11:22 | | 10:40-11:22 | | |
| 2 | 11:27-12:09 | 1 | 11:27-12:09 | | |
| LUNCH | 12:09-12:42 | 2 | 12:14-12:56 | | |
| 3 | 12:47-1:29 | 3 | 12:56-1:29 | | |
| 4 | 1:34-2:16 | LUNCH | 1:34-2:16 | | |
| 5 | 2:21-3:03 | 4 | 2:21-3:03 | | |
| 6 | 3:08-3:50 | 5 | 3:08-3:50 | | |
| | | 6 | | | |
| <u>AM ASSEMBLY</u> | | <u>AM ASSEMBLY</u> | | | |
| 1 | 8:40-9:32 | | 8:40-9:32 | | |
| ASSEMBLY | 9:32-10:32 | 1 | 9:32-10:32 | | |
| 2 | 10:37-11:29 | ASSEMBLY | 10:37-11:29 | | |

| | | | | |
|----------------------------|---------------|--|----------------------------|---------------|
| LUNCH | 11:29-12:02 | | 2 | 11:34-12:26 |
| 3 | 12:07 - 12:59 | | 3 | 12:26 - 12:59 |
| 4 | 1:04-1:56 | | LUNCH | 1:04-1:56 |
| 5 | 2:01-2:53 | | | 2:01-2:53 |
| 6 | 2:58-3:50 | | 5 | 2:58-3:50 |
| | | | 6 | |
| PM ASSEMBLY | | | PM ASSEMBLY | |
| 1 | 8:40-9:32 | | | 8:40-9:32 |
| 2 | 9:37-10:29 | | 1 | 9:37-10:29 |
| 3 | 10:34-11:26 | | 2 | 10:34-11:26 |
| LUNCH | 11:26-11:59 | | 3 | 11:31-12:23 |
| 4 | 12:04-12:56 | | 4 | 12:23-12:56 |
| 5 | 1:01-1:53 | | LUNCH | 1:01-1:53 |
| ASSEMBLY | 1:53-2:53 | | 5 | 1:53-2:53 |
| 6 | 2:58-3:50 | | ASSEMBLY | 2:58-3:50 |
| | | | 6 | |
| END of DAY ASSEMBLY | | | END of DAY ASSEMBLY | |
| 1 | 8:40-9:32 | | | 8:40-9:32 |
| 2 | 9:37-10:29 | | 1 | 9:37-10:29 |
| 3 | 10:34-11:26 | | 2 | 10:34-11:26 |
| LUNCH | 11:26-11:59 | | 3 | 11:31-12:23 |
| 4 | 12:04-12:56 | | 4 | 12:28-1:01 |
| 5 | 1:01-1:53 | | LUNCH | 1:01-1:53 |
| 6 | 1:58-2:50 | | 5 | 1:58-2:50 |
| ASSEMBLY | 2:50-3:50 | | 6 | 2:50-3:50 |
| | | | ASSEMBLY | |

ACCIDENTS/INJURIES (BOARD POLICY 3540)

If an accident occurs at school, the school office will call parents/guardians or emergency contacts to notify them of the situation. Please keep your contact information current with your teacher and the front office.

ADVANCED OPPORTUNITIES

Advanced Opportunities allow students to individualize their high school learning plan and get a jump start on their future. These options include dual credit, technical competency credit and Advanced Placement.

Advanced Opportunities provided every student attending an Idaho public school an allocation of \$4,125.00 to use toward Advanced Opportunities in grades 7-12. The program was expanded by the Legislature in 2016 through the passing of House Bill 458

(<http://www.legislature.idaho.gov/legislation/2016/H0458E1.pdf>). This fund can be used for:

- Overload Course – High school level course that is taken in excess of the student's regular school day. The courses may be offered online, during the summertime or after school, depending on the individual course and instructor.
- Dual Credits – High school students take dual credit that are transcribed on their high school and college transcripts. These courses can be taken online and by virtual conferencing.
- Exams – Students can use funds to pay for a variety of college- credit bearing or professional technical exams.

In certain situations, Advanced Opportunities funds may not be enough to cover all of the overload classes a student may take at Rigby High School. In these instances, it is the students responsibility to pay for any additional costs not covered once Advanced Opportunities funds have been exhausted.

ALLERGIES (BOARD POLICIES 3510 AND 3515)

It is common for students to have serious allergies. **Please notify the office if your student has any allergies.**

ATTENDANCE

Absences

Attendance at school is an indicator of success in school and is necessary for maximum student learning. All students are expected to be in class on time every school day. Jefferson School District defines acceptable school attendance as missing not more than seven (7) days per trimester. If a student must be absent from school, the parent/guardian is requested to call the office by 9:00 am to report the absence for that day. If a phone call is not possible, a note explaining the absence must be given to the office on the day of return. If parents/guardians find it necessary to take students out of school for an extended period, please contact the office in advance. (Board Policy 3050 and 2380)

Students who accrue ten (10) consecutive absences will be dropped from school. When the student returns to school, the student may be re-enrolled in school. Students served by homebound will not be included in

this procedure (Board Policy 2380). In addition, students with seven (7) or more unverified absences, whether consecutive or accumulative, may be referred to the Board of Trustees, or designee, as a habitual truant.

A student may have seven (7) counting verified/unverified absences (Parent, Unverified, Sick, Truant) in each class and still be allowed to earn credit in the class. A counting unverified absence is any absence other than Funeral, Court, Medical, Suspension, or School Activity.

If a student reaches eight (8) counting unverified absences in a class, the student must make up the absence by restoring seat time. For each class absence, a student must spend two (2) hours of seat time during Saturday School. Saturday School is only 4 hours, so the most a student can make up on any given Saturday is 2 class period absences.

A student only has until the end of the current trimester to make up seat time. If a student knows the absence will put him/her over seven, then hours can be made up during Saturday School before the absence.

Tardies

Tardies caused by a late bus, inclement weather, or for medical reasons are excused and shall not be counted on the student's record. "Excessive" tardies is defined as more than five tardies. (Board Policy 3050 and 2380)

Any student that is tardy more than 20 minutes to any class will be marked as UNV – Unverified and it will count towards their total absences for credit

A student may be tardy five (5) times to an individual class and still earn credit. If a student is tardy the 6th time in a class, the student must start making up tardies in order to earn credit in that class. A student can make up tardies by doing 1 of 2 actions:

- 1) A student can attend only one Early Morning Detention for each tardy if the student serves from 7:20am - 8:20am. This action needs to be pre-arranged with an Administrator before attending to make sure overcrowding is not an issue.
- 2) A student may attend Afterschool Detention for 30 minutes per tardy in order to make up a tardy. Therefore, the maximum number of tardies a student may make up during 1 day of Afterschool is 2 tardies.

School Action on Absences and Tardies

The school will regularly run a tardy and absence report and contact the parent/ guardian (send home an email to parents) for each tardy and/or absence past five (5) in order to remind parents to have students serve the detentions/Saturday schools if they go over seven (7) on either tardies or absences. Please note that Saturday may be moved to a different day because of Holidays or other events. It is the responsibility of the student to be aware of those changes.

Student action on Absences and Tardies

There is no longer an appeal process for “No Credits”, either by absence or tardy. Again, a student will have the current trimester to make up an absence or a tardy, and either can be restored before they reach the eight limit. However, all attendance issues must be resolved by the “Teacher Workday” at the end of the trimester. *No exceptions will be made, so it is encouraged for students to make up tardies and absences before they reach the No Credit mark.*

BACKPACKS

To maintain a safe learning environment, clear backpacks will be required for student use during school hours.

Bags used for school sanctioned activities bags may be stored in gym locker room.

BIRTH CERTIFICATES (BOARD POLICY 3000)

Idaho State law requires: “Upon enrollment of a student for the first time in an elementary school or secondary school, the person enrolling the student must provide either a CERTIFIED copy of the student’s birth certificate or other reliable proof of the student’s identity and birth date, which proof shall be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.” Other reliable proof of the student’s identity and birth date may include a passport, visa, or other governmental documentation of the child’s identity.

BIKES/SKATEBOARDS/HEELYS

Bicycles, Skateboards, Scooters and Heelys are not allowed inside of the building at RHS. If you ride a bicycle to school you may park in bicycle parking outside the main office and it should be locked up; if you bring a skateboard, turn it into the office or leave in your locker until the end of the day. Razr type scooters will not be allowed and they will be confiscated until a parent can come pick it up from an Administrator. Heelys will not be allowed and the wheels of the Heelys will be confiscated if seen in the building.

BULLYING (BOARD POLICY 3295)

Bullying is an aggressive behavior that is intentional, repeated over time, and involves an imbalance of power or strength. A child who is being bullied has a hard time defending himself or herself. We are committed to providing all students with a safe, bully-free environment that will allow them to learn and grow.

Hazing, Harassment, Intimidation, Bullying, Cyber Bullying

Rigby High School is committed to providing a positive and productive learning and working environment. Hazing, harassment, intimidation, cyber bullying, or bullying by students or third parties is strictly prohibited and shall not be tolerated. This includes actions on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists, and actions at locations outside of those listed above that can be reasonably expected to materially and substantially interfere with or disrupt the educational environment of the school or impinge on the rights of other students at school.

The school expects all students to treat each other with civility and respect and not to engage in behavior

that is harmful to another student or the property of another student. The school expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, and for the educational purpose underlying all school activities.

Discipline

Students whose behavior is found to be in violation of this policy will be subject to discipline and graduated consequences, up to and including expulsion consistent with the Board's policy on student discipline. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the Superintendent or Board. Students or third parties may also be referred to law enforcement officials.

BUSES (BOARD POLICY 8140)

Riding the school bus is a privilege for students, not a right. Appropriate student behavior is essential for a safe and positive environment while transporting students. Students are expected to conduct themselves in an orderly manner while waiting for and riding on the school bus. The bus driver has the same rights and responsibilities to maintain order on the bus as the teacher does in the classroom and it is vitally important not to distract the driver from his/her driving duties. Misbehavior on the bus or at the bus stop can deprive a student of his/her bus riding privileges. **The phone number for Transportation is 208-754-8211**

CAFETERIA/EATING AREA

Bring your lunch from home or take advantage of Rigby's cafeteria selection. Students have a choice of full lunch in the cafeteria, including a sandwich line, pizza line, and at least two other selections each day. Free and reduced meals are available to those who qualify. Our school wide goal is to keep all shared eating areas neat and clean. Students are to take their places in line, and advance in an orderly manner. Students caught cutting in line will be asked to move to the back of the line. All students need to be well mannered while eating. Being well mannered includes cleaning up after the meal. Eating is allowed in the cafeteria and other designated areas. **If litter becomes a problem in eating areas or on campus, open campus lunch privileges will be limited until the litter issue can be resolved.**

CAMPUS SAFETY

Rigby High School takes the safety of our students very seriously. Fire drills, earthquake drills, and lock down drills for intruder situations are conducted on a regular basis.

CELL PHONES/ELECTRONIC DEVICES (BOARD POLICY 3265)

Students, with permission of their parent(s)/guardian(s), or request of the student him/herself if over eighteen years of age, may be in possession of a cell phone or other related electronic devices on school property.

The devices shall not be used in a manner that disrupts the educational process, including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another individual. Students found to be using any electronic communications device to in any way send or receive personal

Commented [JN1]: Needs to state parent/guardian only will need to pick it up from the main office???

messages, data, or information that would contribute to or constitute cheating on tests or examinations shall be subject to discipline and the device shall be confiscated and not returned until a parent conference has been held. Students shall comply with any additional rules and procedures developed by the school concerning appropriate use of telecommunication or other electronic devices.

Students who violate the provisions of this policy are subject to disciplinary action, including losing the privilege of bringing the device onto school property, detention, suspension, or expulsion. In addition, an administrator will confiscate the devices, which shall only be returned to the student's parent(s)/guardian(s) in person from the main office. Where appropriate, police authorities may be contacted.

Students are responsible for the care of devices they bring to school. The District shall not be responsible for loss, theft, or destruction of devices brought onto school property.

CHANGE OF ADDRESS OR PHONE

It is the goal of RHS to have great communication with the families of our students. Please inform the office if you change your address or telephone number. Please inform the office if your emergency contact information changes.

CHEATING/PLAGIARISM

To maintain academic integrity at RHS. Cheating and/or plagiarism will not be tolerated. Cheating can include, but is not limited to, obtaining and giving information during a test by secret or public means, copying and/or duplicating another person's work. In all cases, a student must do his/her own work. Plagiarism is copying another person's work and claiming it as one's own. The instructor makes the determination that cheating or plagiarism has occurred. In the event a student cheats or plagiarizes:

- 1) Instructor will inform student of the incident.
- 2) The student will receive no credit on the assignment.
- 3) Student may make up the assignment within one week for 50% credit. If the student cheats or plagiarizes on a final exam he/she will receive a zero and the exam cannot be made up or retaken.
- 4) The teacher will notify parent/guardian and administrator of the incident.
- 5) A conference to discuss the matter will be arranged if so desired by the administrator or parent/guardian.
- 6) A second offense in the same class will result in parent notification by the teacher and a final grade of "F" on the assignment.
- 7) If administration deems cheating or plagiarism to be habitual, the student will be placed on a behavior contract with the risk of being placed on long-term suspension from RHS.

CHECK CASHING POLICY

Rigby High School cannot "cash" personal checks. An ATM is available outside the gymnasium for student use.

CLASSROOM EXPECTATIONS

Classroom teachers have the responsibility to set classroom expectations which contribute to the learning environment of all students. This includes seating arrangements and decisions regarding wearing of hats, chewing gum, cellphones, earbuds (music devices) etc. Failure to comply with classroom expectations may constitute insubordination and result in disciplinary action.

CLASSROOM PROCEDURE & GENERAL CONDUCT

Students are expected to behave at all times in a manner that will bring credit to themselves, their team, their school, their family and their community. It is important for students to recognize that they are responsible for the behavior on the way to and from school, during school hours, on the bus, and at all school events. RHS staff and volunteers help monitor student behavior and provide a safe and productive learning environment.

We want students to develop the habits of mind that reinforce our School Wide Positive Behavior Supports and our **ROCK** Behavior Matrix.

- Trojans show **RESPECT** to themselves, their classmates, their teachers, their families and their community.
- Trojans capitalize on the **OPPORTUNITY** they have to gain a valuable education in order to become a productive and contributing member of society for themselves, their school, their teachers, their families and their community.
- Trojans demonstrate good **CITIZENSHIP** to themselves, their classmates, their teachers, their families and their community.
- Trojans show **KINDNESS** to themselves, their classmates, their teachers, their families and their community.



| Respect | Opportunity | Citizenship | Kindness |
|---|---|---|---|
| <p>The polite attitude toward people, places, and things; with the understanding that they are important and should be treated in an appropriate way.</p> | <p>Taking advantage of any situation, or chance, that allows for personal improvement and growth.</p> | <p>Behaving in a way that benefits the greater community.</p> | <p>Exhibiting friendliness, generosity, consideration, and compassion.</p> |
| <ul style="list-style-type: none"> • Recognize that everyone has value • Interact positively with teachers, staff, visitors, and students • Pay attention when someone is speaking- in class, during assemblies, and in conversation • Honor the personal and physical space of others • Avoid inappropriate physical contact- PDA, play fighting, pushing, etc. • Ask before you borrow something and return what you borrow • Keep phones silent and put away during class and assemblies • Use appropriate language • Speak at an appropriate volume • Keep an open mind | <ul style="list-style-type: none"> • Be an active listener and learner • Be prepared and utilize time wisely • Seek out and take advantage of classroom and school resources • Participate in class, school activities, clubs, etc. • Demonstrate school spirit: dress-up days, games at assemblies, etc. • Take responsibility for your behavior • Apologize when needed • Pay attention to announcements, bulletin boards, etc. • Be aware of hallway/stairway traffic • Practice healthy habits and good hygiene | <ul style="list-style-type: none"> • Support the work and learning of others • Do your part in group-work • Honor a person's privacy and their belongings • Be honest and do the right thing • Take pride in your school community • Clean up after yourself and help maintain a clean environment • If you see something, say something • Follow the dress code • Drive carefully and safely • Be respectful during the Pledge of Allegiance | <ul style="list-style-type: none"> • Treat others as you would like to be treated • Say hello and acknowledge people in a positive manner • Include others in conversation, during activities, at lunch, etc. • Help others in need • Express gratitude • Give sincere compliments • Be sensitive to others during class and group discussions • Be patient and open to the ideas others • Say please and thank you • Be nice! <p>Design by @KaelinTwedeArt</p> |

CLUBS AND ACTIVITIES

| CLUBS/ACTIVITIES | ADVISORS |
|--|---|
| American Sign Language Club | TBD |
| Art Club | Michael Feik |
| Band Jazz/Pep | Aaron Marshall |
| Baseball | Sam Phillips |
| Basketball – Boys | Justin Jones |
| Basketball – Girls | Todd Barber |
| Business Professionals of America - BPA | Lori Mecham |
| Breaking Down the Walls/Sources of Strength | Kim Keller/Kim Azbill |
| Cheerleaders | Torrie Miller |
| Choir | Corbin Rasmussen |
| Cross Country | Monica Seward |
| Dance Team | Cassi Murdock |
| Debate/Speech | Brock Sondrup |
| Drama/Troy Players | Jesse Arnold |
| Family Career and Community Leaders of America - FCCLA | Jessica Wahlen/Cheryl Lee/Amber Harris |
| Future Farmers of America - FFA | Robert Hale/Lex Godfrey/Casey Sanders/ Courtney Knickrehm |
| Future Hispanic Leaders of America - FHLA | Lori Ricks |
| Football | Armando Gonzalez |
| Fuel Up to Play 60 | Jessica Erhardt |
| Golf | Nichole Nordstrom |
| Gay Straight Alliance - GSA | CJ West |
| Hand-bell Choir | Corbin Rasmussen |
| HOPE Squad | Bryce Bodily/Brittany Ohman |
| Interact – Rotary International Service Club | Bryce Bodily |
| National Honor Society | Cathy Barrus |
| Orchestra | Marc Baxter |
| Renaissance | Jeanette Hollis |
| Rigby Film Crew | Michael Feik |
| Scholastic Bowl | Amanda Sayer |
| Senior Class Advisor | Shanelle Bice |
| Skills USA | Keegan Hunter |
| Soccer – Boys | John Dupree |
| Soccer – Girls | Emily Jensen |

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|--|-----------------------------------|
| Softball | Ashlee Arnold |
| Student Council | Holly Mickelsen/ Katrina Peterson |
| Swimming | Ryan Hancock |
| Tennis | Adriana Jones |
| Thespian Troupe | Jesse Arnold |
| Track | James Parrish |
| Troylairs – Select Choir | Corbin Rasmussen |
| Troy Players – Select Drama | Jesse Arnold |
| Technology Student Association – TSA/ Robotics | Deryk Barrett |
| Volleyball | Tiffaney Egan |
| Wrestling | Ed Andersen |
| Yearbook | Michael Feik |

COMMUNITY SERVICE

Community Service is assigned for infractions, including discipline and attendance. When doing community service, students are expected to follow rules handed out at time of assigned service. Students provide their own lunches and transportation to community service. No electronic devices are permitted during community service. Community service could be held on Saturday morning or after school as needed. Failure to attend community service will be treated in the same manner as failure to attend school. Students who are marked truant will need to serve an additional community service. Parents will be notified if students are asked to leave due to non-compliance with staff.

COPYRIGHT (BOARD POLICY 2150/2150P)

Federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or using of audio, visual or printed materials and computer software, unless the copying or using conforms to the “fair use” doctrine. Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research.

Teachers will instruct students to respect copyright laws and to request permission when their use of material has the potential of being considered an infringement. No information or graphics may be posted on any school system official website in violation of any copyright laws.

DELIVERIES

RHS does not take deliveries. Flowers/plants or other gift deliveries to students will not be accepted due to student allergies, storage, disruption to the school day, etc. Please do not set up a delivery to come to the high school for birthdays, Valentine’s Day, or any other reason. This also includes food deliveries. RHS is a large school and cannot allow such deliveries.

DISCRIMINATION (BOARD POLICY 3280)

Rigby High School does not discriminate on the basis of race, color, national origin, religion, sex, disability, or status in admission to its educational programs and activities as prescribed by federal and state laws and regulations.

DIRECTORY INFORMATION OPT-OUT (BOARD POLICY 3570)

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, participation in school activities, photograph, weight and height of athletic team members and dates of attendance. The information is routinely disclosed for the purposes of graduation programs, newspaper articles, and other program related activities. **If you do not wish to have this information disclosed, please talk with RHS Administration and request in writing that the information not be disclosed to third parties.**

DISCIPLINE

For any organization to function properly, there must be certain expectations for performance. Rigby High School has expectations of behavior that will provide for an orderly school atmosphere where students feel safe and loved. Our goal is to assist families in developing young men and women that are self-disciplined and can make good judgments about acceptable behavior. We believe that no student should disrupt the learning of another.

It is our belief that by encouraging and celebrating positive behavior and by working together as a team, your child's education will reflect excellent behavior. It is our policy that students be held accountable for their own actions. If students demonstrate inappropriate behavior, they are dealt with fairly and with dignity. We involve and inform parents when misbehavior arises. It is our belief that children of informed parents experience little misbehavior. We sincerely invite parents to come in and talk with us about concerns. For further information, refer to Board Policies 3330 and 3340 at www.Jeffersonsd251.org. RHS uses a discipline policy which is explained by each individual teacher to each class at the beginning of the school year. Rules and expectations for behavior are posted in the classroom.

DISCIPLINE REFERRAL

There are five classes of student misconduct. The referral process and consequences for the misconduct are outlined in the following:

Class 1 offenses are dealt with at the time and place of occurrence. Referral to a school administrator or designee occurs only if the misconduct persists after appropriate intervention.

Class 2 offenses are dealt with at the time and place of occurrence. Depending upon circumstances, the school administrator also may be involved for help with disciplinary actions.

Class 3, 4, and 5 offenses are immediately referred to a school administrator or designee after appropriate action has been taken.

| CLASS OF BEHAVIOR | CONSEQUENCES |
|--|--|
| Class 1: Disruptive behavior Examples: Running in the building | Verbal Warning Required Optional consequences administered at the discretion of school personnel: Written warning Conference with the student and parent notification |

| | |
|--|--|
| <p>Dress code violations Devices/objects not allowed on school property Loitering/littering</p> | <p>Natural consequences <i>Appeal process:</i> 1. Write down what happened with the reason for the appeal. 2. Schedule an appointment with the person who assigned the consequence and the building administrator to discuss and review the issue.</p> |
| <p>Class 2: More serious disruptive behaviors</p> <p>Examples: Repeated class 1 behaviors Inappropriate language Disrespect toward students and/or staff or property Stuffing/Truancy Cheating/ lying/deceit Defiance/insubordination Verbal harassment or bullying Public displays of affection</p> | <p>Incident report or written statement issued to student, parent notification. Optional consequences administered at the discretion of the teacher and administrator: Study Hall Behavioral education or behavior contracts School counselor or school social worker will confer with the student and parents In-school suspension, detention, after school detention, or community service hours <i>Appeal Process:</i> 1. Write what happened and the reason for the appeal. 2. Schedule an appointment with the person who assigned the consequence and the building administrator to discuss and review the issue.</p> |
| <p>Class 3: Misconduct that could result in property damage or personal injury</p> <p>Examples: Repeated class 2 behaviors Obscene gestures Throwing objects Pushing/shoving (body contact) Kicking, hitting, spitting Stealing under \$25 Vandalism under \$25 Verbal threats to harm another Fighting - first incident Possessing or using matches/lighters</p> | <p>Administrator will direct the following: School reports misconduct to the School Resource Officer or law enforcement agency when the misconduct is a criminal offence. Administrator, school counselor, school social worker, or designee will confer with the student and parents. Restitution for damage In school suspension or study hall Optional consequences administered at the discretion of the administrator: Out of school suspension Alternative education placements Behavioral contracts <i>Appeal Process:</i> 1. Write down what happened and reason for the appeal. 2. Schedule an appointment with the building administrator to discuss and review the issue.</p> |

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| | <p>3. To carry the appeal to the next higher level, schedule an appointment with the Superintendent. The building administrator is also invited to attend this meeting.</p> |
| <p>Class 4: Severe misconduct, illegal activities</p> <p>Examples: Repeated class 3 behaviors Tobacco/smoking, chewing Drug/tobacco paraphernalia E-cigarettes, E-mods, Alcohol - selling, possessing, under the influence Inappropriate, unwanted touching Unauthorized pulling of fire alarm Fireworks Fighting – second incident or one resulting in injury Vandalism - greater than \$25 Stealing - greater than \$25 Extortion Pornography</p> | <p>Administrator and Superintendent will direct the following: Meet with student and parent School reports misconduct to the School Resource Officer or law enforcement agency. Restitution for damage Suspension with possible expulsion Optional consequences administered at the discretion of the superintendent and administrator Alternative education placements <i>Appeal Process:</i> 1. Write down what happened and the reason for the appeal. 2. Schedule an appointment with the building administrator and the superintendent to discuss and review the issue. If law enforcement was involved at the time of the misconduct, the officer is invited to attend the meeting to report facts of the case.</p> |
| <p>Class 5: Illegal/Criminal Behaviors Repeated class 4 behaviors Threats with intent (the means) or written threats Bomb threats/ explosive devices/seeking Internet instructions Drugs or drug paraphernalia Rape/attempted rape Weapons or devices including pocket knives and multi-tools (or look-alikes that can be construed as weapons) which are at school, on school</p> | <p>School reports the misconduct to the School Resource Officer or law enforcement agency. All misconduct in class 5 will be reported to the superintendent and reviewed by the school board. Immediate consequences may include in-school or out of school suspension with limitations imposed by Idaho Code. Administrators may recommend expulsion. <i>Appeal Process:</i> Appeal procedures for expulsions are outlined in Idaho Code. See Drug Free Policy 717.2</p> |

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| property, or at any school-sponsored activity | |
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DIS-ENROLLMENT

Students who accrue ten (10) consecutive absences will be dropped from school. If and when the student returns, the student may be re-enrolled in school. Students served by homebound teachers are not included in this procedure.

DRESS EXPECTATIONS

To support parents and students in making appropriate clothing selections, the following guidelines must be adhered to:

1. All clothing shall be neat, clean, un-torn, and appropriate to the circumstances.
2. Students will be excluded from attending classes, or participating in school-related activities that are held on school property, when, in the opinion of the administrator on duty, any of the following are worn:
 - A. Underwear as outerwear
 - B. Clothing, jewelry, or body art that advertises alcoholic beverages or illegal drugs
 - C. Clothing, jewelry, or body art that displays obscene or immoral pictures, slogans, or statements
 - D. Clothing that reveals the midriff
 - E. Clothing that reveals underwear
 - F. Excessively tight clothing
 - G. "No sagging"—sagging is defined as wearing the waistband of slacks, pants, shorts or skirts below the natural waistline. A belt is required for over-sized pants.
 - H. Clothing, jewelry, or body art that promotes gang activity will not be permitted at any time.
 - I. Shoes must be worn in all instances.
3. Students shall avoid extremes in dress which distract from an atmosphere of learning, and/or which tends to disrupt class, and/or which reduces attentiveness in class. To assist students, parents, and school personnel the following guidelines apply:
 - A. **Tank tops**, unlined sheer material, and fishnet tops are not allowed. All shirts must have a minimum of 5" of material in width at the shoulders.
 - B. When hands are placed on head, if the stomach and/or the back show, shirt and/or pants are not appropriate. (Crop Tops)
 - C. When hands are placed on shoulders, if underclothing or chest shows, shirt is not appropriate.
 - D. Short lengths need to come to no less than 3"(inches) above the knee (width of a post-it note.)
 - E. Holes in pants, shorts, skirts – Holes must not be higher than 3" (inches)/ the width of a post-it-note. Duct tape will be used to cover the holes in the event students don't follow the

rules. If students refuse to use duct tape or change clothing, the school will furnish scrubs for the student to wear for the day.

4. Clothing, jewelry, or body art marked with profanity and/or sexually suggestive writing or pictures (i.e. – Playboy or the Playboy Bunny symbol), or advertising alcohol, illegal drugs or tobacco is not allowed.
5. Clothing, jewelry, or body art with writing or pictures that promote violence or antisocial behavior, or with writing or pictures advertising groups or organizations that promote violence or antisocial behavior, or clothing that is currently associated with gangs due to colors or design of clothing is not allowed.
6. Clothing, jewelry, or body art demeaning to others is not allowed.
7. Heavy chains and spikes may not be worn.

Students shall be prudent and modest in their selection of dress and avoid extremes that intend to detract from personal appearance.

Exceptions to the dress code may be made for special days or special events. These days and events are announced in advance.

Violations of the dress code will lead to disciplinary action included but not limited to: wearing scrubs from the school over top of clothes, detention, or suspension.

DRIVING ON CAMPUS

Students must purchase a parking permit if they wish to park in the high school parking lot. In order to purchase a parking permit, students must provide a valid driver's license without restrictions. **Parking permits must be visible. Parking passes must be in the vehicle that is on campus, permits are transferrable.** Failure to park within the lines in the parking lot or to visibly display the parking permit may result in a citation. In addition, students are expected to drive in a safe and responsible manner on school property. Students who drive irresponsibly or dangerously will be referred to law enforcement and will lose their on-campus driving privileges. **Any student that continues to violate the parking rules after being asked to follow the parking rules will have his/her vehicle towed at his/her expense.** School District #251 assumes no responsibility for the care or protection of any vehicle or its contents while operated or parked on the school campus.

ENROLLMENT

All students planning to enroll in Rigby High School must provide all required documentation before official enrollment will be granted. This includes: transcripts, birth certificate, immunizations, proof of residency, etc. (For more information please visit us at <http://www.rigbytrojans.org>)

EXTRA-CURRICULAR ACTIVITIES & ELIGIBILITY

Students are encouraged to become involved in extra-curricular activities. In order to be eligible to participate in these activities, students must meet guidelines set forth by the Idaho High School Activities Association rule 8.1.

1. Students must have received passing grades (credit) in at least five (5) classes from the preceding trimester. Release Time and School Release **do not** count toward this requirement.

2. During the season, the student must maintain a minimum of a 2.0 GPA and ***must not be failing more than one of his/her classes.*** (This includes any NC- No Credit for absences and tardies)
3. Grades will be entered by teachers within 5 days of the due date if they are turned in on time, and coaches will be provided with eligibility lists on a weekly basis.
4. If a student falls below the criteria set forth by the IHSAA and RHS, the student will be “flagged,” and he/she shall be allowed 5 school days to bring up his/her scores. Failure to do so will make the student academically ineligible until proof that the required academic standard has been obtained.

FERPA - FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT REQUIREMENTS

This handbook is the notification of your rights defined by FERPA.

Education records include a range of information about a student that is maintained in schools in any recorded way, such as handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche. Examples are:

- Date and place of birth, parent(s) and/or guardian addresses, and where parents can be contacted in emergencies;
- Grades, test scores, courses taken, academic specializations and activities, and official letters regarding a student's status in school;
- Special education records;
- Disciplinary records;
- Medical and health records that the school creates or collects and maintains;
- Documentation of attendance, schools attended, courses taken, awards conferred, and degrees earned;
- Personal information such as a student's identification code, social security number, picture or other information that would make it easy to identify or locate a student.

Records falling within the definition of “education record” pursuant to the Family Educational Rights and Privacy Act (FERPA) do not fall within the purview of HIPAA requirements. Reports, evaluations, summaries received by a school, including health records may be shared with individuals with legitimate educational interest and will move with a student if he/she transfers.

Parent or students have the right to:

1. Inspect and review the student's records;
2. Request to amend the student's education records to ensure they are not inaccurate, misleading, or otherwise in violation of the student's right or privacy;
3. Consent to disclosure of personally identifiable information contained in a student's education records, except to the extent that the Act and its regulation authorize disclosure without consent;
4. File with the U.S. Department of Education a complaint concerning allegations of failures by the agency or institution to comply with the requirements of the Act;
5. Obtain a copy of the policy adopted by the agency or institution regarding how the requirements of the Act are met;
6. Request a due process hearing regarding contents of records; and
7. Be informed of the cost of copies should copies be requested

8. Whenever a student has attained eighteen years of age, or is attending an institution of postsecondary education, the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student.

FIRST AID AND ILLNESS

Only students who have written permission from a teacher may go to the office due to illness or first aid needs. Medications, such as aspirin or ibuprofen are not given to students. School personnel can give only emergency first-aid treatment. Students taking medication during school hours must have the proper form filled out and store medications in the office. All medications stored in the office will be locked up at all times.

GRADES/ HONOR ROLL

Rigby High School uses percentages, letter grades, and a four-point conversion scale to indicate student academic performance. An “NC” (no credit) mark carries zero points and is based on a student’s failure to follow school attendance policy. Incomplete grades (I) may be issued to students who have been unable to meet requirements due to extenuating circumstances. **Any student with an (I) Incomplete grade at the end of a trimester will not be eligible for the Honor Roll.**

| <u>Percentage</u> | <u>Letter Grade</u> | <u>4 point Scale Equivalent</u> |
|--------------------|---------------------------------------|---|
| 94-100 | A | 4 |
| 90-93.9 | A- | 3.7 |
| 87-89.9 | B+ | 3.4 |
| 83-86.9 | B | 3 |
| 80-82.9 | B- | 2.7 |
| 77-79.9 | C+ | 2.4 |
| 73-76.9 | C | 2 |
| 70-72.9 | C- | 1.7 |
| 67-69.9 | D+ | 1.4 |
| 63-66.9 | D | 1 |
| 60-62.9 | D- | .7 |
| Below 60 | F | 0 |
| Attendance Failure | NC | No Credit Earned/ F for the class |
| Incomplete | I | Incomplete/Not Counted until completion of requirements by deadline |
| High Honors | 4.0 – 3.7 Grade Point Average (GPA) | |
| Honors | 3.4 – 3.699 Grade Point Average (GPA) | |
| | | |

GRADING AND MAKEUP WORK PROCEDURE

1. Teachers shall:
 - a. ensure that grades reflect proficiency in the content and the assessment,
 - b. record grades in PowerSchool within 5 school days of the assignment due date (except in the case of dual enrollment classes where a 24-hour turnaround is required),
 - c. not use grades in a punitive manner,
 - d. assign the initial score earned for an assignment or assessment on which the student made a concerted attempt;
 - e. assign an initial score of zero (0) to an assignment or assessment on which a student made no attempt or was missing.
 - f. implement the following guidelines related to formal assessments:
 - i. Assessments should be curriculum-based and measure students' level of proficiency on specific learning objectives,
 - ii. Additional practice and help will be provided for students who do not achieve proficiency (80%).
2. Assignments
 - a. All teachers in accordance with this procedure must accept late work and make-up work.
 - i. A student who misses homework or other assignments or due dates because of absences, whether excused or unexcused, must be allowed to make up the work. Arrangement for completing the work should be made within (1) one school day of the student's return to school. Arrangements should include a schedule for completion of work. For high school students, the student will be encouraged to initiate the contact with the teacher and collaborate on a schedule. However, the teacher must have a procedure in place for students to obtain missed work.
 - ii. Credit for late work shall be awarded according to the following guidelines:
 1. If the student was present in class on the day of the assignment and on the due date, the work may be given less credit (up to a 20% grade reduction per assignment);
 2. If the student was not present in class on the due date because of an excused absence, full credit must be given for the completed work;
 3. If the student was not present in class on the due date because of truancy or unverified absence, the work may be given less credit (up to a 20% grade reduction per assignment).
 4. Late work will be accepted up until the end of each instructional unit. Teachers will post instructional unit timelines in their classrooms, and refer to them often.
 - b. Grades and assignments will be aligned with content standards. Giving students extra credit or grades for activities such as bringing in canned goods, classroom materials, parent

signatures, or participating in non-curricular activities are NOT acceptable grading strategies.

- c. Projects should not place an undue burden on students/families with limited access to technology and/or financial resources.
3. Students with a 504 plan, Individualized Education Plan (IEP) or who are identified as Limited English Proficient (LEP) should receive accommodations on assignments and assessments as per their individualized plans.
4. Seniors who fail courses, do not complete the senior project, do not complete external courses or external coursework evidenced by the established deadlines will not be eligible to participate in commencement (i.e., will not walk at commencement).
5. Percentage Breakdown:

| | | |
|---|---|---|
| Homework/Practice (No Stakes) <i>10% of overall grade</i> Goal: Homework should take approximately (30) minutes to (1) hour in each solid subject, approximately (3) times per week. Homework should be used for independent practice, extension assignments and preparation assignments. <i>Examples:</i> Pre-reading a chapter, practice problems in mathematics, making a “real world” connection, interview someone. <i>Homework should largely be teacher designed.</i> | Formative Assessment (Low Stakes) <i>40% of overall grade</i> Goal: Formative Assessments should use a variety of methods to conduct “in-process” evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support. <i>Examples:</i> 10-50 word summary, 3 things a fellow student might misunderstand about the topic, Venn diagram, Ticket out the door, etc. | Summative Assessment (High Stakes) <i>50% of overall grade</i> Goal: Summative Assessments should be used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, etc. <i>Examples:</i> End of chapter/unit test, research paper final draft, essay final draft, speech, performance (concert, recital), product (a manufactured item, a final presentation), and performance task. |
|---|---|---|

GRADUATION REQUIREMENTS (BOARD POLICY 2700)

Credits

Credit Requirements for Freshman (2025) and Sophomores (2024)

Students shall be expected to earn a total of 60 credits (1 trimester equaling 1/3 year).

Students receiving Special Education who have successfully completed their IEP goals leading up to the completion of high school will be awarded a diploma.

| Required Courses | Credits |
|------------------|--|
| English | 10 (3 credits Freshman English and 3 credits Sophomore English) |
| Math | 10 (3 credits Freshman Math and 3 credits Sophomore Math) (Two credits must be taken in the last year of high school in which the student intends to graduate. For the purposes of this procedure, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six credits of high school level mathematics.) |
| Science | 7 (2 credits of Biology) |
| Speech | 1 |
| Multimedia | 1 |
| World History | 2 |
| US History | 2 |
| Economics | 1 |
| Government | 2 |
| PE | 2 |

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| Health | 1 |
| Humanities | 2 |
| Electives | 19 |
| Total Course Credits to Graduate | 60 |

Credit Requirements for Juniors (2023) and Seniors (2022)

Students shall be expected to earn a total of 50 credits (1 trimester equaling 1/3 year). Students receiving Special Education who have successfully completed their IEP goals leading up to the completion of high school will be awarded a diploma.

| Required Courses | Credits |
|------------------|---|
| English | 8 (Students must take 2 credits Junior year, and 2 credits Senior year. These courses in addition to 2 Freshman courses will give students 9 total credits of English, which one credit can be counted as an elective.) |
| Math | 8 (Students must take 2 credits Junior year, and 2 credits Senior year. These courses in addition to 2 Freshman courses will give students 9 total credits of Math, which one credit can be counted as an elective.) (Two credits must be taken in the last year of high school in which the student intends to graduate. For the purposes of this procedure, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six credits of high school level mathematics.) |
| Science | 7 (2 credits of Biology) |
| Speech | 1 |
| Multimedia | 1 |

| | |
|---|-----------|
| US History | 2 |
| Economics | 1 |
| Government | 2 |
| PE | 2 |
| Health | 1 |
| Humanities | 2 |
| Electives | 15 |
| Total Course Credits to Graduate | 50 |

Online Learning Requirement

Students must take 2 credits as online courses. Online courses can be asynchronous, synchronous, or blended courses at the discretion of the district.

Middle School Credit

A middle school course may qualify for credit if it meets the following requirements:

1. Completes any required high school course with a grade of C or higher before entering the 9th grade
2. Course meets the same standards that are required in high school
3. Course is taught by a teacher certified to teach high school content

The student shall be given a grade for the successful completion of that course. Such grade, and the number of credit hours assigned to the course, shall be transferred to the student's high school transcript and the student's parent or guardian shall be notified, in advance, when credits are going to be transcribed. However, the student's parent or guardian may elect to not have the credits and grade transferred to the student's high school transcript. The student still must complete the required number of credits in all high school core subjects identified above in addition to the courses completed in middle school unless the student is a participant in the 8 in 6 Program.

College Entrance Examination

A student must take one of the following college entrance or placement examinations before the end of the student's 11th grade year: ACT or SAT. **The State of Idaho requires students to take the ACT or SAT in their 11th grade year in order to be eligible to graduate.**

Refer to Board Policy 2700 for exemptions and missed exams.

Senior Project

A student shall complete a senior project that includes a research paper and oral presentation by the end of grade 12.

Idaho Standards Achievement Tests (ISAT)

In addition to obtaining the necessary credits as outlined above, a student will take the Idaho Student Achievement Test (ISAT) as defined by State Board of Education rules.

Civics Test

All secondary students must successfully pass the civics test or alternate path. "Civics test" as used herein means the 100 questions used by officers of the United States citizenship and immigration services as a basis for selecting the questions posed to applicants for naturalization.

A student may take the civics test, in whole or in part, at any time after enrolling in grade 7 and may repeat the test as often as necessary to pass the test. The District will document on the student's transcript that the student has passed the civics test.

The applicability of this requirement for students who receive special education services will be governed by the student's Individualized Education Plan.

Waiver of Requirements for Graduation – Refer to Board Policy 2700**Early Graduation**

A student who completes all of the graduation requirements set forth by the District and the State Department of Education prior to the completion of twelve trimesters of school attendance in grades 9-12, may petition the Superintendent and Board for early graduation by submitting such petition to the Superintendent, through the building principal, at the beginning of the trimester preceding the desired graduation date. Prior to the petition being submitted to the Superintendent, the building principal and counseling department will need to provide documentation that the student and parents of students under the age of 18 have received educational counseling regarding early completion dual enrollment options provided by the State of Idaho for current high schools students. Building principals and high school counselors need to provide an evaluation letter as part of the early graduation petition. The evaluation letter should include student's aptitude for post-secondary plans, higher education, vocational, or military options. The evaluation letter should also include what career counseling was provided to the student, and a recommendation to the Superintendent and Board regarding if the petition should be granted. In addition to the letter, students and parents of students under the age of 18 will need to sign an assurance that they understand that by graduating early they may no longer be eligible to participate in programs supported by the State of Idaho. The Superintendent shall submit the petition to the Board for endorsement and approval at the end of the trimester preceding the requested graduation date.

The Superintendent is authorized to create any procedures necessary to assist students to achieve early graduation as well create incentives for participation in any early graduation program. Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

GUESTS

Guests, including parents, guest presenters and community members who have legitimate business at the school are welcome and asked to obtain a visitor's pass in the office immediately upon entering the building. **No student guests are allowed during the school day.**

GUN-FREE SCHOOLS (BOARD POLICY 3330)

A student who uses, possesses, controls, or transfers a firearm, or any object that can reasonably be considered to be or look like a firearm, shall be expelled for a definite period of time of at least one calendar year. The Board, however, may modify the expulsion period on a case-by-case basis. The building administrator shall notify the appropriate law enforcement agency of any student who brings a firearm to school. If a student violating this policy is identified as disabled, either under the IDEA or Section 504, a determination must be made whether the student's conduct is related to the disability. If the violation of the policy is due to a disability recognized by the IDEA or Section 504, lawful procedures for changes in placement must be followed. Any student subject to an expulsion shall be entitled to a hearing before the Board, in accordance with Idaho Code and Board policy.

HARVEST EXCEPTION

Students who work in the harvest are allowed ten (10) days of absence. Those absences must be pre-arranged with a harvest form from the office. Students approved for harvest exception are eligible for 10 additional make up days (**1 day makeup for every day missed**). Students are responsible for obtaining and completing all of their test and assignments during their absences. ***Students applying for Harvest Exception must be passing all classes and be on track to graduate on time in order to be eligible for this exemption.***

HOMELESS/FOSTER CARE STUDENTS (BOARD POLICY 3060)

If a family or student has been displaced from the home, the district has a procedure in place to help mitigate the ill effects of this unfortunate event. Parents or other family members may contact the home liaison, Silvina Grant, at the district office (208-745-6693, ext. 1126), and she will help provide resources. Any information provided by families is strictly confidential.

HOMEWORK (BOARD POLICY 2630)

Teachers may give homework to students to aid in the student's educational development. Homework should be an application or adaptation of a classroom experience and can be accomplished independently.

IMMUNIZATION POLICY (BOARD POLICY 3525)

Any student enrolling, transferring, or returning after withdrawing must show verifiable documentation of immunization at entry or re-entry. Exemption from this law is allowed for medical, personal or religious reasons. Any student claiming an exemption must have an Idaho Exemption form on file at school. Exemption forms are available from the school secretaries. Students with exemptions may be excluded from school for an extended period in the event of an outbreak of a disease for which the student is not fully vaccinated. **If current immunization records are not provided, your child may not attend school until records are received.**

INSURANCE FOR STUDENTS – ASSUMPTION OF RISK (BOARD POLICY 3540)

Injuries that occur from accidents during school hours or while participation in school activities are usually covered by family medical plans. The school district does not provide medical insurance to automatically pay for medical expenses when students are injured at school. Parents/guardians need to be prepared for possible medical expenses that may arise should their child be injured at school. The school district does have basic liability coverage as required by the State of Idaho. Lost, stolen, or damaged equipment or clothing is not covered by district insurance.

INTERNET ACCESS (BOARD POLICIES 3270/3270F)

All use of electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. The student and his/her parents/guardians should read and discuss the district policies concerning network and internet use: Board Policy 3270/3270F/3270P. **If a parent/guardian does not agree to allow internet use by their student, the student will only have intranet connectivity.**

LOST AND FOUND

Students are responsible for all personal items brought to school. Rigby High School does not accept liability for any personal item lost on school property due to theft, fire, water damage, or for any other reason. If you have lost an item, check at the main office in lost and found. If an item has been stolen, please contact the office. If you lose or find articles of clothing, purses, wallets, etc. please check in the main office for the location of the lost and found. Items left in the lost and found may be donated to charitable organizations.

It is helpful for all personal items like books, sports equipment, etc. to be clearly labeled in legible ink. Items turned in to the office that are plainly marked will be returned promptly to their owners.

MEDIA RELEASE (BOARD POLICY 3570)

The school or school district periodically uses images and names of students in various media (printed, photographic, or video) to promote school activities or programs. If you do not wish your student's name or image to appear in any such school or district produced materials, please notify the school administration in writing.

MEDICATION AT SCHOOL (BOARD POLICIES 3510 AND 3300)

Students who need to take prescriptions or other medication during the school day must bring it to the office in a properly labeled prescription bottle or original container. **A medication consent form must be completed** by the parent and be on file with the school for any medication to be given. Students who fail to adhere to this procedure are in violation of district drug policy. Homeopathic, herbal, and/or nutritional supplements will not be dispensed at school unless a prescription is provided to the school from a licensed professional with legal prescriptive authority. Schools have the right at any time to refuse to administer any medication or supplement that does not meet standards of safe administration.

If a student may require **emergency medication** for potential life-threatening conditions, parents must provide the medication to schools. Emergency medications may be kept in the office and/or carried by a student for self-administration. Students who need to carry emergency medication for asthma or severe allergies may do so according to district policy and procedures. When a medication's dosing changes or new medications are prescribed, a new medication consent form must be completed before the medication can be dispensed at school. Please contact your school for a copy of the form. Any abuse of medication policies and/or school policies/procedures may lead to an investigation based upon the alcohol, tobacco, and drug policy.

MIGRANT AND ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS (BOARD POLICIES 2390/2390P AND 2391)

Migrant education and English as a second language programs are available for students who may need additional help in math and/or reading. These are federal programs with very specific qualifications. Children that may qualify for this type of help will receive services at the request of the parent (parents must be notified if their child qualifies prior to services beginning). Call the school for more information concerning migrant services if your family has moved in the last six months due to agricultural work.

COLLEGE AND CAREER MENTORS

Jefferson School District 251 utilizes College and Career Mentors to assist secondary students in preparing for college and post high school careers. Students may request to visit with a mentor through the counseling office.

NOTICE OF NON-DISCRIMINATION

Jefferson County School District #251 does not discriminate on the basis of age, race, color, creed, religion, ancestry, national origin, sex, or disability in admission or access to, or treatment or employment in its educational programs or activities. Inquiries concerning Title VI, Title IX, and Section 504 may be referred to Chad Martin, Superintendent; JCSD #251 3850 East 300 North, Rigby, ID 83442 or telephone (208) 745-6693; or the Idaho Department of Education PO Box 83720 Boise, ID 83720-0027.

NOTICE OF NON-DISCRIMINATION STATEMENT 504 AND IDEA

Under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, the Jefferson Joint School District #251 is prohibited from discriminating against students on the basis of a disability. The District provides a free and appropriate public education to each student within its jurisdiction regardless of the nature or severity of the disability. The school district ensures that students who need or are believed to need special education or related services will be identified, evaluated, and provided with appropriate educational services.

Section 504 also stipulates that students with disabilities have the right to participate in school sponsored extracurricular programs and activities to the maximum extent appropriate to their needs. Under Section 504 and IDEA, students with disabilities have the right to be placed in the least restrictive educational environment. To the maximum extent appropriate for the needs of the student, Jefferson Joint School District #251 will educate students with disabilities within their regular school programs. Students with disabilities and their parents have a number of rights and protections. Questions or requests for assistance or information about services for students with diagnosed or suspected disabilities should be directed to the student's school principal or Jozlyn Thompson, District 504 Coordinator, at 208-745-6693, 3850 East 300 North, Rigby Idaho, 83442.

PARENT/TEACHER CONFERENCES OR PARENT REQUESTED MEETINGS (BOARD POLICY 2625)

Parent/Teacher conferences are usually scheduled in the middle of the 1st and 2nd trimesters. However, if you wish to talk with the teacher at any time, please send a note or call to request an appointment. Please schedule these appointments in advance, as it is impossible for a teacher to confer with a parent during class time.

PARKING LOT LOITERING

Parking lot loitering is not allowed in the high school parking lot. Students should park their cars, and promptly head into the building, or leave campus upon arriving at their vehicles.

RELEASE OF STUDENTS DURING THE DAY (BOARD POLICIES 3550/3550P AND 3050)

For your child's safety, parents/guardians are required to sign a student out at the office when removing him/her from school. Students will remain in the classroom until parents arrive to maximize instructional time. When anyone other than a parent/guardian is picking up a child, he/she **MUST** have a note from a parent/guardian. A parent may also call the office and authorize the person listed as an emergency contact to pick up a student. **Picture ID may be required for anyone picking up a child.**

RELEASE TIME PRIVILEGE

Students are under the jurisdiction of the school for the entire school day. The only exception to this is for students who participate in “release time” or “school release” programs. Students who have been granted “release time” or “school release” and are not at their assigned “release time” or “school release” program will be dealt with as if truant from school and their privileges may be revoked. **In the event a student decides to stay in the high school during this “released time” they may be trespassed for being on school grounds.**

REPEATING OR RETAKING CLASSES

Students may repeat or retake classes and may be enrolled in a repeat or retake class depending upon availability.

Repeat

1. Students may repeat a class for additional credit and an additional grade.
2. This is typically an elective credit and includes classes such as PE, Music, or advisory.

Retake

1. Students may retake a class for two reasons:
 - a. Earn Additional Credit – a student may retake a class for an additional credit and grade. The original credit will become an elective credit.
 - b. Replace Existing Credit– a student may retake a class and replace the original credit and original grade.
2. Student must have earned lower than an 80% on the original class.
3. Student will receive the higher of the two grades for the core credit.
4. Student needs to retake the class with exactly the same class at Rigby High School or a comparable class through another Jefferson 251 program or accredited source such as IDLA or BYU Independent study.
 - a. If taken at Rigby High School, a petition must be completed.
 - b. Class may be denied due to seat availability. Other options will be offered.
5. If Fast Forward provided the funding, then the grade and credit can only be replace if
 - a. the second class is paid for by the student and
 - b. the second class is taken from the same accredited institution.

SEARCH AND SEIZURE (BOARD POLICIES 3307/3307P)

To maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects.

School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by the student, without notice or consent of the student. This applies to student vehicles parked on school property. Building principals may require each high school student, in return for the privilege of parking on school

property, to consent in writing to school searches of his or her vehicle and personal effects therein, when reasonable suspicion of wrongdoing exists.

The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons or other illegal or dangerous substances or material, including searches conducted through the use of specially trained dogs.

Students

School authorities may search the student and/or the student's personal effects in the student's possession when there is reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating the law or the District's student conduct rules.

The search itself must be conducted in a manner that is reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

Searches and Seizure

The following rules shall apply to any searches and the seizure of any property by school personnel:

1. The Superintendent, principal, and the authorized assistants of either shall be authorized to conduct any searches or to seize property on or near school premises, as further provided in this procedure.
2. If the authorized administrator has reasonable suspicion to believe that any locker, car or other container of any kind on school premises contains any item or substance which constitutes an imminent danger to the health and safety of any person or to the property of any person or the District, the administrator is authorized to conduct a search of any car or container and to seize any such item or substance.
3. The authorized administrator may perform random searches of any locker, car or container of any kind on school premises without notice or consent.
4. If the authorized administrator has any reasonable suspicion to believe that any student has any item or substance in his/her possession, which constitutes an imminent danger to the property of any person or the District, the administrator is authorized to conduct a search of any car or container and to seize any such item or substance.
5. No student shall hinder, obstruct or prevent any search authorized by this procedure.
6. Whenever circumstances allow, any search or seizure authorized in this procedure shall be conducted in the presence of at least one (1) adult witness, and a written record of the time, date and results shall be made by the administrator. A copy shall be forwarded to the Superintendent as soon as possible.

7. In any instance where an item or substance is found which would appear to be in violation of the law, the circumstance shall be reported promptly to the appropriate law enforcement agency.
8. In any situation where the administrator is in doubt as to the propriety of proceeding with any search or seizure, the administrator is authorized to report to and comply with the directions of any public law enforcement agency.

SCHEDULE CHANGE REQUESTS

Students should consult with their Parents and/or the Counseling Office prior to any schedule changes. Changes must be submitted via Class Choice prior to school beginning in the fall. Once the trimester begins, Class Choice will be closed until the following school year. If an Elective course change is necessary forms are available in the counseling office and these forms need to be completed and returned prior to the start of the trimester. Once a trimester begins, students have 3 school days to make changes due to conflicts with other classes, no prerequisite met, or having a hole in their schedule/missing period. All other class changes will be done on a case by case basis with Administration approval only. Only legitimate requests will be granted. Legitimate requests may include but are not limited to: student was enrolled in a class he/she does not have the prerequisites for, or student has an open period in his/her schedule that is not supposed to be there.

A student may not drop a class after two (2) weeks into the trimester without it appearing on his/her official transcript as an "F". A student may not earn credit in any given class if added two weeks after the trimester starts.

SENIOR CREDIT REQUIREMENTS

Any senior that does not earn the required amount of credits to graduate, will **NOT** be allowed to participate/walk at commencement, but will be allowed to sign up for summer school to earn the required credits and graduate at the end of Summer School.

SENIOR PRANKS POLICY

This type of behavior will not be tolerated. **There are no school-sanctioned pranks.** Any student who engages in activities that deface school property, potentially harm other students, or demean/devalue any RHS student, faculty, or staff will **NOT** be allowed to participate in the commencement ceremony and will face appropriate discipline, including but not limited to involvement of law enforcement as appropriate and necessary.

STUDENT BODY OFFICERS

| Executive Council | Name |
|-----------------------------|------------------|
| Student Body President | Lupita Saldana |
| Student Body Vice-President | Zander Groom |
| Student Body Secretary | Kaylee Andrews |
| Student Body Treasurer | Kelsey Brown |
| Student Body Historian | Brynlee Shippen |
| Student Body Publicity | Sabrina Peterson |
| Student Body Event Planner | Liana Gho |

| | |
|---------------------------------------|--------------------|
| Student Body Girl's Activity Director | Gracie Woodhouse |
| Student Body Boy's Activity Director | Adam Harris |
| Spirit Squad | Illyria Kennedy |
| Spirit Squad | Madelyn Denning |
| | |
| Senior President | Ivy Campbell |
| Senior Vice-President | Nick Parr |
| Senior Class Secretary | Rachel Simmons |
| Senior Class Treasurer | Chun Kit Bruce Lam |
| Senior Class Historian | Hannah Simmons |
| | |
| Junior Class President | Lucy Goldman |
| Junior Class Vice-President | Roman Davis |
| Junior Class Secretary | Kedryn Bates |
| Junior Class Treasurer | Baylea Forsberg |
| Junior Class Historian | Mylee Graham |
| | |
| Sophomore Class President | Emma Cook |
| Sophomore Class Vice-President | Kylee Aerts |
| Sophomore Class Secretary | Natalie Johnson |
| Sophomore Class Treasurer | Loryn Hammon |
| Sophomore Class Historian | Riley Collins |
| | |
| Freshman Class Representative | Kevin Cardenas |
| Freshman Class Representative | Lauren Burnside |
| Freshman Class Representative | Rylie Brandley |
| Freshman Class Representative | Chloe Duncan |
| Freshman Class Representative | Samantha Groom |
| Freshman Class Representative | Ben Kimber |
| Freshman Class Representative | Alyssa Newmyer |
| Freshman Class Representative | Kierston Roker |

STUDENT RECORDS (BOARD POLICY 3570/3570P)

Upon request, student records are available for examination by parents/guardians and students over 18 years of age.

Refer to FERPA.

PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, AND PLACEMENT OF STUDENTS WITH DISABILITIES

The following is a description of the rights granted by federal law to students with handicaps. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

Parents have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination based on a disability.
2. Have the District advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the District make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided students without disabilities.
6. Have your child receive special education and related services if he or she is found to be eligible under the Individuals with Disabilities Education Act (IDEA), or to receive reasonable accommodations under Section 504 of the Rehabilitation Act.
7. Have eligibility and educational placement decisions made based upon a variety of information sources, and by individuals who know the student, the evaluation data, and placement options.
8. Have transportation provided to a school placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the District.
9. Give your child an equal opportunity to participate in nonacademic and extracurricular activities offered by the District through the provision of reasonable accommodations.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement.
11. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
12. Receive a response from the District to reasonable requests for explanations and interpretations of your child's records.
13. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the District refuses this request, it shall notify you within reasonable time, and advise you of the right to a hearing.

14. Request an impartial due process hearing related to decisions regarding your child's identification, evaluation, and educational placement. You and your child may take part in the hearing and have an attorney represent you at your own cost.

File a complaint with the District when you believe your child's rights have been violated.

SUBSTITUTE TEACHERS

We are fortunate to have guest teachers as substitutes when our regular teachers are absent. A guest teacher deserves the highest courtesy and cooperation from students at all times. Students will receive an automatic office referral to an administrator for any misbehavior.

SURVEILLANCE CAMERAS (BOARD POLICY 3560)

Jefferson Joint School District #251 schools have surveillance video cameras on campus and many district school buses have surveillance video/audio cameras on board. Please be advised that surveillance cameras are in operation inside and outside of school facilities, as well as on district school buses.

TARDIES

Refer to Attendance Policy

TEXTBOOKS

Students are responsible for the care of all books issued to them. Textbooks should be covered to protect them from damage. When books are issued, students should notify their teacher of previous book damage. If there is unreported damage, the student may be held accountable. Fines for books not returned or damaged beyond use will be charged based on the district's replacement cost of the book. Students enrolled in college classes may be charged a textbook rental fee.

UNVERIFIED ABSENCES AND TRUANCIES

An *unverified absence* is any absence not appropriately cleared with the school office. To verify an absence, a student needs written or verbal communication from the parent, teacher, or administrator depending on circumstances.

***Truancy* is any student in the school building but not in attendance at a regularly scheduled class without permission of the teacher or school office. Parental permission IS NOT valid when a student misses a class and remains on school grounds. A student absent from school without the knowledge of his/her parents is considered *truant*. Students who leave the school building without prior approval by the parent or guardian (given over the phone or in writing) and without checking out through the office are considered *truant*.**

Students with seven (7) or more unverified absences (parent, sick, unverified, truant), whether consecutive or accumulative, may be referred to the Board of Trustees, or designee, as a habitual truant under provisions of Section 33-205 of Idaho Code. In addition, students who are excessively absent or routinely late for school may be referred for alternative placement, to Idaho Department of Health and Welfare, or

the county prosecuting attorney. Students with unverified or truant absences will also lose credit in classes if they do not recover their credit through the Attendance recovery process listed previously. Refer to Attendance for Recovery.

VALEDICTORIAN/SALUTATORIAN SELECTION

Rigby High School chooses the valedictorian and salutatorian according to a formula designed to reward students for excellence in more than grade point average. We feel that the truly excellent student will have shown sustained achievement while enrolled in demanding courses rather than taking the easiest route to a straight “A” average, and will also demonstrate excellence through his or her score on a national standardized test such as the ACT or the SAT.

These honors are chosen using the following percentages:

- 50% of the score is based on the student's GPA
- 30% of the score is based on the student's score on the ACT/SAT
- 20% of the score is based on completion of 12 or more AP or Dual enrollment credits.

AP/Dual enrollment credit is converted to a decimal by dividing the total AP/Dual enrollment credits earned by a total of 12 AP/ Dual enrollment credits taken. Taking 12 AP/ Dual enrollment credits shows a student is taking academically rigorous courses, while still allowing the student to take other elective courses. A student may choose to take more than 12 AP/ Dual enrollment credits, but 12 will be used as the number representing 100% for this category. This formula was developed in an effort to identify and reward a high standard of academic achievement. **In the event we have a tie after following the above listed formula, we will use the amount of total college credits a student has earned as the deciding factor.**

VERBAL OR WRITTEN THREATS (BOARD POLICY 3330)

Idaho Code 18-3302I states any person, including a student, who willfully threatens on school grounds by word or act to use a firearm or other deadly or dangerous weapon to do violence to any other person on school grounds is guilty of a misdemeanor. School personnel will investigate threats. Students who threaten physical danger to another may be required to take a Threat/Risk Assessment and will be disciplined, up to and including expulsion. Students are forbidden to use verbal or written threats of any physical danger to another student.

WELLNESS (BOARD POLICY 8200)

It is the goal of the Jefferson School District to strive to make a significant contribution to the general well-being, mental and physical capacity, and learning ability of each student and afford each the opportunity to fully participate in the education process. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices.

ZERO TOLERANCE OFFENSES (BOARD POLICY 3361)

It is the policy of the Board of Trustees of School District # 251 that any student who has a firearm or explosives in his/her possession (either on the person, in a purse, handbag, backpack, gym bag, any other container, in a locker or vehicle on school property) will be immediately suspended from school. The administration of the building where the offense occurred will hold a Due Process hearing within five days of the incident, and make a written recommendation for expulsion to the Board of Trustees, if appropriate. If petitioned for expulsion, the Board will hold such hearing at its next regularly scheduled meeting, or at a special meeting, if the Board deems necessary.

In addition, any student who uses other deadly or dangerous weapons as defined in federal law Section 930 of Title 18 of the United States Code shall be subject to the same procedures and penalties described in the above paragraph. The definition of weapon includes, but is not limited to: dirk knife, bowie knife, dagger, metal knuckles, or any other object capable of being used as a weapon.

Any student expelled under this section may not apply for re-admission for twelve months from the date of expulsion. If re-admission is granted after proper application, it will not occur until the start of the next grading term following approval of re-admission.

Jefferson School District 251

DISTRICT MISSION STATEMENT

“The mission of Jefferson School District 251 is to provide each student with a high quality education.”

DISTRICT VISION

“We are a community focused on student learning in order to build character, foster informed and productive citizenship, and prepare all youth for college and career success.”

SCHOOL DISTRICT CALENDAR

Jefferson Joint School District 251 2022-2023

Adopted February 16, 2022

| July | | | | | January | | | | | | | | | | | | | | | | | | | |
|---|--------------|--------------|----|----|--|--|--|--|--|--|--------------|--------------|---------------------------|----|----|---------------------------|----|----|---------------------------|----|----|--|-----|-----|
| M | T | W | T | F | | | | | | | | | | | | | | | | | | | | |
| | | | | 1 | 23 Teacher Days 20 Student Days | | | | | | | | | | | | | | | | | | | |
| 4 | 5 | 6 | 7 | 8 | 16 Teacher Professional Development, No School 19 Parent Teacher Conferences 4-7 p.m., Early Release 20 Parent Teacher Conferences 4-7 p.m., Early Release 17 PTC Camp Day, No School | | | | | | | | | | | | | | | | | | | |
| 11 | 12 | 13 | 14 | 15 | | | | | | | | | | | | | | | | | | | | |
| 18 | 19 | 20 | 21 | 22 | | | | | | | | | | | | | | | | | | | | |
| 25 | 26 | 27 | 28 | 29 | | | | | | | | | | | | | | | | | | | | |
| August | | | | | February | | | | | | | | | | | | | | | | | | | |
| M | T | W | T | F | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 Teacher Days 2 Student Days | | | | | | | | | | | | | | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 19 Teacher Days 17 Student Days | | | | | | | | | | | | | | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 President's Day, No School | | | | | | | | | | | | | | | | | | | |
| 22 | 23 | 24 | 25 | 26 | | | | | | | | | | | | | | | | | | | | |
| 29 | 30 | 31 | | | | | | | | | | | | | | | | | | | | | | |
| September | | | | | March | | | | | | | | | | | | | | | | | | | |
| M | T | W | T | F | | | | | | | | | | | | | | | | | | | | |
| | | | | 1 | 23 Teacher Days 21 Student Days | | | | | | | | | | | | | | | | | | | |
| 5 | 6 | 7 | 8 | 9 | 5 Labor Day Holiday, No School 30 Homecoming | | | | | | | | | | | | | | | | | | | |
| 12 | 13 | 14 | 15 | 16 | 18 Teacher Days 17 Student Days | | | | | | | | | | | | | | | | | | | |
| 19 | 20 | 21 | 22 | 23 | 2 End of 2 nd Trimester 3 Teacher Workday, No School 20-24 Spring Break, No School | | | | | | | | | | | | | | | | | | | |
| 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | |
| October | | | | | April | | | | | | | | | | | | | | | | | | | |
| M | T | W | T | F | | | | | | | | | | | | | | | | | | | | |
| 3 | 4 | 5 | 6 | 7 | 21 Teacher Days 19 Student Days | | | | | | | | | | | | | | | | | | | |
| 10 | 11 | 12 | 13 | 14 | 7 Teacher Professional Development, No School 12 Parent Teacher Conferences 4-7 p.m., Early Release 13 Parent Teacher Conferences 4-7 p.m., Early Release 14 No School, PTC Camp Day | | | | | | | | | | | | | | | | | | | |
| 17 | 18 | 19 | 20 | 21 | 21 Teacher Professional Development, No School | | | | | | | | | | | | | | | | | | | |
| 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | |
| 31 | | | | | | | | | | | | | | | | | | | | | | | | |
| November | | | | | May | | | | | | | | | | | | | | | | | | | |
| M | T | W | T | F | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 17 Teacher Days 16 Student Days | | | | | | | | | | | | | | | | | | | |
| 7 | 8 | 9 | 10 | 11 | 17 End of 1 st Trimester 18 Teacher Workday, No School 21-27 Thanksgiving Holiday Break, No School | | | | | | | | | | | | | | | | | | | |
| 14 | 15 | 16 | 17 | 18 | 22 Teacher Days 22 Student Days | | | | | | | | | | | | | | | | | | | |
| 21 | 22 | 23 | 24 | 25 | 29 Memorial Day, No School 30 Jefferson High School Graduation 31 Eagle High School Graduation | | | | | | | | | | | | | | | | | | | |
| 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | |
| December | | | | | June | | | | | | | | | | | | | | | | | | | |
| M | T | W | T | F | | | | | | | | | | | | | | | | | | | | |
| | | | | 1 | 12 Teacher Days 12 Student Days | | | | | | | | | | | | | | | | | | | |
| 5 | 6 | 7 | 8 | 9 | 19-30 Christmas Holiday Break, No School | | | | | | | | | | | | | | | | | | | |
| 12 | 13 | 14 | 15 | 16 | 2 Teacher Days 2 Student Days | | | | | | | | | | | | | | | | | | | |
| 19 | 20 | 21 | 22 | 23 | 2 End of 3 rd Trimester 2 Last Day of School | | | | | | | | | | | | | | | | | | | |
| 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | |
| <div><div></div> Denotes Parent Teacher Conferences</div> <div><div></div> Denotes No School</div> <div><div></div> Denotes Teacher Workday, No School</div> <div><div></div> Denotes Teacher Professional Development Day, No School</div> | | | | | <table><thead><tr><th></th><th>Teacher Days</th><th>Student Days</th></tr></thead><tbody><tr><td>1st Trimester</td><td>62</td><td>55</td></tr><tr><td>2nd Trimester</td><td>59</td><td>56</td></tr><tr><td>3rd Trimester</td><td>59</td><td>58</td></tr><tr><td></td><td>180</td><td>169</td></tr></tbody></table> <div>Teacher Workdays 4</div> <div>Teacher PD Days 5</div> | | | | | | Teacher Days | Student Days | 1 st Trimester | 62 | 55 | 2 nd Trimester | 59 | 56 | 3 rd Trimester | 59 | 58 | | 180 | 169 |
| | Teacher Days | Student Days | | | | | | | | | | | | | | | | | | | | | | |
| 1 st Trimester | 62 | 55 | | | | | | | | | | | | | | | | | | | | | | |
| 2 nd Trimester | 59 | 56 | | | | | | | | | | | | | | | | | | | | | | |
| 3 rd Trimester | 59 | 58 | | | | | | | | | | | | | | | | | | | | | | |
| | 180 | 169 | | | | | | | | | | | | | | | | | | | | | | |
| 1 st Trimester August 30 – November 17 | | | | | First Day of School: August 30, 2022 | | | | | | | | | | | | | | | | | | | |
| 2 nd Trimester November 28 – March 2 | | | | | Last Day of School: June 2, 2023 | | | | | | | | | | | | | | | | | | | |
| 3 rd Trimester March 6 – June 2 | | | | | | | | | | | | | | | | | | | | | | | | |

ANNUAL NOTICE OF STUDENT EDUCATION RECORD PRIVACY (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions: School officials with legitimate educational interest; Other schools to which a student is transferring; Specified officials for audit or evaluation purposes; Appropriate parties in connection with financial aid to a student; Organizations conducting certain studies for or on behalf of the school; Accrediting organizations; To comply with a judicial order or lawfully issued subpoena; Appropriate officials in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

ANNUAL NOTICE TO PARENTS ON PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

Student and Family Privacy Rights

Surveys - General

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students must advance or relate to the District's educational objectives as identified in Board Policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party

Before the District administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Surveys Requesting Personal Information

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

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Behavior or attitudes about sex;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

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

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

ANNUAL NOTICE OF RIGHTS TO REQUEST TEACHER QUALIFICATIONS

Our school receives federal funds that are part of the *No Child Left Behind Act of 2001*. Due to this, you have the right to request information regarding your child's classroom teacher's professional qualifications. If you request information, the district or school will provide the following information as soon as possible:

- If the teacher has met state licensing requirements for the grade level and subject he/she is teaching.
- If state licensing requirements have been temporarily waived for the teacher.
- The type of college degree, major of the teacher, and the field of discipline for any graduate degree or certificate.
- If your child is receiving services in a federal program from a paraprofessional, and if so, his/her qualifications.

COLLECTION OF PERSONAL INFORMATION FROM STUDENTS FOR MARKETING PROHIBITED

The term "personal information," for purposes of this section only, means individually identifiable information including: (1) a student's or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (4) telephone number, or (5) a Social Security identification number.

The District will not collect, disclose, or use student personal information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose.

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

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

Notification of Rights and Procedures

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability from the administration office upon request;
2. How to opt out their child from participation in activities as provided in this policy;
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other material described in this policy.

This notification shall be given to parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student, when the student turns 18 years of age, or is an emancipated minor.

If you wish to file a complaint with the U.S. Department of Education concerning alleged failures of the district to comply with this policy, contact:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5901

DIRECTORY INFORMATION

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, participation in school activities, photograph, weight and height of athletic team members and dates of attendance. The information is routinely disclosed for the purposes of graduation programs, newspaper articles, and other program related activities. If you do not wish to have this information disclosed, please talk with your student's principal and request in writing that the information not be disclosed to third parties.

If you wish to file a complaint with the U.S. Department of Education concerning alleged failures of the district to comply with this policy, contact:

Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5901

INSTRUCTIONAL MATERIAL

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

NOTICE OF NON-DISCRIMINATION

Jefferson County School District #251 does not discriminate on the basis of age, race, color, creed, religion, ancestry, national origin, sex, or disability in admission or access to, or treatment or employment in, its educational programs or activities. Inquiries concerning Title VI, Title IX, and Section 504 may be referred to the Superintendent or Idaho Department of Education:

Jefferson County School District #251
3850 E. 300 N.
Rigby, ID 83442
Telephone (208) 745-6693

Idaho Department of Education
PO Box 83720
Boise, ID 83720-0027

TITLE I PARENT INVOLVEMENT

The District endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy the word "parent" also includes guardians and other family members involved in supervising the child's schooling.

Pursuant to federal law the District will develop jointly with, agree upon with, and distribute to parents of children participating in the Title I program a written parent involvement policy. The notice shall include information about complaint procedures regarding Title I parental participation programs, and shall inform parents of their right to request information about the professional qualifications of both the teachers and the paraprofessionals who teach and work with their children. To the extent practicable, each parent should receive the policy in a language they can understand.

The Board directs the Superintendent to develop a plan to provide support for schools in planning and implementing parent involvement activities. The Superintendent is also directed to coordinate and integrate other parental involvement strategies related to programs such as Head Start, Reading First, Early Reading First, Even Start Family Literacy Programs, Home Instruction Programs for Preschool Youngsters, Parents as Teachers, and public preschools. At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the parental involvement program for the next school year. Proposed activities to address the requirements of parental-involvement goals

shall be presented.

If the school-wide program developed is not satisfactory to the parents of participating children, any parent comments on the plan shall be submitted to the District when the school makes the plan available to the local educational agency.

In addition to the required annual meeting, at least three additional meetings shall be held at various times of the day and/or evening for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and how the school will provide individual student academic assessment results;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the District level.
5. The opportunity for parents to evaluate involvement activities and to identify barriers to greater participation. This input shall be used to inform strategies for effective parental involvement, and to revise policy as necessary.

Parents with disabilities shall be provided with an opportunity to request the auxiliary aids and services of their choice. Such support shall be provided by the school unless it demonstrates that another effective means of communication exists, or that use of the means chosen by the parent would result in a fundamental alteration in the service, program, or activity or in an undue financial and administrative burden. Outreach efforts shall include outreach to parents of limited English proficient students to inform them of how the parents can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet the challenging State academic achievement standards and State academic content standards expected of all students. Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided.

Opportunities will be provided for the parents to meet with the classroom and Title I teachers to

discuss their child's progress. Parents will also receive guidance as to how they can assist at home in the education of their children. Each school in the District receiving Title I funds shall develop jointly with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting State standards. The "School-Parent Compact" shall:

1. Describe students' responsibility for academic improvement.
2. Indicate the ways in which each parent will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time;
3. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's academic achievement standards;

Address the importance of parent-teacher communication on an ongoing basis with (at a minimum) parent-teacher conferences and at the end of each grading period, frequent reports to parents, and reasonable access to staff.

If you would like to make such as request, please contact your child's school.

Thank you for your interest and involvement in your child's education.

School Compact

Student Agreement

In order to do my utmost to succeed in school, I agree to:

1. Be on time to school.
2. Have all my supplies ready to use each day.
3. Have my homework finished.
4. Obey all school rules.
5. Show respect for myself, my school, and other people.
6. Accept responsibility for my own behavior.
7. Participate in class activities and learning.

Student signature

Date

Parent/Guardian Agreement

In order to support my child's success in school, I will help him/her by doing the following:

1. Make every attempt to have my child arrive on time and attend school regularly.
2. Support the school discipline policy.
3. Set aside a time and place for homework and review my child's work with him/her.
4. Communicate with teachers regularly.
5. Send my child to school ready to learn by providing:
 - consistent and age appropriate bedtime
 - nutritious breakfast
 - appropriate clothing for weather conditions
 - necessary school supplies

Parent signature

Date

Teacher Agreement

As a professional educator, I believe all students need an environment that is conducive to learning. In order to provide this environment, I will:

1. Be prepared to teach, listen, and help each child grow to his or her fullest potential.
2. Provide meaningful and appropriate lessons correlated with the Idaho State Standards.
3. Enforce school and classroom rules fairly and consistently.
4. Maintain open lines of communication with students and their parents.
5. Provide frequent reports to parents on students' academic progress and assessment.

Teacher signature

Date

PARENT/STUDENT SIGNATURE PAGE

Dear Students and Parent(s)/Guardian(s):

This handbook was developed as a guide for students and parents and to answer commonly asked questions that come up during the course of a school year. Our goal is to create a positive educational atmosphere of learning where rules are enforced firmly, fairly, and consistently to all students.

We ask that you familiarize yourself with this handbook by reading it and ask that you sign this page as evidence that you are aware of our policies and procedures. This form is part of the student registration process and must be returned as a condition of enrollment.

Signing below is evidence that parents and students have or will read and understand the contents of this handbook.

Signature of Parent/Guardian

Date

Signature of Student

Date

Print Name of Student

Grade of Student