

Basin Elementary

2019~2020
Student Handbook



*Educating Today's Children for
Tomorrow's World*

BASIN ELEMENTARY MISSION AND BELIEFS

MISSION STATEMENT

Educating Today's Children for Tomorrow's World

GREETINGS

Welcome to Basin Elementary! The Basin Elementary faculty and staff are eager to begin another school year where we can all work together as a community of learners. We are committed to offering all students an exceptional education with enriching activities and support in a safe and nurturing learning environment. We are focused on student achievement and personal growth.

As a district we are committed to providing our students with meaningful content knowledge that focuses on application to real life learning as well as curriculum that deepens students' understanding of standards. We recognize that students learn best when the instruction is personalized and focused on mastery. In addition to our goals on raising academic achievement and strengthening our students' critical thinking and problem solving skills, we will continue to emphasize student voice and leadership opportunities. Furthermore, another area that we are continuing to emphasize is STEM education. Throughout the year, both in the classroom and in extra curricular activities, students will be challenged with STEM related activities and opportunities to apply their knowledge. We have recently added a STEM Innovation Station where students will participate in hands-on STEM activities once a week as part of their specials rotation.

Our faculty members have been trained in the most recent research based instructional strategies which are engaging to students and promote deeper levels of understanding. They work diligently to meet the diverse needs of their students and provide differentiated learning times for reading and math. Each student participates in a supplemental reading block class where students can be challenged with instruction at their personal level. In math, we have a common math block time so students can take the math course best matched to their instructional levels. For example, a student in fifth grade may be assigned to a sixth grade math course if it most closely matches the student's instructional needs. These opportunities increase student achievement by allowing students to either review missed content and skills or be challenged with material that is beyond their grade level. The smaller groups also allow for more individualized attention. For students that need additional review and instructional support, they may also receive supplemental instruction through our tiered intervention programming. Our advanced learners will have extended learning opportunities as well. Teachers will be working with parents of students who are eligible for advanced coursework to develop an accelerated pathway plan which will open doors for dual enrollment opportunities as they reach high school and college. Please see the section on Basin Elementary Programs and Academic Services.

At Basin Elementary, students are expected to model behavior based on four guiding principles: responsibility, citizenship, respect and integrity (see the section on our guiding principles and rights and responsibilities). Throughout the year, students learn about these character traits and how they are applied in our school environment. Additionally, we are focused on student leadership and personal responsibility as we learn about the 7 Healthy Habits of Happy Kids!

As a school, we value continuous improvement and take great pride in providing our students the best possible education. The faculty and staff strive for excellence and have high expectations for themselves and their students. We are committed to providing your students with meaningful learning experiences that will help promote academic as well as social growth and prepare them to be contributing citizens in tomorrow's world.

BELIEFS

- All students can learn.
- Student learning is the chief priority of the school.
- Teachers, staff, administrators, parents, students, and community members share in the responsibility for providing a supportive environment within the school.
- Each student is valued as an individual with unique intellectual, physical, social and emotional needs.
- Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed and lifelong learners.

ACADEMIC CLIMATE

Academics are the basis of our program. It is important that parents, students, teachers and the community at large emphasize the importance of success in this area. You may request reports on your child's academic standing, and may also get materials from the teachers, library or your own sources to extend or supplement what is being taught. We encourage you to be an active partner in your child's education at Basin Elementary.



Basin Elementary 2019-2020 School Goals



Although we always look for continuous improvement in all facets of our educational program, the district and Basin Elementary have identified several areas that will get an increased emphasis in the coming school year.

Student Achievement

Overarching Goal: Raise the academic performance of all students as measured by state and district assessments and performance tasks.

Objectives:

1. Increase number of students who exhibit a command of the curriculum by demonstrating their ability to apply their knowledge through authentic tasks, assessments and portfolios.
2. Increase the number of students meeting grade level expectations by demonstrating mastery on the standards as measured on a balanced assessment system.
3. Increase student achievement in Science as measured by the ISAT as well as grade level assessments and authentic tasks.
4. Increase student achievement on the District Writing Assessment to 80% of students scoring 2.5 or greater.
5. Increase student achievement on the new ELA ISAT to 70% of students scoring Proficient or Advanced with 20% being Advanced.
6. Increase student achievement on the new Math ISAT to 70% of students scoring Proficient or Advanced with 20% being Advanced.

Professional Development

Overarching Goal: Provide teachers with training that will advance our teachers' understanding of effective instructional practices and strategies.

Objectives:

1. Provide teachers with training that will advance our teachers' understanding of effective instructional practices and strategies that are aligned to the Danielson Model and Idaho Core, resulting in the development/refinement of comprehensive curricular units and activities.
2. Broaden faculty and staff use of technology within the classroom and school operations to be more efficient, strengthen communication, and engage students as well as to develop instruction which promotes student use of technology and digital citizenship.
3. Provide teachers with a structure and time to self-reflect on their own teaching and set goals for continuous improvement.
4. Continue to revise and implement common writing expectations for each grade level and increase emphasis on written and verbal communication to express ideas.
5. Teachers will continue to develop and refine a balanced assessment system which includes formative, interim and summative assessments using a variety of assessment types and methods.

School Context and Organization

Overarching Goal: Emphasize rigor, relevance and relationships through the implementation of efficient and effective programs.

Objectives:

1. Continue to streamline processes, procedures and schedules with efficient meetings and collaboration time.
2. Implement curriculum and educational planning activities for students and families that promote academic and financial planning for college and careers.
3. Implement the RTI framework and continue to refine the elementary program with specific collaboration time between grade levels and tiered instruction.
4. Implement programming that promotes high levels of student engagement, develops leadership and strong character.
5. Implement 7 Healthy Habits and leadership curriculum as well as strategies that develop student voice.
6. Implement a STEM Lab as part of our student specials curriculum as well as embed STEM activities throughout other areas of the curriculum.
7. Reduce playground conflicts through the implementation of structured activities during recess that encourage sportsmanship and cooperation as well as provide an alternative recess setting and activities for students that need more direct supervision and game play guidance.

Curriculum and Instruction

Overarching Goal: Through effective instruction, deliver a comprehensive and Idaho Core-aligned PreK-12 curriculum to maximize student achievement and prepare students for the rigorous expectations of our standards and beyond.

Objectives:

1. Implement the Bridges Math and iReady Curriculum in conjunction with the DMTI training and strategies to ensure the alignment of the K-6 Math curriculum to the Idaho Core Standards and the implementation of Mathematical Thinking for Instruction strategies.
2. Implement the Wonders ELA curriculum as well as the supplemental Istation program to ensure alignment to the Idaho Core Standards and the requirements for rigor and depth of understanding.
3. Increase written language expectations across all subject areas.
4. Develop and implement inquiry based lessons and units using STEM principles that allow students to engage in real world problem solving experiences that lead to higher level thinking.
5. Develop and implement curriculum and activities utilizing the Idaho Center Outdoor Education land to provide students with hands-on and enriching learning experiences.
6. Continue to implement and refine the district-wide science/engineering fair where all students develop and create a science project demonstrating scientific principles and concepts.
7. Familiarize teachers with supporting documents and exemplar units for the new Idaho Science Standards and provide them with mentoring on science unit development as well as integration with ELA curriculum.
8. Continue to develop and refine social studies units that emphasize enduring ideas, events and historical figures as well as integrate critical thinking and literacy skills.
9. Provide alternate curriculum pathways and advanced coursework opportunities for students.
10. Continue to develop and expand the arts and music programs to provide students with rich learning experiences.
11. Incorporate technology instruction (coding, Google Apps,) into the curriculum to engage students in learning and prepare them with technology and digital citizenship skills.

Family and Community Involvement

Overarching Goal 1: Communicate more effectively with parents and community members.

Objectives:

1. Communicate with parents and community members through a variety of forums including newsletters, Tuesday folder communication sheet, Google Classroom, websites, social media, etc.
2. Implement student-led conferences where students lead the discussion and set goals with their teachers and families.
3. Provide parents with an advanced planning calendar that shows a general schedule for large school and class events as well as field trips.
4. Increase the percentage of parents utilizing the Lumen Parent Portal and accessing information on the district website.
5. Provide parents, guardians and community members with a variety of opportunities to offer constructive feedback and engage in the school decision making process.
6. Notify parents of additional programs that are being offered to students as part of tiered instruction.
7. Increase the participation of parents in family-based activities (ex. Elementary family nights, athletic contests, parent/teacher conferences)
8. Provide parents with workshops and resources on supporting their students at home.

9. Encourage more community participation in classroom activities.
10. Provide parents and community with accurate and positive information about our students and happenings within the school.

Overarching Goal 2: Increase the number of opportunities for our students to be involved in community-wide service projects

Objectives:

1. Classes will participate in at least one class level service project.

BASIN ELEMENTARY SCHOOL BOARD AND STAFF

SCHOOL BOARD

Our School Board of Trustees meets the third Tuesday of each month in the Idaho City High School library, at 5:00 p.m. You are invited to attend these meetings. If you would like to be heard by the board, you may get on the meeting agenda by contacting the administration office at 392-4183.

The 2017-2018 Board of Trustees include the following:

Chairman	Ken Gordon, Zone V
Treasurer	Brent Adamson, Zone II
Trustee	Brandee Kline, Zone I
Trustee	Theresa Pledge, Zone IV
Trustee	Mary Ellen McMurtrie, Zone III

2019-2020 Staff

Preschool	Mary Allen
Preschool	Stacy Hofer
Kindergarten	Cynthia Gilbert
First Grade	Christy Rousset
Second Grade	Jamie Williamson
Third Grade	Faith Snider
Fourth Grade & RTI Coordinator	Tammie Ogden
Fifth Grade	Megan Hunicke
ELA and Math Small Groups	Julie Randolph
ELA and Math Small Groups	Jennifer Exon
Computers and STEM Teacher	Mike Holloway
Sixth Grade English Language Arts	ReBekha Lulu
Sixth Grade Math, Social Studies, and Science	Stacy Gilligan
Physical Education & Positive Behavior Support	Misty Wadley
Music	Jennifer Exon
Art	Margaret Tucker
Special Ed. Teacher	Pamela Dougherty
Special Ed. Director	Beth Woodruff
Special Ed. Paraprofessional	Autume Flud
Special Ed. Paraprofessional	Misty Meyer
Special Ed. Paraprofessional	Ashley Pecora
Special Ed. Paraprofessional	Julie Sharp
Librarian and Paraprofessional	Rachel Rex
Elementary Paraprofessional	Sarah Nelson
Community Schools Coordinator	Bundy Moore
Elementary Social Skills/Character Ed. Coordinator	Laura Carignan

(Administration)

Superintendent- Brian Hunicke	District Clerk -Cindy Hunter
Elementary Principal - Jamie Pilkerton	Secretary - Loveta Veristain

(Support)

Kitchen Supervisor- Cyndi Watson	Transportation Supervisor—Russ Taylor
Maintenance Supervisor - Bob Kassebaum	

Basin Elementary Grade Level Traditions

At Basin Elementary, students have many exciting experiences to look forward to! Students at Basin Elementary make tremendous strides both academically and socially, and get to do so in engaging ways. As they progress through the grades, they'll experience the different traditions that seem to epitomize each grade level. Former students have said that in some cases they spent years looking forward to these highlights and remembered them long after. See below for a sampling of some of the memorable traditions and experiences that are unique to each.

Preschool with Mrs. Mary Allen and Mrs. Stacey Hofer

Preschool is a time of discovery and learning! Many of the routines preschoolers learn are the building blocks to help them navigate the school setting as they get older. We build on what children have learned at home by focusing on pre-literacy activities such as alphabet knowledge and letter sounds and beginning writing. And, of course, we emphasize reading, reading, reading--we love books in preschool!

We also build on beginning math skills, such as counting, comparing and numeral recognition. We reinforce group social skills and sharing with others. Our students will easel paint and create many art projects related to our themes. We have music in our classroom every day. Preschoolers get opportunities for gross motor activities by participating in P.E. and recess. We have holiday celebrations throughout the year, but our end-of-the-year party is our biggest celebration! We enjoy a day outside playing water games and having lots of fun! Preschool is a wonderful introduction to school for our students!

Kindergarten with Mrs. Cynthia Gilbert

A central goal in kindergarten is to enhance children's exposure to writing and what a better way to do this is through animals! Non-fiction journal writing about animals will guide students in the writing process. Our centers, which allow students to work in smaller groups on various activities, are a definite highlight that students look forward to in the classroom. We incorporate technology through the use of computers, iPads, and a listening station. Hands-on activities in math, using various manipulatives, offer students a fun and creative way to demonstrate understanding. Kindergarten is the year for connecting sounds to letters and making that bridge to start the reading process. Of course, what would kindergarten be without art projects! These projects come many forms and are done on a regular basis. Various kindergarten field trips will enhance our learning of science and social studies concepts.

First Grade with Mrs. Christy Rousset

Come and dive on in to an amazing and magical year of first grade! We will be taking a grand adventure throughout the year. Besides reading, writing, and doing math activities, we will be learning about unique insects, life cycles of trees and animals, layers of the forest, plants, soil and many other interesting

facts. During the year, we will also explore our different passions and discover which new paths of learning they will lead us down. But one of the most important aspects of this grade is learning to read. We like to call it "0 to 60 in a year." Most students come into first grade reading about 6 words correct per minute. BUT . . . by the end of the year, most students will be reading around 60-70 words correct per minute! This is the largest gain in reading compared to all the other grade levels. Once the students have that wonder and excitement in their eyes, there is no turning back!

To enhance our learning, we will be taking a few field trips to Boise. In the fall, we will visit Zoo Boise to learn about animals or the Farmstead Pumpkin Patch to learn about plants. In the spring, we will tour the Idaho Botanical Garden where we'll explore the wonders of the water cycle. Get ready for an action packed year!

Second Grade
with Mrs. Jamie Williamson

Superhero Second Graders!

This year you will see some pretty amazing growth in your students, both physically and academically! We really push hard and work on getting closer to mastering the mechanics of writing complete sentences at first, and then move on to complete paragraphs! We will write TONS of things, from biographies of our fellow classmates, to silly stories, and much more. You will see your students transform from robot readers into fluent readers who really start to enjoy books. I'm sure you will be impressed with math wizards the kiddos become. Be careful! They may try to trick you with new vocabulary they learn to express their thinking! Our classroom is always full of fun art the kiddos create weekly, or sometimes even more often. Students can expect field trips in the fall and spring, along with multiple trips to the ICOE for fun, outdoor education. I promote team building for a classroom that is willing to encourage and help one another, and problem solving skills to build independent and confident students! I'm so excited for a new year of seeing young creative minds at work!

Third Grade
with Ms. Faith Snider

Third grade's overall theme is OFF TO ADVENTURE. Third grade students will explore incredible stories of adventure, celebrate traditions, study animals, and develop smart solutions to problems. Students will learn about their family heritage through our Ancestry project. They will also get the chance to (virtually) explore and learn about Yellowstone National Park. As a part of this larger unit, students will be able to learn how scientific principles can be found in nature. Third grade field trips focus on animals, states of matter and exploring the world around us. Students will also be working on becoming independent learners where they make choices for themselves and grow their minds. Parental involvement will be necessary when students are studying their ancestry and when they complete some science projects. Third grade is an adventure found right in our own backyard and beyond!

Fourth Grade
with Mrs. Tammie Ogden

Fourth graders have the unique opportunity to study Idaho's history including its symbols, geography and people such as the Native Americans, Lewis and Clark, mountain men, pioneers and miners. Our field trips are focused on what we are learning in Idaho History. In the fall, we visit our state Capitol along with the historic Bown House in Boise. Then in the spring, we take an extended-day trip to explore Celebration Park located on the Snake River south of Kuna. It's an exciting glimpse into Idaho's history where we explore the life of the early Native Americans dating back 12,000 years. We study the petroglyphs they left behind and their tools and weapons. We even get to learn how to throw the atlatl.

We finish our year with our Idaho History Rendezvous. It is a great day spent at Brogan Park in our own historic Idaho City where we tour our museum, the Pon Yam house, shoot bow and arrows and listen to stories about the mountain men.

Students will be engaged throughout the year with various projects such as the animal and Indian research reports, building roller coasters and answer boards for our energy study along with many opportunities for students to collaborate and learn together as we journey through the year!

Fifth Grade
with Mrs. Megan Hunicke

Fifth grade is a year of growth. Students learn to look deeper within themselves and into the world around them. American history is a large focus at this grade level, and the students do many projects in which they get to not only dig into interesting topics, but also use creativity and originality to present their learning. They will learn about and create projects on topics ranging from the early explorers of America to major events in the founding of our constitution and the different wars our young country engaged in.

In science, we learn about earth systems, energy, states of matter, photosynthesis and plant and animal cells, to name a few! For a field trip, we will visit the Lucky Peak Dam and get to see how the water is used to produce electricity. The students will have many hands on activities and apply what they are learning at the ICOE and through project based learning in the classroom.

Students in fifth grade also have the opportunity to engage in literature experiences which cause them to look more deeply at themselves and the type of person they wish to be, how they can make a difference, and how their choices affect the world around them.

Sixth Grade
with Mrs. ReBekha Lulu and Ms. Stacy Gilligan

Sixth grade is an exciting year for students at Basin Elementary. As they have progressed through the grades leading up to sixth grade, they have observed and anticipated many of the sixth grade traditions.

Of course in Science, the most anticipated project of all is Rube Goldberg. For this unit, students study simple machines, Sir Isaac Newton, and the laws of motion and they learn first hand how these all apply to everyday life. As a culminating project, they invent an elaborate Rube Goldberg machine to demonstrate simple machines and the laws of motion. The invention must complete a simple task through a series of complex chain reactions. Students then have the option of entering their project in the science fair and all students get to present their machines to the younger grades.

The biggest and most totally fun sixth grade tradition, for those who earn it, is the annual sixth grade party at the end of the year which includes dinner, movies, games, and all-you-can-eat snacks. This is a memorable event that students anticipate for a long time!

And finally, at our end of the year sixth grade graduation ceremony, we bid a bittersweet farewell to our sixth graders where we wish them continued success as they embark on their journey to middle school...and beyond!

BASIN ELEMENTARY ENROLLMENT and WITHDRAWAL REQUIREMENTS

ENROLLMENT PROCEDURES

Please have a guardian come in for enrollment or withdrawal purposes.

When enrolling in Basin Elementary School, you will need to bring the following items:

1. Copy of Certified Birth Certificate
2. Immunization Record (see immunization requirements in the Basin School District School and Community Directory or on the district website)

You will also need to fill out the following forms:

1. Emergency information card
2. Request for records from prior school
3. Current enrollment information forms

WITHDRAWAL PROCEDURES

The student must clear with the following people upon withdrawal from Basin School.

1. Office
2. Classroom teacher(s)
3. Library
4. Lunch program

We would appreciate information on your new location.

BASIN ELEMENTARY DAILY SCHEDULES **ATTENDANCE REQUIREMENTS**

Schedule

Daily Schedule	
7:55 - 8:10	Breakfast for 1st - 6th Grade - Teachers meet in Cafeteria at 8:10
8:15	Tardy Bell
9:05	Tardy Bell for Primary Math Groups
10:30	End of Primary Recess
12:15	Intermediate Goes to Lunch
12:35	End of Lunch
2:20	End of Afternoon Recess
3:18	Dismissal Bell
Breakfast Schedule	
7:55 - 8:10	1st - 6th Grade Breakfast
8:10 - 8:25	Preschool and Kindergarten breakfast
Lunch Schedule	
11:50	Preschool, Kindergarten Lunch
11:55	First, Second and Third Grade
12:15	Fourth, Fifth and Sixth Grade

ABSENCES

School Attendance, District Policy 522:

It is recognized that attendance is very important in the education of students. Students are required to be in attendance at school at least ninety (90) percent of the time school is in session during each semester/year. The board may deny a promotion to the next grade or deny credit to any student who does not meet that standard even if he/she has passing grades. Absence from class for any reason (with the exception of school sanctioned activities), including family convenience, shall be counted when the percentage of attendance and consequent eligibility for promotion or credit is being considered. A parent/guardian who has valid reasons to believe that all or part of the absences are the result of extraordinary circumstances, may file a written request for review by the building attendance committee within five (5) days of receiving notice. The building attendance committee shall review the records and the circumstances and make a determination as to whether or not the student should receive credit or be promoted. The attendance committee shall consist of the school counselor, a recording secretary, and three (3) teachers designated by the principal or his/her designee. Extraordinary circumstances may include, but are not limited to, verified illness, medical treatment, death in the family or death of close friends, medical or dental professional appointments, and family emergencies.

The decision of the attendance committee may be appealed to the superintendent. This appeal must be submitted to the superintendent within ten (10) working days after receiving the committee's decision.

The decision of the superintendent may be appealed to the board for a final decision. The appeal must be filed with the superintendent's office within ten (10) working days after the superintendent made notification of his/her decision to the student or parents. The board will address the appeal in executive session. The board's decision will be final.

The student will be allowed to continue to attend classes pending the board's determination in the matter.

Habitual Truant Defined

A habitual truant means any student who, in the judgment of the board, repeatedly has violated this attendance policy or any child whose parent or guardian has failed or refused to cause the pupil to be instructed as provided by Idaho Code Section 33-202. If secondary students have fifteen (15) or more absences in a semester, he or she is considered habitually truant. For elementary students, they will be considered habitually truant if they miss ten (10) or more days per trimester.

Notice to Prosecuting Attorney

A habitually truant student who is between the ages of seven (7) and sixteen (16) years of age comes under the purview of the Juvenile Corrections Act. If the board determined that a student is a habitual truant, whether or not the student is expelled or disenrolled, the board, or its designee, will notify the prosecuting attorney, in writing, in the student's county of residence, pursuant to Idaho Code Section 33-207.

LEGAL REFERENCE

Idaho Code Sections: 33-506 and 67-2344

ADOPTED: December 2007

Excused Absence:

Students leaving prior to 10:30 a.m. are absent a full day, and are absent a half day if they leave between 10:30 a.m. and 1:00 p.m. Whenever possible, please inform the teacher or office before the absence. If it is not possible to prearrange the absence, then please send a doctor's excuse or a note signed by a parent or guardian. The office will be calling on the days of absences. If contact is made, notes are not necessary. Students may have excused absences for doctor/dentist appointments, illness,

family emergency, school activities, court appointments or pre-arranged absences. Students have one day for each day of excused absence to make up missing work. No more than a week will be allowed for make-up work unless prior arrangements have been made.

Unexcused Absence:

Unexcused absences are any absence other than those listed above. Assignments missed due to an unexcused absence may not be made up without teacher approval.

Returning to school after an absence:

1. A parent must notify the attendance secretary, either in writing or by phone, *within 48 hours* of returning to school.
2. The attendance secretary will enter all absences as unexcused until the parent phone call and/or note has been received. Once received, the absence can be changed to excused.

Notification:

The school will provide written notice of absences to the student's parent/guardian not less than each trimester, and more frequently if the student is at risk of being denied promotion or being habitual truant. When student absences, either excused or unexcused, reach the following totals, these procedures will be applied:

1. **4 - 5 absences:** A letter is sent home.
2. **10+ absences:** A second letter is sent home.
3. **18+ absences:** Denial of promotion (see district policy 522 above for the appeal process). Possible referral to Boise County Prosecutor/ICAN

Perfect Attendance:

Perfect attendance means just that, perfect. No absences for any reason, illness, funerals, doctor's appointments, tardies, etc. Even if a student leaves after 1:00 p.m., he/she will not receive perfect attendance. Example: a student who leaves at 1:45 p.m. is no longer eligible for perfect attendance.

TARDIES

The tardy bell rings at 8:15 a.m. Students who arrive late must check-in at the office and get a tardy slip prior to going to class.

BASIN ELEMENTARY HOME AND SCHOOL COMMUNICATION

TUESDAY NEWS FOLDERS

Each Tuesday, the Tuesday News Folder will be sent home with your child. It will contain all school and classroom communications. We strive to keep parents fully informed of school and class happenings through newsletters. We also send home progress reports at midterms as well as biweekly updates on Accelerated Reader and other student programs. Please read through the information each week so that you are well informed about events as well as your student's progress.

Inside of the Tuesday Folder, you will find a weekly communication sheet in which students and teachers will give personalized comments about your child's progress. We ask that parents acknowledge that they have read the comment by either initialing on the parent side or by making a comment back. In an effort to get us all in the routine of communicating, we will ask that students call home to remind parents if the folder does not return with a signature by Thursday.

LUMEN PARENT PORTAL

Parents can view their child's grades, school discipline, and school activities on the Lumen Parent Portal website. Grades and discipline are updated each Thursday. We strongly encourage parents to use their login information to frequently view their students' progress. Your specific login information will be sent home at the beginning of each school year. You can access the parent login from the district's homepage www.basinschools.net.

URL: <https://lumen.idahocityschools.net>

Location #: 4 (Be sure to change this number to 4. The system will default to 1.)

EMERGENCY SCHOOL CLOSURES

The school district will be using an automated emergency notification system which will notify you of school closures. However, we also recommend that you listen to one of the following television or radio stations which will announce school closures.

Radio Stations

KBOI 670 AM
KQFC 98 FM
KIZN 93 FM
KOOL 104 FM

Television Stations

Channel 2
Channel 6
Channel 7

LOCAL NEWSPAPER

Boise County has a local paper called the *Idaho World*. It comes out weekly on Wednesdays. Basin Elementary utilizes it for different notices such as honor roll, student activities, and general information. The local paper is a resource that you might use to help you keep informed about your child's school.

TELEPHONES

Basin Elementary classrooms have telephones in each room. They are used for internal phone calls within the elementary, district and high school buildings. If you need to get a message to your child, please leave the message with the office. If you are making changes to after school plans, please call as early as possible and leave a message with the office. This will help cut down on class interruptions during the school day and will also ensure that your child receives the message. If the message is left on the classroom teacher's voicemail, he/she may not receive it until the end of the day or until the following day if he/she is absent. We appreciate your support with this.

BASIN ELEMENTARY PROGRAMS

PHYSICAL EDUCATION

Students will be participating in regularly scheduled P.E. classes two to three times a week. The curriculum focuses on motor skill development, developing healthy levels of fitness, and using appropriate social skills. Students will need to wear athletic shoes (absolutely no sandals or open toe shoes) and appropriate loose fitting clothing to get the most from these classes. Students who are unable to participate in P.E. classes for medical reasons must provide the instructor with a written excuse from a doctor. If the student is unable to participate in class for personal reasons a note from his/her parent/guardian must be provided. If this becomes a chronic problem, parents will be contacted.

ART

All students will receive art instruction in a variety of formats. Art will be integrated into the other areas of the curriculum in the regular classroom. In addition, students will also have opportunities to participate in formal art classes once a week.

MUSIC

Kindergarten through sixth grade students will attend music class once a week. Students will be exposed to a variety of music. Instruction will be provided in the areas of singing, musical instruments and dancing. Students will have the opportunity to perform in a concert at least once a year.

STEM and Computers

Kindergarten through sixth grade students will attend a STEM class once a week as well as computers. Students will be exposed to a variety of STEM related activities including coding, engineering, 3D printing, virtual reality and robotics. Instruction will be provided through hands-on activities as well as online programming.

READING/WRITING WORKSHOP GROUPS

Every kindergarten through sixth grade student will receive a supplemental reading/writing workshop time three days per week for 40 minutes. These groups are designed to focus instruction on students' instructional levels. The instruction given is in addition to their regular grade level curriculum. Therefore, students needing to review concepts and skills are given the instruction they need as well as students who need enrichment beyond their grade level curriculum. Students are grouped by instructional levels rather than by grade levels. Kindergarten through third grade students are grouped together as well as fourth through sixth grade students.

MATH GROUPS

All first through sixth grade students will be placed into a math group that best meets his/her instructional level. The math groups are held at the same time each day during our math block which allows students to participate in mixed grade math classes without missing content in his/her homeroom. We use a variety of assessments (state-wide assessments, unit tests, pre-post end-of-course tests, etc.) as well as teacher and parent input to place students in these groupings. We also reassess student placement at the end of each trimester and may reorganize the groups based on student needs. If you have questions or concerns regarding your child's placement, please contact your child's teacher.

ACCELERATED READER

Accelerated Reader (AR) provides an essential practice component to our core reading curriculum. In addition to making reading practice fun and exciting for every student, AR gives you continuous feedback to personalize instruction so every student achieves maximum success. It also helps teachers continuously guide students to books that will promote growth, and it helps students work towards a goal. AR is reported on the report card and is calculated as part of the fourth through sixth grade students' reading grades.

How Does Accelerated Reader Work?

1. **Teacher and Student Set Individual Points and Comprehension Goals for the Trimester.** The teacher and student set an individual goal for the number of points the student should earn for the trimester. The goal is set by considering the student's reading level and the number of minutes the student is expected or plans to read. The teacher helps set the minimum number of points, but the student is encouraged to set a challenging goal for him/herself. Additionally, teachers set an average comprehension goal of at least 85% correct on the quizzes. This goal encourages students to take their time reading and make sure that they understand the story.
2. **Student Reads a Book.** Students choose books at their appropriate reading levels and read them at their own pace. These books can be found in our library, the public libraries and you may have many of them at home. Our library books are coded as Accelerated Reader. If your child is unsure of whether we have a quiz for a book, he/she can ask his/her teacher to check or you can use www.arbookfind.com to verify if there is a quiz available. There are over a hundred thousand books with quizzes. However, your child may occasionally find a book without a quiz. If this occurs, please contact your child's teacher and we will make special arrangements and your child can help publish a new quiz.
3. **Student Takes a Quiz.** Accelerated Reader offers more than 100,000 quizzes to help monitor students' comprehension. Students earn points for each quiz that is passed. Points are assigned based on the reading level and the length and complexity of the book.
4. **Teacher and Student and Parent Get Information.** You get immediate information feedback on the reading progress of each student. Parents can receive email notifications each time the student takes a quiz.
5. **Students Are Rewarded for the Accomplishments.** Students who meet their goals are recognized at the Trimester Awards Assemblies and earn their ticket to the AR party at the end of each trimester. Students are also recognized for being top point earners and for scoring well on their quizzes.

BASIN ELEMENTARY ACADEMIC SERVICES

BASIN SCHOOL DISTRICT CHILD FIND

Child Find is a service of the Idaho State Department of Education and Basin School District 72. Child Find helps us find children between 3 and 21 years of age who may have individual needs resulting from disabilities or developmental delays. Child Find helps determine what kind of educational services would best meet his or her needs. These children may have difficulty walking, talking, hearing, learning, or may have behavioral problems.

Children that are referred to Child Find may be entitled to Special Education and related services. Early identification is critical for long term success. Children referred to Child Find will receive screenings and/or evaluations to determine if he/she is eligible for services. Screenings and evaluations can include: vision, hearing, speech, language development, gross motor skills (sitting, walking, etc.), fine motor development (picking up toys, holding a spoon), cognitive development (thinking, problem solving, etc.), academic achievement, and adaptive behavior.

If you think that your child may benefit from Special Education or other related services, contact Beth Woodruff at 392-4183 EXT 1261. Students who attend private school or who are home-schooled may also be eligible for some services from Basin School District. Call Idaho Care Line at 1-800-926-2588 if you have a child younger than three years old that may benefit from early intervention.

Basin School District does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. If you have any concerns regarding discrimination, or if you are a student or parent of a student and suspect the student has a disability that substantially affects a major life activity or learning, please contact Beth Woodruff, the Special Education Director at 208-392-4183 ext. 1261 or Jamie Pilkerton, Elementary Principal and 504 Coordinator at 208-392-6631 ext. 1222..

SPECIAL EDUCATION

The Special Education teacher adapts the teaching style to the needs of the students. Our policy is to provide for individual needs in the regular classroom. Our special education teacher and paraprofessionals assist the learners, their parents and teachers in designing and implementing a program that allows each student to achieve success. If your child needs special help, please conference with his/her teacher and ask about our special education program.

CHILDREN IN TRANSITION

If your family lives in any of the following situations,

- In a shelter, motel, vehicle or campground
- On the street
- In an abandoned building, trailer or other inadequate accommodations
- Doubled up with friends or relatives because you cannot find affordable housing

then your preschool aged and school aged children have certain rights or protection under the McKinney-Vento Homeless Education Assistance Act. For more information contact Lynsey Bell, Basin SD liaison for children in transition at 208-392-4183 ext. 1272.

TITLE I

Title I began in 1965 under President Lyndon B. Johnson as part of his "War on Poverty." Title I money was intended to help close the achievement gap between schools in affluent and poor neighborhoods.

Title I money is used to provide extra staff, materials or professional development. At Basin Elementary Title I provides tutoring for students with needs in the areas of reading and math. The Title I program works closely with the classroom teachers to help provide students with supplemental instruction. Students will be referred and assessed to determine eligibility. The types of services offered include: short 30 minute pull out sessions for reading support using the general classroom curriculum, in class assistance, and/or short 15 minute individual instruction.

Parents play a critical role in the Title I program. The district has a Title I Parent Involvement Policy which outlines how parents can be involved in the program. Parents are encouraged to give input on the program design, participate at Parent Nights, and assist their children at home. Parent workshops are intended to give parents strategies to help their children with school work at home and facilitate lifelong learning. They will be offered throughout the school year. If you are interested in participating on the Title I Program Committee or would like to give us input, please call Ms. Pilkerton.

RESPONSE TO INTERVENTION (RTI)

The Response to Intervention Model (RTI) is a school-wide framework to maximize positive student academic and behavioral outcomes. RTI ensures that every student's needs are being met in a timely, equitable, targeted and systematic way. By providing systematic and directed decision making and tiered levels of instructional intensity, RTI creates a coordinated continuum of service between general education and special education, Title I, and Gifted. RTI uses resources and collaborative teams to problem solve solutions for individual students. RTI strives to catch student concerns early by being proactive and preventative. After a student is identified for not meeting benchmarks, interventions are put into place, and the student's progress is closely monitored. If you have concerns about your child's progress or would like more information about these programs, please contact your child's teacher.

BASIN PRESCHOOL

Basin Preschool is open to children in the district who are four years old by September 1, 2019, to five year olds who do not meet the deadline for entering kindergarten, and to three year olds who have special needs such as developmental, cognitive, speech or language delays. If you believe your child may have a developmental delay, please contact Basin Elementary and speak to the Special Education Director or teacher. Preschool will be in session three full days per week starting the week of August 26th. Students will receive a free hot breakfast and lunch can be purchased for your child. You may also send a cold breakfast/lunch. Free and reduced lunch meals are available for those families who qualify. The district provides transportation to and from school for those students who live in outlying areas of the district.

This year the fee will remain the same and will still be significantly less than private preschool rates. Billing will occur monthly and be \$150 per month. The fee is based on a typical four week month. We recognize that some months are shorter and others are longer. However, this gives parents a consistent amount to budget for each month and will simplify the billing process. Fees will be waived for students who have developmental delays and qualify for Special Education. Additionally, we hope to have some full and partial scholarships available for general education students. We are seeking ideas for outside financial support for the program. If you have suggestions, please do not hesitate in sharing them with us.

We take great pride in our preschool program and the fact that we are one of the few Idaho school districts offering universal preschool to all of our district four year olds. We appreciate your patience as we move forward in our plans to sustain the program and we encourage you to share any ideas that you have in helping us develop additional funding sources. We are very eager to meet your children and welcome them into the Basin Elementary family! Please feel free to contact us if you have further questions or ideas.

The preschool classroom is located at 109 Placer Street. The entrance to the preschool is the door on the high school parking lot side of the house. For more information, call Basin Elementary at 392-6631.

SPEECH AND LANGUAGE PATHOLOGIST

We have a speech and language pathologist (SLP) who provides therapy for language development and speech disorders. If you feel that your child may need assistance, please talk this over with the classroom teacher.

HIGHLY ABLE

Basin School District recognizes that students with identified gifts and talents may require differentiated instruction and opportunities. Administrators and staff will work together to ensure that the educational needs of highly able students are met in the regular classroom or through flexible scheduling options.

Definition of Highly Able:

A gifted and/or talented child, or highly able person, is one who displays superior ability in mastering skills and concepts in one or more talent areas and who needs/desires educational experiences not ordinarily offered in the regular school curriculum. If you believe that your child may be eligible for these services, talk with your child's teacher and administrator.

Elementary Options:

- Instructional grouping with enrichment in math and reading (cross grade grouping)
- Enrichment within subject matter in the regular classroom
- Differentiated curriculum according to content, process, and product
- Subject or grade acceleration (skipping)
- Dual enrollment (taking one or more middle/high school classes)

BASIN ELEMENTARY HOMEWORK EXPECTATIONS, GRADING AND TESTING REQUIREMENTS

HOMEWORK

Guidelines:

- Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students.
- Homework is defined as a worthwhile use of time outside regular school hours to practice, maintain, complete, makeup, or enrich classroom activities. It is also meant to help develop independent study habits and appreciation for the value of learning.

The following is a suggested range of minutes for homework per student. We recognize that some students may require more and some less time to complete assignments.

<u>Grade</u>	<u>Core Subjects</u>	<u>Additional Time Reading to Self or Parent</u>
Gr. K	5-10 minutes/day or 20-40 minutes/week	10 minutes/day
Gr. 1	10-15 minutes/day 60-80 minutes/week	10 minutes/day
Gr. 2	15-20 minutes/day 80-100 minutes/week	10-15 minutes/day
Gr. 3-4	25-30 minutes/day or 100-120 minutes/week	15-20 minutes/day
Gr. 5	30-35 minutes/day or 120-175 minutes/week	20 minutes/day
Gr. 6	30-35 minutes/day or 120-175 minutes/week	20 minutes/day

**Students are given time to work in class on these assignments, but the amount of time may vary depending on the daily schedule and the lesson itself. Therefore, the time fluctuates. Students may also have more homework if they do not use their time wisely in class.

**If a child falls behind on turning in his/her work, he/she may be required to complete it during the lunch break or after school.

Suggestions for Parents:

The following suggestions are meant to help parents support their child's studying:

1. Check your child's homework folder or planner nightly for homework assignments.
2. Provide a regular time for homework. Short periods of concentration are sometimes better than long periods. You and your child can decide together about the best time. After dinner and before television is often a good time. Consistency is the key.
3. Provide a place for students to work with minimal distractions and needed materials (paper, pencil, ruler, dictionary, etc.). This can be as simple as the kitchen table with a box for school supplies.
4. Stop when children get frustrated. The most important thing is to make learning and school work a positive experience. Your child may need a short break in between work sessions. If your child becomes overwhelmed, please contact his/her teacher.
5. Again, communicate concerns/questions to your child's teacher. Please do not hesitate to let us know. Teachers truly welcome your feedback.

THANK YOU FOR BEING A PARTNER WITH US IN YOUR CHILD'S EDUCATION!

GRADES AND REPORT CARDS

Kindergarten through third grade students will receive a standards based report card but will not receive letter grades at the end of each trimester. The report card will outline the student's performance on specific skills in relation to district and state level benchmarks. Fourth through sixth grade students will receive both traditional letter grades and standards based report card at the end of each trimester. In addition, mid-term grade reports will be sent home midway through each reporting period.

The following grade scale will be used:

98%-100%---A+
93%-97%---A
92%-90%---A-
88%-89%---B+
83%-87%---B
80%-82%---B-
78%-79%---C+
73%-77%---C
70%-72%---C-
68%-69%---D+
63%-67%---D
60%-62%---D-
0%-59%---F

PROMOTION POLICY

Over the years we have made a significant effort to raise the expectations for students. As we have required them to be more engaged in their education, most of them have responded positively, and we are seeing academic gains through classroom grades and on assessments. We have more clearly defined what we expect for promotion to the next grade level. The promotion policy is similar to the attendance policy where parents are consistently notified and have the right to appeal the decision. The policy below defines the expectations for the school, student and parent.

Promotion - The following criteria must be met for a student to be promoted to the next grade level at the end of the school year.

1. Must have passing grades in 2 out of 3 trimesters per subject area (i.e. you must pass two trimesters of reading). For primary students, their test averages should be 60% or above or meet Near Benchmark Levels.
2. Must have fewer than 4 failing grades throughout the school year.
3. Must be making progress towards grade level benchmarks. If a student is not making progress they will be referred to RTI Intervention or Special Education.
 - a. Special education students will have alternate plans and individual benchmarks for the subject areas in which they qualify.
4. Must meet the 90% attendance rule.

Notification and Parental Involvement

1. Parents will be notified throughout the school year. However, a formal notification letter or conference will be sent/set up after the first failing grade on the trimester report card.
2. Parents, student and teachers will hold a conference to analyze the problem and develop a plan.
3. After the second subject area failing grade (ex. second failing reading grade) on a trimester report card, the parents, student and teachers will meet again to revise the intervention plan. The team will develop ideas and plans to help the student make progress and earn promotion. Such revisions may include after school tutoring, summer support, an increase in test averages, etc.
4. If a student does not meet the requirements, the student and his/her parents will have to complete a written appeal that will be submitted to the promotion committee consisting of teachers, the counselor and administrators.
5. If the committee denies promotion, an appeal can be made to the superintendent and then if necessary to the board.

STATE LEVEL TESTING DATES

ISAT Testing

DATES

SPRING

April and May 2020

IRI

FALL

August/September 2019

SPRING

April 1 - May 1, 2020

BASIN ELEMENTARY GUIDING PRINCIPLES FOR ACADEMICS AND BEHAVIOR

Each student is a unique individual with special personal, social, and educational needs. As a result, every disciplinary situation becomes an opportunity for learning when the consequences are matched to the unique student and unique situation. Children learn from their mistakes when they see a reasonable connection between their behavior and the resulting consequences.

As we work to follow these guidelines and create a safe and welcoming environment, we encourage parents to bring concerns and questions to us.

SCHOOL EXPECTATIONS AND RULES

Although there are specific safety rules that students must follow, Basin Elementary has set forth a few key expectations for how students will conduct themselves while at school rather than a long list of dos and don'ts. Please see our Wildcat Expectations Matrix below. Additionally, we have set for the following:

1. **Treat others with the same respect with which you expect to be treated.**
2. **Your actions, dress, possessions, etc. may not cause a problem for anyone else.** You may engage in any behavior that does not jeopardize the safety, respect or learning of others. Unkind words and actions will not be tolerated.
 - a. Problem actions include, but are not limited to:
 - i. Bullying, name calling, fighting or aggressive behavior, defiance, foul language, destruction of property, chewing gum in school, wearing hats in the building, etc.

- b. Problems related to possessions include, but are not limited to:
 - i. Weapons, electronic games or devices, toys in the classroom.
3. **If you cause a problem, you are expected to solve it peacefully.**
4. **If you cannot or choose not to solve the problem, appropriate consequences will be imposed by staff members.** These consequences will depend upon the situations and the person or persons involved. Staff members will use their best judgment based upon the information they have at the time.
5. **Students are expected to responsibly participate in their own learning.**

If students and/or parents feel that the consequences appear to be unfair, they may request a time to meet and discuss the situation. This discussion does not need to be formal in nature. It is simply a time to meet and share information related to the situation in question. In the event that this discussion provides additional information that changes the circumstances, the consequences may be changed to more appropriately fit the unique situation or eliminated.

Character Education

As part of our character education program we will be focusing on the 7 Healthy Habits of Happy Kids developed by Sean Covey. We will be emphasizing these habits throughout the school year in all aspects of our programming.

7 Healthy Habits

- Habit 1: Be Proactive.
- Habit 2: Begin with the End in Mind.
- Habit 3: Put First Things First.
- Habit 4: Think Win/Win.
- Habit 5: Seek First to Understand, Then to Be Understood.
- Habit 6: Synergize.
- Habit 7: Sharpen the Saw.

Wildcat Expectations

What a Wildcat does in the...

	Hallway	Bathroom	Playground	Cafeteria	Lining up	Assemblies	Bus	Classroom
Respect	<p>Hands to self</p> <p>Voices off when entering the building</p> <p>Eyes forward</p>	<p>Use quiet voices</p> <p>Stay in personal bubble space</p> <p>Clean up after yourself</p>	<p>Show kindness in words and actions</p>	<p>Voice Level 2</p> <p>Eat your own food</p> <p>Practice good manners</p>	<p>Voice Level 1</p> <p>Kind words</p>	<p>Show good listening skills</p> <p>Voices turned off</p> <p>Eyes on speaker</p>	<p>Voice Level 2</p> <p>Back against seat; feet on the floor</p>	<p>Appropriate voice level</p> <p>Good listening skills</p> <p>Know when to share out</p>
Responsibility	<p>Go and return quickly at a walking pace</p>	<p>Flush toilet</p> <p>Wash hands</p> <p>Throw paper in the trash can</p>	<p>In line on time</p> <p>Care for equipment and personal items</p>	<p>Clean up after yourself</p> <p>Eat what you take or return</p> <p>Raise hand to be dismissed</p>	<p>Be on time</p> <p>Line up with your class</p>	<p>Do a focus exercise when you feel wiggly</p>	<p>Keep track of your personal items</p>	<p>Keep track of your personal items</p>
Integrity	<p>Show appreciation for bulletin boards, art work and backpacks</p>	<p>Report problems</p> <p>Eyes to yourself</p> <p>Water & soap is for hand washing only</p>	<p>Make choices that keep you and others safe</p>	<p>Put all waste in the trash</p> <p>Devices stay in room</p> <p>Stay with your class</p>	<p>Hands, feet, other objects to yourself</p> <p>Walk with quiet feet</p>	<p>Set an example of a good audience member and help your neighbors</p>	<p>Act like you would if the bus driver was watching you</p>	<p>Pick up after yourself & keep your space neat</p>
Citizenship	<p>Walk on the right side of the hall in a straight line and refrain from jumping and hitting the ceiling</p>	<p>Wait your turn</p> <p>Bathroom needs only</p>	<p>Agree on and follow game/playground rules</p> <p>Stay in structured game areas</p>	<p>Leave it neater than you found it</p>	<p>Walk to and get into your line order nicely</p>	<p>Stay in your own personal bubble</p> <p>Pockets on the floor</p>	<p>Leave it neater than you found it</p> <p>Use kind words</p>	<p>Use your own materials</p> <p>Be kind to classmates and teacher</p>

Rights and Responsibilities

I have the responsibility to:

Be responsible in my actions and words.

Be a kind and helpful citizen.



Be respectful of others.

Act with integrity.

Rights	Responsibilities
I have a right to receive a good education.	I have a responsibility to be a good student by participating in class, completing assignments on time, and doing my best work.
I have the right to be respected and comfortable in my school. This means no one will laugh at me or try to hurt me.	I have the responsibility to treat others respectfully and not to laugh at, tease or hurt others.
I have the right to learn in a school where people try to solve problems peacefully.	I have the responsibility to work with others to solve problems peacefully.
I have the right to have others be honest with me and take responsibility for their actions.	I have the responsibility to be honest with others and take responsibility for my actions.
I have the right to be myself. This means no one will treat me unfairly because of the way I look or learn.	I have the responsibility to treat everyone fairly at all times.
I have the right to be safe in my school. This means that no one will hit me, push me, or hurt me.	I have the responsibility to make my school safe by not hitting, pushing, or hurting anyone.
I have the right to expect my property to be safe in school.	I have the responsibility not to take or break other people's property.
I have the right to hear and be heard in my school. This means that no one will interrupt, talk loudly, or make noises that disturb me.	I have the responsibility to make my school a calm and quiet place. I will not interrupt, talk loudly, or make noises that disturb others.
I have the right to learn about myself and others by sharing my feelings and ideas with others.	I have the responsibility to learn about myself and others by listening carefully when others share their feelings and ideas.
I have the right to be helped to learn self-control in my school.	I have the responsibility to learn self-control with the help of others in my school.

I have these rights if I follow through with my responsibilities.

SAFETY AND SECURITY RULES AND EXPECTATIONS

Basin School District has specific penalties or consequences for dangerous or criminal acts. These rules cannot be excused or changed. These include acts such as:

- Possession or use of illegal drugs
- Possession or use of alcohol
- Acts or threats of violence
- Possession of weapons
- Possession or use of dangerous articles
- Acts or threats of bullying
- Acts or threats of sexual harassment
- Misuse of district facilities or equipment
- Misuse of the internet

GENERAL PLAYGROUND SAFETY RULES

- Rocks and snow stay on the ground.
- Swings must only be used to swing back and forth in a seated position.
- Only two people at a time on the teeter totter.
- No "King of the Hill" or pushing on the tires.
- Stay within sight of the playground monitors. Do not go in front of the building or behind the school or modular classrooms.
- Students must have a pass to be in the building at recess.
- No kicking balls at or over the building roofs.
- Respond to any playground monitor's requests quickly and without arguing.

BULLYING

Bullying will not be tolerated. Bullying is the repeated aggressive behavior or frightening of others with an apparent intent to dominate. Bullying may include, but is not limited to:

1. Physical (hitting, pushing, or attacking another person's property)
2. Verbal (name calling, obscene gestures, malicious teasing, or electronic threats)
3. Indirect attacks (hurtful notes, or spreading of false rumors)

If you believe that your child has been a victim of bullying, please report it to your child's teacher or the principal. A Bullying Reporting Form can be found on the elementary page of the district website.

SEXUAL HARRASSMENT

Basin School District has adopted a policy regarding sexual harassment. Parents may request a copy of this policy or find it on the district website at www.basinschools.net.

CHEATING

It is the philosophy of Basin School to encourage good study and work habits and to encourage students to be prepared for class assignments and/or tests. If a student is found to be giving or receiving information during a testing activity his/her paper will be picked up and an automatic "0" will be given as a grade. Students will be required to show mastery on the content but will be required to do so using an alternative assessment/assignment. Additional consequences will be imposed as it fits with the situation.

COMPUTER USE EXPECTATIONS

Computers are available throughout the district for student use. Students have the opportunity to use the internet, Microsoft Office products, Google for Education and other software that is installed on various computers. The use of district computers is a privilege. Use of the district's computers must be for the appropriate education of students and be consistent with the educational objectives of this

district. A parent's signature on the Computer Use agreement indicates that the parent has given the student his/her permission to use the computers and signifies that he/she supports the school in its acceptable use criteria. Additionally, a student's signature on this form indicates that he/she will abide by this acceptable use policy. As many internet sites are inappropriate for student use, the district has implemented a filtering system that eliminates access to many sites; however, eliminating access to every inappropriate site is difficult. The district reserves the right to monitor all computer usage. A student's computer use privileges may be revoked and he/she might be subject to further disciplinary action for inappropriate use. If unacceptable use occurs on a student's personal device, or if a student uses it at an inappropriate time, it may be confiscated and reviewed by district personnel and returned to the parent. Please see the section below on student personal devices for more information.

CORE DISCIPLINE BELIEFS FOR BASIN ELEMENTARY

The following list of core beliefs outlines the professional actions and attitudes of all staff members in this school:

1. Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
2. Students will be guided and expected to solve their own problems, or the ones they create, without creating problems for anyone else.
3. Students will have the freedom to make choices but must also learn to live with the consequences.
4. Misbehavior will be handled with natural or logical consequences instead of punishment whenever possible.
5. Misbehavior will be viewed as an opportunity for individual problem solving and a learning experience.
6. Students are encouraged to request a discussion whenever consequences appear to be unfair.
7. School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

DISCIPLINE PROCEDURES AND CONSEQUENCES

Parents will be notified if issues arise or if their child has received a behavior referral. The Student Behavior Referral form will explain the infraction and outline the consequences. The form will be sent home for the parents to initial or can be viewed on the Lumen Parent Portal. The form will need to be returned the next school day. If it is not returned with initials or a signature, the student will owe recess time.

After School Detention

Parents will receive at least one day of notification for after school detention before time is to be served. Parents will need to make arrangements to pick students up from the school. During the detention, students will need to complete homework, read or work quietly. If a detention cannot be served, the student and his/her parents will need to make arrangements with Ms. Pilkerton.

If the student's actions are severe, one of the following methods shall be used:

Suspension:

This can be an in-school or out of school removal from the classroom. In-school suspensions may require the student to spend work time in another classroom, the office or other supervised area. Students will be expected to do academic work during all in-school suspensions. Out-of-school suspensions may be made when the student is disruptive to the learning environment or cannot be near peers.

Expulsion: A final action to be taken when all else has failed will be expulsion from school. This action requires the approval of the Board of Trustees.

STUDENT RIGHTS

It is the administration's goal to balance the student's right to privacy and expression with the educational community's desire to have a safe and orderly school environment that is conducive to learning. District employees are legally obligated to respect these rights and are expected to encourage students to exercise them responsibly. However, if reasonable suspicion of illegal activity exists, the district is authorized to conduct a search of the person or persons, their belongings, school property, including lockers, and private vehicles parked on school grounds. These searches can be conducted without notice, without consent and without a search warrant.

LEGAL REFERENCE

Idaho Code 18-3302D

New Jersey v. TLO, 469 U.S. 325 (1985)

Tinker v. Des Moines, 393 U.S. 503 (1969)

Morse v. Frederick, U.S. 06-278 (2007)



BASIN ELEMENTARY TRANSPORTATION SERVICES



SAFETY is the primary concern of the transportation department. Therefore we ask that all students and parents agree to do their part to keep the ride to and from school a safe and enjoyable experience for everyone. With that in mind please remember, **riding a school bus is a privilege.**

If all the students **remember the rules of common courtesy** and **obey the bus driver** immediately, at all times, we will have a fun, safe year. However, **failure** on the part of the students to **obey the driver** or **promote a safe bus environment** could result in the **loss of bus riding privileges.**

Parents and students please read the following list of information. All who are transported with Basin School District are responsible to know the following:

1. The **student is responsible to be** on time for the bus. Being on time for the bus means that you will be at the stop five minutes **before** the scheduled leave time. The bus driver will leave students that are not on time for the bus.
2. **If the student misses the bus** they, or their "ride" need to take them to the next scheduled stop. For safety reasons **the bus driver cannot stop** anywhere **except at pre-approved stops.**
3. **Only approach** the bus to load or unload.
4. **If necessary to cross the road at your stop**, cross fifteen (15) feet in front of the bus and **wait** at the right edge of the roadway for a **signal from the bus driver before proceeding** into the traffic lanes.
5. **Student may depart** the bus **only** at their assigned stop unless they have written permission.
6. **If you are going to ride on a bus that is not your assigned bus**, your parents/guardians need to contact the transportation department at least 24 hours in advance.
7. **Food and drinks of any kind will not be allowed to be consumed on the bus.** Food and drinks must remain in backpacks for the duration of the ride.

Please remember we are committed to not only the safety of those riding the bus, but to all members of our community.

If you have any questions or concerns please feel free to contact the Transportation Department Supervisor, Russ Taylor, either by phone at 392-6747 or by e-mail at rtaylor@basinschools.net.

BASIN ELEMENTARY FOOD SERVICES

HOT LUNCH AND BREAKFAST PROGRAM

School Breakfast and Lunch Programs

A nutritious, well balanced breakfast and hot lunch with milk are served in the high school cafeteria. Students who wish to bring their own lunch may purchase milk separately. The food service department will participate in a breakfast program called "Provision II Breakfast". All students in grades preschool through 12th grade can eat breakfast for FREE!!!

Breakfast Prices:

Student	FREE
Adult Breakfast	\$2.00

Lunch Prices:

Pre - 6 th	\$2.80
7 th - 12 th	\$3.00
Adult Lunch	\$3.85
Milk per $\frac{1}{2}$ pint	.60 cents

The District policy for charging meals will be three (3) charges per student at any given time. This is strictly enforced. If there is a financial emergency, please contact Cyndi Watson to make arrangements. Parents are welcome to join their child for lunch anytime. Please call that morning before 9:30 a.m. to order a lunch so the kitchen can plan for your attendance at 392-4183 ext. 1300.

BASIN ELEMENTARY EXTRA CURRICULAR ACTIVITIES AND ATHLETICS

PRIME TIME

Prime Time for Kids is an after school program for students in first through sixth grade. Students choose to attend either a Monday or Wednesday session each week. The best practice program, Positive Action, teaches students about drug prevention as well as character education. A snack and drink are provided. There are a total of twenty-one sessions throughout the school year. Prime Time for Kids offers tutoring, mentoring, educational computer games, recreational and art activities. For additional information and to sign up look for a flyer this fall.

AFTER SCHOOL TUTORING

After school tutoring opportunities are offered to students at various times throughout the year depending on grant availability. Usually, tutoring begins in October or November and is offered two-four days per week. More information will be sent out in the fall.

TECH CLUBS

Our goal is to involve students in a variety of STEM related activities that build students' knowledge and skills with technology and critical thinking. Throughout the year, we will offer coding clubs, Lego Club, 3D Printing Clubs and possibly others as we pursue STEM related grants to enhance our programming.

JUST MAKE IT! CLUB

Just Make It! is an after school program for 5th and 6th grade students. The goal of the program is to give students the opportunity to explore their own ideas, build, create and have fun learning! The club meets one to two days a week after school in the Trade Shop. There will be a \$15.00 lab fee associated with the club. This fee will cover basic materials. For more elaborate projects such as rockets or large building projects, students may need to pay for additional materials. More information will come out later in the school year.

SCHOOL ATHLETICS

Sixth grade students may have the opportunity to participate on the Idaho City Middle School athletic teams, if there are positions available. This may vary year to year and sport to sport based on middle school enrollment. If your child is interested in playing on a middle school sports team, contact the athletic director, Sean Porter, at 392-4183 ext. 1295.

BASIN ELEMENTARY PARENT VOLUNTEERS

VOLUNTEERS

Basin Elementary encourages parents and community members to volunteer in the classrooms, on special projects and field trips. If you plan to volunteer at Basin Elementary, you will need to complete the Basin Elementary Volunteer Application. You will be able to volunteer once your application is processed and approved.

BASIN ELEMENTARY GENERAL INFORMATION

STUDENT DRESS CODE

Students shall practice good hygiene, grooming and dress, which are acceptable in an educational setting. Each student's appearance shall enhance and not detract from a normal educational atmosphere and learning process.

1. Students shall dress in good taste in keeping with accepted standards of modesty. Please note that as students grow throughout the year, clothing that was deemed modest and appropriate may change depending on the age and development of the child.
2. Clothing, jewelry or accessories with inappropriate lettering, decorations or advertisement, are not acceptable. i.e. advertisements for alcohol, tobacco, etc.
3. Bare midriff tops, halter tops, or shirts considered to be undershirts, spaghetti strapped tank tops, or muscle shirts are not acceptable. Tank tops must cover the shoulders and appropriately cover neck and chest areas.
4. Students will be allowed to wear shorts that are fingertip length or longer and skirts must be at least two inches below fingertips or wear shorts or leggings underneath.

TOYS

Children may bring toys or games for show and tell. Only small toys such as stuffed animals and matchbox cars can be brought to school and used on the playground. They are to be kept in the child's backpack and not to be seen in the classroom. If the toys are seen in the classroom, they will be confiscated. **We prefer that no electronic games or trading cards are to be brought to school.** iPods, iPads and other electronic devices may be used for educational purposes in the classroom. **The school cannot be responsible for lost, stolen, or damaged toys that students bring from home. All confiscated toys or devices will be kept in the office.** They will only be released to the parents. If they are not picked up within 1 month, they will be thrown away or donated. Some exceptions to the no

electronic games may be allowed. The most common is when bus drivers allow the use of them on the school bus.

STUDENT DEVICES

We prefer that students, in grades preschool through grade four, leave their iPods and/or phones at home. However, we recognize there are times such as those described above, when they would be helpful. If there is a specific reason your child needs his/her device, please discuss it with your child's teacher. It is expected that students will only have them out in class when specifically requested, such as for an assignment, activity or project. At all other times, the devices should be stored in the designated area of the classroom or kept in their backpacks. Students may also use their devices during the breakfast time in the morning. We are asking that students not have them out during lunch or recess. Students who do not follow the expectations and guidelines will lose the privilege to have their devices at school. In some cases, the device may be taken until parents can pick it up.

Additionally, we also ask that if students are not feeling well or need assistance, that they talk with their teachers and/or office before texting directly to the parent. The reason for this is so that we can assist quickly. We have had a few incidents when students have not notified us when they were not feeling well or were hurt. If your child contacts you directly, please ask him/her whether or not he/she has discussed the matter with school personnel as well.

FIELD TRIPS

Each class is encouraged to expand and explore the world around them. One way is through educational field trips. The field trip permission slip form which parents fill out at the beginning of the year, grants students the opportunity to participate. If a field trip involves swimming, an extended day or financial support, an additional permission slip will be required.

PARTIES

Each year the classes will celebrate holidays and special occasions with parties. These parties are held during the last hour of school. If you would like to be a room parent, or assist in some way, please let the teacher know.

Entertainment for parties may on occasion take the form of a video or movie. Sites such as *Screen It* and *Common Sense Media* will be used to screen videos that will be shown for entertainment. Written notification will be provided for any video or movie that has a rating higher than *G*.

LOST AND FOUND

All lost and found items will be placed in the lost and found at the elementary located near the gym doors or at the high school. Lost and found items will be put out on display several times a year. Unclaimed items will be donated. Please watch in the newsletter for when we will be putting items out on display.

GRIEVANCE

When filing a grievance, please follow the described procedure.

1. Take your problem to the person closest to the source.

Example: Your child claims he has been "kicked out of class" because of the actions of another child. Step one would be to go to the classroom teacher for clarification.

2. Request a hearing with the administration. Present a written copy of grievance.

Example: Your meeting with the teacher was unsatisfactory. Step two would be to call the office and ask to meet with the principal.

3. Request a meeting with the superintendent.

4. Request a hearing with the board.

Example: After meeting with the teacher and the principal, you feel that improper actions have been taken. Step three would be to request a meeting with the superintendent. If the issue still is not resolved call the district office for placement on the agenda of the next board meeting.

We would like to stop all problems in the simplest of manners and therefore will ask you to follow these procedures. You may be asked at any stage to put your grievance in writing so that we may expedite the process.

STUDENT INJURIES

Even with the greatest precautions and the closest supervision, accidents can and do happen at school. They are a fact of life and a part of the growing up process our children go through. Parents need to be aware of this and be prepared for possible medical expenses that may arise should their child be injured at school.

The school district does not provide medical insurance to automatically pay for medical expenses when students are injured at school. This is the responsibility of the parents or legal guardians. The district carries only legal liability insurance.

The district does make student medical insurance available to families for their individual purchase. Brochures outlining the coverage and premiums are handed out at the beginning of the school year, and are available at the school office. Parents, please be prepared to pay for your child's possible medical expenses.

SICK CHILDREN

Should your child become ill at school and is too sick to stay in the classroom, he/she will be brought to the office and parent(s), or those you've indicated on your emergency card, called. Please assist your child, and us, by keeping this emergency information current. Students with an above normal temperature will be sent home.

MEDICATION AT SCHOOL

If it is necessary that medication be taken during school hours, a parent/guardian must give written permission that their child be given either prescription or non-prescription medications. All medications shall be provided by the parent/guardian, sent to school in the original container and labeled with student's name and dosage instructions. It is kept in a secure area of the office. Medications will be dispensed to students as indicated by parent/guardians. It is the student's responsibility to report to the office at the appropriate time for their medication, unless the student has a disability and is unable to do so. Each time a student receives his or her medication, it will be logged and available for parents to review during regular office hours.

We are expecting another fabulous year and look forward to working with each family! We hope that you will have an opportunity to visit your child(ren)'s classrooms throughout the year. Please do not hesitate to notify us of your questions or concerns.