

5. Assessment Guidelines

- a. Reliable and valid assessment measures will be administered in all grades according to state and district testing practices.

6. Equipment and Instructional Materials

- a. Furniture, equipment, texts, reference books and other educational materials necessary to provide each student the best possible educational opportunities shall be provided to the extent fiscal resources permit.
- b. The principal of each school shall be responsible for ordering all necessary equipment and supplies needed for the proper implementation of his/her school's program.

7. Class Size

- a. Every attempt shall be made to maintain class size which conforms to the recommendations of recognized educational authorities and the Idaho State Department of Education. Class size should promote an educational setting which permits the teacher(s) to best serve the individual interest and welfare of the student.
- b. Building principals shall retain discretion as to how to best utilize staff allocation resources as determined by the Superintendent.

c. Whenever K-2 class sizes are above 24, or grades 3-5 are above 30, then the following steps shall be taken:

1. The building administrator shall address class size concerns through balancing class loads and taking into consideration special needs, behavioral concerns, gifted students and, where possible, parental requests.
2. The building administrator will meet with grade level teams to review class size concerns and brainstorm other building level options.
3. After all above actions have been exhausted and the class sizes continue to increase above 24 and 30 respectively, then the superintendent will be notified. The Superintendent will meet with the building administrator and grade level teams as needed to seek District level assistance.

8. Instructional Grouping and Scheduling

- a. Tiered instruction occurs in small groups with students grouped by similar needs, and groups are flexible to accommodate and reflect student performance.
- b. Group size will be differentiated according to the level of performance; that is, students with the greatest needs are placed in the smallest groups.
- c. Students will be placed, maintained, and monitored at an appropriate level.
- d. Flexible, homogenous skill groups and additional interventions are employed when appropriate.
- e. Scheduled instructional time allocations will be based on student needs. For example, a daily minimum of 120 minutes of total instructional time in the core program is allocated to reading instruction in grades 1-5.