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Payette School District No. 371 Policy Manual

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THE BOARD OF TRUSTEES **1000**

Legal Status and Operation

The Board of Trustees of the Payette School District is the governmental entity established by the State of Idaho to plan and direct all aspects of the District's operations to the end that students shall have ample opportunity to achieve their individual and collective learning needs and to provide a thorough system of education.

The District in its corporate capacity may sue and be sued and may acquire, hold, and convey real and personal property necessary to its establishment, extension, and existence. The District shall have authority to issue negotiable coupon bonds and incur such other debt in the amounts and manner as prescribed by law.

The policies of the Board define the organization of the Board and the manner of conducting its official business. The Board's operating policies are those the Board adopts from time to time to facilitate the performance of its responsibilities.

Legal Reference:	I.C. § 33-301	School Districts Bodies Corporate
	I.C. § 33-511	Maintenance of Schools
	I.C. § 33-512	Governance of Schools
	I.C. § 33-1612	Thorough System of Public Schools

Policy History:
Adopted on: December 9, 2019
Revised on:
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Payette School District No. 371

THE BOARD OF TRUSTEES **1010**

Organization and Classification

The legal name of this District is Payette School District No. 371, Payette and Washington Counties, State of Idaho. The District is classified as a joint K-12 school district giving instruction to pupils in grades K (kindergarten) through 12.

In order to achieve its primary goal of providing each child with the necessary skills and attitudes to become effective citizens, the Board shall exercise the full authority granted to it by the laws of the State of Idaho. Its legal powers, duties, and responsibilities are derived from the Idaho Constitution and State statutes and rules. Sources such as the school laws of Idaho and the rules and regulations of the State Board of Education delineate the legal powers, duties, and responsibilities of the Board.

Legal Reference:	I.C. § 33-302	Classification of School Districts
	I.C. § 33-305	Naming and Numbering School Districts
	I.C. § 33-506	Organization and Government of Board of Trustees

Policy History:
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Payette School District No. 371

THE BOARD OF TRUSTEES **1100**

Membership

The District is governed by a Board of Trustees consisting of five Members. Each Member is to represent a different trustee zone unless a Trustee was appointed at-large to fill a Board vacancy. The Board's powers and duties include the broad authority to adopt and enforce all necessary policies for the management and government of the public schools. Except as otherwise provided by law, Trustees shall hold office for terms of four years until January 1 of the year in which Trustee's term expires.

All Trustees shall participate on an equal basis with other Members in all business transactions. Official action by Board Members must occur at a duly called and legally conducted meeting. A meeting of the Board means convening to make a decision or to deliberate toward a decision on any matter.

School Board Members, as individuals, have no authority over school affairs or personnel, except as provided by law or as authorized by the Board.

Legal Reference:	I.C. § 33-313	Trustee Zones
	I.C. § 33-501	Board of Trustees
	I.C. § 33-504	Vacancies on Boards of Trustees
	I.C. § 74-202	Open Public Meetings – Definitions

Policy History
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Reviewed on:
Payette School District No. 371

Elections

Elections conducted on behalf of the District are nonpartisan elections governed by the election laws of the State of Idaho and include the election of the Board Trustees, various public policy propositions, and advisory questions.

Board Trustee elections shall be held on the first Tuesday following the first Monday in November in odd-numbered years. Any person legally qualified to hold the position of school district trustee may file a declaration of candidacy for the office. The declaration must include the name of the candidate, the term for which declaration of candidacy is made, and include the signatures of not fewer than five School District electors residing in the trustee zone of which the candidate seeks election. Such declaration must be filed with the clerk of the District not later than 5:00 PM on the ninth Friday preceding the day of the election for the subject Trustee position. Any person seeking to become a write-in candidate must file a declaration of intent with the county clerk not later than 45 days before the election date and include the signatures of not fewer than five school district electors residing in the trustee zone of which the candidate seeks election.

If, after expiration of the date for filing written nominations, it appears that only one qualified candidate has been nominated for a position or if only one candidate has filed a write-in declaration of intent, no election shall be held for that position. The Board or the clerk, with the written permission of the Board, shall declare such candidate elected as a Trustee. The clerk shall immediately prepare and deliver to the person a certificate of election signed by him or her bearing the seal of the District. All other scheduled trustee elections will move forward under the regular procedures.

In each trustee zone, the person receiving the greatest number of votes cast within his or her zone shall be declared by the Board as the Trustee elected from that zone. If any two or more persons have an equal number of votes in any Trustee zone and a greater number than any other nominee in that zone the Board of Trustees shall determine the winner by a toss of a coin.

Legal Reference:	§ I.C. 33-401	Legislative Intent
	§ I.C. 33-501	Board of Trustees
	§ I.C. 33-502	Declaration of Candidacy for Trustees
	§ I.C. 33-502B	Board of Trustees – One Nomination – No Election
	§ I.C. 33-503	Election of Trustees – Uniform Date
	§ I.C. 34-1404	Declaration of Candidacy
	§ I.C. 34-1407	Write-in Candidates

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Payette School District No. 371

Candidate Edification

Candidates for appointment or election to the Board shall be urged to attend public meetings of the Board. All public information about the school system shall be made available to them. Additionally, the Board directs the Superintendent to cooperate impartially with all candidates in providing them with information about school governance, Board operations, and school programs.

Candidates in school district with 500 students or more should be informed of the requirement to file campaign finance disclosures and directed to the County Clerk's Office for information on the filing requirements and deadlines.

Notices of candidate meetings that are sponsored by impartial, nonpartisan organizations may be announced in District publications or be sent home with students. The following procedures shall be followed:

1. If a candidate is scheduled to appear or speak as a part of a school-sponsored program, all candidates for that position shall be invited to attend or to send representatives;
2. The school will not send home partisan materials through the students; and
3. The Superintendent may invite all candidates to an information session. Each candidate will be given the same materials and information at these sessions.

Procedure History
Promulgated on: December 9, 2019
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Payette School District No. 371

Taking Office

At the time of nomination, election, or appointment, each Trustee shall be a school district elector of the District and a resident of the trustee zone from which nominated and elected or appointed.

Each Trustee shall qualify for and assume office on the next January 1 following his or her election or, if appointed, at the regular meeting of the Board of Trustees next following such appointment.

An oath of office shall be administered to each Trustee, whether elected, re-elected, or appointed. The oath may be administered by the clerk, or by a Trustee of the District. If appointed the oath shall be administered at a regular meeting of the Board, it may not be administered at a special meeting. The records of the District shall show such oath of office to have been taken and by whom the oath was administered and shall be filed with the official records of the District.

Legal Reference:	I.C. § 33-501	Board of Trustees
	I.C. § 59-401	Loyalty Oath—Form
	I.C. § 59-402	Time of Taking Oath

Policy History:
Adopted on: December 9, 2019
Revised on: August 10, 2020
Reviewed on:

Oath of Office

An oath of office is required to be administered to each School Board Trustee, whether elected, re-elected, or appointed. Before any Trustee, elected or appointed, enters upon the duties of his or her office, he or she must take the following oath:

> I do solemnly swear that I will support the Constitution of the United States, and the Constitution of the State of Idaho, and that I will faithfully discharge the duties of Trustee of the Payette School District No. 371 according to the best of my ability.

The oath is required to be administered by the clerk or by a Trustee. Additionally, the records of the District are required to show that such oath of office has been taken and by whom the oath was administered. Finally, this information is required to be filed with the official records of the District.

A Trustee holds office from January 1 following their election in November until January 1 in the year in which his or her term of office expires, unless he or she:

1. Dies;
2. Resigns as Trustee;
3. Removes him or herself from the trustee zone of residence;
4. Is no longer a resident or school district elector of the District;
5. Refuses to serve as Trustee;
6. Fails to attend four consecutive regular meetings of the Board without an acceptable excuse to the Board of Trustees; or
7. Is recalled and discharged from office.

If the Trustee is appointed, the oath of office must be administered at a regular board meeting. When appointed, he or she holds office from the time he or she takes the oath of office until January 1 in the year in which the original term of office to which he or she was appointed expires, unless he or she:

1. Dies;
2. Resigns as Trustee;
3. Removes him or herself from the trustee zone of residence;
4. Is no longer a resident or school district elector of the District;
5. Refuses to serve as Trustee;
6. Fails to attend four consecutive regular meetings of the Board without an acceptable excuse to the Board; or
7. Is recalled and discharged from office.

Procedure History
Promulgated on: December 9, 2019
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Reviewed on:

Resignation

Resignation of a Trustee, for whatever reason, must be submitted in writing to the clerk. The Board shall accept the resignation at any duly convened regular or special meeting and proceed to fill the vacancy as provided by statute and Board policy.

Trustees retiring/resigning from the Board may be recognized for their service to the District by presentation of a service plaque or other appropriate activities.

Legal Reference:	I.C.§ 33-504	Vacancies on Boards of Trustees
	I.C.§ 59-902	Resignations

Policy History
Adopted on: December 9, 2019
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Payette School District No. 371

Vacancies

A vacancy shall be declared by the Board of Trustees within 30 days of when any of the following occurs: A Trustee:

1. Dies;
2. Resigns;
3. Removes him or herself from the trustee zone of residence;
4. No longer is a resident or school district elector of the District;
5. Refuses to serve as Trustee;
6. Fails to attend four consecutive regular meetings of the Board of Trustees without excuse acceptable to the Board; or
7. Is recalled and discharged from office.

A Trustee position also shall be vacant when an elected candidate fails to qualify.

A declaration of vacancy shall be made at any regular or special meeting of the Board when any of the above-mentioned conditions are determined to exist.

In the case of a trustee vacancy, the remaining Trustees shall fill the vacancy by appointment. The Board will receive applications from any qualified persons seeking to fill the position after suitable public notice. The Board will consider all applications from qualified persons seeking to fill the position in open session. The Board will appoint one candidate to serve for the balance of the unexpired term of office which was declared vacant. In the event the Board of Trustees is unable to appoint a Trustee from the zone vacated after 90 days from the date the Board declared the vacancy, the Board of Trustees may appoint a person at-large from within the boundaries of the School District to serve as the Trustee from the zone where the vacancy occurred. Otherwise, after 120 days of the declaration of vacancy, the county commissioners of the home county shall appoint a qualified person to fill such vacancy.

Cross Reference: 1240 Duties of Individual Trustees

Legal Reference:	I.C. § 33-501	Board of Trustees
	I.C. § 33-504	Vacancies on Boards of Trustees
	I.C. § 74-206(1)(a)	Executive Sessions When Authorized

Policy History:
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Payette School District No. 371

THE BOARD OF TRUSTEES **1200**

Annual Organization Meeting

After the issuance of the election certificates to the newly elected Trustees in November and on the date of its regular January meeting, the Board shall elect from among its members a Chair and a vice chair to serve one year terms. The Board shall also elect a clerk and a treasurer, who may be Members of the Board of Trustees or, at the discretion of the Board, either or both positions may be selected from among competent and responsible persons outside the membership of the Board. The Board, in its discretion, may allow compensation for the clerk and for the treasurer if other than the county treasurer. If a Board Member is unable to continue to serve as an officer, a replacement shall be elected immediately. In the absence of both the Chair and the vice chair, the Board shall elect a chair pro tempore, who shall perform the functions of the Chair during the latter's absence. The clerk shall act as Board secretary.

The normal order of business shall be modified for the annual organizational meeting by considering the following matters after the approval of the minutes of the previous meeting:

1. Welcome and introduction of newly-elected Board Members by the current Chair;
2. Swearing in of newly-elected Trustees;
3. Call for nominations for Chair to serve during the ensuing year;
4. Election of a Chair;
5. Assumption of office by the new Chair;
6. Call for nominations for vice chair to serve during the ensuing year;
7. Election of a vice chair;
8. Election of a clerk; and
9. Election of a treasurer; and
10. Review the code of ethics.

Policies and bylaws shall continue from year to year until and unless the Board changes them.

Legal Reference:	I.C. § 33-506	Organization and Government of Board of Trustees
	I.C. § 33-510	Annual Meetings – Regular Meetings – Board of Trustees

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Payette School District No. 371

School Board Powers and Duties

The Board shall concern itself primarily with broad questions of policy rather than with administrative details. The application of policies is an administrative task to be performed by the Superintendent and District staff, who shall be held responsible for the effective administration and supervision of the entire school system.

The Board, functioning within the framework of laws, court decisions, opinions of attorneys general, State Department of Education regulations, and similar mandates from the State and national levels of government, recognizing the authority of the State, fulfills its mission as the governing body of a political subdivision by acting as follows in the execution of its duties:

1. Enacting policy;
2. Adopting courses of study and providing instructional aides;
3. Employing all staff members and fixing and prescribing their duties;
4. Approving the budget, financial reports, audits, major expenditures, payment of obligations, and policies whereby the administration may formulate procedures, regulations, and other guides for the orderly accomplishment of business;
5. Estimating and seeking to provide funds for the operation, support, maintenance, improvement, and extension of the school system;
6. Providing for the planning, expansion, improvement, financing, construction, maintenance, use, and disposition of physical plants of the school system;
7. Prescribing the minimum standards needed for the efficient operation and improvements of the school system;
8. Evaluating the educational program to determine the effectiveness with which the schools are achieving the educational purpose of the school system;
9. Requiring the establishment and maintenance of records, accounts, archives, management methods, and procedures considered essential to the efficient conduct of school business;
10. Providing for the dissemination of information relating to the schools necessary for creating a well-informed public.

Legal Reference: I.C. § 33-313 Trustee Zones
I.C. § 33-501 Board of Trustees
I.C. § 74-202 Open Public Meetings – Definitions

Policy History
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Payette School District No. 371

THE BOARD OF TRUSTEES **1210**

Qualifications, Terms, and Duties of Board Officers

The Board officers are the Chair and vice chair. These officers are elected at the annual organizational meeting.

Chair

The Board elects a Chair from its members for a one year term. The duties of the Chair are to:

1. Preside at all meetings and conduct meetings in the manner prescribed by the Board's policies;
2. Make all Board committee appointments;
3. Sign all papers and documents as required by law and as authorized by the action of the Board; and
4. Close Board meetings as prescribed by Idaho law.

The Chair is permitted to participate in all Board meetings in a manner equal to all other Board members, including the right to participate in debate and to vote. The Chair may not make a motion, but may second motions.

Vice Chair

The vice chair shall preside at all Board meetings in the absence of the Chair, and shall perform all of the duties of the Chair in case of the Chair's absence or disability.

Legal Reference: I.C. § 33-506 Organization and Government of Board of Trustees

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Payette School District No. 371

Clerk

The clerk of the Board shall have such duties as prescribed by the Board and the Superintendent. The clerk of the Board shall attend all meetings of the Board, unless excused by the Chair, keep an accurate record of the proceedings, and enter in said record all matters required by law or by the Board so to be entered. The clerk shall have custody of the records, books, and documents of the Board. In the absence or inability of the clerk to attend a Board meeting, the Assistant Business Manager shall serve as temporary clerk for the meeting. The Assistant Business Manager shall keep the record of the proceedings of the Board and certify the same to the clerk.

The clerk will make the preparations legally required for the notice and conduct of all District elections.

Legal Reference:	I.C. § 33-506	Organization and Government of Board of Trustees
	I.C. § 33-508	Duties of Clerk

Policy History:
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Revised on:
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Payette School District No. 371

Duties of the Treasurer

The treasurer shall have such duties as prescribed by the Board. The treasurer shall be placed under fidelity bond issued by a surety company authorized to do business in the State of Idaho in such amount as determined by the Board or under personal bond equal to twice such determined amount with at least two sureties who each shall qualify as in the case of sureties on the bonds of county officers.

The treasurer shall account for the deposit of all moneys of the District in accordance with the provisions of the public depository law, Chapter 1, Title 57, Idaho Code.

The Board may elect one or more assistant treasurers who shall have such duties as prescribed by the Board. Assistant treasurers shall act at and under the control, supervision, and direction of the treasurer.

Legal References:	I.C. § 33-506	Organization and Government of Board of Trustees
	I.C. § 33-509	Duties of the Treasurer
	I.C. § 33-509A	Assistant Treasurers

Policy History:
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Payette School District No. 371

Duties of Individual Trustees

The authority of individual Trustees is limited to participating in actions taken by the Board as a whole when legally in session. Trustees shall not assume responsibilities of administrators or other staff members. Neither the Board nor staff shall be bound by an action taken or statement made by an individual Trustee except when such statement or action is pursuant to specific instructions and official action taken by the Board.

Each Trustee shall review the agenda and any study materials distributed prior to the meeting and be prepared to participate in the discussion and decision-making for each agenda item.

Each Member is obligated to attend both regular and special Board meetings. Whenever possible, each Trustee shall give advance notice to the Chair or Superintendent of the Trustee's inability to attend a Board meeting. A majority of the Board may excuse a Trustee's absence from a meeting if requested to do so.

Cross Reference: 1140 Vacancies

Legal Reference: I.C. § 33-506 Organization and Government of Board of Trustees

Policy History:
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Payette School District No. 371

Committees

Generally, the Trustees will function as a committee of the whole. Nevertheless, the Board may create Board committees as deemed necessary.

Standing committees of the Board may be created and their purpose defined by a majority of the Board. The Board Chair shall appoint Trustees to serve on such committees. Board committees shall be limited to less than half of the Board.

Advisory Committees

Advisory committees may be organized when appropriate. Both District-wide and at the school level, advisory committees shall function within the organizational frameworks approved by the Board. A staff member will be assigned to each group to help it carry out its functions. The composition of the advisory committees shall be broadly representative and shall take into consideration the specific task assigned to the committee. Only the Board shall have the authority to dissolve the committees it has created.

The Board will instruct each committee as to:

1. The length of time each member is invited to service;
2. The service the Board wishes the committee to render;
3. The resources the Board will provide;
4. The approximate dates on which the Board wishes to receive major reports;
5. Board policies governing citizens' committees and the relationship of these committees to the Board as a whole, individual Board members, the Superintendent, and other members of the professional staff; and
6. Responsibilities for the release of information to the press.

Policy History:
Adopted on: April 13, 2020
Revised on:
Reviewed on:
Payette School District No. 371

Authorization of Signatures and Electronic Signatures

For the conduct of the business of the District, the Board may grant authority to specific staff to sign certain documents on behalf of the District.

The Chair, Finance Chair, Superintendent, Business Manager, and Clerk are authorized to use a facsimile signature plate or stamp or other electronic signature as addressed herein.

Invoices

Staff employed by the District, in the following designated positions, are authorized to approve invoices for the District:

1. Superintendent;
2. Building Administrators; and
3. Business Manager.

Checks

The school principal is designated as the custodian of each school building activity fund. School treasurers are authorized to sign school building activity fund checks. School principals will countersign all school building activity fund checks. The treasurer or the assistant treasurer must sign all checks issued by the District. The Chair or Vice Chair must countersign all such checks.

Contracts for Goods, Services, and Leases

The Superintendent or Business Manager is authorized to sign on behalf of the Board contracts, leases, and/or contracts for goods and services within the limits of the detailed annual budget for the school year and pursuant to state purchasing and federal procurement requirements. The types of goods and services contracted for must be preapproved by the Board.

Personnel Contracts

The Board Chair and clerk are authorized to sign personnel contracts and agreements of employment on behalf of the Board by facsimile signature or via electronic signature.

Negotiated Agreements

Negotiated agreements shall be signed for the District by the Board Chair and the Superintendent.

Electronic Signatures

Electronic signatures or digital signatures can take many forms and can be created using many different types of technology. For the purpose of this policy an electronic signature means any electronic identifier intended by the person using it to have the same force and effect as a manual signature.

District Use of Electronic Signatures

When not practical or possible to have an approved individual physically sign a document, and not otherwise prohibited by applicable laws, electronic signatures may satisfy the requirement of a written signature when transacting business with and/or for the District and/or with parents/guardians when the authenticity and reliability of such electronic signature(s) meets the provisions of this policy. In such instances, the electronic signature shall have the full force and effect of a manual signature.

In order to qualify for acceptance of an electronic signature the following additional requirements are applicable:

1. The electronic signature identifies the individual signing the document by his or her name and title;
2. The identity of the individual signing the document with an electronic signature is capable of being validated through the use of an audit trail;
3. The electronic signature, as well as the documents to which it is affixed, cannot be altered once the electronic signature is affixed. If the document needs to be altered, a new electronic signature must be obtained; and
4. The electronic signature conforms to all other provisions of this policy.

The District shall maintain District electronically signed records in a manner consistent with the District's document retention policies yet also capable of accurate and complete reproduction of the electronic records and signatures in their original form. Such retention should include a process whereby the District can verify the attribution of a signature to a specific individual, detect changes or errors in the information contained in the record submitted electronically and protect and prevent access and/or manipulation or access/use by an unauthorized person.

The District shall maintain a hardcopy of the actual signature of any District employee authorized to provide an electronic signature in connection with school board business.

Abuse of the electronic signature protocols by any District employee serves as grounds for disciplinary action up to and including termination.

Parent/Student Use of Electronic Signatures

With regard to documentation received by the District with an electronic signature from a parent/legal guardian, so long as the following provisions are met, the District may receive and accept such electronic signature as an original document:

1. Such communication with signature, on its face, appears to be authentic and unique to the person using such signature;
2. The District is unaware of any specific reason to believe that the signature has been forged;
3. The District is unaware of any specific reason to believe the document has been altered subsequent to the electronic signature; and
4. The signature is capable of verification.

The District's Superintendent or designee may, at their discretion, request that an original of the electronic communication, signed manually by hand, be forwarded to the District in a timely manner.

District personnel may periodically audit the authenticity of such signature via a security procedure including such acts as making follow-up inquiry to the individual/entity who has submitted an electronic signature.

Should it be discovered that a student has falsified a parent's electronic signature on an official District document, the student may be subjected to discipline and the District Administration is authorized, at their discretion, to thereafter only accept manual signatures associated with any submitted school document.

Legal Reference: I.C. § 33-701 Fiscal Year – Payment and Accounting of Funds

Policy History:
Adopted on: April 13, 2020
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Payette School District No. 371

THE BOARD OF TRUSTEES **1300**

District Policy

The adoption of new policies and the revision and amending of existing policies shall be the sole responsibility of the Board of Trustees.

All policies shall conform to local, State, and federal laws as well as to the rules and regulations of the State Board of Education.

Adoption and Amendment of Policies

Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion at a regular or special Board meeting. Such proposals may be referred to the Superintendent for detailed study as needed prior to Board action on the proposal. The Board encourages the Superintendent to contact other experts to have potential policies researched. Interested parties, including any Board Member, citizen, or employee of the Board may submit views or present data or arguments, orally or in writing, in support of or in opposition to proposed policy. Any written statement by a person relative to a proposed policy or amendment should be directed to the District clerk prior to the second reading.

Proposed new policies and proposed changes in existing policies shall undergo a minimum of two readings in the following manner:

1. At a regular or special Board meeting the proposed new or amended policy shall be presented in writing for reading and discussion; and
2. The final vote for adoption shall take place not earlier than at the second reading of the particular policy.

Although approval of a new or amended policy requires a minimum of two readings, temporary approval may be granted by the Board in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken or the Board can take a majority vote to suspend the two reading requirement for warranted circumstances.

All new or amended policies shall become effective upon adoption, unless a specific effective date is provided in the motion for adoption.

Policies as adopted or amended shall be made a part of the minutes of the meeting at which action was taken and shall also be included in the District's policy manual. Policies of the District shall be reviewed on an as needed basis by the Board to keep policies in place that conform to local, state, and federal laws as well as rules and regulations of the Idaho State Board of Education.

Administration in Absence of Policy

In cases where action must be taken before the next Board meeting and where the Board has provided no policies or guides for administrative actions, the Superintendent shall have to power to act.

His or her decisions, however, shall be subject to review by action of the Board at its next regular meeting. In addition, it shall be the duty of the Superintendent to inform the Board of such action and the need for policy.

Suspension of Policies

Under circumstances which require a waiver of a policy, policy may be suspended by a majority vote of the members present. In order to suspend a policy, all Trustees must have received written notice of the meeting which included a proposal to suspend the policies with an explanation of the purpose of such proposed suspension. If such a proposal is not made in writing in advance of the meeting, the policies may only be suspended by a unanimous vote of all Trustees present.

Policy Manuals

The Superintendent shall develop and maintain a current policy manual which contains the policies of the District. Each administrator, as well as staff, students, and other residents, shall have ready access to the manual. All policy manuals distributed to anyone shall remain the property of the District and shall be subject to recall at any time.

Legal References:	I.C. § 33-506	Organization and Government of Board of Trustees
	I.C. § 33-512	Governance of Schools

Policy History:
Adopted on: December 9, 2019
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Reviewed on:
Payette School District No. 371

Administrative Procedures

The Superintendent shall develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the Board.

When a written procedure is developed, the Superintendent shall submit it to the Board as an information item. Such procedures need not be approved by the Board, though they may be revised when it appears that they are not consistent with the Board's intentions as expressed in its policies. On controversial topics, the Superintendent may request prior Board approval.

Policy History
Adopted on: April 13, 2020
Revised on:
Reviewed on:
Payette School District No. 371

Conflicting Policies and Procedures

If any of the policies adopted by the Board of Trustees conflict with one another, the policy adopted, revised, or reviewed most recently shall be the policy in effect.

If any procedures promulgated by the District conflict with one another, the procedure adopted, revised, or reviewed most recently shall be the procedure in effect.

If any policy and procedure conflict with one another, the policy shall override the procedure.

Policy History
Adopted on: April 13, 2020
Revised on:
Reviewed on:
Payette School District No. 371

District Planning

Each year, the Board of Trustees shall create a collaborative continuous improvement plan designed to improve student achievement in the District, assess and prioritize needs, and measure outcomes.

The Board shall work with the Superintendent to engage students, parents, teachers, administrators, and community members as appropriate in the planning process.

The annual continuous improvement plan shall:

1. Be data driven, specifically in student outcomes, and shall include but not be limited to analysis of demographic data, student achievement and growth data, graduation rates, and college and career readiness;

2. Set clear and measurable targets based on student outcomes;

3. Include a clearly developed and articulated vision and mission;

4. Include key indicators for monitoring performance; and

5. Include a report of progress toward the previous year's improvement goals.

Multiple measures shall be used to determine student readiness and improvement. At a minimum, the Board shall set a benchmark for each of the following metrics:

1. **Career and College Readiness**: The number and percentage of students meeting the college ready benchmark in mathematics and English Language Arts on a State recognized college entrance exam. Improvement shall be measured by year over year growth in the percentage of students meeting the college readiness benchmark.

2. **High School Readiness**: The number and percentage of students meeting proficient or advanced on the 8th grade Idaho Standards Achievement Test in mathematics and English language usage. Improvement shall be measured by year over year growth in the percentage of students scoring proficient or advanced.

3. **7th Grade Readiness**: The number and percentage of students meeting proficient or advanced on the 6th grade Idaho Standards Achievement Test in mathematics and English language usage. Improvement shall be measured by year over year growth in the percentage of students scoring proficient or advanced.

4. **4th Grade Reading Readiness**: The number and percentage of students reading at grade level on the spring 3rd grade statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.

5. **3rd Grade Reading Readiness**: The number and percentage of students reading at grade level on the spring 2nd grade statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.

6. **2nd Grade Reading Readiness**: The number and percentage of students reading at grade level on the spring 1st grade statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.

7. **1st Grade Reading Readiness**: The number and percentage of students reading at grade level on the spring kindergarten statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.

The Board may engage in planning training to assist in the process and the development of the plan. Qualified planning training may be reimbursable by the State through the process outlined in Idaho State Board of Education rule.

The Board shall continuously monitor progress towards the targets for student outcomes included in the plan by using relevant data to measure growth. Such progress shall be included in the Board's annual evaluation of the Superintendent.

The District plan shall be made available to the public by being posted on the District's website. The plan must be reviewed, updated annually, and posted no later than October 1 each year.

Cross Reference:	1645	Board Development Opportunities
	4130	Public Access to District Website

Legal Reference:	I.C. § 33-320	Continuous Improvement Plans and Training
	IDAPA 08.02.01.801	Planning and Training

Policy History:
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Payette School District No. 371

Management Rights

Except where limited or restricted by a collective bargaining agreement, the Board retains the right to operate and manage its affairs in such areas as but not limited to:

1. The school calendar;
2. The procedures to use in handling public complaints about employees;
3. The nonteaching duties and responsibilities of teachers;
4. The procedure for conducting teacher evaluations;
5. When and under what circumstances a certificated employee will be placed on probation;
6. Establishment of contract notification dates;
7. Extracurricular assignments;
8. Personnel files;
9. Direction, employment, dismissal, promotion, transfer, assignment, and retention of employees;
10. Relieving employees from duties because of lack of work or funds and under conditions where continuation of such work would be inefficient and nonproductive;
11. Maintenance of the efficiency of District operations;
12. The methods, means, job classifications, and personnel by which District operations are to be conducted;
13. Any actions necessary to carry out the missions of the District in situations of emergency; and
14. Establishment of the methods and processes by which work is performed.

The Board reserves all other rights, statutory and inherent, as provided by State law. The Board also reserves the right to delegate authority to the Superintendent for the ongoing direction of all District programs.

Cross Reference: 6100 Superintendent

Legal Reference:	I.C. § 33-514	Issuance of Annual Contracts – Supports Programs – Categories of Contracts – Optional Placement
	I.C. § 33-514(2)(a)	Issuance of Limited Contract – Category 1 Contract
	I.C. § 33-515	Issuance of Renewable Contracts
	I.C. § 33-515A	Supplemental Contracts
	I.C. § 33-518	Employee Personnel Files

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Payette School District No. 371

Board/Staff Communications

Every reasonable means of communication is encouraged throughout the education community. Nevertheless, an organization must maintain some order and structure to promote efficient and effective communications. All communications should take into consideration the Payette School District Communication Plan.

Staff Communications to the Board

All official communications or reports to the Board from principals, supervisors, teachers, or other staff members shall be submitted through the Superintendent. This shall not deny any staff member's right to appeal to the Board administrative decisions, provided that the Superintendent shall have been notified of the forthcoming appeal and that it is processed according to the applicable procedures for complaints and grievances.

Board Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the Superintendent. The Superintendent will employ all such media as are appropriate to keep staff fully informed of the Board's concerns and actions.

Visits to Schools

Trustees should be certain to visit each school of the District not less than once each school year to examine its condition and needs. Individual Board Members interested in visiting schools should, out of courtesy, make arrangements for visitations through the principals of the various schools. Such visits shall be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes.

Social Interaction

Staff and Board Members share a keen interest in the schools and education. When they meet at social affairs and other functions, informal discussion on such matters as educational trends, issues and innovations, and general District problems can be anticipated.

Policy History
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Payette School District No. 371

School Board Use of Electronic Mail and Social Media

Use of electronic mail (e-mail) by members of the Board will conform to the same standards of judgment, propriety, and ethics as other forms of school board-related communication. Board members will comply with the following guidelines when using e-mail in the conduct of Board responsibilities:

1. The Board will not use e-mail, communications via social media, or other electronic communications as a substitute for deliberations or voting at Board meetings or for other communications or business properly confined to Board meetings.

2. Board members will be aware that e-mail and e-mail attachments received or prepared for use in Board business or containing information relating to Board business (regardless of whether sent or recieved on a school owned computer or personally owned computer) may be regarded as public records, which may be inspected by any person upon request, unless otherwise made confidential by law.

3. Board members will note that individual postings made to social media sites should be considered carefully in light of how they would reflect on the poster, the Board of Trustees, and the District. Opinions expressed by staff on a social networking website have the potential to be disseminated far beyond the speaker's desire or intention, and could undermine the public perception of fitness of the individual to serve students' interests. Individual Board member postings are an act of the individual and are not an act of the Board.

4. Board members will avoid reference to confidential information about employees, students, or other matters in e-mail communications, because of the risk of improper disclosure or unsecure websites. Board members will comply with the same standards as school employees with regard to confidential information.

Definitions

"Deliberation" is defined as the receipt or exchange of information or opinion relating to a decision, but shall not include informal or impromptu discussions of a general nature which do not specifically relate to a matter then pending before the public agency for decision.

Legal Reference: I.C. § 9-337 Public Writings *et. seq.*
I.C. § 67-2341(2) Open Public Meetings – Definitions
Cowles Pub. Co. v. Kootenai Co. Bd. of County Commissioners 144 Idaho 259 (2007).

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Payette School District No. 371

Board/Superintendent Relationship

The Board/Superintendent relationship is based on mutual respect for their complementary roles. The relationship requires clear communication of expectations regarding the duties and responsibilities of both the Board and Superintendent.

The Board hires, evaluates, and seeks the recommendations of the Superintendent as the District chief executive officer. The Board adopts policies necessary to provide the general direction for the District and to encourage achievement of District goals. The Superintendent develops plans, programs, and procedures needed to implement the policies and directs the District's day-to-day operations.

The Superintendent shall be employed for a term not to exceed three years and shall be the executive officer of the Board with such powers and duties as the Board prescribes. The Superintendent shall act as the authorized representative of the District whenever such is required.

The Board shall conduct an annual, written formal evaluation of the work of the Superintendent.

Cross Reference: 6100 Superintendent

Legal Reference: I.C. § 33-513 Professional Personnel

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Payette School District No. 371

Trustee Expenses

A Trustee shall not receive remuneration for service as a Trustee. However, each Trustee shall be compensated for actual expenses incurred for travel to, from, and attending meetings of the Board as provided herein. Reimbursement may be paid as the travel is assumed or may accumulate until the end of the fiscal year, at the discretion of the Trustee.

Board Meetings

Whenever any Trustee resides at such distance from the meeting place of the Board as to require such Member to incur extraordinary expense in traveling from his or her home to and from the meeting place, the Board may approve payment to a Trustee of the extraordinary expense incurred in attending any such meeting. The Board has determined that those Trustees who will travel in excess of 5 miles from the place where School Board meetings are generally held shall be entitled to an allowance for mileage or actual travel expense incurred, whichever is less.

Expenses for Board Members at Out-of-District Meetings

Trustees normally attend workshops, training institutes, and conferences at both the State and national level. It is appropriate that Trustee expenditures at these out-of-District meetings be paid by the District from the general fund. It is the intent of the District to pay all legitimate costs for Trustees to attend out-of-District meetings, at the established rates for reimbursement set by the District, including the following:

1. Transportation as approved by the Board;
2. On-site transportation during the course of the meeting, such as bus, taxi, or rental car;
3. Hotel or motel costs for Trustee, as necessary;
4. Food costs as necessary;
5. Telephone services shall be provided for necessary communications with business or family, resulting from the Trustee being away from the Payette School District; and
6. Incidental expenditures for tips and other necessary costs attributable to the Trustee's attendance at the meeting.

The District will not reimburse or pay for such items as liquor, expenses of a spouse, separate entertainment, or other unnecessary expenditures.

Depending upon circumstances and dollar values at issue, the District may be required to report reimbursements consistent with IRS regulations. Tax consequences may be applicable. However, if such a circumstance does occur, Board members would need to talk with their individual tax preparers regarding tax implications and possible deductions for expenses.

Cross Reference:	7430	Travel Allowances and Expenses
Legal Reference:	I.C. § 33-506	Organization and Government of Board of Trustees
	I.C. § 33-701	Fiscal Year – Payment and Accounting of Funds

Policy History
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Payette School District No. 371

Trustee Insurance

The District shall maintain sufficient insurance to protect the Board and its individual Members against liability arising from actions of the Board or its individual Members while each is acting on behalf of the District and within the Trustee's authority.

Legal Reference I.C. § 59-801 et seq. Surety Bond Act

Policy History:
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Payette School District No. 371

Board Participation in Activities

Members of the Board, collectively and individually, are encouraged to attend school activities, social functions, and instructional programs at no cost to the Trustees in order to view and observe such functions in operation. Attendance at such programs as musical presentations, speech activities, clubs, dramatic productions, and athletic events indicates interest in school affairs and provides opportunities for more comprehensive understanding of the total school program. Administration will provide appropriate communications to Trustees to keep them informed about activities they may wish to attend.

Policy History
Adopted on: December 9, 2019
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Payette School District No. 371

Board Meetings

Meeting Defined

A meeting is defined as the convening of the Board of Trustees to make a decision or to deliberate toward a decision on any matter. Trustees may participate in Board meetings via electronic means, including telephonic or video conferencing devices, provided at least one member of the Board of Trustees or Superintendent is physically present at the meeting location.

Regular Meetings

Unless otherwise specified, all meetings will be held in the Galleon Room. Regular meetings shall be held at 6:30 PM on the second Monday of each month.

Emergency Meetings

In the event of an emergency involving possible personal injury or property damage, immediate financial loss, or the likelihood of injury, damage, or loss, the Board may meet immediately and take official action without prior notification when the notice requirements would make such notice impracticable or increase the likelihood or severity of such injury, damage, or loss, and the reason for the emergency is stated at the outset of the meeting.

Budget Meetings

No later than 28 days prior to its regular July meeting, the Board shall have prepared a budget, in the form prescribed by the State Superintendent of Public Instruction, and shall hold a public hearing. At such public hearing or at a special meeting held no later than 14 days after the public hearing, the Board shall adopt a budget for the ensuing year. Notice of the budget hearing shall be posted and published as prescribed in Idaho Code. From the time noticed, a copy of the budget shall be available for public inspection during regular business hours.

Special Meetings

Special meetings may be called by the Chair or by any two Trustees. If the time and place of special meetings has not been determined at a meeting of the Board with all members present, then written notice of a special meeting, stating the purpose of the meeting, shall be delivered to each Trustee not less than 24 hours prior to the time of the meeting. Such written notice shall be posted conspicuously at the District Office and at least two or more public buildings within the District. Business transacted at a special meeting will be limited to that stated in the notice of the meeting.

Executive Sessions

Pursuant to Idaho Code, upon a 2/3 roll call vote recorded in the minutes of the meeting, the Board may hold an executive session after the Board Chair has expressly identified the specific legal authorization for holding an executive session and provided sufficient detail to identify the general purpose and topic of the executive session. However, the information provided shall not compromise

the purpose of going into an executive session. Only in the event that Board vacancies, and not absences, prevent a 2/3 majority from being present, a simple majority vote to enter executive session may be called.

An executive session may be held for, and only for, the following purposes:

1. To consider hiring a public officer, employee, staff member, or individual agent wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need. Please note this does not apply to filling a vacancy in an elective office or deliberations about staffing needs in general.

2. To consider the evaluation, dismissal, or disciplining of; or to hear complaint or charges brought against a public officer, employee, staff member or individual agent, or a student.

3. To acquire an interest in real property that is not owned by a public agency.

4. To consider records exempt from public disclosure.

5. To consider preliminary negotiations involving matters of trade or commerce in which the Board is in competition with other governing bodies in other states or nations.

6. To communicate with legal counsel and to discuss any legal ramifications and/or legal options for pending litigation or possible legal controversies not yet being litigated, but imminently likely to be litigated. The presence of legal counsel at executive session is not sufficient to satisfy this requirement.

7. To communicate with a representative of the District's risk management or insurance provider to discuss a pending claim or prevention of a possible claim imminently likely to be filed. The presence of a risk management or insurance provider at executive session is not sufficient to satisfy this requirement.

8. To conduct deliberations regarding labor negotiations. *Note: The Board may still deliberate regarding labor negotiations and may caucus regarding negotiations in Executive Session. However, all actual negotiations between the parties; such as the exchange of offers, counteroffers, and exchange of documents; must be conducted in open session.*

No action may be held for the purpose of taking any final action or making any final decisions except for making a determination to place a certified professional employee on probation.
If only an executive session will be held, a 24 hour meeting and agenda notice shall include the date, time, place, items to be discussed, and the specific provision of law authorizing the executive session. The Board will not change the subject within the executive session to any subject not identified within the motion to enter executive session or to any topic for which an executive session is not provided.

Legal Reference:	I.C. § 33-510	Annual Meetings – Regular Meetings – Board of Trustees
	I.C. § 74-202	Open Public Meetings – Definitions
	I.C. § 74-203	Governing Bodies--Requirement for Open Public Meetings
	I.C. § 74-204	Notice of Meetings
	I.C. § 74-205	Written Minutes of Meetings
	I.C. § 74-206	Executive Sessions – When Authorized

I.C. § 74-206A Negotiations in Open Session
Idaho Open Meeting Law Manual, current edition

Policy History:
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Payette School District No. 371

Board Meeting Procedure

Agenda

The agenda for any Board meeting shall be prepared by the Superintendent and Board Chair. Items submitted by the Board Chair or at least two Board Members shall be placed on the agenda. The clerk, administration, or patrons of the District may also suggest inclusions on the agenda. Such suggestions must be received by the Superintendent at least 7 days before the Board meeting, unless of immediate importance. Individuals who wish to address the Board must also notify the Superintendent, in writing, of the request. The request must include the reason for the appearance. Citizens wishing to make brief comments about school programs or procedures or items on the agenda need not request placement on the agenda, and must follow the procedure established for public input at Board meetings.

Regular Meeting Agendas

A 48 hour agenda notice shall be required in advance of each regular meeting. Notices and agendas must be posted in a prominent place at the principal office of the District or, if no such office exists, at the building where the meeting is to be held. All meeting notices and agendas must be posted on the District website.

Special Meeting Agendas

Special meetings require a 24 hour meeting and agenda notice. The agenda notice shall include at a minimum the meeting date, time, and place. The Board secretary or his or her designee shall maintain a list of the news media requesting notification of meetings and shall make a good faith effort to provide advance notification to them of the time and place of each meeting. All meeting notices and agendas must be posted on the District website.

Amending Agendas

An agenda may be amended provided that a good faith effort is made to include, in the original agenda notice, all items known to be probable items of discussion.

Amending the Agenda More than 48 Hours Before a Regular Meeting or 24 Hours Before a Special Meeting: If an amendment to an agenda is made after an agenda has been posted but 48 hours or more prior to the start of a regular meeting, or 24 hours or more prior to the start of a special meeting, then the agenda is amended upon the posting of the amended agenda.

Amending the Agenda Less than 48 Hours Before a Regular Meeting or 24 Hours Before a Special Meeting: If an amendment to an agenda is proposed after an agenda has been posted and less than 48 hours prior to a regular meeting or less than 24 hours prior to a special meeting but prior to the start of the meeting, the proposed amended agenda shall be posted but shall not become effective until a motion is made at the meeting and the Board votes to amend the agenda.

Amending the Agenda After the Start of a Meeting: An agenda may be amended after the start of a meeting upon a motion that states the reason for the amendment and states the good faith reason the agenda item was not included in the original agenda posting.

Negotiation Meeting Notices

Notice of all negotiation sessions between the District and the local education organization shall be posted at the earliest time practicable on the front page of the District's website. Additionally, if time permits, the District shall post notice of the negotiation sessions within 24 hours at the same physical locations the District uses for posting its regular meetings.

Order of Business

The order of business will be determined by the Board Chair and Superintendent with input from the Board. Upon consent of the majority of the Members present, the order of business at any meeting may be changed.

Consent Agenda

To expedite business at a Board meeting, the Board approves the use of a consent agenda, which includes those items considered to be routine in nature. Any item which appears on the consent agenda may be removed by a Member of the Board. It is strongly suggested that any Board Member who wishes to remove an item from the consent agenda give advance notice in a timely manner to the Board Chair and Superintendent. The remaining items will be voted on by a single motion. The approved motion will be recorded in the minutes, including a listing of all items appearing on the consent agenda.

Action Items

All agenda items that require a vote shall be identified on the agenda as such. Final action may not be taken on agenda item added after the start of a meeting unless an emergency is declared necessitating action at that meeting. The declaration and justification shall be reflected in the Board minutes.

Minutes

The clerk shall keep written minutes of all open Board meetings, which shall be signed by the Chair and the clerk. The minutes shall include:

1. The date, time, and place of the meeting;
2. The presiding officer;
3. Board Members recorded as absent or present;
4. All motions, resolutions, orders, or ordinances proposed and their disposition;
5. The results of all votes, and upon the request of a Member, the vote of each Member, by name;
6. Legal basis for recessing into executive session; and
7. Time of adjournment.

When issues are discussed that may require a detailed record, the Board may direct the clerk to record the discussion verbatim.

Unofficial minutes shall be delivered to Board Members in advance of the next regularly scheduled meeting of the Board. Minutes need not be read publicly, provided that Members have had an opportunity to review them before adoption. A file of permanent minutes of Board meetings shall be maintained in the office of the clerk, to be made available within a reasonable period of time after a meeting for inspection upon the request.

Minutes of Executive Session

The clerk shall keep written minutes of executive session. Said minutes shall be limited to a specific reference to the Idaho Code subsection authorizing the executive session and sufficient detail to provide the general subject matter to identify the purpose and topic of the executive session. The roll call vote to go into executive session shall be recorded in the minutes. The minutes shall not contain information that would compromise the purpose of going into executive session.

Minutes of Negotiation Sessions

In all negotiation sessions between the District and the local education organization, the District shall cause to be taken written minutes. All documentation exchanged between the parties during a negotiation session, including all offers and counter-offers, shall be retained by the District and shall be subject to public writings disclosure laws.

Quorum

No business shall be transacted at any meeting of the Board unless a quorum of the Members is present. A majority of the full membership of the Board shall constitute a quorum, a majority of the quorum may pass a resolution.

Meeting Conduct and Order of Business

General rules of parliamentary procedure are used for every Board meeting. The most current edition of *Robert's Rules of Order* may be used as a guide at any meeting. The order of business shall be reflected on the agenda. The use of proxy votes shall not be permitted. Voting rights are reserved to those Board Members in attendance. Voting shall be by acclamation or show of hands.

Procedure History
Promulgated on: December 9, 2019
Revised on:
Reviewed on:
Payette School District No. 371

Open Meeting Law Compliance and Cure

Formation of Public Policy at Open Meetings

The District recognizes that the formation of public policy is public business and shall not be conducted in secret. The District further recognizes the goal of the Open Meeting Law is compliance, and that in order to achieve compliance, the District must have the ability to correct any errors.

Violations

If an action, or any deliberation or decision-making that leads to an action, occurs at any meeting which fails to comply with the guidelines set forth in Idaho's Open Meeting laws, such action shall be null and void.

The Board may self-recognize an open meeting violation or receive written notice to the Clerk of the Board of an alleged violation. A civil complaint filed and served upon the Board may serve as written notice.

An individual Board member who conducts or participates in a meeting which violations the Open Meeting Law is subject to a civil penalty of up to $250. A knowing violation is subject to a civil penalty of up to $1,500. A second knowing violation within a twelve month time period is subject to a civil penalty of up to $2,500.

Cure Provision

A violation may be cured by the Board upon:

1. The Board's self-recognition of a violation; or

2. Receipt by the Clerk of a written notice of an alleged violation. A civil complaint filed and served upon the Board may be substituted for other forms of written notice. Upon notice of an alleged open meeting violation, the Board shall have 14 days to respond publicly and either acknowledge the open meeting violation and state an intent to cure the violation or state that Board has determined that no violation has occurred and that no cure is necessary. Failure to respond shall be treated as a denial of any violation.

Following the Board's acknowledgment of a violation, the Board shall have 14 days to cure the violation by declaring as void all actions taken in violation of the Open Meeting Law.

Within 14 days of acknowledging the violation, and stating an intent to cure, the Board shall cure the violation by holding a properly noticed meeting to address the voided actions. The Board may then address the voided actions and lawfully take the desired action in accordance with the Open Meeting Law. Curing the violation in this manner bars any civil penalty for an unintentional violation. Private enforcement actions are stayed during the cure period.

Ratification

Any suit brought for the purpose of having an action or decision declared null and void must be commenced within 30 days of the decision or action that results from an open meeting violation. Actions taken in violation of the Open Meeting Law are not void unless they are challenged within 30 days. Even where an action is not challenged within 30 days, it is the best practice to cure any known violation by holding a meeting in accordance with the law to ratify a decision or action that results from an open meeting violation.

Legal Reference:
I.C. § 74-201	Formation of Public Policy at Open Meetings
I.C. § 74-202	Open Public Meetings – Definitions
I.C. § 74-203	Governing Bodies—Requirement for Open Public Meetings
I.C. § 74-204	Notice of Meetings
I.C. § 74-208	Violations

Idaho Open Meeting Law Manual, July 2018
City of McCall v. Buxton, 146 Idaho 656 (2009)

Policy History:
Adopted on: December 9, 2019
Revised on:
Reviewed on:
Payette School District No. 371

Board Meeting News Coverage

One of the paramount responsibilities of the Board of Trustees is to keep the public informed of its actions. Consequently, local news media representatives shall be welcome and encouraged to attend all regular and special meetings of the Board.

Broadcasting and Taping Of Board Meetings

Photographic and electronic audio and video broadcasting and recording devices may be used at regular and special Board meetings legally open to the public. Persons operating cameras or broadcasting and/or recording devices must do so with a minimum of disruption to those present at the meeting. Specifically, the view between Trustees and the audience must not be obstructed, interviews must not be conducted during the meeting, and no commentary is to be given in a manner that distracts the Trustees or the audience.

The Board, or its representatives, will make the necessary arrangements to have audio and video recordings of regular meetings and any special meetings that it deems appropriate. Audio and video recordings are not to be considered part of the minutes of any meeting.

Legal Reference:	I.C. § 33-510	Annual Meetings – Regular Meetings – Boards of Trustees
	I.C. § 74-204	Notice of Meetings -- Agendas
	I.C. § 74-205	Written Minutes of Meetings

Policy History:
Adopted on: April 13, 2020
Revised on:
Reviewed on:
Payette School District No. 371

Code of Ethics for School Board Members

As a member of my local Board of Trustees, I will strive to improve public education, and to that end I will:

1. Attend all regularly scheduled Board meetings insofar as possible, having read my packet ensuring that I am informed about the issues to be considered at the meeting;

2. Recognize that the Board must comply with the Open Meeting Law and only has authority to make decisions at official Board meetings;

3. Make all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;

4. Understand that the Board makes decisions as a team. Individual Board Members may not commit the Board to any action unless so authorized by official Board action;

5. Recognize that decisions are made by a majority vote and the outcome should be supported by all Board Members;

6. Acknowledge that policy decisions are a primary function of the Board and should be made after full discussion at publicly held Board meetings, recognizing that authority to administer policy rests with the Superintendent;

7. Be open, fair, and honest; have no hidden agendas; and respect the right of other Board Members to have opinions and ideas which differ from mine;

8. Recognize that the Superintendent is the Board's advisor and should be present at all meetings, except when the Board is considering the Superintendent's evaluation, contract, or salary;

9. Understand the chain of command and refer problems or complaints to the proper administrative office while refraining from communications that may create conditions of bias should a District concern ever rise to the attention of the Board as a hearings panel;

10. Keep abreast of important developments in educational trends, research, and practices by individual study and through participation in programs providing such information;

11. Respect the right of the public to be informed about District decisions and school operations;

12. Understand that I will receive information that is confidential and cannot be shared;

13. Give staff the respect and consideration due skilled, professional employees and support the employment of those best qualified to serve as District staff, while insisting on regular and impartial evaluation of all staff;

14. Present personal criticism of District operations to the Superintendent, not to District staff or to a Board meeting;

15. Refuse to use my Board position for personal or family gain or prestige. I will announce any conflicts of interest before Board action is taken; and

16. Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

Trustee Signature: _____ Date: _____

Policy History:
Adopted on: April 13, 2020
Revised on:
Reviewed on:
Payette School District No. 371

Trustee Conflict of Interest

A Trustee may not:

1. Use the Trustee's official power to further the Trustee's own interests;

2. Have a pecuniary interest directly or indirectly, except a remote interest, in any contract or other transaction pertaining to the maintenance or conduct of the School District. A "remote interest" means:

    A. The Trustee is a non-salaried employee of a nonprofit corporation; or

    B. The Trustee is an employee or agent of a contracting party where the compensation of the Trustee as an employee or agent consists entirely of fixed wages or salary; or

    C. The Trustee is a landlord or tenant of a contracting party; or

    D. The Trustee is a holder of less than one percent of the shares of a corporation or cooperative contracting party;

    and the Trustee discloses such remote interest to the Board of Trustees;

3. Accept any reward or compensation for services rendered as a Trustee except as expressly provided by law;

4. Accept and award contracts involving the School District with businesses in which a Trustee or person related to him or her by blood or marriage within the second degree has a direct or indirect interest except when the procedures set forth in I.C. §§ 18-1361 or 18-1361A are followed;

5. Be involved in the employment of a relative related by affinity or consanguinity within the second degree. The Trustee shall be absent from the meeting while such employment is being considered and/or determined;

6. Employ the spouse of a Trustee when such employment requires or will require the payment or delivery of any School District funds, money, or property to such spouse except when the procedures set forth in I. C. § 33-507(3) are followed as outlined in Policy 1615;

7. Enter into a contract in the Trustee's individual capacity, the effect of which is to create a personal interest which may conflict with the officer's public duty;

8. Be a purchaser or vendor at any sale or purchase made by the Trustee in the Trustee's official capacity;

8. Use public funds or property to obtain a pecuniary benefit for himself or herself;

9. Solicit, accept, or receive a pecuniary benefit as payment for services, advice, assistance, or conduct customarily exercised in the course of the Trustee's official business;

10. Use or disclose confidential information gained in the course of or by reason of the Trustee's official position or activities in any manner with the intent to obtain a pecuniary benefit for the Trustee or any other person or entity in whose welfare the Trustee is interested or with the intent to harm the District;

11. Appoint or vote for the appointment of any person related to him or her by blood or marriage within the second degree to any clerkship, office, position, employment, or duty, when the salary, wages, pay, or compensation of such appointee is to be paid out of public funds or fees of office; or appoint or furnish employment to any person whose salary, wages, pay, or compensation is to be paid out of public funds or fees of office, and who is related by either blood or marriage within the second degree to any other public servant making or voting for such appointment.

Relation by blood within the second degree includes grandparents and grandchildren. Laterally, it includes brothers and sisters.

Legal Reference:	I.C. § 18-1359	Use Public Position for Personal Gain
	I.C. § 18-1361	Self-Interest Contracts - Exception
	I.C. § 18-1361A	Non-compensated Appointed Public Servant – Relative of Public Servant – Exceptions
	I.C. § 33-507	Limitation Upon Authority of Trustees
	I.C. § 74-501	Officers Not to be Interested in Contracts
	I.C. § 74-502	Remote Interests
	I.C. § 74-503	Officers Not to be Interested in Sales

Policy History:
Adopted on: April 13, 2020
Revised on:
Reviewed on:
Payette School District No. 371

Trustee Spouse Employment

It is generally unlawful for a Trustee to have their spouse employed by the District in any paying position whereby such employment would require the payment or delivery of any District funds, money, or property to their spouse.

However, Trustees in Districts that annually meet the following criteria may have a spouse employed in the District under the following conditions:

1. The District had a fall enrollment of 1,200 or fewer students in the prior school year;

2. The spouse will be employed in a nonadministrative position;

3. The position has been listed as open for application on the District's website or in a local newspaper for at least 60 days unless the opening occurred during the school year, in which case the position must have been listed as open for at least 15 days on the District's website or in a local newspaper;

4. No applications were received that met the minimum certification, endorsement, education, or experience requirements of the position except the Trustee's spouse; and

5. The Trustee abstained from voting in the employment of the spouse and was absent from the meeting while such employment was being considered and determined.

The above five criteria must be met in each subsequent school year in which the Trustee's spouse is employed. Additionally, the following provisions are applicable in such situations:

1. Throughout the course of the spouse's employment, the Trustee shall abstain from voting in any decision that affects the compensation, benefits, individual performance evaluation, or disciplinary action relating to the spouse and shall be absent from the meeting while such issues are being considered. Such limitation shall include a prohibition on voting and attendance with regard to the following subject matters:

    A. Negotiations regarding compensation and benefits;
    B. Discussion and negotiation with District benefits providers; and
    C. Any matters relating to the spouse and letters of reprimand, direction, probation, or termination.

2. Regardless of spouse employment status, the Trustee may participate in deliberations and vote upon the District's annual fiscal budget and annual audit report;

3. Should the spouse of a Trustee be hired as a certificated teacher, notwithstanding any other policy or law to the contrary, such spouse may only be employed under a Category 1 annual contract pursuant to section 33-514A, Idaho Code, and so long as the status of Trustee and spouse employee remains, shall not progress to subsequent contract stages with the District.

Legal Reference: I.C. § 33-507 Limitation Upon Authority of Trustees

Policy History:
Adopted on: April 13, 2020
Revised on:
Reviewed on:
Payette School District No. 371

Board Goals and Objectives

Each year, the Board will formulate annual objectives for the District and have available a written comprehensive philosophy of education with goals which reflect the District's philosophy of education. The philosophy of education and goals shall be in writing and shall be available to District staff and to the public. To this end the Board will:

1. Periodically set performance objectives for the Board itself and evaluate their accomplishments;
2. Establish practical and simple goals and conduct a concrete review annually of performance against these goals;
3. Manage the school system in accordance with Board policy; and
4. Maintain two-way communication with the public served by the schools.

At the conclusion of the year, the Superintendent shall submit a report to the Board which shall reflect the degree to which the annual objectives have been accomplished. Upon receipt and review of the report the Board shall:

1. Hold an evaluation of the objectives at a regular meeting or a work session with all Board Members present;
2. Develop a consensus of opinion on the objectives following a discussion by all Board Members; and
3. Develop both short and long range priorities to ensure continued proficiency in areas of excellence, to strengthen weak areas, and to eliminate those areas no longer applicable.

Policy History:
Adopted on: December 9, 2019
Revised on:
Reviewed on:
Payette School District No. 371

Evaluation of Board

At the conclusion of each year, the Board may evaluate its own performance in terms of generally accepted principles of successful Board operations.

The Board may choose to evaluate the effectiveness of the processes it employs in carrying out the responsibilities of the District. Those processes include, but are not limited to, team building, decision making, functions planning, communications, motivation, influence, and policy.

Policy History:
Adopted on: December 9, 2019
Revised on:
Reviewed on:
Payette School District No. 371

Inservice Conference for Trustees

Because the Board, as the policy-making authority of the school system, is responsible to the public for the success of all educational services offered by the school system, and because that success is directly dependent upon each Board Member's comprehension of system wide operations and the Member's ability to participate meaningfully in the decision-making process, the Board will provide, as soon as practicable, for the orientation of new Members. The purpose of the orientation is to help them become acquainted with their duties and responsibilities as Members of the Board.

In keeping with the need for continued boardsmanship development, the Board encourages the participation of its Members at appropriate Board conferences, workshops, conventions, and District-sponsored inservice training sessions. Funds for participation at such meetings will be budgeted on an annual basis.

Policy History:
Adopted on: December 9, 2019
Revised on:
Reviewed on:
Payette School District No. 371

Board Development Opportunities

The Payette School District Board of Trustees realizes that proper board training is important. Decisions about school policy, personnel, finance, curriculum, and communications can be overwhelming and may require training. Training Board Members to be effective leaders and decision makers is an educational investment that benefits the entire community. The Board believes that with proper training, it can create a positive and productive atmosphere for decision-making. There needs to be strong leadership among Board Members demonstrated by teamwork, effective communication, problem-solving skills, and a positive relationship between the Board and the Superintendent.

The Board places a high priority on a planned and continuing program of inservice education for its members. The central purpose of the program is to enhance the quality and effectiveness of public school governance in our community. The Board shall plan specific inservice activities designed to assist members in their efforts to improve their skills as members of the policy-making body; to expand their knowledge about trends, issues, and new ideas affecting the continued welfare of our local schools; and to deepen their insights into the nature of leadership in a modern democratic society.

Funds may be budgeted annually to support the program. Qualified training in continuous improvement planning, finance, superintendent evaluation, ethics, and governance may be reimbursable by the State through the process outlined in Idaho State Board of Education rule. Individual Board Members shall be reimbursed for out-of-pocket expenses, as prescribed in Policy 1420 Trustee Expenses, incurred through participation in approved activities.

The Board, as a whole, shall retain the authority to approve or disapprove the participation of Members in planned activities. The public shall be kept informed through the news media about the Board's continuing inservice education and about the programs anticipated for short and long-range benefits to our schools.

The Board regards the following as examples of activities and services appropriate for implementing this policy:

1. Participation in school board conferences, workshops, and conventions held by the State and national school boards associations;
2. District-sponsored training sessions for board members; and
3. Subscriptions to publications addressed to the concerns of board members.

In order to control both the investment of time and funds necessary to implement this policy, the Board establishes these principles and procedures for its guidelines:

1. A calendar of board conferences, conventions, and workshops shall be maintained by the Superintendent. The Board will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the District.

2. Funds for participation at such meetings will be budgeted on an annual basis. When funds are limited, the Board will designate which of its Members will participate at a given meeting.

3. When a conference, convention, or workshop is not attended by the full Board, those who do participate will be requested to share information, recommendations, and materials acquired at the meeting.

Board Members are encouraged to attend workshops presented by the state and national school boards associations.

Cross Reference: 1315 District Planning

Legal Reference: I.C. § 33-320 Continuous Improvement Plans and Training
IDAPA 08.02.01.801 Planning and Training

Policy History:
Adopted on: December 9, 2019
Revised on:
Reviewed on:
Payette School District No. 371

New Board Member Workshop

The Payette School District Board of Trustees will assist newly elected or appointed Board Members to become familiar with their duties and responsibilities as quickly as possible. All Board Members are encouraged to attend appropriate workshops, seminars, and conventions in order to develop professionalism and expertise in governance.

The Superintendent or his or her designee will maintain records of each Board Member's training accomplishments and will notify any Board Member of the need for that Board Member to accomplish any additional training.

Legal Reference: I.C. § 33-701 et seq. Fiscal Affairs of School Districts

Policy History:
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Revised on:
Reviewed on:
Payette School District

Payette School District No. 371

INSTRUCTION 2000
Goals

The Payette School District's educational program will seek to provide opportunities for each child to develop to his or her maximum potential. Objectives for educational programs are:

1. To stimulate intellectual curiosity and growth;
2. To develop a base of fundamental skills for lifelong learning;
3. To provide fundamental career concepts and skills;
4. To help each student strive for excellence and instill a desire to reach his or her fullest potential;
5. To foster self-discovery, self-awareness, and self-discipline;
6. To help students develop sensitivity to the needs and values of others and respect for individual and group differences;
7. To develop awareness of and appreciation for cultural diversity; and
8. To be free of any sexual, cultural, ethnic, or religious bias.

Administrative personnel are responsible for apprising the Board on the current and future status of the District's educational programs. The Superintendent should prepare periodic reports including:

1. A review and evaluation of the present curriculum;
2. A projection of curriculum and resource needs;
3. An evaluation of and plan to eliminate any sexual, cultural, ethnic, or religious bias that may be present in the curriculum or instructional materials and methods;
4. A plan for new or revised instructional program implementations; and
5. A review of present and future facility needs.

Policy History:
Adopted on: 07/13/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION 2100
Curriculum Development and Assessment

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Superintendent is responsible for making curriculum recommendations after considering teachers' input and preferred selections. The curriculum shall be designed to accomplish the learning objectives and goals for excellence consistent with the District's educational philosophy, mission statement, objectives, and goals. Teachers are required to use the adopted curriculum with fidelity.

Development and Assessment

A written, sequential curriculum shall be developed for each subject area. The curricula shall address learner goals, content and program area performance standards, and District education goals; and shall be constructed with teachers to include such parts of education as content, standards, skills, and thinking. A curriculum review cycle and timelines for curriculum development and evaluations shall be developed as well. Continuous professional development will be provided to support the proper use of adopted curriculum.

The staff and administration will suggest materials and resources, to include supplies, books, materials, and equipment necessary for development and implementation of the curriculum and assessments that are consistent with the goals of the education program.

In all program areas and at all levels, the District shall assess student progress toward achieving learner goals and program area performance standards including the content and data, the accomplishment of appropriate skills, the development of critical thinking and reasoning, and attitude.

The District will use assessment results to improve the educational program and use effective and appropriate tools for assessing such progress. This may include, but is not limited to:

1. Standardized tests;
2. Criterion-referenced tests;
3. Teacher-made tests;
4. Ongoing classroom evaluation;
5. Actual communication assessments such as writing, speaking, and listening assessments;
6. End of course assessments;
7. Samples of student work and/or narrative reports passed from grade to grade;
8. Samples of students' creative and/or performance work; and
9. Surveys of carry-over skills to other program areas and outside of school.

All courses of instruction shall comply with State statutes and the rules of the State Board of Education.

Cross References:	2000	Goals
	2800	Objectives
Legal References:	I.C. § 33-512A	District Trustees - District Curricular Materials Adoption Committees
	I.C. § 33-1601, et seq.	Courses of Instruction
	I.D.A.P.A. 08.02.01	State Board of Education - Rules Governing Administration

Policy History:
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Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION 2110

Lesson Plan

To ensure proper planning and continuity of instruction, the Board requires each teacher to prepare daily lesson plans for instruction. The format for the lesson plan will be specified by the building principal and shall be reviewed on a regular basis. The plan must be readily available when a substitute teacher is needed.

Careful planning should precede:

1. The opening of the school year;
2. The beginning of a project; and
3. The daily activities that address the needs of students.

Planning should be creative, challenging, and continuous. Additionally, planning should be flexible in order to meet the needs and abilities of students.

Policy History:
Adopted on: 07/13/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION 2120

Program Evaluation and Diagnostic Tests

The Board strives to achieve efficiency and efficacy in all facets of its operations. In order to achieve this goal, the Board shall strive to set forth:

1. A clear statement of expectations and purposes for the District's instructional program;
2. A provision for staff, resources, and support to achieve the stated expectations and purposes; and
3. A plan for evaluating instructional programs and services to determine how well expectations and purposes are being met.

Parents who wish to examine any assessment materials may do so by contacting the Superintendent. Parental approval is necessary before administering an individual intelligence test or a diagnostic personality test. No tests or measurement devices containing any questions about a student's or a student's family's personal beliefs and practices in family life, morality, and religion shall be administered unless the parent gives written permission and the Board grants approval for the student to take such test, questionnaire, or examination.

Legal References:	20 U.S.C. § 1232(h)	FERPA: Protection of Pupil Rights
	I.C. § 33-1601, *et seq*.	Courses of Instruction

Policy History:
Adopted on: 07/13/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION 2125

K-3 Reading Intervention

The Payette School District strives to ensure that all students read at or above grade level by the end of third grade. In order to achieve this goal the District shall establish a reading intervention program, in addition to core reading instruction, that is aligned with Idaho State Board of Education's Comprehensive Literacy Plan. The District's reading intervention program will include research-based literacy instructional practices, student engagement, and effective interventions.

Definition

Idaho has adopted the International Literacy Association definition of literacy. Literacy is defined as the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines in any context.

Intervention Program

The District will provide a research based reading intervention program to all kindergarten through third grade students identified with a reading deficiency as determined by the statewide reading assessments.

The program will provide intensive development in phonemic awareness, phonics, fluency, vocabulary, text comprehension, and decoding intervention as applicable to the grade level.

The District will monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs.

The program will provide a minimum of 60 hours of supplemental instruction for students in kindergarten through grade 3 who score below basic on the reading screening assessment and a minimum of 30 hours of supplemental instruction for students in kindergarten through grade 3 who score basic on the reading screening assessment.

Reading Improvement Plan

Any student in kindergarten through third grade who exhibits a deficiency in reading based upon the statewide assessment shall receive an individual reading improvement plan. Any student who has been identified as not proficient through a local literacy assessment may also be put on a reading improvement plan. The District shall notify parent(s)/guardian(s) as outlined below once the deficiency has been identified and request their participation in developing the plan.

The reading improvement plan shall be created by the teacher, principal, parent(s)/guardian(s), and other pertinent school personnel, including staff assigned library duties, if applicable, no later than 30 days after the identification of the reading deficiency. The plan will describe the reading intervention services the student will receive to remedy the reading deficit.

If, after a good faith effort, the District is unable to engage the parent(s)/guardian(s) in the development of the student's reading improvement plan within 15 days of notification, school personnel may move forward with the creation of the student's reading improvement plan without parental participation.

Students who are on a reading improvement plan and have been identified through the statewide assessment to be at grade level may be transitioned off of the reading improvement plan. The District shall notify the parent(s)/guardian(s) in advance of transitioning students off of their reading improvement plan.

Parental Notification

The parent(s)/guardian(s) of any student in kindergarten through third grade who exhibits a deficiency in reading at any time during the school year shall be notified in writing of the student's reading deficiency.

The Board hereby directs the Superintendent or designee to assist schools with providing written notification to the parent(s)/guardian(s) of any student who has not met grade-level proficiency.

The initial notification must include the following:

1. A statement that his or her student has been identified as having a deficiency in reading and a reading improvement plan will be established by the teacher, principal, other applicable school personnel and the parent(s)/guardian(s);

2. A description of the current services that are provided to the student; and

3. A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student that are designed to address the identified areas of reading deficiency.

Following development of the plan, the parent(s)/guardian(s) will be provided with:

1. A description of the reading intervention and supplemental instructional services and support that will be provided to the student that are designed to address the identified areas of reading deficiency; and

2. Strategies for parent(s)/guardian(s) to use at home in helping their student to succeed in reading.

At the conclusion of each school year, or earlier if it has been determined that the student is proficient and is no longer in need of intervention, the parent(s)/guardian(s) will be updated on the student's progress, including any recommendation for placement.

Student Records

The assessment scores and interventions recommended and implemented shall be maintained in the permanent record of each student.

Reporting

Annually by October 1, the District shall report to the Idaho State Department of Education the following information on the prior school year:

1. By grade, the number and percentage of all students in grades kindergarten through third performing at the basic or below basic level on local and statewide assessments in reading; and

2. By grade, the number and percentage of all students in grades kindergarten through third performing at the proficient or higher level on local and statewide assessments in reading.

Legal References:	I.C. § 33-1614	Reading Instruction and Intervention
	I.C. § 33-1615	Reading Assessment
	I.C. § 33-1616	Literacy Intervention

Other References: Idaho State Board of Education, *Idaho Comprehensive Literacy Plan*, December 2015 (available at: https://boardofed.idaho.gov/resources/comprehensive-literacy-plan/) (last visited 10/16/2019)

Policy History:
Adopted on: 07/13/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION 2130

Research Studies

The Payette School District recognizes the value of participation in educational research. Studies using observation, surveys, and experimentation can aid in the improvement of instructional programs in the school system as well as growth in the profession for individual teachers and researchers.

Simultaneously, the District recognizes that the amount of time available for student learning is limited and must be handled carefully. It is, therefore, important that only those research studies that are of the greatest value to the District be allowed to be conducted in the school system.

All research proposals from outside sources shall be submitted in prospective form, with the instruments attached, to the Superintendent at least three weeks prior to the date on which the research study is to be conducted. The prospectus must include the researcher's name, address, and phone number, as well as a description of the purpose of the study, the procedures to be used, the treatment of the data, and the distribution of the study. The Superintendent shall approve or disapprove all research studies. Approval shall be based on educational significance, project design, and lack of disruption to the regular school process. The primary criteria in approving research studies will be the value to the District. A final copy of the study shall be provided free of charge to the District.

No test, questionnaire, survey, or enumeration containing questions about a pupil’s or his or her parent’s personal beliefs or practices in sex, family life, morality, or religion shall be administered without Board approval and written parental permission.

Policy History:
Adopted on: 07/13/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION 2140

Student and Family Privacy Rights

Surveys - General

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.

Personally identifiable information from student education records may be disclosed to an educational agency or institution in order to:

Develop, validate, or administer predictive tests;
Administer student aid programs; or
Improve instruction.

In such cases, the school or District shall enter into a written agreement with the receiving organization. The study must not allow identification of individual parents or students by anyone other than representatives of the organization with legitimate interests in the information and the information must be destroyed when it is no longer needed for study purposes.

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:

That is created by a person or entity other than a District official, staff member, or student;
Regardless of whether the student answering the questions can be identified; and
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 or more of the following items:

Political affiliations or beliefs of the student or the student's parent/guardian;
Mental or psychological problems of the student or the student's family;
Behavior or attitudes about sex;
Illegal, anti-social, self-incriminating, or demeaning behavior;
Critical appraisals of other individuals with whom students have close family relationships;

Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
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:

Inspect the survey within a reasonable time of the request, and/or
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.

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.

Collection of Personal Information from Students for Marketing Prohibited

The term "personal information," for purposes of this section only, means individually identifiable information including:

A student's or parent's first and last name;
A home or other physical address, including street name and the name of the city or town;
Telephone number; or
A Social Security identification number.

The District shall 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:

College or other post-secondary education recruitment or military recruitment;
Book clubs, magazines, and programs providing access to low-cost literary products;
Curriculum and instructional materials used by elementary schools and secondary schools;
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;

The sale by students of products or services to raise funds for school-related or education-related activities; and
Student recognition programs.

Notification of Rights and Procedures

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

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

NOTE: This policy must be adopted in consultation with parents. 20 U.S.C. § 1232h(c)(1). Therefore, ISBA recommends that, at a minimum, Boards specifically note this on their meeting agendas and request public comment prior to adoption.

Cross References: 2520 Curricular Materials
3200 Student Rights and Responsibilities
3500 Student Health, Physical Screenings, and Examinations
4175 Required Annual Notices
4250 Education Research in District Schools

Legal References: 20 U.S.C. § 1232h FERPA: Protection of Pupil Rights
34 C.F.R. Part 99 Implementing FERPA

Policy History:
Adopted on: 07/13/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION 2140F

Student and Family Privacy Rights – Consent Form

The Protection of Pupil Rights Amendment (PPRA), requires the District to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include student surveys, analyses, or evaluations that concern one or more of the following eight areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings (except those permitted under State law without parental notification). The following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and, for surveys and activities scheduled after the school year starts, the District will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and provide them with an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

[LIST ALL APPLICABLE SURVEYS AND SCREENINGS TO BE GIVEN IN THE UPCOMING YEAR, THE STUDENTS THEY WILL BE ADMINISTERED TO, THE DATE THEY WILL BE GIVEN, A DESCRIPTION OF THE SURVEY OR SCREENING, AND A STATEMENT OF WHETHER THE SURVEY WILL REQUIRE PARENTAL CONSENT OR WHETHER PARENTS MUST ACTIVELY OPT THEIR CHILD OUT IF THEY DO NOT WISH FOR THEM TO PARTICIPATE.]

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to [DESIGNATED OFFICIAL, ADDRESS]. [THE DESIGNATED OFFICIAL] will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

I _____ (parent/guardian's name) give my consent for _____ (child's name) to take _____ (survey name) on or about _____ (date)

.

Parent's signature: _____

Please return this form no later than _____ (date) to the following school official:

[NAME AND MAILING ADDRESS]

Payette School District No. 371

INSTRUCTION 2150

Copyright

The District recognizes that 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 use 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.

While the District encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of District staff to abide by the District's copying procedures and obey the requirements of the law. Under no circumstances shall it be necessary for District staff to violate copyright requirements in order to perform their duties properly. The District cannot be responsible for any violations of the copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the District's procedures or is permissible under the law should contact the Superintendent. The Superintendent will assist staff in obtaining proper authorization to copy or use protected materials when such authorization is required. The Superintendent or designee is responsible for maintaining copies of permission granted for the use of copyrighted material.

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. The Superintendent or web maintenance designee is responsible for maintaining copies of permission granted for the use of copyrighted material on any school system official website.

Cross Reference:	8700	Computer Software
Legal Reference:	Pub. L. 94–553	Copyright Act of 1976

Policy History:
Adopted on: 07/13/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION 2150P

Copyright Compliance

Authorized Reproduction and Use of Copyrighted Material in Print

In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an article from a newspaper or periodical; a short story, short essay or short poem; or a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper. A teacher may make multiple copies, not exceeding more than one per pupil for classroom use if the copying meets the tests of "brevity, spontaneity, and cumulative effect" set by the following guidelines. Each copy must include a notice of copyright.

1. Brevity:

    A. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.

    B. Complete articles, stories, or essays of less than 2,500 words or excerpts from prose works less than 1,000 words or 10 percent of the work, whichever is less, may be copied; in any event, the minimum is 500 words. Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph.

    C. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue may be copied. "Special" works cannot be reproduced in full; this includes children's books combining poetry, prose, or poetic prose.

2. Spontaneity: Should be at the "instance and inspiration" of the individual teacher.

3. Cumulative Effect: Teachers are limited to using copied material for only one course in the school in which copies are made. No more than one short poem, article, story, or two excerpts from the same author may be copied, and no more than three works can be copied from a collective work or periodical issue during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current news periodicals, newspapers, and current news sections of other periodicals.

Performances by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations, or collective works. "Consumable" works include workbooks, exercises, standardized tests, test booklets, and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers' reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority," and students cannot be charged more than actual

cost of photocopying. Teachers may use copyrighted materials in overhead projectors for instructional purposes.

Authorized Reproduction and Use of Copyrighted Materials in the Library

A library may make a single copy of an unpublished work which is in its collection and a published work in order to replace it because it is damaged, deteriorated, lost, or stolen, provided the unused replacement cannot be obtained at a fair price.

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship, or research. Any other use may subject the person to liability for copyright infringement.

At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated in "Authorized Reproduction and Use of Copyrighted Material in Print".

Authorized Reproduction and Use of Copyrighted Music

A teacher may make a single copy of a song, movement, or short section from a printed musical work that is unavailable except in a larger work, for purposes of preparing for instruction.

A teacher may make multiple copies for classroom use of an excerpt of not more than ten percent of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song. Printed musical works which have been purchased may be simplified provided that the fundamental character of the work is not distorted and that lyrics are not added or altered.

A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes.

In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed, or are otherwise not available.

Recording of Broadcast Programs

Television programs may be recorded and used for instruction for up to ten days following recording. The recording may be retained for up to 45 days for teacher evaluation purposes. The recording may only be replayed for educational purposes in the classroom or a similar learning environment. No program may be recorded by or for the same teacher more than once and the recording may not be altered. A limited number of copies may be made for legitimate educational purposes. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded. The

Superintendent will establish appropriate control procedures to maintain the integrity of these guidelines.

Authorized Reproduction and Use of Copyrighted Materials on Websites

No information or graphics may be posted on any school system official website in violation of any copyright laws. The Superintendent or web maintenance designee is responsible for maintaining copies of permission granted for the use of copyrighted material on any school system official website.

Teacher Instruction to Students for Reproduction and Use of Copyrighted Material

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.

Legal Reference: Pub. L. 94–553 Copyright Act of 1976

Procedure History:
Adopted on: 07/13/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION 2160

Computer Science

NOTE: Effective fiscal year 2020

The District shall ensure that all students in grades 9 through 12 have the opportunity to take at least one computer science course during normal instructional hours at the school at which they are enrolled.

Such courses shall be aligned with the Idaho content standards for computer science and may be delivered online, in person, or via a combination of both forms of instruction.

Legal References:	I.C. § 33-1634	Courses of Instruction - Computer Science
	I.D.A.P.A. 08.02.03.105.01	Credit Requirements

Policy History:
Adopted on: 07/13/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION 2200

School Year, Calendar, and Instructional Hours

School Fiscal Year

The fiscal year of the school is from July 1 to June 30.

School Calendar

The Board annually shall establish the dates for opening and closing classes, teacher inservices, the length and dates of vacation, and the days designated as legal school holidays.

Holidays and Commemorative Days

School holidays shall include New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day.

For those commemorative days designated in I.C. § 73-108 that fall on a school day, the teachers and students shall devote a portion of the day to the observance of that holiday.

Instructional Hours

The District shall provide the minimum number of instructional hours for students at each grade level as follows:

Kindergarten: 450 hours;
Grades 1-3: 810 hours;
Grades 4-8: 900 hours; and
Grades 9-12: 990 hours.

Teacher Inservice Days

Not more than 22 hours may be utilized for inservice teacher activities.

Legal References: I.C. § 33-512 Governance of Schools
I.C. § 33-701 Fiscal Year – Payment and Accounting of Funds
IDAPA 08.02.01.250.01 Required Instructional Time
IDAPA 08.02.01.250.03 Day in Session When Counting Pupils in Attendance

Policy History:
Adopted on: 07/13/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION 2210

School Closure

The Superintendent may order the closure of schools in the event of extreme weather, facility failures, or other emergency in compliance with established procedures for notifying parents, students, and staff.

Legal Reference: I.C. § 33-512 District Trustees - Governance of Schools

Policy History:
Adopted on: 07/13/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION 2210P

School Closure

All students, parents, and school employees should assume that school will be in session and buses running as scheduled, unless there is official notification from the Superintendent to the contrary. Such notice will be given via public media.

In the event that extremely cold temperatures, wind chill factors, snow, wind, or other circumstances require a modification of the normal routine, the Superintendent will make the modification decision prior to 6:00 AM and contact the public radio stations for broadcast to the community and will initiate the emergency fan-out communication procedure to all administrators.

Work Schedules and Responsibilities for School Closures

Superintendent: Only the Superintendent shall have the authority to close schools. The Superintendent will be on duty throughout any existing or potential emergency situation, day or night. All orders that are of doubtful origin should be confirmed with the Superintendent. In the case that the Superintendent is inaccessible, the Business Manager in consultation with the Board Chairman will assume the authority.

Central Administrative Personnel: Central administrative personnel shall be expected to report for duty on their assigned shifts in the event of any school closure insofar as is safely possible. Additional hours may be required, especially of the maintenance supervisor, business manager, and personnel director, depending on the nature of the emergency.

Building-Level Administrators, Non-Teaching "Exempt" Personnel, and Key Support Staff: All building-level administrators and non-teaching "exempt" personnel shall report for duty per their normal shifts or as otherwise directed each day during the school closure, together with the head custodian and at least one secretary, insofar as is safely possible. The building administrator shall ascertain that the building has been adequately secured and that any child who mistakenly reports to school (in the event that school has been closed) is properly and safely cared for and returned home. The administrator and this minimal support staff shall notify other staff and/or other support employees of the situation, and shall respond to telephone questions. When the situation has been stabilized, the personnel who reported to work may choose to return home. An administrator or exempt employee who does not work a normal day may be required to then adjust his or her work year by memorandum to the Superintendent by the number of hours not worked on the day or days of school closure.

12 Month Classified Employees: In the event of a school closure, 12 month classified personnel may report for duty or not report for duty, as directed by their immediate supervisor or the Superintendent. Building secretaries and secretaries to the key central administrative personnel who are required to be on duty are expected to report for duty. If a 12 month classified employee is unable to or does not report for duty, the employee shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

Ten and 11 Month Classified Employees: Ten and 11 month employees may report for duty or not report for duty as directed by their immediate supervisor or Superintendent. If such employees do not report for duty, they shall complete a District leave request form to declare the day as either personal leave, vacation, or leave without pay.

Aides, Food Service Workers, and Other Nine Month Classified Employees: These employees work only those days when school is in session and are not expected to work when school is not in session. If school has been closed, nine month employees should not report for duty unless otherwise directed by their immediate supervisor or the Superintendent. Nine month employees shall complete a leave request form to declare the day as either personal leave or leave without pay.

Teachers, Including Teachers, Librarians, Psychologists, and Counselors: If schools are closed for weather or other emergency conditions, teachers are not expected to report for duty unless directed otherwise. Teachers do not need to submit an absence form. In cases of school closures, it is customary for the days to be made up at another time; thus teachers will typically still fulfill their contract days.

Procedure History:
Promulgated on: 07/13/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2215**

Air Quality Restrictions on Outdoor Activities, Practice and Competition

The Payette School District No. 371 is responsible for ensuring the safety of its students and student athletes when participating in physical education, recess, practices or athletic contests.

The Superintendent or their designee shall consider the Idaho Department of Environmental Quality's (DEQ) assessments of air quality as the determining factor when making a decision to allow or not allow students to participate in outdoor activities and contests.

Typically, the following guidelines will be followed:

1. **Air Quality 51 to 100:** Outdoor activities are permissible, paying close attention to those students who are unusually sensitive to air pollution. Measures will be taken to reduce prolonged or heavy exertion outdoors by unusually sensitive people.

2. **Air Quality 101 to 150:** Outdoor activities are permissible only when additional rest periods are provided for students. Measures will be taken to reduce prolonged or heavy exertion outdoors for all students and staff. The Superintendent or designee will confer with the school's athletic director and school nurses or other medical personnel, if available, to determine appropriate additional rest periods. School personnel shall closely monitor all students, particularly those groups that are sensitive to poor air quality.

3. **Air Quality over 150:** All students and staff will remain indoors, and outdoor activities are not permissible. Measures will be taken to avoid any outdoor physical activity by students or staff. In the event an activity has begun and during the event the air quality rises above 150, all participants will be moved indoors until the air quality decreases to below 150 or the event will be cancelled or postponed as determined by the Superintendent or designee. Prior to a scheduled outdoor event, when air quality is over 100, the Superintendent or designee may postpone, move, or cancel the outdoor activity.

The following protocol shall be used to determine whether students, including student athletes, will be allowed to participate in outdoor activities when the air quality is rates as Unhealthy for Sensitive Groups or worse as indicated on the DEQ guidelines.

1. The Payette School District, in conjunction with the recommendations of the Payette County Office of Emergency Management, data from http://airquality.deq.idaho.gov/ and https://oraqi.deq.state.or.us/home/map to determine the District's air quality.

2. The Superintendent or designee shall be responsible for deciding whether to hold or cancel outdoor recess and practices and contests for middle school/junior high and high school activities.
3. The decision to hold or cancel outdoor extracurricular activities should be made at least 2 hours in advance of the activity.

4. Best efforts will be made to provide notice that an outdoor activity will be held or cancelled. Such notice shall be communicated to students, staff, coaches, parents, and the community via website, social media, parent communication apps and emails.

Policy History:
Adopted on: March 8, 2021
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2220**

Prekindergarten Programs

The District may establish a prekindergarten program based on the premise that the District's teachers, support staff, and physical facilities can offer a quality of experiences that cannot be provided by area nursery schools. If it is not possible for the District to provide such a program for all four year-old children in the District, those children in greatest need will be sought and identified.

The objectives of the program are to:

1. Identify children with incipient problems of a social, emotional, and/or physical nature, regardless of whether they are related to maturational development;
2. Provide an educational experience that will ameliorate or eliminate these problems at an early age, thereby mitigating adjustment and/or learning problems in subsequent years;
3. Identify children who do not have facility in the English language and provide experiences that enhance and accelerate the development of such a facility;
4. Identify children who would not otherwise attend a nursery school prior to entering public school and provide them with equal learning opportunities;
5. Provide experiences for the parents of these children through a volunteer aide program whereby they can become oriented to the task of the school and how their role as parents might relate to the task as it affects their children; and
6. Provide learning experiences in early childhood education and child care for high school students through cooperative arrangements with the District high school(s).

If any such program is instituted by the District, such program may be separate and apart from any services provided to prekindergarten students under the Individuals with Disabilities Education Act or other special education laws.

Policy History:
Adopted on: 07/13/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2230**

Grade Organization

The District has instructional levels for grades kindergarten through 12. The grouping and housing of instructional levels in school facilities shall be according to plans developed by the Superintendent and approved by the Board.

Instructional programs shall be coordinated between each grade and between levels of schools.

A student will be assigned to an instructional group or a classroom that will best serve the needs of that individual while still considering the rights and needs of other students. Factors to be considered in classroom assignments are:

1. Class size;
2. Peer relations;
3. Student/teacher relations;
4. Instructional style of individual teachers; and
5. Any other variables that will affect the performance of the student.

The criteria for grouping should be based upon the learning goals and objectives being addressed and the student's ability to achieve those purposes.

Legal Reference: I.C. § 33-302 Classification of School Districts

Policy History:
Adopted on: 07/13/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2240**

Class Size

The District will strive to achieve ratios consistent with the following State class size ratio goals:

Grade Level	Number of Students
Kindergarten	20
Grades 1, 2, and 3	20
Grades 4, 5, and 6	26
Junior High	160 per teacher
High School	160 per teacher
Alternative School Grade 7 through 12	18 average daily class load

In kindergarten and at the elementary level, a class shall be considered overloaded when it exceeds the following numbers of students:

Kindergarten through Grade 1: 24:1
Grades 2 and 3: 25:1
Grades 4 through 6: 30:1

The Board of Trustees recognizes that achieving the goal of this policy is dependent upon the financial ability of the District. The Superintendent shall review overloaded class situations and may place an assistant in the classroom or offer other solutions to relieve overloaded class conditions.

Legal References: I.C. § 33-1404 Districts to Receive Pupils
I.D.A.P.A. 08.02.02.110 Personnel Standards

Policy History
Adopted on: 10/12/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2300**

Guidance and Counseling

The District recognizes that guidance and counseling are an important part of the total program of instruction and should be provided in accordance with State laws and regulations, District policies and procedures, and available staff and program support.

The general goal of this program is to help students achieve the greatest personal value from their educational opportunities. Such a program should:

1. Provide staff with meaningful information that can be utilized to improve the educational services offered to individual students;
2. Provide students with planned opportunities to develop future career and educational plans;
3. Refer students with special needs to appropriate specialists and agencies;
4. Aid students in identifying options and making choices about their educational program;
5. Assist teachers and administrators in meeting the academic, social, and emotional needs of students;
6. Provide for a follow-up with students who further their education and/or move into the world of work;
7. Solicit feedback from students, staff, and parents for purposes of program improvement; and
8. Assist students in developing a sense of belonging and self-respect.

All staff shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to gender, race, marital status, national origin, or handicapping conditions; including reasonable efforts and encouraging students to consider and explore nontraditional occupations.

Legal References:	I.C. § 33-1212	Elementary School Counselors
	I.D.A.P.A. 08.02.03.108	Guidance Programs

Policy History:
Adopted on: 10/12/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2305**

Nutrition Services

Rationale

Students must go to school with minds and bodies ready to take advantage of the learning environment schools work so hard to develop. Good nutrition is a prime factor in the student's ability to learn. In addition to families, the school environment plays a vital role in shaping students' nutritional health throughout the growing years in the following ways:

1. Students eat one or two of their meals each school day in the school cafeteria;
2. Classroom teachers provide factual instruction on human health and biology;
3. Peer relationships and adult role models influence eating patterns and provide subtle but strong messages in body image development;
4. Physical education and school sports programs strengthen students' bodies and are often sources of nutrition information; and
5. School health services, guidance counselors, and classroom teachers provide essential support for students' physical and psychological growth.

Nutrition services complement and enhance school health services. Nutrition services include screening, assessment, counseling/education, referral, and follow-up services. Students who may benefit most from school-based nutrition services include:

1. Children with special healthcare needs;
2. Adolescents who are obese, underweight, follow a specialized diet, or have other issues, such as eating disorders;
3. Students living in impoverished conditions with limited access to nutritionally adequate food; and
4. Students who abuse substances such as food, drugs, alcohol, and tobacco.

Optimally, nutrition services are provided on the school premises by a qualified nutrition professional, such as a registered dietitian, recognized as a valued member of the health care team. The school nurse, dietitian, food service director, and teachers should work collaboratively with parents to successfully integrate nutrition into the District's comprehensive health program.

(If the District does not have a school nurse or dietitian, the District might consider negotiation with the local hospital or health district to secure the services of an outpatient nurse and/or dietitian. The dietitian could serve as an integral member of the school health advisory team and work collaboratively with the school nurse to screen and assess students' nutritional status and provide counseling, referral, and follow-up services.)

Nutrition services are linked to physical education, school meals, and health promotion programs in the school and community. At a minimum, the nutrition services program will:

1. Provide standard nutrition screening;
2. Establish a well-defined plan for follow up with students and referral to community-based services; and
3. Provide recommendations for physical activities.

Nutrition-Related Health Problems

Headaches, stomach upsets, and general malaise, common complaints in the school nurse's office, may be a direct result of poor nutrition. Other nutritional concerns; including restrictive dieting, distorted body images, eating disorders, and obesity; may have an indirect effect on learning, and may be significant predictors of a student's success in school.

School counselors and school health services staff shall consistently promote healthy eating to students and other staff. These professionals shall be prepared to recognize conditions such as obesity, eating disorders, and other nutrition-related health problems among students and staff and be able to refer them to appropriate services.

Cross Reference:	8200	Local School Wellness
Legal Reference:	I.C. § 33-512	District Trustees - Governance of Schools

Policy History:
Adopted on: 10/12/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2310**

Nutrition Education

Quality nutrition education which is presented creatively, is grade appropriate, and builds knowledge and skills throughout the child's school experience. It addresses factual information and explores the health, social, cultural, and personal issues influencing food choices. Nutrition and nutrition education are recognized as important contributors to overall health.

Comprehensive nutrition education programs extend beyond the classroom into the larger school environment. The school cafeteria serves as a laboratory where students apply critical thinking skills taught in the classroom. Physical education programs, after-school sports, and school health services are appropriate avenues for nutrition education efforts. Students need to explore how:

1. Knowledge has purpose and meaning in their lives; and
2. Curriculum points to the connections within and across disciplines.

Examples of how nutrition can be integrated into classes include discussing ethnic food practices in the context of history and geography; preparation of healthy food in home economics, adult living, or life skills courses; the study of essential nutrients in science and biology classes; applying mathematical and technological skills to conduct dietary analysis; and addressing the wide range of social, cultural, and psychological aspects of food in language and social studies classrooms.

The District has a comprehensive curriculum approach to nutrition in kindergarten through grade 12. All instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate. The health benefits of good nutrition should be emphasized. These nutritional themes include but are not limited to:

1. Knowledge of My Plate;
2. Healthy choices to decrease illness;
3. Sources and variety of foods;
4. Guide to a healthy diet;
5. Diet and disease;
6. Understanding calories and food as energy;
7. Healthy snacks;
8. Healthy breakfast;
9. Healthy diet;
10. Food labels;
11. Major nutrients;
12. Multicultural influences;
13. Serving sizes by age, sex, and activity level;
14. Proper sanitation;
15. Importance of fluid intake and selection; and
16. Identifying and limiting low nutrition food.

The District nutrition policy reinforces nutrition education to help students practice these themes in a supportive school environment.

All nutrition education will be scientifically based, consistent with the most recent Dietary Guidelines for Americans.

Nutrition education will be offered in the school cafeteria as well as in the classroom, with coordination between school food service staff and teachers. Teachers can display posters, videos, websites, etc. on nutrition topics and send materials home to involve parents.

Participation in USDA nutrition programs is encouraged as the District conducts nutrition education activities and promotions that involve students, parents, and the community. The school nutrition team responsible for these activities will be composed of child nutrition services staff, student services staff, school nurses, health teachers, and physical education coaches.

School Community

For a truly comprehensive approach to the school-based nutrition programs and services, it is crucial that all members of the school community help to create an environment that supports healthy eating practices. Administrators, teachers, school food service and other personnel; parents; and students need to be involved in this effort. Decisions made in all school programming need to reflect and encourage positive nutrition messages and healthy food choices. This includes coordination of nutrition education with the cafeteria and the promotion of healthy food choices in the cafeteria and all school events, such as fundraisers.

Local Community

The effectiveness of school-based nutrition programs and services can be enhanced by outreach efforts in the surrounding community. Personnel should be familiar with the health and nutritional resources available through the community and local agencies. Contacts should be made with the health department, community nutrition programs, health centers, local food pantries, and fitness programs. Once contact has been established, collaborative efforts should be made with other community agencies to positively influence the health and nutritional status of school-age children.

Schools will work with a variety of media to spread the word to the community about a healthy school nutrition environment, such as local newspaper and television stations.

Parent Involvement

The District will support parents' efforts to provide a healthy diet and daily physical activity for their children. The District will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the District's nutrition standards for individual foods and beverages. Celebrations that involve food during the school day shall be limited to no more than one party per class per month. No more than one food or beverage that does not meet nutrition standards for Smart Snacks in Schools may be served at such parties. The District will provide parents a list of foods that meet the District's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the District will provide opportunities for parents to share their healthy food practices with others in the school community.

The District will provide physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such support will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Parents are to be advised that their children are participating in a nutrition education or counseling experience, encouraging their support at home. Parent involvement can be in person or through communication sent to the home.

1. Nutrition education will be provided to parents beginning at the elementary level. The goal will be to continue to educate parents throughout the middle and high school levels;

2. Healthy eating and physical activity will be actively promoted to students, parents, teachers, administrators, and the community at registration, PTO meetings, open houses, health fairs, teacher inservices, etc.; and

3. Nutrition education from evidence-based sources (such as USDA's Team Nutrition and My Plate) may be provided in the form of handouts, postings on the District website, or presentations at open houses that focus on nutritional value and healthy lifestyles.

Cross Reference:	8200	Local School Wellness
	8230	District Nutrition Standards
Legal Reference:	Pub. L. 111–296	The Healthy, Hunger-Free Kids Act of 2010
	7 C.F.R. § 210.30	Local School Wellness Policy
	I.C. § 33-512	District Trustees - Governance of Schools

Other References: Implementation and Monitoring Plan, Idaho State Department of Education

Policy History:
Adopted on: 10/12/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION 2315

Physical Activity Opportunities and Physical Education (PE)

Payette School District understands the benefits physically, socially and academically of physical education and will offer physical education to all students in grades K-12 including students with disabilities, special healthcare needs and those in alternative educational settings.

Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity, and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond PE class. Toward that end:

1. Classroom health education will complement PE by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;

2. Opportunities for physical activity will be incorporated into other subject lessons; and

3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate

Daily Recess

All elementary school students will have at least 20 minutes each day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities such as mandatory school-wide testing make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they will be encouraged to stand and be moderately active.

Physical Activity and Punishment

Teachers and other school and community personnel will limit the use physical activity, such as running laps or push-ups, as punishment except in cases where it is an appropriate conditioning re-enforcement.

Cross Reference: 8200 Local School Wellness

Legal Reference: I.C. § 33-512 Governance of Schools

Policy History:
Adopted on: 10/12/2020
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Payette School District No. 371

INSTRUCTION **2320**

Health Enhancement Education

Health, family life, and sex education; including information about parts of the body, reproduction, and related topics; shall be included in the instructional program as appropriate to the grade level and course of study. The instructional approach shall be developed after consultation with parents and other community representatives. Parents may ask to review the materials to be used and may request that their child be excluded from sex education class sessions without prejudice.

The Board believes that HIV/AIDS instruction is most effective when integrated into a comprehensive health education program. Instruction shall be developmentally appropriate to the grade level of the students and shall occur in a systematic manner. The Board particularly desires that students receive proper education about HIV before they reach the age when they may adopt behaviors that put them at risk of contracting the disease.

In order for education about HIV to be most effective, the Superintendent shall require that faculty members who present this instruction receive continuing inservice training that includes appropriate teaching strategies and techniques. Other staff members not involved in direct instruction but who have contact with students shall receive basic information about HIV/AIDS and instruction in the use of universal precautions when dealing with body fluids.

In accordance with Board policy, parents shall have an opportunity to review the HIV education program before it is presented to students.

Alcohol, Tobacco, and Drug Education

Students shall receive education regarding the use of alcohol, tobacco, and drugs. The Superintendent or designee shall develop curriculum for use in health education that provides instruction to students in the areas of prevention; education; treatment; rehabilitation; and legal consequences of alcohol, tobacco, and drug use.

Cross Reference:	2315	Physical Activity Opportunities and Physical Education
Legal References:	I.C. § 33-1605	Health and Physical Fitness – Effects of Alcohol, Tobacco, Stimulants and Narcotics
	I.C. § 33-1608, *et seq*.	Family Life and Sex Education – Legislative Policy
	I.D.A.P.A. 08.02.03.160	Safe Environment and Discipline

Policy History:
Adopted on: 10/12/2020
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Reviewed on:

Payette School District No. 371

INSTRUCTION **2325**

Driver Training Education

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

Anyone residing in the District between the ages of 14½ through 21 years of age, irrespective of whether they are enrolled in the District, is eligible to enroll in the District's driver training program. Such program, in the discretion of the Board, may be conducted after school hours, on Saturdays, or during regular school vacation periods. The District may offer a joint driver training program with other districts.

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

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

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

Cross Reference:	3440	Student Fees, Fines, and Charges/Return of Property
Legal References:	I.C. § 33-1701, *et seq*.	Driver Training Courses
	I.C. § 49-110	Motor Vehicles - Definitions
	I.C. § 49-307	Fee for Class D Driver's Training Instruction Permit - Class D Supervised Instruction Permit
	I.D.A.P.A. 08.02.02.230	Driver Education

Policy History:
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Reviewed on:

Payette School District No. 371

INSTRUCTION **2335**

Digital Citizenship and Safety Education

Technology will be integral to curriculum, instruction, and assessment. The District's educational system must lay the foundation for students to participate comfortably in an increasingly technological society. Classroom activities will include instruction using multimedia, distance learning, and other technologies.

The Superintendent will ensure that District students are educated on network etiquette and appropriate online behavior, including cyberbullying awareness, digital citizenship, and online safety. Instruction will be given to students as appropriate to the educational and developmental needs of students.

The District may make use of the Idaho Attorney General's online safety program, titled Protecteens, which addresses online safety and cyberbullying, in classroom discussions about digital citizenship, responsible online behavior, and consequences. The District may also make use of other materials on digital citizenship such as those found at CommonSenseMedia.org.

The Superintendent will ensure that teachers, administrators, and other staff members responsible for supervising students' internet use receive professional development, training, and resources in the following areas:

1. Monitoring of student online activities;
2. Instruction of students in proper network etiquette;
3. Instruction of students in discerning among online information sources and appropriate materials;
4. Bullying and cyberbullying awareness and response, in accordance with the District's bullying policy; and
5. Instruction of students on appropriate interaction on social networking websites and chat rooms.

The District may use the following methods of providing instruction on appropriate online behavior and cyberbullying awareness:

1. Incorporation of instruction into course objectives or daily lessons of planned instruction, as appropriate;
2. Class assemblies or special instruction given in the school library or media center;
3. Special technology courses that are required for students at various grade levels;
4. Online tutorial programs required for students to use a District network account; and

The Internet Technology Director or their designee will also make resources available to parents/guardians on teaching students about acceptable internet use, appropriate online behavior, network etiquette, cyber-bullying awareness and response, and appropriate use of social networking websites and chat rooms.

Cross References:	3270	District Provided Access to Electronic Information, Services, and Networks
	3295P	Hazing, Harassment, Intimidation, Bullying, Cyber Bullying
	5265	Employee Responsibilities Regarding Student Harassment, Intimidation, and Bullying

Legal References:	Pub. L. 106-554	Children's Internet Protection Act (CIPA)
	Pub. L. 110-385	Broadband Data Services Improvement Act
	20 U.S.C. § 6777	Internet Safety
	47 C.F.R. § 54.520(c)(1)(i)	Implementing CIPA: Certifications required under 47 U.S.C. 254(h) and (l)
	I.C. § 18-917A	Student Harassment — Intimidation — Bullying

Policy History:
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Revised on:
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Payette School District No. 371

INSTRUCTION **2340**

Controversial Issues and Academic Freedom

The District shall offer courses of study which will afford learning experiences appropriate to the level of student understanding. The instructional program shall respect the right of students to face issues; to have free access to information; to study under teachers in situations free from prejudice; and to form, hold, and express their own opinions without personal prejudice or discrimination.

The Board recognizes the need for the teacher to have the freedom to discuss and teach subjects and issues which may be controversial. Such subjects and issues may include but are not necessarily be limited to:

1. Politics;
2. Science;
3. Health and sex education; and
4. Values and ethics.

Teachers shall guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, the importance of fact, the value of good judgment, and the virtue of respect for conflicting opinions.

The Board encourages and supports the concept of academic freedom, recognizing it as a necessary condition to aid in maintaining an environment conducive to learning and the free exchange of ideas and information.

The Board also believes that academic freedom carries with it a responsibility that is shaped by the basic ideals, goals, and institutions of the local community. These standards are expressed via the goals and objectives of the adopted curriculum, by the adopted textbooks, by Board policy, and by the District's mission statement.

In the study or discussion of controversial issues or materials, however, the Board directs the teaching staff to take into account the following criteria:

1. Relative maturity of students;
2. District philosophy of education;
3. Community standards, morals, and values;
4. The necessity of a balanced presentation; and
5. The necessity of seeking prior administrative counsel and guidance in such matters.

As a consequence of its responsibility to guarantee academic freedom to both students and teachers, the Board expects that:

1. All classroom studies will be curriculum-related, objective, and impartial;

2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance, and recognize that no one idea or viewpoint should necessarily prevail;

3. Teachers will not attempt, directly or indirectly, to limit or control students' judgment concerning any issue, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation; and

4. Teachers will exercise professional judgment in determining the appropriateness of the issue to the curriculum and to the age and grade level of the students.

To this end:

1. The teacher shall be free to choose supplemental materials in line with adopted curriculum maps with final approval by the building administrator to support and enhance the regular classroom curriculum except in sex education instruction as outlined in item four of this section. To encourage the free flow of information and enhance student creativity, unplanned issues may be brought up in the classroom and briefly discussed.

2. The school shall provide for parents or guardians to have their child excused from a topic which may be contrary to their religious or moral values. This shall be done in writing by the parent or guardian and include an explanation of the conflict. The student may also request to be excused if the student personally finds the topic to be contrary to their religious or moral values. The student must explain in writing the nature of the conflict. The teacher will provide an alternative assignment if the request is approved by the teacher and principal.

3. The teacher shall notify parents or guardians when especially controversial issues may be discussed and that they may have their child excused if family religious or moral values so dictate. The teacher must have the principal view questionable materials, etc.

4. The Board directs that a philosophy of abstinence shall be a part of and the underlying principal in all sex education instruction. However, it is recognized that this alone may not prevent pregnancies and sexually transmitted disease. Therefore the Board allows for instruction in sex education including AIDS awareness, sexually transmitted diseases, birth control, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgment of the instructor. This does not preclude giving impartial view points on both sides of issues such as the right to an abortion or on the use of birth control methods.

   Any parent/legal guardian may have his or her child excused from any planned sex education instruction upon filing a written request with the building administrator. The Board shall make a form available for such requests. Alternative educational activities shall be provided for those excused.

5. When speakers are to be used, the principal must always give approval as outlined in the Board policy on "Controversial Speakers".

Cross Reference:	2345P	Controversial Speakers Procedure
Legal References:	I.C. § 33-512	District Trustees - Governance of Schools
	I.C. § 33-1611	Excusing Children from Instruction in Sex Education

Policy History:
Adopted on: 10/12/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2340F**

Parental Opt-Out Form for Sex Education

I, _____, parent/guardian of _____, request that my child be removed from class and/or student activities when planned instruction is given in the subject of sex education.

I understand a philosophy of abstinence is a part of and the underlying principal in all sex education instruction. Because this alone may not prevent pregnancies and sexually transmitted disease, the Board allows for instruction in sex education including AIDS awareness, sexually transmitted diseases, birth control, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgments of the instructor. This does not preclude giving impartial viewpoints on both sides of issues such as the right to an abortion or on the use of birth control methods.

_____ _____

Date Signature of Parent/Guardian

Payette School District No. 371

INSTRUCTION **2345**

Speakers in the Classroom and at School Functions

The Board encourages the use of outside speakers when the speaker's program is educationally sound, consistent with the curriculum, and follows District policies and procedures.

All speakers invited must have the school principal's approval. If the subject is controversial the principal may also decide to engage speakers for both sides of the issue(s). In no instance shall a speaker who is known to advocate unconstitutional or illegal acts or procedures be permitted to address the students. Parents or guardians will be given the option to remove their student from certain discussions, and an alternative assignment will be given if the speaker is to address a classroom.

Controversial Speakers

The Board recognizes that visiting speakers may be of specific viewpoints and that their topics may be controversial. If they are prohibited from speaking because of their points of view, academic freedom is endangered. Students need to examine issues upon which there is disagreement and practice analyzing problems, gathering and organizing facts, discriminating between facts and opinions, discussing differing viewpoints, and drawing tentative conclusions. The Board also recognizes that many topics are not suitable for younger or less mature students. When correctly handled, the use of controversial speakers becomes an invaluable component in accomplishing the goals of citizenship education. However, this places a serious responsibility on the professional staff members to correctly structure the learning situation involving a speaker.

Legal Reference: I.C. § 33-512 District Trustees - Governance of Schools

Policy History:
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Reviewed on:

Payette School District No. 371

INSTRUCTION **2345P**

Controversial Speakers Procedure

No overall standard can be established which will automatically separate and exclude as a resource the person whose views or manner of presenting them may actually obstruct the educational process or endanger the health and safety of students or staff. The Board, in an effort to uphold students' freedom to learn while also recognizing obligations which the exercise of this freedom entails, establishes the following rules:

1. Selection of speakers and topics must be appropriate to the age and grade level of the students;

2. Selection of speakers and topics should be congruent with the curriculum of the course or function;

3. The teacher/sponsor and school building administrator shall investigate fully those proposed resource persons for whom the community may question the wisdom of his or her presence;

4. The teacher/sponsor or designee must give one week prior notification to the principal or designee. The principal or designee may waive the one week notification requirement if extenuating circumstances are present;

5. Minimal disruption to the normal flow of school operation is a high priority;

6. An attempt to provide a balance of viewpoints is recommended when dealing with controversial issues or candidates for public office;

7. No person who encourages or advocates breaking the law shall be invited to speak;

8. Teachers should ensure that the presentation and follow up is consistent with District approved programs and policies;

9. The teacher must retain primary responsibility for the instruction and supervision of students when using an outside speaker. The teacher must be present at all times when speakers are in the classroom;

10. Prior to his or her appearance or participation, the proposed speaker shall be given in writing and shall agree to abide by the following regulations:

    A. Profanity, vulgarity, and lewd comments are prohibited;

    B. Tobacco, alcohol, or drug use is prohibited; and
    C. The teacher/sponsor responsible for inviting the resource person and any member of the school administration has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering the safety of students and staff.

11. In the event an outside community speaker is denied access to the classroom, the teacher may request a meeting be held between the Superintendent or designee, the principal or designee, and the teacher/sponsor. The meeting shall be held no later than five working days from the date of the request for the meeting. The administrators shall review with the teacher/sponsor pertinent information concerning the request and render a final decision on the issue.

Procedure History:
Promulgated on: 10/12/2020
Revised on:
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Payette School District No. 371

INSTRUCTION **2350**

Student Religious Activity at School

In keeping with the United States and Idaho Constitutions and judicial decisions, the District may not support religion or endorse religious activity. At the same time, the District may not prohibit private religious expression by students. The purpose of this policy is to provide direction to students and staff members about the application of these principles to student religious activity at school.

Student Prayer and Discussion

Students may pray individually or in groups and discuss their religious views with other students, as long as they are not disruptive or coercive. The right to engage in voluntary prayer does not include the right to have a captive audience listen, to harass other students, or to force them to participate. Students may pray quietly in the classroom, except when they are expected to be involved in classroom instruction or activities.

Staff Members

Staff members are representatives of the District and must "navigate the narrow channel between impairing intellectual inquiry and propagating a religious creed." They may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or an activity because of its religious content. They must remain officially neutral toward religious expression.

Graduation Ceremonies

Graduation is an important event for students and their families. In order to assure the appropriateness and dignity of the occasion, the District sponsors and pays for graduation ceremonies and retains ultimate control over their structure and content.

District officials may not invite or permit members of the clergy to give prayers at graduation. Furthermore, District officials may not organize or agree to requests for prayer by other persons at graduation, including requests from students. The District may not prefer the beliefs of some students over the beliefs of others, coerce dissenters or nonbelievers, or communicate any endorsement of religion.

Baccalaureate Ceremonies

Students and their families may organize baccalaureate services, at which attendance must be entirely voluntary. Organizers of baccalaureate services may rent and have access to school facilities on the same basis as other private groups but may not receive preferential treatment.
The District may not be identified as sponsoring or endorsing baccalaureate services. District funds, including paid staff time, may not be used directly or indirectly to support or subsidize any religious services.

Assemblies and Extracurricular and Athletic Events

District officials may not invite or permit members of the clergy, staff members, or outsiders to give prayers at school-sponsored assemblies and extracurricular or athletic events. District officials also may not organize or agree to student requests for prayer at assemblies and other school-sponsored events. Furthermore, prayer may not be broadcast over the school public address system, even if the prayer is nonsectarian, non-proselytizing, and initiated by students.

Student Religious Expression and Assignments

Students may express their individual religious beliefs in reports, tests, homework, and projects. Staff members should judge their work by ordinary academic standards, including substance, relevance, appearance, composition, and grammar. Student religious expression should neither be favored nor penalized.

Religion in the Curriculum

Staff members may teach students about religion in history, art, music, literature, and other subjects in which religious influence has been and continues to be felt. However, staff members may not teach religion or advocate religious doctrine or practice. The prohibition against teaching religion extends to curricular decisions that promote religion or religious beliefs.

School programs, performances, and celebrations must serve an educational purpose. The inclusion of religious music, symbols, art, or writings is permitted if the religious content has an historical and/or independent educational purpose that contributes to the objectives of the approved curriculum. School programs, performances, and celebrations cannot promote, encourage, discourage, persuade, dissuade, or discriminate against a religion or religious activity and cannot be religious or religious-holiday oriented.

Student Religious Clubs

Students may organize clubs to discuss or promote religion, subject to the same constitutionally acceptable restrictions that the District imposes on other student-organized clubs.

Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions that the District imposes on the distribution of other non-school literature. Outsiders may not distribute religious or other literature to students on school property.

Religious Holidays

Staff members may teach objectively about religious holidays and about the religious symbols, music, art, literature, and drama that accompany the holidays. They may celebrate the historical aspects of the holidays, but may not observe them as religious events.

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Reviewed on:

Payette School District No. 371

INSTRUCTION **2355**

Release Time

For students in grades kindergarten through 8, the District **will not** allow release time.

Upon application, students in grades 9 through 12 may be excused from school one period per day for religious instruction or other approved program provided that no student will be excused in excess of five periods in a school week or 165 hours in any given school year.

Juniors and seniors may be eligible for one additional release period as outlined in the student handbook.

No student will be permitted to attend release time programs except upon written request from a parent/guardian filed with the school principal.

Release time shall not interfere with the scheduling of classes, activities, and programs of public schools. No credit shall be given for completion of courses during release time for religious purposes. Credit may be granted for other purposes, at the discretion of the Board. Registration for religious release time programs shall not occur on school property.

The District is not responsible for the health, safety, and welfare of a student participating in a release time program nor will the District be liable for acts, injuries, or events occurring while:

1. A student is being transported to and from release time programs; or
2. While a student participates in release time programs.

Legal References:	Id. Const. art. IX, § 6	Religious Test and Teaching in School Prohibited
	I.C. § 33-519	Release for Religious Instruction
	I.C. § 33-1603	Sectarian Instruction Forbidden
	IDAPA 08.02.02.220	Release Time Program for Elementary and Secondary Schools

Policy History:
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Reviewed on:

Payette School District No. 371

INSTRUCTION **2360**

Interscholastic Activities

The program of interscholastic activities shall include all activities relating to competitive sport; intellectual contests, games, or events; or exhibitions involving individual students or teams of students of this District when such events occur between schools outside this District.

Although the District recognizes that there is some value in offering programs of interscholastic activities, interscholastic activities shall not be considered to be a property, liberty, or contract right of any student; any and all interscholastic activities offered by the District shall not be deemed a "right" but rather shall be considered to be a "privilege."

All facilities and equipment utilized in the interscholastic activity program, whether or not the property of the District, shall be inspected on a regular basis. Participants will be issued equipment that has been properly maintained and fitted.

An activity coach must be properly trained and qualified for an assignment as described in the coach's job description. A syllabus; which outlines the skills, techniques, and safety measures associated with a coaching assignment; will be distributed to each coach.

The Board recognizes that certain risks are associated with participation in interscholastic activities. While the District will strive to prevent injuries and accidents to students, each parent or guardian will be required to sign an "assumption of risk" statement that indicates that the parents or guardians assume all risks for injuries resulting from such participation. Each participant shall be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A participant shall be free of injury and shall have fully recovered from illness before participating in any event.

Coaches and/or trainers may not issue medicine of any type to students. This provision does not preclude the coach and/or trainer from using approved first aid items.

Cross Reference:	3510	Administering Medication to Students
Legal Reference:	I.C. § 33-512	District Trustees - Governance of Schools

Policy History:
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Reviewed on:

Participation of Private School Students in Federally Funded District Programs

It is the policy of the District to ensure, consistent with the number of students who reside within District boundaries who are enrolled in private elementary schools and secondary schools, who would otherwise be eligible to receive federally funded educational services, to make such services available to students attending private schools.

To accomplish this objective, the Superintendent shall:

1. Initiate timely and meaningful consultation with appropriate private school officials to effectuate provision of services to eligible children, on an equitable basis and individually or in combination, as requested by the officials, by providing covered special educational services, instructional services (including evaluations to determine the progress being made in meeting such students' academic needs), counseling, mentoring, one-on-one tutoring, or other federally funded benefits (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs; and

2. Ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to District Policy 2420 on parent engagement.

3. Ensure that such educational services or other benefits, including materials and equipment, are secular, neutral, and non-ideological.

4. Ensure that the educational services and other benefits for such private school children are equitable to the services and other benefits for participating public school children, and are provided in a timely manner.

5. Assign an employee to help ensure such equity for such private school children, teachers, and other educational personnel.

6. Ensure the expenditures for educational services and other benefits to eligible private school children are equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools. The proportional share of funds is determined based on the total amount of federal funds received by the District for education services prior to any allowable expenditures or transfers by the local educational agency. Funds allocated to the District for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the District.

7. Ensure notice is provided in a timely manner to the appropriate private school officials served by eligible students of the allocation of funds for educational services and other benefits that the District determines are available for eligible private school children. Such notice shall be provided at least every two years. These services may be provided to eligible private school students either directly or through contracts with public and/or private agencies, organizations, and institutions.

8. Ensure that timely and meaningful coordination with appropriate private school officials during the development of the District's programs for the purpose of reaching an agreement on how to provide equitable and effective services to eligible private school children, the results of which agreement shall be provided to the employee designated by the Superintendent. The consultation should include identification of:

    A. How the children's needs will be identified;

    B. What services will be offered;

    C. How, where, and by whom the services will be provided;

    D. How the services will be academically assessed and how the results of that assessment will be used to improve those services;

    E. The size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds allocated for such services, and how that proportion of funds is determined;

    F. The method or sources of data that will be used to determine the number of children from low-income families in the District's participating school attendance areas who attend private schools;

    G. How and when the District will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;

    H. How, in the event the District disagrees with the preferences of the private school officials regarding the provision of services through a contract, the District will provide in writing to the private school officials an analysis of the reasons why it has chosen to not use a contractor;

    I. Whether the District will provide services directly or through a separate government agency, consortium, entity, or third-party contractor;

    J. Whether to provide equitable services to eligible private school children:

        I. By creating a pool or pools of funds with all of the eligible federal funds based on all the children from low-income families in a participating school attendance area who attend private schools; or

II. In the District's participating school attendance area who attend private schools with the proportion of funds allocated under eligible federal funds based on the number of children from low-income families who attend private schools; and

K. When during the day the services will be available.

9. In the event there is any disagreement with the views of private school officials with respect to an issue described in paragraph (8), above, the Superintendent shall explain in writing to the private school officials the reasons why the District disagrees. The joint consultation meetings shall occur before the District makes any decision that affects the opportunities of eligible private school children to participate in funded programs. These meetings will continue throughout implementation and assessment of applicable services. The meetings will include discussion of how the District intends to deliver equitable services to eligible private school children. The District shall maintain in its records and provide to the State educational agency involved a written affirmation signed by all participating private school officials that participated in meaningful consultation with the District as set forth above. The written affirmation shall provide the option for private school officials to indicate the officials' belief that timely and meaningful consultation had not occurred, or that the program design is not equitable with respect to eligible private school children. If such officials do not provide such affirmation within a reasonable period of time, the District shall forward the documentation that such consultation has, or attempts at such consultation have, taken place to the State Department of Education.

Cross Reference:	4160	Parent Right to Know Notices
Legal Reference:	20 U.S.C. § 6320	Participation of Children Enrolled in Private Schools

Policy History:
Adopted on: 10/12/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2370**

Homebound, Hospital, and Home Instruction

A student absent from school for more than ten consecutive days because of health or physical impairment will be provided the services of a teacher or an aide in the home or hospital. Appropriate educational services may begin as soon as eligibility has been established with a written statement from a licensed medical examiner and a written parental/guardian request.

Such students shall be included in calculating the average daily attendance

Legal References:	I.C. § 33-1001	Foundation Program — State Aid — Apportionment - Definitions
	I.C. § 33-1003A	Calculation of Average Daily Attendance

Policy History:
Adopted on: 10/12/2020
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Reviewed on:

Payette School District No. 371

INSTRUCTION **2375**

Service Animals in Schools

The District acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a service animal in its school buildings, in classrooms, and at school functions, as required by the Americans with Disabilities Act.

"Service animal" refers to any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of someone with a disability. The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purpose of this definition.

Use of service animals shall be subject to the following requirements:

1. All requests for an individual with a disability to be accompanied by a service animal must be addressed in writing to the Superintendent. This written request must be delivered to the Superintendent's office at least ten business days prior to bringing the service animal to school or a school function. Any such request by a student shall be advanced to the proper administrative personnel for consideration of a Section 504 analysis and possible program.

2. The animal must be required for the individual with a disability.

3. The animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, will be permitted in schools as a service animal.

4. Requests to permit a miniature horse to accompany a student or adult with a disability in school buildings, in classrooms, or at school functions will be handled on a case by-case basis, considering:

A. The type, size, and weight of the miniature horse, and whether the facility can accommodate these features;
B. Whether the handler has sufficient control of the miniature horse;
C. Whether the miniature horse is housebroken; and
D. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

5. Owners of service animals must provide proof of current vaccinations to the Superintendent with their request to be accompanied by a service animal.

6. All service dogs must be spayed or neutered.
7. All service animals must be kept clean and groomed to avoid shedding and dander, and must be treated for, and kept free of fleas and ticks

8. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.

9. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control, such as by voice control, hand signals, or other effective means.

10. The school system is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself.

    A. The District is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.

    B. Students with service animals are expected to care for and supervise their animal. In the case of a young child or a student with disabilities who is unable to care for or supervise his or her service animal, the parent is responsible for providing care and supervision of the animal.

    C. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis in the discretion of the building administrator.

    D. Requests for service animal-related accommodations will be reviewed based on the specific circumstances particular to the student in question and may be addressed in conjunction with a student's Section 504 Plan or Individual Education Plan.

11. A school administrator may ask an individual with a disability or his or her parents to remove a service animal from a school building, a classroom, or from a school function if any of the following circumstances occurs:

    A. The animal is out of control and the animal's handler does not take effective action to control it.
    B. The animal is not housebroken.
    C. The animal's presence would "fundamentally alter" the nature of the service, program, or activity.
    D. The animal presents a direct threat to students, staff, or other individuals.

Legal Reference:	28 C.F.R. Part 35	Nondiscrimination on the Basis of Disability in State and Local Government Services (Implementing the ADA)

Policy History:
Adopted on: 10/12/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2380**

Head Start Program Coordination

It is the policy of this District to coordinate its early childhood education programs with an accredited local Head Start agency and, to the extent feasible, with other entities providing early childhood development programs. To promote this policy, the Superintendent or designee shall develop and enter into agreements with such Head Start agencies and other local entities to carry out these important activities for the benefit of the District's youngest students.

Such coordination between the District and the local Head Start agency **[Note: assistance with initial contact and collaboration may be made through Idaho Head Start State Collaboration Office, Idaho Department of Health and Welfare, 450 W State Street, Boise, ID 83720 208-334-2410]** and, if feasible, other local entities carrying out early childhood education programs serving children who will attend District schools, should include the following:

1. Developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program;

2. Establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;

3. Conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;

4. Organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and

5. Linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.

Legal Reference: 20 U.S.C. § 6322 Coordination Requirements

Policy History:
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Reviewed on:

Payette School District No. 371

INSTRUCTION **2385**

English Learners Program

In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purposes of the program are:

1. To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;

2. To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging state academic standards that all children are expected to meet;

3. To assist teachers (including preschool teachers), principals, and other school leaders, state educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;

4. To assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and

5. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

Accordingly, the Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a Second Language instruction.

The Superintendent or designee shall implement and supervise an English Learners program which ensures appropriate English Learners instruction and complies with applicable laws and regulations.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the English Learners program, including:

1. Program goals;
2. Student enrollment procedures;
3. Assessment procedures for program entrance, measurement of progress, and program exit;
4. Classroom accommodations;
5. Grading policies; and
6. A list of resources, including support agencies and interpreters.

The District shall establish procedures for identifying students whose dominant language is not English. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.

Students whose dominant language is not English should be enrolled in the District upon proof of residency and other legal requirements. Students shall have access to, and be encouraged to participate in, all academic and extracurricular activities of the District.

Students participating in English Learners programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The English Learners program shall be designed to provide instruction which meets each student's individual needs based on the assessment of English proficiency in listening, speaking, reading, and writing. Adequate content-area support shall be provided while the student is learning English to assure achievement of academic standards.

The English Learners program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.

A student may be excluded from requirements to participate in Idaho's direct writing assessment and in Idaho's direct mathematics assessment, if either test is required to be given, if the following requirements are met:

1. The student has not been enrolled for two full school years in an elementary school or secondary school in the United States;
2. The student scores less than a level four on the State assessment used to determine English language proficiency; and
3. If the parent or guardian of the student and the student's teacher agree that such an assessment exclusion is educationally appropriate for the student.

At the beginning of each school year the District shall notify parents of students qualifying for English Learners programs about the instructional program and parental options, as required by law. Parents/guardians will be regularly apprised of their student's progress. Whenever possible, communications with parents or guardians shall be in the language understood by the parents.

The District shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

Reporting

At the conclusion of every second fiscal year during which grant funds are received, the Superintendent or designee shall provide the Idaho Department of Education with a report, in a form prescribed by the Department describing the District's English Learner program and activities and providing the District's applicable demographic data.

Cross Reference:	4160	Parents Right-to-Know Notices
Legal References:	20 U.S.C. §§ 1701-58	Equal Educational Opportunities Act of 1974
	20 U.S.C. § 6811, *et seq*.	English Language Acquisition, Language Enhancement, and Academic Achievement Act
	42 U.S.C. § 2000(d), *et seq*.	Title VI of the Civil Rights Act of 1964
	I.C. § 33-1618	Assessment Exception

Policy History:
Adopted on: 10/12/2020
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION 2390

Note: The following policy only applies to Districts receiving federal funds for the education of migratory children.

Education of Migratory Children

Purpose

In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for all students who qualify as Migratory Children under applicable provisions of state and federal law and/or this Policy. The purposes of the program are:

1. To implement a high-quality and comprehensive educational program and to provide educational services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.

2. To ensure that migratory children who move around the United States are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging state academic standards.

3. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.

4. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to succeed in school.

Eligibility

Children are eligible to receive District services if they fall within the definitions below:

1. Migratory child: The term "migratory child" means a child or youth who made a qualifying move in the preceding 36 months:

   A. As a migratory agricultural worker or a migratory fisher; or
   B. With, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

2. Migratory fisher: The term "migratory fisher" means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, then the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.

3. Qualifying move: The term "qualifying move" means a move due to economic necessity:

    A. From one residence to another residence; and
    B. From one school district to another school district, except:

        i. In the case of a state that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or

        ii. In the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.

    C. The term "in order to obtain", when used to describe why a worker moved, means that one of the purposes of the move is to seek or obtain qualifying temporary employment or seasonal employment in agricultural work or fishing work.

    D. If a worker states that a purpose of the move was to seek any type of employment, i.e., the worker moved with no specific intent to find work in a particular job, the worker is deemed to have moved with a purpose of obtaining qualifying work if the worker obtains qualifying work soon after the move.

    E. Notwithstanding item D above, a worker who did not obtain qualifying work soon after a move may be considered to have moved in order to obtain qualifying work only if the worker states that at least one purpose of the move was specifically to seek the qualifying work, and:

        i. The worker is found to have a prior history of moves to obtain qualifying work; or

        ii. There is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available.

<u>Plan Requirements</u>

The District's Plan shall, at a minimum, include provisions to accomplish the following goals and directives:

1. *Performance targets:* The plan must specify:

    A. Performance targets that the State has adopted for all children in reading and mathematics achievement, high school graduation, and the number of school dropouts, as well as the State's performance targets, if any, for school readiness; and

    B. Any other performance targets that the State or District has identified for migratory children.

2. *Needs assessment:* The plan must include an identification and assessment of:

    A. The unique educational needs of migratory children that result from the children's migratory lifestyle; and
    B. Other needs of migratory students that must be met in order for migratory children to participate effectively in school.

3. *Measurable program outcomes:* The plan must include the measurable program outcomes (i.e., objectives) that a State's migrant education program will produce to meet the identified unique needs of migratory children and help migratory children achieve the State's performance targets identified in paragraph (1)(A) of this section.

4. *Service delivery:* The plan must describe the strategies that the State Board will pursue on a statewide basis to achieve the measurable program outcomes in paragraph (3)(A) of this section by addressing:

    A. The unique educational needs of migratory children; and
    B. Other needs of migratory children.

5. *Evaluation.* The plan must describe how the District will evaluate the effectiveness of its program.

Record Keeping

District records for migratory children should include the following:

1. Immunization records and other health information;
2. Elementary and secondary academic history (including partial credit), credit accrual, and results from State assessments;
3. Other academic information essential to ensuring that migratory children achieve to the challenging State academic standards; and
4. Eligibility for services under the Individuals with Disabilities Education Act.

The District is required to keep financial records to demonstrate:

1. The amount of funds under the grant or sub-grant;
2. How the District uses the funds;
3. The total cost of the program;
4. The share of the cost provided from other sources; and
5. Other records as needed to facilitate an effective audit.

The District must maintain migrant child records for three years after the date the District submits its last expenditure for the time period. If any litigation, claim, negotiation, audit, or other action involving the migrant child records is taken, the records must be retained until the completion of the action and resolution of all issues or until of the end of the regular three year period, whichever is later.

For an employee who has both migrant child and non- migrant child responsibilities, the District must maintain appropriate time distribution records. Actual costs charged to each program must be based on the employee's time distribution records. For instructional staff, including teachers and instructional aides, class schedules that specify the time that such staff members devote to migrant child activities may be used to demonstrate compliance with the requirement for time distribution records so long as there is corroborating evidence that the staff members actually carried out the schedules.

Legal References:	20 U.S.C. § 6391, *et seq*.	Education of Migratory Children
	34 C.F.R. Subpart C	Migrant Education Program
	34 C.F.R. §§ 76.730-31	Records (EDGAR)
	34 C.F.R. § 200.333	Retention and Access Requirements for Records (EDGAR)

Policy History:
Adopted on: 10/12/2020
Revised on:
Reviewed on:

Idaho Digital Learning Academy Classes

The Idaho Digital Learning Academy (IDLA) is a legislatively created virtual school designed to provide Idaho students with greater access to an assortment of courses while working in collaboration with public schools. IDLA offers educational opportunities that meet students' changing needs and grants students the flexibility of learning anytime, anyplace, and at a pace that meets their individual learning styles.

The District will use IDLA classes to supplement its curriculum and to provide remedial academic support.

Site Coordinator

The District will provide an individual, employed by the District, as a site coordinator. The site coordinator is to regularly motivate students and monitor their progress. The role of the site coordinator is to:

1. Advise students on appropriate courses for registration;
2. Ensure that students are completing work on a timely basis, including checking grades online every three weeks;
3. Proctor final exams; and
4. Facilitate communications with students' parents/guardians regarding course progress and the IDLA instructor.

Additionally, the site coordinator is a contact for the IDLA instructor and IDLA staff. A site coordinator shall be assigned to each building, or as an alternative, to each District. Anyone selected as a District site coordinator shall successfully complete the IDLA online Site Coordinator Course. The cost of the IDLA online Site Coordinator Course shall be paid by the District.

Student and Course Selection

District administrators, counselors, and teachers will identify those students who will benefit from IDLA classes.

At the discretion of the principal or designee, students may be selected to take IDLA courses if they:

1. Need to make up credits in order to graduate on schedule;
2. Are eligible for hospital or homebound programs;
3. Are interested in advanced placement or dual credit courses;
4. Want to supplement their curriculum by taking course(s) not offered at their school;
5. Have scheduling conflicts;
6. Want to accelerate their academic program by taking additional courses to facilitate early graduation; or

7. Are excused from being physically present on the campus of their school of record for an extended period of time.

Students may be denied the privilege of IDLA enrollment if their academic and behavioral record does not indicate the academic ability and self-discipline needed to succeed in online classes.

The parent/guardian, student, and principal or designee must confer and agree that the course(s) selected is/are academically and developmentally appropriate for the student and that all prerequisites as determined by the student's school of record have been completed before registration in an IDLA course.

Ethical Conduct

Any student attending classes through IDLA shall adhere to the District's Acceptable Use of Electronic Networks policies and any acceptable use policy implemented by IDLA. Additionally, the student and the student's parent/guardian shall agree to abide by the District's and IDLA's policies prior to IDLA classes beginning.

In the event of a violation of the acceptable use policy, plagiarism, or other disciplinary issues, IDLA will notify the District. The District shall take any disciplinary measures necessary as provided in District policy.

Tuition and Fees

The District shall abide by the IDLA Fees Policy Statement provided by IDLA. The District shall pay the IDLA cost associated with students who take IDLA classes as part of their normal school day. The District will pay the tuition and registration fees for eligible students.

If the student is enrolled in six or more credits or sufficient classes to qualify as full time in a District high school, the student is responsible for all tuition and registration fees to be paid to IDLA.

Grading

IDLA provides a percentage grade to the Districts. The District transcribes the credit. The grade received from any IDLA class will be averaged into the student's GPA. The student will be granted high school credit when earned through the IDLA. Grade percentages in courses shall be based on such criteria as mastery of the subject, demonstrated competency, and meeting the standards set for each course.

Advanced Placement Designation on Transcript

If a student of the District takes an IDLA class, the District will specify on the student's transcript that the advanced placement course was taken through IDLA. The purpose for this is to ensure that the student's transcript reflects an approved provider of the advanced placement course, such as IDLA.

For all other requirements regarding IDLA, please refer to the Idaho Digital Learning Academy.

Policy Note: Some information to develop this policy was provided by the Idaho Digital Learning Academy.

Cross Reference:	3270-3270P	Acceptable Use of Electronic Networks
Legal References:	I.C. § 33-5502	Idaho Digital Learning Academy - Creation—Legislative Findings—Goal
	I.C. § 33-5505	Idaho Digital Learning Academy - Definitions
	Paulson v. Minidoka School District No. 331, 463 P.2d 935 (Idaho, 1970).	

Policy History:
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Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2410**

Section 504 of the Rehabilitation Act of 1973

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include:

1. Notice;
2. An opportunity for the student's parent or legal guardian to examine relevant records;
3. An impartial hearing with opportunity for participation by the student's parent or legal guardian; and
4. A review procedure.

The Board directs the Superintendent to fulfill the following responsibilities:

1. To coordinate 504 compliance efforts;

2. To adopt and publish grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504; and

3. To notify students and others that the District does not discriminate on the basis of disability.

Cross Reference:	4120	Uniform Grievance Procedure
Legal References:	29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973 - Nondiscrimination under Federal Grants and Programs
	34 C.F.R. § 104.36	Preschool, Elementary, and Secondary Education - Procedural Safeguards

Procedure History:
Adopted on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2410P**

Section 504 of the Rehabilitation Act of 1973 ("Section 504")

1. Impartial Due Process Hearing: If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagree with a decision of the District with respect to:

    A. The identification of the child as qualifying for Section 504;
    B. The District's evaluation of the child; and/or
    C. The educational placement of the child,

    the parents of the student are entitled to certain procedural safeguards. The student shall remain in his or her current placement until the matter has been resolved through the process set forth herein.

    A. The District shall provide written notice to the parent/legal guardian of a Section 504 student prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services;

    B. Upon request, the parent/legal guardian of the student shall be allowed to examine all relevant records relating to the child's education and the District's identification, evaluation, and/or placement decision;

    C. The parent or legal guardian of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian are in disagreement with the District;

    D. Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three business days of receipt of the same;

    E. Within ten days of receipt of a written request for an impartial due process hearing, the District shall select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, the District may select a hearing officer from the list of special education hearing examiners available at the State Department of Education or any other person that would conduct the hearing in an impartial and fair manner;

F. Once the District has selected an impartial hearing officer, the District shall provide the parent/legal guardian and all other interested parties with notice of the person selected;

G. Within five days of the District's selection of a hearing officer, a prehearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard, and stipulate to undisputed facts to narrow the contested factual issues;

H. The hearing officer shall in writing notify all parties of the date, time, and location of the due process hearing;

I. At any time prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the State Department of Education's list of trained mediators.

J. At the hearing, the District and the parent or legal guardian may be represented by counsel;

K. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriate equipment or a court-reporter. The District shall be allowed to present its case first. Thereafter the parent/legal guardian shall be allowed to present their case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The hearing officer shall make all decisions relating to the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions, and decision;

L. Within 20 days of the hearing, the hearing examiner should issue a written report of his or her decision to the parties;

M. Appeals may be taken as provided by law. The parent/legal guardian may contact the Seattle Office, Office of Civil Rights, U.S. Department of Education, 915 Second Avenue Room 3310, Seattle, WA 98174-1099, (206) 607-1600.

2. Uniform Grievance Procedure: If a parent/legal guardian of the student alleges that the District and/or any employee of the District has engaged in discrimination or harassment of the student, the parent/legal guardian will be required to proceed through the District's Uniform Grievance Procedure.

Procedure History:
Adopted on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2420**

Parent and Family Engagement

District Policy Development

The District may receive Title I funds only if it conducts outreach consistent with federal law to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I. Such programs, activities, and procedures shall be planned and implemented following meaningful consultation with the parents of participating children.

The District shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy will establish the District's expectations and objectives for meaningful parent and family involvement, and specifically describe how the District will:

1. **Demonstrate Joint Development of Engagement Plan:** The District shall involve parents and family members in jointly developing the District's Plan; and

2. **Coordinate Assistance and Support:** The District shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education; and

3. **Coordinate with Other Programs:** The District shall coordinate and integrate its parent and family engagement strategies to the extent feasible and appropriate, with the District's other relevant federal, state, and local programs; and

4. **Conduct Annual Program Evaluation:** The District shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of its parent and family engagement policy in improving the academic quality of all its schools receiving Title I funds, including identification of:

    A. The barriers to greater participation by parents in improvement plan activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

    B. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

C. The strategies that will be implemented to support successful school and family interactions.

5. **Implement Evaluation Findings:** The District shall use the findings of the evaluation performed pursuant to Paragraph 4, above, to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the District's parent and family engagement policy described herein; and

6. **Establish a Parent Advisory Board:** The District shall involve parents in the activities of the schools receiving Title I funds, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent and Family Engagement Policy.

School-Level Policy Development

Each Title I school shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of paragraphs 1 through 4 below. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. In the event a school has an existing parent and family engagement policy that applies to all parents and family members, that school may amend its policy, if necessary, to meet the requirements of this policy. Similarly, if the District has an existing district-level parent and family engagement policy that applies to all parents and family members in all schools served by the District, it may amend that policy, if necessary, to meet the requirements of this policy.

1. **Parental Involvement**: All District schools receiving Title I funds shall:

A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's programs, to explain the requirements of this policy, and the right of the parents to be involved; and

B. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with reserved Title I funds, transportation, child care, or home visits, as such services relate to parental involvement; and

C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the District's and school's available programs, including the planning, review, and improvement of the school's parent and family engagement policy and the joint development of the schoolwide program plan, except that if a school has in place a process or procedure for involving parents in the joint planning and design of the school's programs, the school may use that process or procedure, if such existing process or procedure already includes an adequate representation of parents of Title I qualifying children; and

D. Provide parents of participating children:

I. Timely information about qualifying programs;

II. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

III. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

E. If the schoolwide program plan is not satisfactory to the parents of participating children, the school shall submit any and all parent comments on the plan to the District at the time the school first makes the plan available to the District.

2. **School-Parent Compact to Achieve High Student Academic Achievement**: As a component of the school-level parent and family engagement policy developed under this policy, each school shall jointly develop with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging state academic standards. Such compact shall:

A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

B. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

I. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement;

II. Frequent reports to parents on their children's progress;

III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

IV. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

District and School Level Development

1. **Empowering Parents**: To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, both the District and each school within the District:

   A. Shall provide assistance to parents of children served by the school or District, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of this policy, and how to monitor a child's progress and work with educators to improve the achievement of their children; and

   B. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; and

   C. Shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of parental participation, and in how to reach out to, communicate with, and work with parents as equal partners, to implement and coordinate parent programs, and to build ties between parents and the schools; and

   D. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement in programs and activities with other available federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children; and

   E. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and

   F. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; and

G. May provide necessary literacy training for parents from Title I funds in the event the District has exhausted all other reasonably available sources of funding for such training; and
H. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; and

I. May train parents to enhance the involvement of other parents; and

J. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; and

K. May adopt and implement model approaches to improving parental involvement; and

L. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; and

M. May develop appropriate roles for community-based organizations and businesses in parent involvement activities;

N. Shall provide such other reasonable support for parental involvement activities under this section as parents may request; and

O. Shall inform parents and organizations of the existence of the program.

2. **Accessibility of Information for Parents**: In carrying out the parent and family engagement requirements of this policy, the District and participating schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

Cross Reference:	4160	Parents' Right to Know Notices
Legal References:	20 U.S.C. § 6311	Basic Program Requirements - State Plans
	20 U.S.C. § 6312	Basic Program Requirements - Local Education Agency Plans
	20 U.S.C. § 6318	Basic Program Requirements - Parent and Family Engagement

Policy History:
Adopted on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2420P**

Parent and Family Engagement Guidelines

In order to achieve the level of parent and family engagement outlined in District Policy 2420 these procedures guide the development of each school's annual parental involvement plan designed to foster a cooperative effort among parents, school, and community.

Parent involvement activities developed at each school will include opportunities for:

1. Volunteering;
2. Parent education;
3. Home support for the child's education; and
4. Parent participation in school decision making.

The District will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices. The District encourages schools to include family literacy when a substantial number of students have parents who do not have a secondary school diploma or its recognized equivalent or have low levels of literacy.

Roles and Responsibilities

Students

It is the responsibility of the student to:

1. Cooperate with school personnel and be responsible for their behavior;
2. Complete all homework and assignments on time;
3. Participate to the best of their ability in all classes;
4. Read independently or with family on a regular basis; and
5. Let teachers, school counselors, and family know when they need help.

Parents/Guardians

It is the responsibility of the parent or guardian to:

1. Actively communicate with school staff;
2. Be aware of and comply with policies, rules, and regulations of the school and District;
3. Take an active role in the child's education by reinforcing at home the skills and knowledge the student has learned in school;
4. Take an active role in assuring that the child is prepared to attend school each day; and
5. Utilize opportunities for participation in school activities.

Staff

It is the responsibility of staff to:

1. Work with parents to develop and implement a school plan for parent involvement;
2. Promote and encourage parent involvement activities;
3. Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement; and
4. Effectively, accurately and consistently communicate with all parents/guardians about academic progress of individual student; and
5. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Community

Community members who volunteer in the schools have the responsibility to:

1. Be aware of and comply with the policies, rules, and regulations of the school and District; and
2. Utilize opportunities for participation in school activities.

Administration

It is the responsibility of the administration to:

1. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District to plan and implement effective parent and family involvement activities to foster improved student academic achievement and school performance;

2. Provide training and space for parent involvement activities;

3. Provide resources to support successful parent involvement practices;

4. Provide inservice education to staff regarding the value and use of contributions of parents and how to reach out to, communicate, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; and

5. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand; and

6. Develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy; and

7. Coordinate and integrate its Title I parent and family engagement strategies with the parent and family engagement strategies of the District's other relevant programs; and

8. Create and support a Parent Advisory Board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent and Family Engagement Policy; and

9. Ensure that each school in the District jointly develops with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging State academic standards and includes the requirements of District Policy 2420.

Procedure History:
Adopted on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2425**

Parental Rights

The Board of Trustees encourages parents/guardians to be involved in their student's school activities and academic progress.

The Board is mandated to adhere to laws, rules, and regulations including the Constitution of the State of Idaho; the rules of the Idaho State Board of Education (Idaho Administrative Procedures Act); the rules and regulations of the Idaho State Department of Education; the laws, rules, and regulations of the federal government and the U.S. Department of Education; as well as educational provisions outlined in the Idaho Code. These mandates include the requirement stated at Article IX, Section 1 of the Idaho Constitution that it is ". . . the duty of the Legislature of Idaho to maintain a general, uniform, and thorough system of public, free common schools."

Based upon the above provisions, as well as the State's mandated requirements for advancement and graduation, the District has established its practices, policies, and procedures as well as the approved curriculum and assessment program. The failure to follow the District's practices, policies, and procedures as well as the school's curriculum and assessment program amounts to the District's violation of State and/or federal laws, rules, and regulations, including but not limited to the failure to provide a general, thorough, free, and uniform system of public education as well as putting the District's operations and funding in jeopardy.

Parents/guardians and students are expected to abide by the District's practices, policies, and procedures governing the operation of the schools which are required by various State and/or federal laws, rules, and regulations. However, a student's parent/guardian has the right to reasonable academic accommodation if the accommodation does not substantially impact District staff and resources, including employee working conditions, safety and supervision on school premises for school activities, and the efficient allocation of expenditures. The District will strive to balance the rights of parents/guardians, the educational needs of other students, the academic and behavioral impacts to a classroom, a teacher's workload, and the assurance of the safe and efficient operations of the school.

If a parent has an objection to the District's implementation of various mandates through the District's practices, policies, and procedures, or if a parent/guardian would like to request reasonable academic accommodation, the appropriate avenue for the parent/guardian is to first seek to address such concerns through communication with the school's administration. Should that avenue not resolve the situation, a parent/guardian is free to address such concerns with the Superintendent and, if no resolution, the Board of Trustees in conformance with Board policy regarding public participation at Board meetings.

A parent/guardian who has an objection to their child's participation in the District's adopted curriculum and/or the District's implementation of practices, policies, and procedures in accordance with educational mandates, on the basis that it harms the child or impairs the parents'

firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or program. A parent/guardian who chooses to not have their child participate in the provided educational activity, with the exception of sex education curriculum, shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to the District. The final decision as to the placement of such alternative educational activity shall be at the discretion of the District, with input of the parent, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined above.

In the case of dual credit courses offered by an institution of higher education, academic accommodations and excusing students from objectionable assignments is solely at the discretion of the course provider and not the District. The District has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

Access to Learning Materials

Parents/guardians are entitled to review all learning materials, instructional materials, and other teaching aids used in the classroom of their student. Parents/guardians can request access to learning materials by contacting the school's administration during school hours.

In the case of dual credit courses offered by an institution of higher education, academic accommodations and excusing students from objectionable assignments is solely at the discretion of the course provider and not the District. The District has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

Notice

The District shall annually provide parents/guardians with notice of their rights as specified in this policy.

Cross References:	2340F	Parental Opt-Out Form for Sex Education
	2420	Parental Involvement
	4105F	Request to Address the Board
	4175	Required Annual Notices
Legal References:	Id. Const. art. IX	Education and School Lands
	I.C. § 32-1010	Intent of the Legislature – Parental Rights
	I.C. § 32-1012	Parental Right to Direct the Education of Children
	I.C. § 32-1013	Interference with Fundamental Parental Rights Restricted
	I.C. § 33-6001	Parental Rights
	I.C. § 33-6002	Annual Notice of Parental Rights
	I.D.A.P.A. §§ 08.01-.04	State Board of Education and State Department of Education Administrative Rules

Policy History:
Adopted on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2430**

Gifted and Talented Program

The term "gifted and talented" means students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and children of outstanding abilities who are capable of high performance and require services or activities not ordinarily provided by the District in order to fully develop such capabilities.

By law, the District is required to provide for special instructional needs of gifted and talented children enrolled in the District. The Board, in conjunction with the Superintendent and staff, shall develop the State required plan for the District's gifted and talented program. The Plan shall include a philosophy statement, a definition of giftedness, program goals, program options, identification procedures, and a program evaluation. The District's initial plan was submitted to the Department of Education on March 2016. Pursuant to State Board mandate, the Plan will be updated every three years.

The Board designates the Superintendent to be responsible for development, supervision, and implementation of the District's gifted and talented program. Such program shall include, but not be limited to, the following:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence, and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The Superintendent shall establish procedures consistent with State guidelines for screening, nominating, assessing, and selecting children of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

Legal References:	I.C. § 33-201	Attendance at Schools - School Age
	I.C. § 33-2001	Education of Exceptional Children - Definitions
	I.C. § 33-2003	Education of Exceptional Children - Responsibility of School Districts for Education of Gifted/Talented Children
	I.D.A.P.A. 08.02.03.171	Gifted and Talented Programs

Policy History:
Adopted on: 1-11-21
Revised on:
Reviewed on:

Advanced Opportunities

The District provides opportunities for students to begin earning credit for college and vocational programs and/or to take advanced placement or other college credit-bearing or professional certificate examinations while they attend school in the District.

Participation in the District's advanced opportunities program requires parent and student agreement to program requirements and completion of the District's participation form documenting the program requirements found in 2435F.

In order to ensure that students have a chance to participate in advanced opportunity programs, the Board hereby directs the Executive Director to establish procedures with timelines, requirements for participation, requirements for financial transactions, and transcription of credits.

Definitions

"Credit" means middle level or high school credit.

"Dual credit" means credit awarded to a student on his or her secondary and postsecondary transcript for the completion of a single course. Students may be allowed dual credit when approved in advance.

"Full credit load" means at least 12 credits per school year for grades 7 through 12 or the maximum number of credits offered by the student's school during the regular school day per school year, whichever is greater.

"Overload course" means a course taken that is in excess of a full credit load and outside of the regular school day, including summer courses

"School year" means the normal school year that begins upon the conclusion of the spring semester leading up to the break between grades and ends upon the beginning of the same break of the following year.

Fast Forward Program

The State's Advanced Opportunities funding, known as the Fast Forward program, provides students in the District with $4,125 to use toward overload courses, dual credits, college credit-bearing examinations, career technical certificate examinations, and federal registered workforce training programs that lead to regional 'in demand' jobs.

Students may access these funds in grades 7 through 12 for:

1. Overload courses, in an amount which may not exceed $225 per overload course. A student must take and successfully be completing a full credit load within a given school year to be eligible for funding of an overload course. An overload course must be taken for high school credit to be eligible for funding.

2. Eligible dual credits, in an amount which may not exceed $75 per one dual credit hour.

3. Eligible postsecondary credit-bearing examinations.

4. Career technical education (CTE) examinations that lead to an industry-recognized certificate, license, or degree.

5. Eligible CTE workforce training courses up to $500 per course and $1,000 per year. Eligible training courses and costs will be maintained by the State Department of Education.

To qualify as an eligible overload course for the program, the course must be offered by a provider accredited by the organization that accredits Idaho high schools and be taught by an individual certified to teach the grade and subject area of the course in Idaho. Eligible examinations include advanced placement (AP), international baccalaureate (IB), college-level examination program (CLEP), and career-technical examinations.

The District shall make reasonable efforts to ensure that any student who considers participating in the District's advanced opportunities program understands the challenges and time necessary to succeed in the program. The District shall make such efforts prior to a student's participation in the program.

Parents of participating students may enroll their child in any eligible course, with or without the permission of the District, up to the course enrollment limits described in this policy. Each participating student's transcript shall include the credits earned and grades received by the student for any courses taken pursuant to this policy. For an eligible course to be transcribed as meeting the requirements of a core subject, as identified in administrative rule, the course must meet the approved content standards for the applicable subject and grade level.

The District shall establish timelines and requirements for participation in the program, including implementing procedures for the appropriate transcription of credits, reporting of program participation, and financial transaction requirements.

A student who has earned 15 postsecondary credits using the advanced opportunities program and wishes to earn additional credits must first identify his or her postsecondary goals. Advisors shall counsel any student who wishes to take dual credit courses that the student should ascertain for him/herself whether the particular postsecondary institution that he or she desires to attend will accept the transfer of coursework under this section

The District will collaborate with publicly funded institutions of higher education in Idaho to assist students who seek to participate in dual credit courses or graduate high school early by enrolling in postsecondary courses.

Challenging Courses

The Board hereby directs the Executive Director or designee to develop criteria by which a student may challenge a course. The Executive Director will present the criteria for challenging courses to the Board for approval. If a student successfully meets the criteria, then the student shall be counted as having completed all required coursework for that course.

If a student fails to earn credit for any course or examination for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for one similar course before any further reimbursements for the student can be paid. If a student performs inadequately on an examination for which the State Department of Education has paid a reimbursement, the building principal shall determine whether the student must pay for and successfully pass such examination to continue receiving State funding. Repeated and remedial courses or examinations are not eligible for funding through this program.

Advanced Opportunities Scholarship

Students who successfully complete grades 1 through 12 at least one year early may be eligible for an advanced opportunities scholarship. A student shall be eligible if he or she:

1. Shows that he or she has met all of the graduation requirements of the District; and
2. Completes grades 1 through 12 curriculums in 11 or fewer years.
3. Applies within two years of graduating from a public school.

A student is not required to graduate early and can choose to participate in dual credit or advanced placement classes upon meeting these criteria.

If an eligible student requests an advanced opportunities scholarship, the student shall be entitled to such a scholarship which may be used for tuition and fees at any publicly funded institution of higher education in Idaho. The amount of such scholarship shall equal 35 percent of the statewide average daily attendance-driven funding per enrolled pupil for each year of grades 1-12 curriculum the student avoids due to early graduation.

The District shall collaborate with publicly funded institutions of higher education in Idaho to assist early-graduating students in enrolling in postsecondary or advanced placement courses held in high school.

Legal References:	I.C. § 33-4601	Advanced Opportunities - Definitions
	I.C. § 33-4602	Advanced Opportunities—Rulemaking
	I.D.A.P.A. 08.02.03.106	Advanced Opportunities

Other Reference: Idaho Department of Education Advanced Opportunities Portal (available at: http://www.sde.idaho.gov/student-engagement/advanced- ops/index.html) (last accessed 10/18/19)

Policy History:
Adopted on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2435F**

Advanced Opportunities Participation Form

This participation form allows students to participate in the *Fast Forward* program through the Idaho State Department of Education as authorized by *Idaho Code 33, Chapter 46: Advanced Opportunities*. By signing this form, the student and parent/guardian agree to the conditions and provisions of the program.

Students are allocated a total of $4,125 to use in grades 7-12. Funds can be used towards:

1. Overload courses; high school credits taken in **excess** of the full credit load offered by the public high school, up to $225 per course. Definitions of full credit load may vary between schools.

2. Dual credits; a maximum of $75 per credit;

3. Examinations; Advanced Placement, International Baccalaureate, and College Level Examination Program;

4. Career Technical Education (CTE) examinations that lead to an industry-recognized certificate, license, or degree;

5. Eligible CTE workforce training courses up to $500 per course and $1,000 per year; and

6. Federal, registered workforce training programs that lead to regional "in demand" jobs.

Students should meet with their guidance counselor to develop a 4, 5, or 6 year learning plan that will help them maximize the benefits of this program according to the student's college and career interests. Intentional selection of coursework is a critical element of these programs.

All courses paid for by *Fast Forward* must be transcribed on the student's public high school transcript.

The parent/guardian and student understand that he or she will be held responsible for tuition and fees incurred as a result of participation in courses or exams taken from a college, university, or other provider, and will be responsible for complying with policies and procedures set forth by the provider.

The Idaho State Department of Education will send payment for courses to the public Idaho post-secondary institution or the student's school district. Eligibility for payment is subject to the deadlines and procedures set forth by the District in partnership with course and exam providers. All payment requests must be submitted through the Advanced Opportunities portal according to District guidelines.

If a student fails to earn credit for a course paid for by *Fast Forward*, the student must subsequently pay for a "like" course on their own before he or she is eligible for further *Fast Forward* funding. If a student performs inadequately on an examination paid for by *Fast Forward*, the local school district will decide whether the student may continue utilizing *Fast Forward* funding, or if he or she must pay for the cost of a "like" examination before using further funds. *Fast Forward* funds may not be used for repeated or remedial course work.
With the approval of the District, students can track expenditures of their allocation by creating an account in the Advanced Opportunities portal.

This form will be retained by the District.

Student Name: _____ Date:

_____

Student Signature: _____ Date:

_____

Parent/Guardian Name: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

School Name: {{School_Name}}

School District: Payette School District No. 371

Payette School District No. 371

INSTRUCTION **2440**

Online Courses and Alternative Credit Options

In addition to regular classroom-based instruction, students may earn credit through the following means.

Virtual/Online Courses

The Superintendent is authorized to create a process for students enrolled in secondary schools to register for enrollment in online courses provided by accredited organizations. At a minimum, such process for registration for online courses shall be accommodated through the District's normal registration process. Any such registration requests shall be made no later than 30 days prior to the end of the term preceding the term in which online enrollment is sought.

Online courses may be counted as credit toward graduation.

Correspondence Courses

The District will permit a student to enroll in an approved correspondence course from an institution approved by the State Department of Education, in order that such a student may include a greater variety of learning experiences within the student's educational program.

Only courses offered by institutions recognized by the Board will be accepted. The express approval of the principal shall be obtained before the course is taken.

Credit for correspondence courses may be granted provided the following requirements are met:

1. Prior permission has been granted by the principal; and
2. The program fits the education plan submitted by the regularly enrolled student.

An official record of the final grade must be received by the school before a diploma may be issued to the student.

Cross References:	2700 - 2700P	High School Graduation Requirements
	3030	Part-Time Attendance/Dual Enrollment
	3050	Attendance
Legal Reference:	I.C. § 33-5501, *et seq*.	Idaho Digital Learning Academy

Policy History:
Adopted on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2450**

Contracted Student Services

The Board of Trustees hereby delegates to directors the authority to negotiate agreements for student services but, requires District approval of such contracts. The reason for District approval is that District administration has no control over excess spending if contracts are signed at the building level without the District's approval.

Special Education

It is the intent of the District to provide services required by students' Individualized Educational Programs (IEPs).

Policy History:
Adopted on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2500**

Library Materials

The school library is the principal location for students to inquire, to study and evaluate, and to gain new maturity and understanding. This District is granted discretion to regulate education and has the authority to determine the initial selection of the library collection. However, the Board also recognizes students' First Amendment constitutional rights.

Pursuant to State law, the Board has the duty and responsibility to equip and maintain a suitable library and to exclude therefrom all books, tracts, papers, and catechisms of a sectarian nature. School library and classroom library books are provided primarily for use by District students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The building principal, or designee, may assess fines for damaged or unreturned books.

District residents or parents/guardians of nonresident students attending the District may be allowed use of library books at the discretion of the building principal. However, such access shall not interfere with regular school use of those books. Use of the library books outside of the District is prohibited except for interlibrary loan agreements with other libraries.

Any individual may challenge the selection of materials for the library/media center. The Uniform Grievance Procedure shall be utilized to determine if the challenged material is properly located in the library.

Cross Reference:	2530	Learning Materials Review
	4120	Uniform Grievance Procedure
Legal Reference:	I.C. § 33-512	District Trustees - Governance of Schools

Policy History:
Adopted on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2510**

Selection of Library Materials

The District has libraries in every school with the primary objective of implementing and supporting the educational program in the schools. It is the objective of these libraries to provide a wide range of materials on all appropriate levels of difficulty, with diversity of appeal, and the presentation of different points of view.

The provision of a wide variety of library materials at all reading levels supports the District's basic principle that the school in a free society assists all students to develop their talents fully so that they become capable of contributing to the further good of that society.

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights, endorsed by the American Association of School Librarians in 1969.

Although the Superintendent is responsible for the selection of library materials, ultimate responsibility for the selection of library materials rests with the Board.

The Board, acting through the Superintendent, thereby delegates the authority for the selection of library materials to the principal in each of the schools. The principal further delegates that authority to the librarian in the school.

Legal Reference:	I.C. § 33-601	School Property - Real and Personal Property — Acquisition, Use or Disposal of the Same

Policy History:
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Reviewed on:

Payette School District No. 371

INSTRUCTION **2510P**

Selection of Library Materials

The selection of library materials is a professional task conducted by the library staff. In selecting library materials, the librarian will evaluate the existing collection, assess curricula needs; examine materials; and consult reputable, professionally prepared selection aids.

Weeding

When materials no longer meet the criteria for selection, they shall be weeded. Weeding is a necessary aspect of selection, since every library will contain works which may have answered a need at the time of acquisition, but which, with the passage of time, have become obsolete, dated, unappealing, or worn out.

Discarded materials will be clearly stamped:

"WITHDRAWAL FROM {{SCHOOL_NAME}} LIBRARY"

Materials will be discarded in compliance with I.C. § 33-601. The Board may sell materials with an estimated value of less than $1,000, without appraisal, by sealed bid or at auction if there is at least one published advertisement prior to such sale. If the Board, by unanimous vote of those members present, finds that the materials have an estimated value of less than $500 and is of insufficient value to defray the costs of arranging a sale, the materials may be disposed of in the most cost-effective and expedient manner by an employee with such authority.

Gifts

Gift materials may be accepted with the understanding that they must meet criteria set for book selection.

Procedure History:
Promulgated on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2520**

Curricular Materials

The term "curricular materials" is defined as textbook; instructional media, including software; audio/visual media; and internet resources.

The Board is legally responsible for approving and to providing the necessary curricular materials used in the District. Textbooks and instructional materials should provide quality learning experiences for students and:

1. Enrich and support the curriculum.
2. Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards.
3. Provide background information to enable students to make intelligent judgments.
4. Present opposing sides of controversial issues.
5. Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage; and
6. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

The Board may establish a curricular materials adoption committee for the purpose of advising the Board on selection of curricular materials for use within the District that are not covered by the State curriculum materials committee. At least ¼ of this committee must be comprised of persons other than public educators and Trustees. All meetings of the committee shall be held in open session and be duly noticed.

Curricular materials may be made available for loan to students when the best interest of the District and student will be served by such a decision. Students will not be charged for normal wear. They will be charged replacement cost, however, as well as for excessive wear, unreasonable damage, or lost materials. The professional staff will maintain records necessary for the proper accounting of all curricular materials.

Any person may submit oral or written objections to any curricular materials under consideration.

Curricular materials provided for dual credit courses offered by an institution of higher education are selected by the provider and not the District. The District has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

A complete and cataloged library of all curricular materials and all electronically available curricular materials adopted in the immediately preceding three years shall be maintained at the State

Department of Education.

Cross Reference:	2530	Learning Materials Review
Legal References:	I.C. § 33-118A	Curricular Materials — Adoption Procedures
	I.C. § 33-512A	District Trustees - District Curricular Materials Adoption Committees
	I.D.A.P.A. 08.02.03.128	Curricular Materials Selection

Policy History:
Adopted on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2530**

Learning Materials Review

Citizens objecting to specific materials used in the District are encouraged to submit a complaint in writing and discuss the complaint with the building principal prior to pursuing a formal complaint pursuant to the Uniform Grievance Procedure.

Learning materials, for the purposes of this policy, shall be considered to be any material used in classroom instruction, library materials, or any materials to which a teacher might refer a student as part of the course of instruction.

Cross Reference: 4120 Uniform Grievance Procedure

Policy History:
Adopted on: 1-11-21
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Payette School District No. 371

INSTRUCTION **2540**

Selection, Adoption, and Removal of Curricular Materials

Curriculum committees will generally be responsible for recommending textbooks and major instructional materials for consideration by the Board for curricular materials that are not covered by the State curriculum materials committee. Recommendations will be made to the Superintendent with a final decision being made by the Board. The function of the committee is to ensure that materials are selected in conformance with stated criteria and established District goals and objectives.

For dual credit courses offered through institutions of higher education, the selection, adoption, and removal of curricular materials is handled by the provider. The District has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

Selection and Adoption

The curricular materials adoption committee should develop, prior to selection, a set of selection criteria against which curricular materials will be evaluated. The criteria should include the following along with other appropriate criteria. Curricular materials shall:

1. Be congruent with identified instructional objectives.
2. Present more than one viewpoint on controversial issues.
3. Present minorities realistically.
4. Present non-stereotypic models.
5. Facilitate the sharing of cultural differences; and
6. Be appropriately priced.

Removal

Curricular materials may be removed when they no longer meet the criteria for initial selection, when they are worn out, or when they have been judged inappropriate through the Learning Materials Review Process.

Legal References:	I.C. § 33-118A	Curricular Materials – Adoption Procedures
	I.C. § 33-512A	District Trustees - District Curricular Materials Adoption Committees
	I.D.A.P.A. 08.02.03.128	Curricular Materials Selection

Policy History:
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Payette School District No. 371

INSTRUCTION **2545**

Technology Advisory Council

The Board supports the establishment of a Technology Advisory Council for the purpose of informing technology integration into the classroom, promoting the sharing of information, and fostering a sense of collective ownership of the District's technology policies. The implementation of this process shall involve regular communication between the Council, administration, and the Board.

Council Membership

The Council shall be organized at the District level. The membership should comprise teachers, classified employees, a building administrator, students, parents/guardians of students, and may include business leaders or members of the community at large.

At least one member shall be the Superintendent of the District, or the Superintendent's designee.

Teachers and classified employees shall be selected by the administration within the District. Parents shall be selected by parents of students attending within the District, and other representatives shall be selected by the Council.

Council Duties

Duties of the Technology Advisory Council shall include but not be limited to:

1. Providing recommendations on the integration of technology into the learning environment; and
2. Sharing best practices and innovative uses of technology in the classroom.

Implementation and Review

The Superintendent shall be responsible for overseeing the activities of the Council and for providing ongoing assessment of site Council functioning.

Other Reference: Technology Taskforce: Final Taskforce Recommendations

Policy History:
Adopted on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2550**

Field Trips, Excursions, and Outdoor Education

The Board recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The Board also recognizes that field trips may result in lost learning opportunities in missed classes. Therefore, the Board endorses the use of field trips when the educational objectives achieved by the trip clearly outweigh any lost in-class learning opportunities.

Field trips which take students out of the State must be approved in advance by the Board. Building principals have the authority to approve all other field trips.

Building principals shall develop procedures for the operation of a field trip. Each field trip must be integrated with the curriculum and coordinated with classroom activities that enhance its usefulness.

No staff member may solicit students during instructional time for any privately arranged field trip or excursion without Board permission.

Policy History:
Adopted on: 1-11-21
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Reviewed on:

Payette School District No. 371

INSTRUCTION **2560**

Contests for Students

Contests may be made available to students by outside organizations through the schools, subject to certain limitations. The Superintendent shall determine that the contest is not in conflict with nor will it diminish the primary educational aims of the schools and that it meets the needs and interests of students.

The schools shall confine their participation to those national contests which are currently placed on the approved list published annually by the Committee on National Contests and Activities of the National Association of Secondary School Principals.

A State or local contest in which students participate shall be:

1. One that supplements and does not interfere with the regular school program.
2. One that is beneficial to youth in education, civic, social, or ethical development.
3. One that makes it possible for individual students to work out contributions by their own efforts and does not invite dishonest collaboration.
4. One whose subject is not commercial, controversial, sectarian, or concerned with propaganda. It must emphasize high moral standards, good citizenship, and intellectual competence.
5. One from which no contestant shall be excluded because of race, color, creed, sex, gender identity and expression, sexual orientation, or payment of entry fee.
6. One which does not place an undue burden on students, teachers, or the school, nor requires frequent or lengthy absence of participants from the school; and
7. One sponsored by an organization engaged in a creditable or acceptable enterprise regardless of kind or amount of prizes offered. The contest or activity must not be used as a "front" for advertising a company name or product.

Contests will not be allowed unless they further the educational goals of the District.

Policy History:
Adopted on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2570**

Use of Commercially Produced Video Recordings

Purpose

The Board believes that movies, videos, and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, it is the Board's purpose to have a policy that promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process, and fostering community values.

Policy

It is Board policy to establish course curriculum and work in partnership with parents to promote an appropriate learning environment that reflects community values. Therefore, the following guidelines represent Board policy regarding how and when movies and videos may be used as an instructional strategy to supplement approved course curriculum.

Educational Relevance

The showing of movies and videos must be limited to a specific educational purpose. General selection criteria should include quality of the overall work; fair and accurate representation of the facts; the reputation and significance of the writer, director, and performer(s); and critical acclaim of the work itself.

Age-Appropriate Movies

Elementary Level: Only G-rated movies may be shown without parental permission. However, parents must be notified that the movie will be shown in class. Any PG-rated movie to be shown at the elementary level requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

Junior High Level/Middle School: Only G-rated movies may be shown without parental permission. Any movie with a PG-rating to be shown at the junior high/middle school requires parent/guardian notification. Any movie with a PG-13 rating to be shown at the junior/middle school requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

High School: Only G, PG, and PG-13 rated movies may be shown without parental permission. Only certain segments having a valid educational purpose of any R-rated movie may be shown.

Any segment of an R-rated movie to be shown at the high school requires a signed written consent from a parent/guardian that must be kept on file before the student may view the video.

The Board discourages the showing of R-rated movies in school. However, the Board also recognizes that some segments of certain R-rated movies may have a valid educational purpose. Therefore, R-rated movies are not to be shown in their entirety, and segments may be shown only if no other means of instruction can present the information. Signed, written permission must be granted by a parent/guardian before the student may view the excerpt.

Administrator's Authorization

At least five days prior to the showing, the instructor or teacher shall submit to the principal, in writing, the following information on the particular film:

1. Title and brief description.
2. Purpose for showing the movie or video.
3. Course objectives the movie or video will help meet.
4. Proposed date(s) of viewing.
5. When and how parents will be notified and how, if necessary, consent will be obtained; and
6. Audience rating (G, PG, PG-13).

Copyright

All District employees must comply with federal copyright laws as well as publisher licensing agreements. The legal requirements apply regardless of:

1. Whether an admission fee is charged.
2. Whether the institute or organization is commercial or non-profit; and
3. Whether a federal, State, or local agency is involved.

An educational exemption, also called the face-to-face teaching exemption, is a precise activity which allows the legal use of movies in certain types of teaching. In order for a movie showing to be considered an educational exemption, all of the following criteria must be met:

1. A teacher or instructor is present, and the movie/video is shown in the course of face-to-face teaching activities.
2. The showing takes place in a classroom setting with only the enrolled students attending.
3. The movie is used as an essential part of the core, current curriculum being taught.
4. The showing of the movie or video is directly related and of material assistance to the curriculum and lesson objectives.
5. The movie being used is a legitimate copy, not taped from a legitimate copy or taped from television.
6. Recorded Programs from Network and Cable Television: Teachers may only show programs recorded off-air from network and cable television channels, according to the following guidelines:

A. Educators desiring to show television programs for instructional purposes should request the school library/media specialist record the program at school with school recording facilities.

B. A television program that is recorded off-air may be retained for 45 consecutive calendar days after the date of the recording. At the conclusion of this 45-day retention period, the recording must be destroyed or erased.

C. During the first ten consecutive school days of the 45-day period the recording may be used once by individual teachers in classrooms or similar places devoted to instruction, in the course of relevant teaching activities. The teacher may show the program again only once within this ten school day period when instructional reinforcement is necessary.

D. Teachers and other school officials who show television programs for entertainment purposes violate this policy as well as federal copyright law.

E. After the first ten consecutive days, off-air recordings may be used up to the end of the 45-calendar day retention period only for teacher evaluation purposes, such as to determine whether or not to include a broadcast program in the teaching curriculum and may not be shown in the schools to students or for other non-evaluation purposes.

F. Copies may be made from an off-air recording as necessary to meet the legitimate needs of teachers. However, all copies are subject to the provisions of this policy and must include the copyright notice on the broadcast program as recorded; and

G. Off-air recordings need not be used in their entirety, but recorded programs may not be altered from their original content, nor may they be physically or electronically merged to constitute teaching anthologies.

Other Organizations Using School Facilities

In the event any outside organizations use a school facility and wish to show movies, videos, or other audiovisual materials, it is only legally permitted if the District itself has a Public Performance Site License from Movie Licensing USA. School districts without such a license can be held liable if an outside organization involves them in copyright infringement by permitting movies, videos, or audiovisual materials to be used in a District facility. Once licensed, the District may exhibit movies copyrighted by the studios so long as they are secured from a legal source such as a video rental store, school library, or a personal collection.

Legal Reference: Pub. L. 94–553 The Copyright Act of 1976
Policy History:
Adopted on: 1-11-21
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Reviewed on:

Payette School District No. 371

INSTRUCTION **2570F**

Parental Movie Opt-Out/Consent Form

The Payette School District Board of Trustees believes that movies, videos, and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, the Payette School District Policy 2570 Use of Commercially Produced Video Recordings promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process, and fostering community values.

Parental Opt-Out Form for Movies, Videos, etc.

I, _____, parent/guardian of _____, request that my child be removed from class and/or student activities when the following movie(s) or videotape(s) is/are shown:

_____

_____

I have had the opportunity to review the materials mentioned above and have explained to my child why I do not wish to have him or her view it/them.

_____ _____

Date Signature of Parent/Guardian

Parental Consent Form for Movies, Videos, etc.

I, _____, parent/guardian of _____, allow my child to view the following movie(s) or videotape(s) when it/they are shown in class:

_____ Rating: _____

_____ Rating: _____

I have had the opportunity to review the materials mentioned above and understand the ratings of said movies and videotapes as designated above.

_____ _____

Date Signature of Parent/Guardian

Payette School District No. 371

INSTRUCTION **2580**

Use of Animals in Educational Programs

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

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

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

Animals Regularly or Periodically Housed in Classrooms

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

    A. A classroom teacher seeking to house an animal in the classroom shall submit such request in writing explaining the educational purpose of having an animal(s) in the classroom setting. A separate form must be provided for each animal to be housed in a classroom. All information sought on such form must be completed fully and accurately, to the best of the employee's knowledge.

    B. The teacher signing this request application is responsible for assuming primary responsibility for the animal and shall be designated as the animal's supervising teacher.

2. Prior to exposing any student to a live animal in the classroom, the supervising teacher shall provide written notification to all parents, including a copy of Form 2580F Student Permission Form for Exposure to Animals to obtain parental/guardian consent.

    A. Copies of all such completed Student Permission Forms shall be maintained in the classroom by the supervising teacher with a copy provided to and maintained by the building administration.

B. The supervising teacher shall consult with any parent/guardian with regard to students who are immunocompromised or have allergies, asthma, or other health concerns relating to contact or proximity to animals.

3. The supervising teacher who has been granted permission to house (an) animal(s) in the classroom shall provide formal classroom instruction to students regarding sanitation in the handling of animals and shall require all individuals handling animals to subsequently wash his or her hands thoroughly with soap and water.

4. Any student handling any animal must be directly supervised by the supervising teacher.

   A. Only the supervising teacher or students designated by the supervising teacher, with proper permission as detailed herein, may handle a classroom animal.

   B. Handling of any animals should be age appropriate, considering the disease-related risks of certain animals (i.e. hamsters, guinea pigs, and gerbils – Salmonella bacteria and Lymphocytic choriomeningitis virus; reptiles and amphibians - Salmonella bacteria; farm animals – E. coli, Salmonella, Campylobacter and Cryptosporidium).

   C. Should any student or employee be injured, including but not limited to animal bites or scratches, associated with the handling of a classroom animal, the supervising teacher is responsible for immediately reporting such event, in writing, to the building principal and assuring the student is directed to the school's office for appropriate medical care.

      1. If appropriate, a District accident/injury report will be completed.
      2. The school's personnel shall notify the student's parent/guardian.
      3. If appropriate, personnel shall notify public health officials.
      4. At no time shall any student be exposed to an inherently dangerous animal or any animal which due to size, nature, or aggression could cause injury to a student.

5. Animals shall be handled humanely and in a healthy environment. If animals are to be kept in the classroom on days when classes are not in session, the supervising teacher shall be responsible for making arrangements for their care and safety.

6. Animals shall be displayed in enclosed cages or tanks or under otherwise appropriate restraints.

   A. Upon placement in the classroom, the building principal shall inspect the enclosure and ensure that it meets standards for safeguarding the health and welfare of students.

   B. Under no circumstances shall any student be allowed to clean any enclosure, cage, tank/aquarium, or other holding enclosure for any classroom animal or touch or otherwise come into contact with the materials that have been removed from any cleaned enclosure, cage, tank, aquarium, or other holding enclosure.

C. Under no circumstance shall any student be allowed to touch or come into contact with any animal waste.

7. Animals must be clean and free of intestinal parasites, fleas, ticks and mites.

8. Animals shall not be brought in or obtained from the wild. If sought by the building principal, the supervising teacher shall provide proof of purchase or proof of transfer of the animal in question.

9. Animals maintained in a school classroom shall not have access to or contact with wild animals.

10. Classroom animals shall not be permitted to freely roam about any classroom or other area of the school.

11. No animal shall be allowed in any area of the school where food or drink is prepared or consumed.

12. Absent pre-approval from the Building principal, food for animals must be stored in air-tight closed containers, preferably hard plastic.

    A. Feeding of classroom animals shall not occur in the presence of any student.
    B. The supervising teacher and the building principal shall, at the time the animal comes into the school setting, confer as to the manner and method of feeding of such animal.
    C. The supervising teacher shall agree with the directive of feeding of the animal or the animal shall not be permitted to be present at school.
    D. No "live-feeding" shall occur in the school setting.

13. The supervising teacher shall be responsible for the proper cleaning and disinfection of any area in which the animal is present.

    A. The supervising teacher, building principal, and custodial personnel shall confer, at the time the animal comes into the school setting, regarding any necessary precautions for cleaning and maintenance in the classroom and/or around the animal or addressing animal waste.

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

14. Prior to the animal being brought into the classroom, the supervising teacher is responsible for assuring that no special permits, licenses, or other requirements (i.e., health/medical certification or examinations) are necessary to own and house the animal. If a permit, license, or other requirement does exist associated with the animal, it is solely the supervising teacher's responsibility comply with such requirements and to provide the building principal with a copy of documentation assuring compliance. Any animal not in compliance shall not be brought into the school's setting. Any health care records associated with the animal shall be maintained in the classroom and is the responsibility of the supervising teacher.

15. At the commencement of each school year the building principal shall be responsible for cataloging any and all animals that are present in classrooms.

    A. Should a new animal be brought into the school setting, or an existing animal leave the school setting, the supervising teacher is responsible for notifying the building principal.

    B. The building principal is responsible for providing a copy of the animal catalog to the Superintendent.

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

Visiting Animals to the Schools

1. As part of an educational program, there may be isolated instances in which an animal is brought into the school's setting. Prior to any such animal coming into the school setting, pre-approval must be obtained from the building principal no less than five school days prior to the scheduled event.

2. To seek approval, a written request must be submitted to the principal including the following:

    A. The date and activity in question.
    B. Detail as to the relevance of the animal to the educational program.
    C. The animal(s) requested to be allowed on school property.
    D. Information as to how the health and safety of students, school personnel, and the animal will be addressed; and
    E. Copies of current health records and/or proof of current vaccination, as applicable (as detailed herein).

3. All animals must be housebroken.

4. The animal's owner agrees to hold the District, its employees, and agents harmless for any injury to the animal, including death, and any injury to any individual, including the handler, school staff, or school student.

Animal Dissection

1. Experiments on living animals are prohibited; however, behavior studies that do not impair and animal's health or safety are permissible only after having obtained written pre-approval from the building principal.

    A. In order to obtain principal approval, the classroom teacher must submit a written request providing details as to the behavior study to be conducted, the manner and details of the study, and how the health and welfare of students and the animal will be safeguarded.

    C. Such request shall be submitted no later than five school days prior to the desired start of the behavior study.

2. The dissection of dead animals or parts of dead animals shall be allowed in a classroom only when the dissection exercise contributes to or is part of the approved educational program of the classroom.

    A. Prior to scheduling any educational dissection, the classroom teacher shall confer with the curriculum director and building principal to address the scheduling and approval of the educational activity. Such discussion shall occur no later than 15 days prior to the scheduled classroom activity.

    B. All dissection of animals and the parts of dissected animals shall be confined to the classroom.

    C. Students who object to performing, participating in, or observing the dissection of animals shall be excused from the classroom during such educational activity without penalty, discipline, or negative impact upon the student's grade. Alternate projects will be assigned to any such non-participating student.

Prohibited Animals

1. Regardless of the desired educational purpose, the following live animals are prohibited in any school facility, for any time or purpose:

    A. Inherently dangerous animals.

    B. Any venomous or toxin producing animals.

    C. Aggressive or unpredictable animals.

    D. Stray animals or animals with no health or vaccination history.

    E. Mammals at high risk for having or transmitting rabies; and

    F. Any animal on the Idaho Invasive Species List for which proper state permitting and documentation of ownership has not been obtained prior to classroom housing (i.e., Snapping Turtle, Read Eared Slider, Mediterranean Gecko, Brahminy Blind Snake, Monk Parakeet, and Nutria).

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

Health and Vaccination Requirements

1. Prior to bringing certain animals into a school building, current health records and/or proof of current vaccinations is required as follows:

    A. Cats: A health certificate from a licensed veterinarian showing proof of current vaccination against feline distemper/upper respiratory vaccine (FVRCP), feline leukemia, feline chlamydiosis and rabies. The District may also request proof of a negative fecal exam or successful treatment for intestinal parasites within the last six months.

    B. Dogs: A health certificate from a licensed veterinarian showing proof of current vaccination against canine distemper, hepatitis, leptospirosis, canine parainfluenza (CPVI), parvovirus, Bordetella, and rabies. The District may also request proof of a negative fecal exam or successful treatment for intestinal parasites within the last six months. The District may also request proof of current licensure of the dog.

    C. Ferrets: A health certificate from a licensed veterinarian showing proof of current vaccination against rabies. The District may also request proof of a negative fecal exam or successful treatment for intestinal parasites within the last six months.

    D. Psittacine Birds (parrots, parakeets, budgies, and cockatiels): A health certificate from a licensed veterinarian showing proof of treatment or negative test results for psittacosis (avian Chlamydiosis).

2. The Superintendent shall make the final determination as to whether or not any animal may be present upon school property. When making such a determination the primary factor of consideration shall first be the health and welfare of students.

Cross References:	2340	Controversial Issues and Academic Freedom
	2345	Speakers in the Classroom and at School Functions
	2375	Service Animals in Schools
	3370	Searches and Seizure
Legal Reference:	I.C. § 33-6001	Parental Rights

Policy History:
Adopted on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2580F**

Student Permission for Exposure to Animals(s)

To be used when animal(s) are brought into the classroom or learning center for educational purposes.

Student: _____ Grade/Teacher: _____

Dear Parent(s)/Guardian(s):

As allergies, asthma, immune problems, and/or other health concerns may make animal contact inappropriate for some students, District guidelines require prior parent/guardian permission for student contact with animal(s) in school.

On ___*(insert date)*___, the following animal(s) will visit my classroom for educational purposes:

☐ **Cat**	☐ **Bird**	☐ **Ferret**
☐ **Guinea Pig**	☐ **Dog**	☐ **Rabbit**
☐ **Hamster**	☐ **Reptile or amphibian**	☐ **Rat**
☐ **Mouse**	☐ **Gerbil**	☐ **Other_____**

The following animals are prohibited in schools:

1. **Venomous or toxin-producing animals (e.g., certain spiders, insects, reptiles, and amphibians);**
2. **Wild or exotic animals;**
3. **Mammals at high-risk for transmitting rabies (e.g., bats, raccoons, skunks, foxes, and coyotes);**
4. **Non-human primates;**
5. **Stray animals;**
6. **Aggressive or unpredictable animals;**
7. **Any animal in the Idaho Invasive Species List; and**
8. **Any animal considered inherently dangerous.**

The building principal or designee will ensure that the District's policies and procedures for the use of animals in education programs are followed. I will also supervise the entire student-animal contact session, have a clean and disinfected area for showing the animal(s), not allow food or drink in the animal showing area, and will appropriately dispose of animal waste. Under no circumstances are students allowed to clean cages or handle animal waste.

Please complete and return this form to me by_____*(insert date)*___. If you have any questions or concerns, please feel free to contact me at _____*(insert contact information)*_____.

To Be Completed by Parent/Guardian:

☐ **I** do **permit my student identified above to be exposed to the animal(s) listed above. I further agree to indemnify and hold harmless the School District and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of my student's exposure to the animal(s) listed above.**

☐ **I** do not **permit my student identified above to be exposed to the animal(s) listed above. I understand that when the animal(s) listed above are present, my student will be excused from classroom attendance without penalty and given an alternative educational activity.**

_____
Parent/Guardian Name (*please print*)

_____ _____
Parent/Guardian Signature Date

Parent/Guardian Name (*please print*)

_____ _____
Parent/Guardian Signature Date

Note: If only one parent/guardian signs this form, please certify the following:

I, _____ (parent/guardian), have full authority to sign and consent to this Permission Form and Release as an agent of any and all other parent(s) and/or legal guardian(s).

Payette School District No. 371

INSTRUCTION **2580P**

District Procedure on Dissection of Animals

Actor	Action	Time
Superintendent	Keeps a catalogue provided by building principals of all schools that house animals in schools.	Continuously
Building Principal	Reviews requests to have animals housed in classrooms; approves or denies requests and reports back to teacher and/or curriculum director. Ensures that students objecting to dissections have the right to refrain, and the availability, if any, of an alternative. Reviews proof of purchase or transfer from supervising teacher of the animal to ensure it was not obtained from the wild. Works with the supervising teacher to confer on the manner and method of storage and feeding for the animal. Reviews permit, license, or another requirement associated with the animal, when applicable. Catalogs all animals that are brought into classroom. Provides catalogue to Superintendent. Reports any injury to parent/guardian and oversees any procedure of removing animal from the classroom if necessary.	Annually, when course offerings and descriptions are distributed to students

Curriculum Director	Identifies: 1. Which, if any, courses contain a dissection project, and 2. The available alternative projects. Reports this information to the building principal. "Dissection" includes cutting, killing, preserving, or mounting of living or dead animals or animal parts for scientific study; it does not include the cutting, preserving, or mounting of: 1. Meat or other animal products that have been processed for use as food or in the preparation of food, or 2. Wool, silk, glue, or other commercial or artistic products derived from animals. Students who object to performing, participating in, or observing a dissection must be excused from classroom attendance without penalty.	Throughout the curriculum development process

Supervising Teacher	Submits request to have a live animal in the classroom to building principal; provides proof of purchase/transfer as well as up to date vaccination and medical records of the animal; Complies with any licensure or permit requirements; Provides student permission forms and provides copies to students; consults with parents/guardians with regard to students who may have health concerns related to contact with or proximity of animals. Acts as primary caretaker of the animal; Provides formal classroom instruction to students regarding best sanitary and safety practices. Work with building principal to create procedures for the storage of food and feeding of animal. Properly disposes of animal waste; Reports any changes in location of the animal to the building principal; Reports injury caused by animal to building principal and directs student to appropriate medical care.	Annually Annually Continuously

Students	Notifies supervising teacher and building principal if they have difficulties associated with in-classroom animal; If dissection is objectionable, asks the teacher to be excused from the dissection project and requests an alternative project.	Within the first 10 days of the course, if possible
All Staff Members	Do not penalize or discriminate against a student in any way for refusing to perform, participate in, or observe dissection.	Continuously

Procedure History:
Promulgated on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2600**

Promotion/Retention

The Board recognizes that students of the same age are at many intellectual and developmental levels and that these differences are a normal part of human development. Because of these differences, the administration and teaching staff are directed to make every effort to develop curricula and programs which meet the individual and unique needs of all students and allow them to remain with their age cohorts.

It is the philosophy of the District that students thrive best when placed or promoted to grade levels with other students who have compatible age, physical, and social/emotional status. It is our philosophy to promote students who demonstrate effort within those compatibilities. It is equally our philosophy and practice to retain students who do not make a reasonable effort to meet grade level expectations, as long as those expectations are commensurate with the individual student's ability and rate of learning.

If a parent insists on the child being retained or promoted, a notice will be placed in the child's file that the retention or promotion was a parent decision and not recommended by the school.

Policy History:
Adopted on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2605**

Advancement Requirements (Grades 6 through 9)

The District has established a set of advancement requirements for 6th through 9th grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the District sets the following advancement requirements:

1. To advance to the 7th grade, students must earn at least 80 percent of the credits attempted in 6th grade and be in compliance with the District's attendance policy.

2. To advance to the 8th grade, students must earn at least 80 percent of the credits attempted in 7th grade and be in compliance with the District's attendance policy.

3. To advance to the 9th grade, students must earn at least 80 percent of the credits attempted in 8th grade and be in compliance with the District's attendance policy; and

4. Students who have failed more than 20 percent of the courses attempted in the 6th, 7th, or eighth 8th grade may make up the credits needed to achieve the minimum portion of credits attempted by retaking the necessary course(s) during the summer, online, or through correspondence.

Cross References:	2600	Promotion/Retention
	3050	Attendance Policy
Legal Reference:	I.D.A.P.A. 08.02.03.107	Middle Level Credit System

Policy History:
Adopted on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2610**

Advancement Requirements (9 through 12)

The District has established a set of advancement requirements for 9th through 12th grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the District requires the following for advancement:

5. A student who successfully completes any required high school course with a grade of C or higher prior to entering the 9th grade shall have that grade, and the number of credit hours assigned to the course, transferred to the student's high school transcript. The course must be taught by a certified teacher who meets the federal definition of highly qualified and must meet the same standards as those required in high school. Courses taken in middle school appearing in the student's high school transcript shall count for the purpose of high school graduation. However, the student must complete the number of credits required by State law and administrative rules for each high school core subject.

6. To advance to the 10th grade, students must earn at least 14 credits in 9th grade, 6 credits of which must be in English, math, or science.

7. Failure to pass a 9th grade English, math, or science class shall necessitate the failed course being retaken in the 9th grade even though the student may have earned enough credit to advance to the 10th grade.

8. Students who have failed one or more 9th grade courses may get credit for that course by retaking it during the summer.

9. A student who is retained in the 9th grade would normally have to repeat all classes. However, the junior and senior high principals may, through a joint agreement, allow the student to take one or more advanced courses. In the event that the principals of the junior and senior high do not agree on allowing a student to take advanced courses, the decision will be appealed to the Superintendent.

10. Students may be retained at each grade level if the following year requirements are not met by August 30:

    A. A minimum of 14 credits is required for advancement into the 10th grade.
    B. A minimum of 28 credits is required for advancement into the 11th grade: and
    C. A minimum of 41 credits is required for advancement into the 12th grade.

Cross Reference:	2700P	High School Graduation Requirements
Legal References:	I.C. § 33-512C	District Trustees - Encouragement of Gifted Students
	I.D.A.P.A. 08.02.03.105	High School Graduation Requirements
	I.D.A.P.A. 08.02.03.107	Middle Level Credit System

Policy History:
Adopted on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2620**

Grading and Progress Reports

The Board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The issuance of grades and progress reports on a regular basis serves as the basis for continuous evaluation of the student's performance and for determining changes that should be made to effect improvement. These reports shall be designed to provide information that will be helpful to the student, teacher, counselor, and parent.

The Board directs the Superintendent to establish a system of reporting student progress and shall require all staff members to comply with such a system as part of their teaching responsibility. Staff members, parents, and teachers shall be involved.

Policy History:
Adopted on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2625**

Parent-Teacher Conferences

Parent-teacher conferences have been adopted by the District as a means of reporting student progress to parents/guardians in grades K through 12. These conferences are to serve as a two-way method of face-to-face communication for the benefit of the child. They should not necessarily be confined to reporting, but may be planned for any occasion that will be helpful to the teacher, the child, and the parent/guardian. They should afford an opportunity for sharing information and views designed to promote the welfare of the child.

The schedule of conferences, the number of conferences, and general details shall be worked out to meet the needs of the parents/guardians, teachers, and students.

Policy History:
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Reviewed on:

Payette School District No. 371

INSTRUCTION **2630**

Homework

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline associated with good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students, and should be evaluated and returned to students in a timely manner.

Teachers may give homework to students to aid in the students' educational development. Homework should be an application or adaptation of a classroom experience and should not be assigned for disciplinary purposes.

Policy History:
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Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2700**

High School Graduation Requirements

The Board shall award a regular high school diploma to every student enrolled in the District who meets the requirements of graduation established by the District. The official transcript will indicate the specific courses taken and level of achievement.

The Board shall establish graduation requirements which, at a minimum, satisfy those established by the State Board of Education. Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter 9th grade. Exceptions to this general rule may be made where it is determined by the Board that the proposed change in graduation requirements will not have a negative effect on students already in grades 9 through 12. The Board shall consider and vote on whether to approve graduation requirements as recommended by the Superintendent.

A student who possesses a disabling condition shall satisfy those competency requirements which are incorporated into the Individualized Education Program ("IEP"). Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

A student may be denied participation in graduation ceremonies. Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be awarded after the official ceremony has been held.

Cross References:	2435	Advanced Opportunities
	2700P	High School Graduation Requirements
Legal References:	I.C. § 33-4601, *et seq*.	Advanced Opportunities
	I.D.A.P.A. 08.02.01.250.02	Required Attendance
	I.D.A.P.A. 08.02.01.350	Early Graduation
	I.D.A.P.A. 08.02.03.105	High School Graduation Requirements

Policy History:
Adopted on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2700P**

High School Graduation Requirements

Publication of Graduation Requirements

Prior to registering for high school, each student will be provided with a copy of the current graduation requirements. Graduation requirements shall also be included in the student handbook.

Credits

Students shall be expected to earn a total of 53 semester credits in order to complete graduation requirements. Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma.

The core of instruction is **29 semester credits**:

Secondary Language Arts and Communication		9 credits
English (language study, composition, literature)	8 credits	
Speech or Debate	1 credit	
Mathematics		6 credits*
Algebra I (or meets Algebra I standards)	2 credits	
Geometry (or meets Geometry standards)	2 credits	
Secondary Mathematics of the student's choice	2 credits	

*(Two credits must be taken in the last year of high school in which the student intends to graduate unless the student has:

1. Earned 8 or more high school credits of mathematics that include Algebra II or higher level of mathematics before their senior year; and

2. Has completed 6 or more high school math credits prior to the fall of their last year of high school, including 2 semesters of an Advanced Placement or dual credit Calculus or higher level course

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.

Dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, including AP Computer Science and dual credit computer Science courses may be counted as a mathematics credit if the student has completed Algebra II (or equivalent integrated mathematics) standards.

**Students who choose to take Computer Science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit*

Science

Secondary Science	6 credits*
*(4 credits shall be laboratory sciences)	

Up to 2 credits in dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, including AP Computer Science, Dual Credit Computer Science, may be used as science credits.

**Students who choose to take computer science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit.*

Social Studies		5 credits
Government	2 credits	
US History	2 credits	
Economics	1 credit	

Arts and Humanities	2 credits
Interdisciplinary humanities, visual and performing arts, or Foreign language	

Health/Wellness	1 credit*

*(For students who enter 9th grade in Fall 2015 or later, each student shall receive a minimum of 1 class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. Additionally, students participating in one season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the District, or 18 weeks of a sport recognized by the District may choose to substitute participation for up to one credit of physical education.

Middle School Credit

If a middle school student completes any required high school course with a grade of C or higher before entering the 9th grade, and if that course meets the same standards that are required in high school and the course is taught by a teacher certified to teach high school content, then the student

has met the high school content area requirement for such course. The student shall be given a grade for the successful completion of that course and 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: COMPASS, ACT, or SAT.

A student may elect an exemption in their 11th grade year from the college entrance exam requirement if the student is:

1. Enrolled in a special education program and has an Individual Education Plan that specifies accommodations not allowed for a reportable score on the approved tests.
2. Enrolled in a Limited English Proficient program for three academic years or less.
3. Enrolled for the first time in grade 12 at an Idaho high school after the spring statewide administration of the college entrance exam; or
4. Eligible to take an alternative assessment. In this case the student may instead take the ACCUPLACER placement exam during their senior year.

A student who misses the statewide administration of the college exam during the student's 11th grade year may instead take the examination during his or her 12th grade year if the student:

1. Transferred to an Idaho school district during his or her 11th grade year.
2. Was homeschooled during his or her 11th grade year; or
3. Missed the spring statewide administration of the college entrance exam for a documented medical reason.

Senior Project

A student shall complete a senior project that includes a written report and oral presentation by the end of grade 12. Senior projects may be multi-year projects, group, or individual projects, or approved pre-internship or school to work internship programs at the discretion of the District. The project must include elements of research, development of a thesis using experiential learning or integrated project-based learning experiences, and a presentation of the outcome. **Additional requirements for the senior project are the discretion of the District**.

Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to satisfy this requirement.

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

Beginning with the class of 2017, 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.

Any student who participates in a United States Government and Politics course and an associated college credit-bearing examination shall be deemed to have met this requirement.

The District will determine the method and manner in which to administer the civics test. 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 Requirement

Graduation requirements generally will not be waived under any circumstances. However, in rare and unique hardship circumstances, the principal may recommend, and the Superintendent may approve, minor deviation from the graduation requirements.

Alternative Programs

Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, college and university courses, correspondence courses, and online/virtual courses.

Credit for work experience may be offered when the work program is a part of and supervised by the school.

All classes attempted at Payette High School and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average (GPA) and class rank. Credit shall be awarded only once regardless of repetition of the course.

Honor Roll

A student must have a minimum GPA of 3.5 to be placed on the honor roll. Specific information regarding honors at graduation is included in the student handbook.

Class Rank (GPA)

Class rank is compiled from semester grades. Courses not eligible for GPA are designated with an asterisk on the report card.

Early Graduation or Flexible Schedule

A student may, at the student's option and upon notification to the student's school, be relieved from completing their remaining high school graduation requirements and apply for a flexible schedule or graduate early if the student:

1. Is at least 16 years of age.
2. Maintains a cumulative 3.5 grade point average.
3. Obtains permission from a parent/guardian, if under the age of 18.
4. Achieves a college and career readiness score.
5. Files the following with school:
    A. Notification of their intent to take a flexible schedule OR graduate early.
    B. The student's participation portfolio; and
    C. An essay of at least one page explaining why the student wishes to have a flexible schedule which must include the future plans using the flexible schedule OR early graduation.

6. Completes the following:
    A. The required civics test.
    B. The economics credit, government credits, and senior project required to graduate. A student's senior project may describe the student's experience in achieving a college and career readiness score and a detailed explanation of the student's future plan.

Students eligible for a flexible schedule may be relieved from high school graduation requirements in order to:

1. Take elective courses, career technical education programs, or course courses selected by the student which are available within the District.
2. Participate in apprenticeships or internships.
3. Act as a tutor at any grade level; or
4. Engage in such other activities identified by the Board.

A student who is granted a flexible schedule must adhere to the plan submitted to the school as a part of their eligibility. Students who are under 18 may be modify their plan with the approval of the student's parent/guardian.

The Superintendent is authorized to create any procedures necessary to assist students to achieve early graduation or flexible schedule as well create incentives for participation in any early graduation program. Students who opt for a flexible schedule may apply for Advanced Opportunities funding. Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

Procedure History:

Adopted on: 1-11-21
Revised on:
Reviewed on:

Military Compact Waiver

The State of Idaho is one of numerous states across the country that are members of the Interstate Compact on Educational Opportunity for Military Children. As a school district within the State of Idaho subject to the laws of the State of Idaho, the District shall follow the requirements of the Compact for students who enroll at the District for whom the Compact applies.

Purpose

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success for children of military families due to frequent relocation and deployment of their parents. The Compact facilitates educational success by addressing

1. Timely student enrollment.
2. Student placement.
3. Qualification and eligibility for curricular, co-curricular, and extracurricular programs.
4. Timely graduation; and
5. The facilitation of cooperation and communication between various member states' schools.

Applicability

This Compact applies only to children of:

1. Active-duty members of the uniformed services, including members of the National Guard and Reserve on active-duty orders. For application of this section the parent must be on full time duty status in the Army, Navy, Air Force, Marine Corps, Coast Guard, or the Commissioned Corps of the National Oceanic and Atmospheric Administration and Public Health Services.

2. Veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and

3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

Educational Records and Enrollment

1. **Hand Carried/Unofficial Educational Records:** In the event that official educational records cannot be released to a parent for the purpose of school transfer, the custodian of records from the sending school shall prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission.

Upon receipt of the unofficial educational records, the District shall enroll and appropriately place the student based upon the information the school receives in the unofficial educational records, pending validation by the official records, as soon as possible.

2. **Official Educational Records/Transcripts:** At the time of enrollment and conditional placement of a qualifying student at the District, the District shall request the student's official educational records from their last school of attendance.

   A school receiving such a request shall process the official educational records request and furnish such within a period of ten days, or within the timeline determined to be reasonable by the Interstate Commission.

3. **Immunizations:** The District shall provide a period of 30 days from the date of enrollment, or such other time frame as determined by the rules of the Interstate Commission, within which students may obtain any immunizations required by the District. Where the District's requirements include a series of immunizations, initial vaccinations must be obtained within 30 days, or within the timeline determined to be reasonable by the Interstate Commission.

4. **Kindergarten and 1st Grade Entrance Age:** Students shall be allowed to continue their enrollment at grade level at the District, commensurate with their grade level from their receiving school, including kindergarten, at the time of transition. However, the provisions of Idaho Code Section 33-201 regarding attaining the age of five on or before the first day of September for enrollment in Kindergarten and attaining the age of six on or before the first day of September or having attained the age of five and having completed a private or public out of State kindergarten for the required 450 hours for enrollment in first grade, shall continue to apply.

   A student who has satisfactorily completed the prerequisite grade level in the sending school shall be eligible for enrollment in the next highest grade level in the District, at the receiving school, regardless of age.

   A student who is transferring into the District after the start of the school year shall enter the District on the student's validated grade level from an accredited school in the sending state.

Placement and Attendance

1. **Course Placement:** Upon transfer of a qualifying student, the receiving school, when possible, shall place the student in courses consistent with the student's courses in the sending school and/or the school's educational assessments.

   Course placement includes, but is not limited to honors, international baccalaureate, advanced placement, vocational, technical, and career pathways courses.

   Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This requirement does not preclude the District from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s).

2. **Educational Program Placement:** The District shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending school or participation/placement in similar programs at the sending school.

   Educational program placement includes, but is not limited to, gifted and talented programs and English as a second language. This requirement does not preclude the District from performing subsequent evaluations to ensure appropriate placement of the student.

3. **Special Education Services:** In compliance with the federal requirements of the Individuals with Disabilities Education Act, the District, as the receiving school, shall initially provide comparable services to a student with disabilities based on his or her current Individual Education Plan.

   In compliance with Section 504 of the Rehabilitation Act and with Title II of the Americans with Disabilities Act, the District, as the receiving school, shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities consistent with his or her existing 504 or Title II Plan.

   This does not preclude the District, as the receiving school, from performing subsequent evaluations to ensure appropriate placement and/or accommodations are made for the student.

4. **Placement Flexibility:** The District's administration shall have the flexibility to waive course and program prerequisites or other preconditions for placement in courses and programs offered by the receiving District.

5. **Absences Relating to Deployment Activities:** A student whose parent/legal guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment in a combat zone or combat support position, shall be granted additional excused absences at the discretion of the District's Superintendent to visit with his or her parent/legal guardian relative to such leave or deployment of the parent/guardian.

<u>Eligibility</u>

1. **Eligibility for Enrollment:** A special power of attorney pertaining to the guardianship of a student of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

   The receiving District shall not charge tuition to a transitioning military student placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent.

   A transitioning military student, placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which he or she was enrolled when residing with the custodial parent.

2. **Eligibility for Extracurricular Activity Participation:** The District shall facilitate the opportunity for transitioning military students' inclusion in extracurricular activities, regardless of application deadlines, to the extent the student is otherwise qualified.

Graduation

In order to facilitate the on-time graduation of children of military families, the receiving District shall incorporate the following procedure:

1. **Graduation Course Requirements – Waiver:** The receiving District's Administration, through the Superintendent or designee, shall waive specific courses that are required for graduation if similar coursework has been satisfactorily completed at another school.

   If the District does not waive the specific course requirement for graduation, the District shall provide a reasonable justification for the denial. This justification shall be provided to the parent/legal guardian in writing.

   If the receiving District does not waive the specific course requirement for graduation and the student would have otherwise qualified to graduate from the sending school, the receiving District shall provide an alternative means of acquiring required course work to ensure that the student's graduation will occur on time.

2. **Exit Exams:** In lieu of testing requirements for graduation at the receiving District, the District and the State of Idaho shall accept any or all of the following:

   A. Exit exams or end-of-course exams required for graduation from the sending school.
   B. National norm-referenced achievement tests; or
   C. Alternative testing.

   In the event the above alternatives cannot be accommodated by the receiving District for a student transferring during his or her senior year, subsection 3, below, shall apply.

3. **Transfer During Senior Year of High School:** Should a military student transferring at the beginning of or during the senior year be ineligible to graduate from the receiving District after all alternatives have been considered, the sending school and the receiving District shall ensure the receipt of a diploma from the sending school if the student meets the graduation requirements of the sending school.

   In the event that one of the states in question is not a member of this Compact, the member state shall use best efforts to facilitate the on-time graduation of the student.

Conflicts

All State laws and District policies that conflict with this policy and/or in conflict with the Compact are superseded to the extent of the conflict.

Cooperation

The receiving District, through its administrative agents, shall timely cooperate with all State agency inquiries and other District or school inquiries relating to a student who is covered by the Compact.

Cross Reference:	2700P	High School Graduation Requirements
Legal References:	I.C. § 33-5701	Interstate Compact on Educational Opportunity for Military Children
	I.D.A.P.A. 08.02.03.105	High School Graduation Requirements

Policy History:
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Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2710**

High School Graduation Requirements

STEM Diploma

The Board may award a STEM Diploma to every student enrolled in the School District who meets the requirements of graduation established by the School District and also completes the following:

1. Eight credits in mathematics.
2. Eight credits in science; and
3. Five credits in the students' choice of any or all subjects of science, technology, engineering, or mathematics.

Students who have completed eight or more credits in mathematics that include algebra II or a higher-level mathematics class before the student's senior year are not required to take a mathematics class in the student's senior year.

The official transcript will indicate the specific courses taken and level of achievement.

Bi-Literacy Diploma

The Board may award a Bi-Literacy Diploma to every student enrolled in the School District who meets the requirements of graduation established by the School District, demonstrates proficiency in English, and meets one of the following requirements:

1. Passes a foreign language advanced placement exam with a score of 3 or higher; or
2. Passes an international baccalaureate examination with a score of 4 or higher; or
3. Demonstrates intermediate mid-level proficiency or higher in the world language based on the American Council on the Teaching of Foreign Language (ACTFL) proficiency guidelines; or
4. Qualifies for four competency-based credits by demonstrating proficiency in the world language at the intermediate mid-level or higher based on the ACTFL guidelines: or
5. Demonstrates proficiency in speaking, writing, and reading the world language through other national or international assessments approved by the State Board of Education.

To receive this specialty diploma, students are not required to complete more than the total credits required to graduate.

Cross References:	2700	High School Graduation Requirements
	2700P	High School Graduation Requirements
Legal References:	I.C. § 33-523	STEM Diploma
	I.C. § 33-524	Biliteracy Diploma
	I.D.A.P.A. 08.02.01.250.02	Required Attendance
	I.D.A.P.A. 08.02.01.350	Early Graduation

I.D.A.P.A. 08.02.03.105	High School Graduation Requirements
I.D.A.P.A. 08.02.03.1802	STEM Diploma Math Exemption

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Payette School District No. 371

INSTRUCTION **2720**

Participation in Commencement Exercises

Statement of Policy

A student's opportunity to participate in the commencement exercises of the District's graduating class is a privilege. As such, participation in this ceremony is reserved for those members of the graduating class who have completed all the State and local requirements for graduation before the date of the ceremony. Students who complete their requirements after the date of commencement exercises will receive their diploma at that time.

Organization and Content of Commencement Exercises

The school administration shall exercise plenary control over all aspects of any graduation ceremony held within the District. The school administration may invite graduating students to participate in high school graduation exercises according to academic class standing or class officer status. Any student who, because of academic class standing, is requested to participate may choose to decline the invitation.

Students selected to participate may choose to deliver an address, poem, reading, song, musical presentation, or any other pronouncement of their choosing. The principal shall review and approve the student's address, poem, reading, song, musical presentation, or any other pronouncement of their choosing prior to its presentation to the audience attending the graduation ceremony to ensure that there is no conflict with the Establishment Clause found in the First Amendment to the United States Constitution, The Idaho Constitution, or the laws of the State of Idaho.

Legal References:	U.S. Const. amend. I, cl. 1-2	Free Exercise and Establishment Clauses of the First Amendment
	Id. Const. art. IX, § 6	Religious Test and Teaching in School Prohibited
	I.C. § 33-512	District Trustees - Governance of Schools
	I.C. § 33-1603	Sectarian Instruction Forbidden
	I.C. § 67-5909	Commission on Human Rights - Acts Prohibited

Policy History:
Adopted on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

INSTRUCTION **2800**

Objectives

Accreditation Standards

The Board will comply with all accreditation standards established by the State Board of Education. The District uses the Northwest Accreditation Standards for secondary education, serving grades 9 through 12, as required by law. Accreditation is voluntary for elementary schools, grades K through 8.

The District will timely submit an annual accreditation report to the State Board of Education.

Continuous Progress Education

The Board acknowledges its responsibility for developing and implementing a curriculum designed to provide for sequential intellectual and skill development necessary for students to progress on a continuous basis from the elementary through secondary school.

The Superintendent is directed to develop instructional programs that will enable each student to learn at the student's best rate. The instructional program shall strive to provide:

1. Placement of a student at the student's functional level;
2. Learning materials and methods of instruction considered to be most appropriate to the student's learning style; and
3. Evaluation to determine if the desired student outcomes have been achieved.

Each year, the Superintendent shall determine the degree to which such instructional programs are being developed and implemented. Accomplishment reports submitted annually shall provide the Board with the necessary information to make future program improvement decisions.

Legal Reference:	I.C. § 33-119	Accreditation of Secondary Schools – Standards for Elementary Schools
	IDAPA 08.02.02.140	Accreditation

Policy History:
Adopted on: 1-11-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3000**

Entrance, Placement, and Transfer

Entrance, Date, and Age

No pupil may be enrolled in the kindergarten or first grade whose fifth or sixth birthday respectively does not occur on or before the first day of September of the school year in which the child registers to enter school. Any child of the age of five years who has completed a private or public out-of-state kindergarten for the required 450 hours but has not reached the age and date requirements set above shall be allowed to enter the first grade.

Initial Enrollment

Immunization records or an appropriate waiver and birth certificate are required for admission to all District schools (subject to provisions of McKinney Homeless Assistance Act, see District Policy 3060).

If a birth certificate is not provided upon enrollment of a student for the first time in elementary or secondary school, the District shall notify the person enrolling the student in writing that he or she must provide within 30 days 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. If the person enrolling a student fails to provide the information within the requested 30 days, the District shall immediately notify the local law enforcement agency of such failure and again notify the person enrolling the student, in writing, that he or she has an additional ten days to comply. If any documentation or affidavit received pursuant to this section appears inaccurate or suspicious in form or content, the District shall immediately report the same to the local law enforcement agency. Local law enforcement will investigate these reports. Failure of a parent, or person in custody of a child, or a person enrolling a student, to comply with the documentation requirements of this section after a lawful request shall constitute a misdemeanor.

A student transferring schools within the District need not provide proof of identity and birth date if the student's record already contains such verified information.

Placement

The goal of the District shall be to place students at levels and in settings that will enhance the probability of student success. Developmental testing together with other relevant criteria, including but not limited to health, maturity, emotional stability, and developmental disabilities, may be considered in the placement of all students. Final disposition of all placement decisions rests with the principal, subject to review by the Superintendent and the Board.

Advanced Enrollment For Military Dependents

Any member of the United States Armed forces who has received transfer orders to a location in Idaho and will, upon such transfer, reside in the District's attendance boundary may enroll his or her child in the District regardless of where the child resides at the time of enrollment.

Advanced Enrollment For Military Dependents

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Transfer

District policies regulating pupil enrollment from other accredited elementary and secondary schools are designed to protect the educational welfare of the child and of other children enrolled in the District.

Elementary Grades (K-8): Any student transferring into the District will be admitted and placed on a probationary basis for a period of two weeks.

Should any doubt exist with teacher and/or principal as to grade and level placement of the student, the student shall be subject to an educational assessment to determine appropriate grade and level placement.

During the two-week probationary period, the student will be subject to observation by the teacher and building principal.

Secondary Grades (9-12), Credit Transfer: Requests for transfer of credits from any secondary school shall be subject to a satisfactory examination of the following:

1. Appropriate certificates of accreditation;
2. Length of course, school day, and school year;
3. Content of applicable courses;
4. The school facility as it relates to credit earned (i.e., lab areas for appropriate science or vocational instruction);
5. An appropriate evaluation of student performance leading toward credit issuance; and
6. Final approval of transfer credits will be determined by the high school principal, subject to review upon approval by the Superintendent and Board of Trustees.

Cross References:	§ 3060	Education of Homeless Children
	§ 4160	Parents Right-to-Know Notices
Legal References:	20 U.S.C. § 7912	Unsafe School Choice Option
	20 U.S.C. § 6313	Eligible School Attendance Areas
	42 U.S.C. § 11432	Grants for State and Local Activities for the Education of Homeless Children and Youths

Id. Const. art. IX, § 9	Compulsory Attendance at School
I.C. § 18-4511	School Duties — Records of Missing Child — Identification Upon Enrollment — Transfer of Student Records
I.C. § 33-201	Attendance at Schools - School Age
I.C. § 33-209	Attendance at Schools —Transfer of Student Records — Duties
I.C. § 33-524	Advance Enrollment for Military Dependents
I.C. § 39-480	Immunization required
I.C. § 39-4802	Immunization Exemptions

Policy History:
Adopted on: 3-8-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3010**

Open Enrollment by Students Who Reside Within and Outside the District

The Board of Trustees recognizes that some out-of-District parents/guardians may want to send their child to a District school. Therefore, this policy is adopted to allow all out-of-District patrons to choose among this District's schools under specified conditions. In making a decision on a student's open enrollment application, the Board of Trustees shall consider the needs of the student requesting the transfer as well as the other students affected by the transfer. A student currently under suspension or expulsion in this District or another district is not eligible for open enrollment under this policy.

Due process for all students remains the same regardless of what school they attend within the District and regardless of where the student resides once accepted under the open enrollment policy.

Transportation

Parents/guardians of a student accepted under this open enrollment policy will be responsible for transporting the accepted student. If bus space is available, then students accepted under the open enrollment policy may be transported from an appropriate, established bus stop within District boundaries.

Sports

Eligibility rules for participating in extracurricular activities shall apply to students who request to attend a school as described in this policy and any related procedures.

It is recommended that a student who is considering submitting an open enrollment application to this District, and who anticipates participating in a sport governed by the Idaho High School Activities Association (IHSAA) review IHSAA rules prior to submitting their open enrollment application. Certain school transfers could lead to a student being ineligible to play at the varsity level for one year.

Application/Approval Process

An open enrollment application must be submitted annually for admission to a specific school. Applications will be accepted from January 1 to February 28 of each year for enrollment in the subsequent school year. This deadline shall be waived in the case of students who move out of their attendance zone during the school year.

The Superintendent shall establish a procedure for:

1. The method of determining which students are chosen when classroom space is limited;
2. Notifying parents of the action taken on the open enrollment application;
3. The factors which may cause an open enrollment application to be denied; and
4. The process for removing a student from a transfer school, including the grounds for removal,

parent notification, and the appeal process.

Re-enrollment

As long as a transfer student continues to reapply for enrollment, the Superintendent shall treat that student as if he or she resides in that school's attendance area, except in the circumstances described below. To the extent possible, the Superintendent shall expedite the enrollment process.

The Superintendent may deny an open enrollment request when such enrollment would negatively impact the efficient use of the District resources as described in 3010P.

Revocation of a Transfer

Transfer students are required to comply with all District policies. Unacceptable behaviors by a transfer student or false or misleading information on their open enrollment application are grounds for the District to remove a transfer student at any time. If a student's open enrollment transfer is revoked, the parent/guardian may request an administrative review by the Superintendent. The Board may review the Superintendent's decision.

Student Rights and Responsibilities

All student's rights and responsibilities remain the same regardless of what school they attend within the District and regardless of where the student resides once accepted under the open enrollment policy. If a student who is a resident of another district applies to this District and is accepted under the terms of this policy and fails to attend, they shall be ineligible to apply again for open enrollment in this District.

Preventing or Recruiting Potential Open Enrollment Students

Neither the District nor its employees will not take any action to prohibit or prevent application by a student to attend school in another school district or to attend another school within the District. In no event is the District, or an employee of the District to recruit students outside of their attendance area. Violation of this policy may involve disciplinary action up to and including dismissal.

Evaluation of Policy

Annually, the Superintendent shall report to the Board the effect of this policy. His or her report should include the number of open enrollment requests accepted or denied by each school, the reasons for denial, and any unanticipated results of this policy.

Cross Reference:	2240	Class Size
Legal Reference:	I.C. §33-512	Governance of Schools
	I.C. §33-1401	Transfer of Pupils - Definitions
	I.C. §33-1402	Enrollment Options
	I.C. §33-1404	Districts to Receive Pupils
	I.C. §33-2001	Education of Exceptional Children - Definitions

Policy History:
Adopted on: 3-8-21
Revised on:
Reviewed on
:

Payette School District No. 371

STUDENTS **3010F**

PAYETTE SCHOOL DISTRICT OPEN ENROLLMENT APPLICATION
DATE/TIME RECEIVED:_____

For School Year 20_____ - 20_____
Grade _____

This application form (approved March 2000) was prepared pursuant to Section 33-1402, Idaho Code, and may be used by any school district. Any other form must be approved the State Superintendent of Public Instruction.

NOTE: For out-of-district applicants, a copy of the applicant student's cumulative record must be attached to this application. The cumulative record may be obtained from the student's current school.

( ) Out-of-District Application Payette School District

Name of Proposed Receiving School_____

(Some specialized programs are only offered in a limited number of schools, e.g. special education, English Language Learner, etc. Contact Payette School District Services Center at 208-642-4138 for further information.)

1. Applicant Student's Name: _____

   Date of Birth: _____

2. School student is presently attending, or would attend if student were in a public school.

   Name of School: _____

   Address of School: _____

   Present Grade Level of Student: _____

3. Has the student ever been suspended or expelled from school or has the student committed a disciplinary violation for which he or she could be suspended or expelled?

   Yes_____ No_____

4. Has the student had a history of disciplinary infractions? Yes _____ No _____

   If YES, describe the circumstances (including dates and duration):

   _____

5. Reason(s) for requesting attendance in this school (optional): _____

_____

6. Special and/or unique instructional programs in which the applicant student is currently enrolled. (For example: vocational, foreign language, remedial, special education, gifted/talented, etc.):

   _____

   _____

7. Special and/or unique instructional programs in which the applicant student expects to enroll in at the new school: _____

   _____

8. Extracurricular activities in which the applicant wishes to participate: _____

   _____

9. Transportation arrangements that will be made by the parent/guardian: _____

   _____

10. Parent/Guardian's Name: _____

    Parent/Guardian's Address: _____

    _____

    Home Phone: _____ Work Phone: _____

    Message Phone: _____ Work Phone: _____

I have read the school district procedure on open enrollment, and hereby request that my son/daughter be permitted to attend_____

(Name of Proposed Receiving School)

Parent/guardian's Signature:_____

Misrepresentation of information on this application may result in revocation of the applicant's approval to attend a Payette School District school.

PRINCIPAL SIGNATURES

Out-of-District Transfer

Transfer:_____(Receiving School)

Recommendation to:

Approve Enrollment: _____

Deny Enrollment: _____

Reason: _____

_____

( ) Approved ( ) Disapproved

Date_____

_____

Superintendent's or Designee's Signature: _____

Within 60 days following action on the application, copies must be sent to parents, building principal and, for out-of-district applicants, the superintendent of the home district. If the application is denied, a written explanation for the denial must be attached.

Payette School District No. 371

STUDENTS **3010P**

Open Enrollment Procedures

Open Enrollment Application forms are available at any Payette School District No. 371 school. Students who reside in the District and move out of their school attendance zone during the school year must initiate an Open Enrollment request to stay in their school. The application, together with the student's cumulative record, special education file, IEP, or other applicable documents, if any, shall be submitted to the receiving district no later than February 28 for enrollment during the following school year. The Board will not admit any student prior to viewing that student's records from the student's previous school districts.

The District has the option of accepting a student who does not meet the criteria set forth herein, if the student agrees to special conditions of admission, as set forth by the District.

No tuition shall be charged when a student attends a non-resident school under the State's Enrollment Options Program.

Application for Out-of-District Students

For students who reside outside the Payette School District No. 371 boundary, the parent/guardian completes the Open Enrollment Application form and submits it to the principal of the school they wish to attend (receiving school). The parent/guardian must give notice to the home school.

Decision Regarding Application

Once the receiving school principal receives the application from an out-of-District parent/guardian, the principal makes a recommendation to approve or not approve the transfer by completing the appropriate section of the Open Enrollment Application form.

The principal sends the form to the Superintendent, who shall designate an administrator to evaluate data, if any, and/or the placement options. The designee has discretion to review and accept or deny the Open Enrollment applications on a case by case basis, utilizing and applying the factors noted above. The administrator, if possible, should be knowledgeable and/or review the applicable records concerning:

1. The student;
2. The student's academic history;
3. The student's disability evaluation data, if any; and/or
4. The placement options.]

Applications will normally be considered on a "first-come first-serve" basis. However, in situations where openings are limited, the Superintendent may give priority if a student:

1. Resides in the Payette School District and seeks enrollment in another District school under the provisions of the Every Student Succeeds Act;
2. Was previously enrolled at the requested school in a prior year;

3.
4. Has a brother or sister enrolled at the requested school;
5. Resides in the attendance area of another District school;
6. Has a parent employed by the District; or
7. Has a unique situation or extraordinary circumstances.

Any non-resident student placed by court order under the Idaho Youth Rehabilitation Act or the Child Protection Act and residing in a licensed home, agency, or institution located within the District shall be enrolled and shall not be charged tuition.

Homeless children as defined by the Steward B. McKinney Homeless Assistance Act (P.L. 100-77), may attend any school district or school within a district without payment of tuition when it is determined to be in the best interest of such homeless child.

The Superintendent will notify the parent/guardian of his or her decision by March 31.

If the request for open enrollment is denied, the denial will include a written explanation.

If the request for open enrollment is approved, the notification will inform the parents of the following:

1. Parents must provide transportation or get student to the nearest District bus stop, if space is available;
2. State law requires reapplication on an annual basis;
3. Inappropriate behavior in violation of District policies may be grounds for removing the student during the school year; and
4. Special education, English Language Learners (ELL), or alternative school students must meet the requirements and the procedures established for those programs.

Grounds for Denial of Application

Factors which may cause an Open Enrollment Application to be denied include:

1. A school, grade, or program(s) has lack of available classroom space and/or staff, such as when the current enrollment is at or above the following:

Grade	Class Size
K-1	21
2-3	21
4-6	27
7-12	161 students per teacher per day
Special Education classroom, Self-Contained	An average of 6 students per
English Language Learners (ELL)	20 per full-time ELL teacher
Alternative Schools	12 students per classroom

Exceeding such levels shall constitute a hardship to the District. The enrollment of a student from another District shall also be deemed to constitute a hardship if it would:

A. Require the hiring of additional staff, the provision of educational services not

currently provided in the school, or the crowding of existing classes;
B. Cause an excessive number of students in a particular grade level.
C. Cause an excessive number of students in a specialized program.

2. The student has been suspended or expelled or has committed a disciplinary violation for which he or she could be suspended or expelled;

3. The student has a history of other documented disciplinary infractions or would cause a disruption of the education process. Factors to be included in making this determination may include:

   A. Whether the student in good standing with the most recently attended school in terms of conduct and attendance;
   B. Whether the student demonstrate a record free of truancy;
   C. Whether the student demonstrate a clean behavior record in the school last attended for a period of at least one year;
   D. Whether the student's presence poses a detriment to the health and safety of other students and/or staff;

4. It is determined that information on the Open Enrollment Application has been misrepresented or was incomplete.

Revocation of a Transfer

As long as a transfer student applies for re-enrollment, the Superintendent shall treat that student as if he or she resides in that school's attendance area. However, the District reserves the right to remove a transfer student at any time because of unacceptable behavior in violation of District policies or because of false or misleading information on the open enrollment application.

If a student's transfer is revoked, the parent/guardian may request an administrative review by the Superintendent of the transfer school. The parent/guardian must request the review within five school days of receiving notice that their child's transfer has been revoked.

The Superintendent of the transfer school must render a decision to the parent/guardian request for review within five school days. The decision of the Superintendent may be appealed to the Board.

If a student who is a resident of another district, applies to this District and is accepted under the terms of this policy and fails to attend, he or she shall be ineligible to apply again for open enrollment in this District.

Students with Disabilities

In-District and out-of-district students with disabilities are not treated differently from non-disabled students with respect to consideration for placement in the school of their choice, unless the District has made an individual determination that disability-related needs of a particular student with a disability cannot be reasonably met at the school of their choice due to appropriate consideration of teacher and staff resources, program availability, hardship to the District, Declaration of Hardship, and/or other factors.

Definition

School Days: Include only those days when school is in session.

Procedure History
Adopted on: 3-8-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3020**

Enrollment and Attendance Records

Since accurate enrollment and attendance records are essential both to obtain State financial reimbursement and to fulfill the District's responsibilities under the attendance laws, staff shall be diligent in maintaining such records.

Legal References:	I.C. § 33-1001	Foundation Program — State Aid — Apportionment - Definitions
	I.C. § 33-1002E	Pupils Attending School in Another State
	I.D.A.P.A. 08.02.01.250.03	Day in Session When Counting Pupils in Attendance
	I.D.A.P.A. 08.02.01.250.04	Day of Attendance – Kindergarten
	I.D.A.P.A. 08.02.01.250.05	Day of Attendance (ADA) – Grades One Through Twelve (1-12) Through Twelve (1-12)

Policy History:
Adopted on: 3-8-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3020P**

Enrollment and Attendance Records

Average Daily Attendance

A day of attendance is one in which a pupil is physically present for a full day (at least four hours for grades 1 through 12 and at least two and one-half hours for kindergarten) under the guidance and direction of a teacher or other authorized school personnel while school is in session or is a homebound student under the instruction of a teacher employed by the District.

Average Daily Attendance (ADA) is the aggregate number of days enrolled students are present divided by the number of days of school in the reporting period. A student attending school in another state bordering the student's resident district shall be counted for purposes of ADA. Students for whom no Idaho school district is a home district shall not be counted for purposes of ADA. Funding for districts is based on ADA and must be accurate.

Attendance Accounting

Days present and absent for every student are be recorded in each building for the purpose of informing parents of a student's attendance record.

Procedure History:
Adopted on: 3-8-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3030**

Part-Time Attendance/Dual Enrollment

For purposes of this policy the term "non-public school student" is any student who is enrolled in a non-public school (including a home school or private school), enrolled in a public charter school, or enrolled in a post-secondary institution.

Any non-public school student will be allowed to enroll in the District and be entitled to participate in any curricular or extracurricular program, subject to the same requirements as other students who are enrolled full-time in the District and subject to the requirements set forth below in this policy.

Additionally, the District shall have an option for joint enrollment in a regular public school and in an alternative school.

Non-public school students admitted to the District shall only be on school property during the hours of enrollment or as otherwise indicated by the Superintendent or principal. The District will not be responsible for the student during non-enrollment hours or times. Any transportation needs for such students not provided for otherwise under this policy during the school day shall be the sole responsibility of the student and his or her parents/guardian.

Admittance

The parent/legal guardian of any non-public school student wishing to admit their son or daughter in this District for any academic or nonacademic program must register the student and provide the following prior to acceptance of any such student:

1. Birth certificate;
2. Evidence of residency within the District;
3. Immunization records or an appropriate waiver; and
4. Student records from the previously attended public school, if any, and any other records providing academic background information.

Dual enrolled students may enter any program available to other students subject to the same responsibilities and standards of behavior and performance that apply to any student's participation.

Extracurricular Activities

Participation in extracurricular activities shall be subject to Policy 3031.

Average Daily Attendance

Students who are dual enrolled (i.e., enrolled on a part-time basis) shall be used in calculating the District's State fund, but only to the extent of the student's participation in District programs.

Priority

Priority for enrollment, when school programs reach maximum capacities, will be given to students enrolled on a regular full-time basis. If a number of non-public school students request admission into the same class, they will be accepted on a first-come basis. In the event the class enrollment position of a non-public school student is needed for a regular full-time student during the course of the year, the full-time student will have priority for the position beginning with the semester after the need is identified.

Transportation

All non-public school students will be eligible for District transportation services. A public charter school student or nonpublic student, upon admission to a school in this District, may ride a school bus on regularly scheduled routes, including activity bus routes, and use regularly established bus stops or stops which would require no deviation from the regularly established bus route. No alteration of routes will be made to specially accommodate a dual enrollment student. If a dual enrollment student attends only part time, the District may furnish transportation at the regularly scheduled time closest to the time period for which a student is enrolled (i.e., morning busing for a.m. classes or afternoon busing for p.m. classes). The District will not provide such transportation if there is no available space, if the furnishing of such transportation would cause a deviation or alteration of the regularly established bus routes or stops, or if the furnishing of such transportation would require the purchase of additional or substitute equipment.

Graduation

In order to graduate from this District, all non-public school students must meet the grade and other graduation requirements the same as regular full-time students as outlined in Policy 2720, unless exceptions are made as described in 2710 High School Graduation Requirements—Specialty Diplomas..

Mixed Curriculum

If a public charter school student or nonpublic student wishes to attend activities or programs in a particular discipline, in a class or grade where the curriculum is merged or integrated, such request shall be made in writing particularizing the subject matter presentation which the student desires to attend (i.e., art instruction in a third grade class). The teacher and principal of that school shall, upon request, provide scheduling information to the dual enrollment student. It shall be the dual enrollment student's responsibility to contact the District and ascertain when such subject matter will be presented. Where certain subject matter is integrated into a mixed curriculum, no change in the presentation of that curriculum needs to be made because of a nonpublic student's request for attendance. It is also the intent of this policy to ensure that the teacher's right to integrate disciplines and be flexible in planning and modifying the daily classroom presentations shall not be hindered or restricted in any way.

IDEA/ADA/Section 504 Students

Parents who wish dual enrollment students to be enrolled in special programs must comply with the requirements of the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 (Section 504). Requests by parents for an evaluation of the student by the multidisciplinary or child study team shall determine if special services are appropriate for the student. Provided special services are needed by the student, programs will be provided when possible. Until such determination is made, such special educational services or accommodations will not be provided.

Legal Reference:	I.C. § 33-203	Attendance at Schools - Dual Enrollment
	I.C. § 33-1001, *et. seq*.	Foundation Program — State Aid — Apportionment
	I.D.A.P.A. 08.02.03.111.13	Assessment in the Public Schools - Dual Enrollment

Policy History:
Adopted on: 3-8-21
Revised on: 12-13-21
Reviewed on:

Payette School District No. 371

STUDENTS **3031**

Extracurricular Activities – Eligibility for Students Not Enrolled for Academic Activities

The following rules apply for non-public school students who wish to participate in nonacademic school activities, such as extracurricular activities, for which public school students must demonstrate academic proficiency or eligibility. For the purposes of this policy, "non-public school student" means a student who attends a public charter school, home school, or private school and is not dually enrolled under Policy 3030:

1. Non-public school students must meet the same eligibility standards as full-time District students;

2. The non-public school student must, on any State Board of Education recognized achievement test, portfolio, or other mechanism, demonstrate composite grade-level academic proficiency;

3. The non-public school student must achieve a minimum composite, core, or survey test score within the average or higher than average range as established by the test service utilized on any nationally-normed test. The minimum score on each assessment is the fifth stanine for the battery total score. The parents/guardian of a dual enrollment student are responsible for obtaining third party testing for their child at their expense in accordance with I.C. 33-203 and State Board of Education rules. Demonstrated proficiency shall be used to determine eligibility for the current and next school year, not to exceed a period of 12 months from the date the test results are released;

4. Non-public school students must be provided the opportunity to take State tests or other standardized tests given to all regularly enrolled public school students when pre-arranged with the principal of the building where the student is registered.

5. A non-public school student will be subject to the same requirements as public school students regarding school attendance on the date of an activity. If the non-public school student is not scheduled to attend academic courses in the District on activity days, the non-public school student's primary education provider shall provide assurance to the District that such student has met the attendance requirements in the non-public school academic setting. The primary education provider shall also be responsible for the oversight of any other academic standards relating to participation in nonacademic activities.

Legal Reference:	I.C. § 33-203	Attendance at Schools - Dual Enrollment
	I.C. § 33-512	Governance of Schools

Other Reference: IHSAA Rules and Regulations on Eligibility

Policy History:
Adopted on: December 13, 2021
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3040**

Compulsory Attendance

The parent or guardian of any child who has attained the age of seven years, but not the age of 16 years shall cause that child to be instructed in subjects commonly and usually taught in the public schools. Unless the child is otherwise comparably instructed, the parent or guardian shall cause the child to attend a public, private, or parochial school for a period each year equal to that during which the public schools are in session.

-Idaho Code § 33-202

Attendance

Parents or guardians are required to have children ages seven through 16 enrolled in and attending a public, private, or parochial school. This school must meet the certification and standard requirements of the State of Idaho, per Idaho Code 33-202 through 205.

Whenever it is determined by the Board or the Board's designee under the provisions of due process of law that the parents/guardians of any child who is not enrolled in the public schools are failing to meet the requirements of Idaho Code § 33-202, an authorized representative of the Board shall notify in writing the prosecuting attorney in the county of the pupil's residence and recommend that a petition shall be filed in the magistrates division of the District Court of the county of the pupil's residence, in such form as the court may require under the provisions of Idaho Code § 20-510.

Legal References:	Id. Const. art. IX, § 9	Compulsory Attendance at School
	I.C. § 33-201	Attendance at Schools - School Age
	I.C. § 33-202	Attendance at Schools - School Attendance Compulsory
	I.C. § 33-207	Attendance at Schools - Proceedings Against Parents or Guardians

Policy History:
Adopted on: 3-8-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3040F1**

Compulsory Attendance Prosecutor Letter Form

(Prepare on School District Letterhead)

Date_____
_____ County Prosecutor's Office
[Address]

To the Office of the County Prosecutor:

This letter is to inform your office of the continued absence of _____.
Enclosed is the Truancy Referral Form for the student. I have provided all of the information available on this student and his or her family. This form will be updated if any new information becomes available.

Thank you for your assistance. Please contact me if you have any questions.

Sincerely,

[Signature]
Title

Payette School District No. 371

STUDENTS **3040F2**

School Truancy Referral Form

PART I

Student: _____,_____
(last name) (first name) (middle name)

Grade: _____ Age: _____ DOB: _____

Sex: _____ Race: _____ Language: _____

Mother's Name: _____

Phone: _____ Wk. Phone: _____

Address: _____ City: _____ Zip: _____

Father's Name: _____

Phone: _____ Wk. Phone: _____

Address: _____ City: _____ Zip: _____

Child resides with: _____

Address (if different than above): _____ Zip: _____ Phone:

_____

PART II

Enrollment Date: _____ Number of Tardies: _____

Number of Absences: With a Valid Excuse: _____ Without a Valid Excuse: _____

Dates Child was Absent from School without Valid Excuse:

_____

_____

_____

Suspension/Expulsion Dates: _____

Contacts with Parents, Actions Taken, and Outcomes (attach additional sheets if necessary):

Date:_____

Date:_____

Date:_____

Date:_____

Advisory Letter Sent? No _____ Yes _____ Date:_____

School Representative (person who can testify to the identification of the child, enrollment, keeping of records, and content of records): _____

PART III: REFERRING SCHOOL INFORMATION

School Name: _____

District: Payette School District No. 371

Telephone: _____

Address: _____

City & State: _____ Zip: _____

_____ _____

(Print name of person submitting report) (Title and Position)

_____ _____

(Phone) (Signature)

Payette School District No. 371

STUDENTS **3050**

Compulsory Attendance

The parent or guardian of any child who has attained the age of seven years, but not the age of 16 years shall cause that child to be instructed in subjects commonly and usually taught in the public schools. Unless the child is otherwise comparably instructed, the parent or guardian shall cause the child to attend a public, private, or parochial school for a period each year equal to that during which the public schools are in session.

Idaho Code 33-202

The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences and study in order to reach the goal of maximum educational benefits for each individual child. The regular contact of the students with one another in the classroom and their participation in instructional activities under the tutelage of a competent teacher are vital to this purpose. This is an established principle of education that underlies and gives purpose to the requirement of compulsory schooling in this and every other state in the nation.

Attendance is an indicator of success in school and is necessary for maximum student learning, therefore, all students are expected to be in class on time every school day. Attendance of at least 90% in any class, excluding school activities, is required to be considered for credit. Payette School District defines kindergarten through eighth school attendance as missing not more than four days per quarter and secondary school attendance as missing not more than seven days per class per semester. Students who do not meet the attendance standard may be assigned other consequences. School staff enforces daily attendance and initiates measures to correct attendance problems.

Student absences will be marked under three general categories, absent for a half day or absent for a full day K-5 and by period for grades 6-12. The calculation of average daily attendance (ADA) is defined by Idaho Statue (I.C. 33-101 and IDAPA 08.02.01).

High School Attendance Requirement

Payette School District high school students must attend four periods during a regular school day to be considered a full-time student. With approval of the Superintendent or designee, a student may be released for the following and still be considered full time:

1. One period for religious instruction or other approved program in grades 9-12;

2. Juniors and Seniors may be eligible for one additional release period. The additional period may not be scheduled on the same day as the period allowed for religious instruction or other approved program.
    A. For seniors to be eligible for the additional release periods they must have completed a minimum of 48 credits by the end of the eleventh grade, successfully completed all 9th through 11th grade required credits, and scored proficient or advanced on all portions of the Idaho Standards Achievement Test (ISAT).

B.

C. For juniors to be eligible for the additional release period they must have completed a minimum of 32 credits by the end of the end of the tenth grade, successfully completed all 9th and 10th grade required credits and score proficient or advanced on all portions of the Idaho Standards Achievement Test (ISAT). Additionally, eligible juniors must be enrolled in six or more Advanced Placement and/or Concurrent Credit courses while attending Payette High School.

Excessive Absences or Habitual Truancy

Any child who exceeds the acceptable absences of this policy and/or truancies may be referred to the prosecuting attorney pursuant to Idaho Code 33-206 which states, in part, "a habitual truant is any public school pupil who, in the judgment of the board of trustees repeatedly has violated the attendance regulations established by the board; or any child whose parents or guardians, or any of them, have failed or refused to cause such child to be instructed as provided in section 33-202, Idaho Code, and the child shall come under the purview of the juvenile corrections act if he or she is within the age of compulsory attendance."

Principals/assistant principals, as the authorized representative of the Board of Trustees, will submit documentation of the excessive absences/truancies to the prosecuting attorney in the county of the student's residence.

Cross Reference:	2355	Release Time
Legal References:	I.C. § 33-205	Attendance at Schools - Denial of School Attendance

Policy History:
Adopted on: 3-8-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3060**

Education of Homeless Children

It is the policy of the District to ensure that:

1. Each child of a homeless individual and each homeless child has equal access to the same free, appropriate public education, including a public preschool education, as provided to other students;

2. Homelessness does not in any way separate homeless students from the mainstream school environment; and

3. Homeless children and youths have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging state academic standards to which all students are held.

The Board of Trustees directs all District schools to admit children who are homeless regardless of residence and irrespective of whether the homeless child is able to produce records normally required for enrollment. The Board shall not enter into an out-of-District attendance and tuition agreement with another district for a homeless child.

All schools and employees of the District shall work to ensure that children and youth who are homeless are free from discrimination, segregation, and harassment. The District will also strive to prevent stigma against students who are homeless.

Definitions

For the purposes of this Policy, the following definitions shall apply.

The terms "enroll" and "enrollment" includes attending classes and participating fully in all school activities.

The terms "homeless," "homeless individual," and "homeless person" include:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

4. Migratory children who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses 1 through 3 above; and

5. An unaccompanied student and homeless families with children and youth are also defined as homeless if they:

    A. Have experienced a long term period without living independently in permanent housing;

    B. Have experienced persistent instability as measured by frequent moves over such period, and

    C. Can be expected to continue in such status for an extended period of time because of chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse, the presence of a child or youth with a disability, or multiple barriers to employment.

"Children and youth in transition" is defined as children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and who lack a fixed, regular, and adequate nighttime residence.

"Unaccompanied youth" is defined as a youth not in the physical custody of a parent/guardian who is in transition as defined above.

The term "school of origin" is defined as the school the student attended when permanently housed, or the school in which the student was last enrolled, including a preschool. When a student completes the final grade level served by the students "school of origin;" the "school of origin" shall progress to the designated receiving school at the next grade level for all of its feeder schools the same as for all students attending one school and progressing to another school in the District.

<u>In General</u>

The District shall ensure the following is provided according to the homeless student's best interest:

1. That the homeless student's education continues in the school of origin for the duration of homelessness:

    A. In any case in which a family becomes homeless between academic years or during an academic year; and
    B. For the remainder of the academic year, if the student becomes permanently housed during an academic year; or
2. That the homeless student is eligible to enroll in the same schools as non-homeless students who live in the same attendance area where the homeless student is actually living.

Placement Choice

The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

When addressing school placement, the student may attend a school different than the school of attendance from before the student became homeless or the school last attended by the student, if such is the choice of the student's parent and such is feasible.

When addressing school placement, the District's Liaison shall work with the family to address the student's transportation needs.

School Stability

In determining the best interest of the homeless student each school within the District shall:

1. Presume that keeping the student in the school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent/guardian, or (in the case of an unaccompanied youth) the student;

2. Consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless students, giving priority to the request of the student's parent/guardian or (in the case of an unaccompanied youth) the student;

3. If, after conducting the best interest determination based on consideration of the above presumptions, the Superintendent determines that it is not in student's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied student) the student, provide the student's parent/guardian or the unaccompanied student with a written explanation of the reasons for his or her determination, which will be provided in a manner and form understandable to such parent/guardian, or unaccompanied student, including information regarding the right to appeal under "Enrollment Disputes", below; and

4. In the case of an unaccompanied student, ensure that the District's liaison designated under "District Liaison," below, assists in placement or enrollment decisions under this subparagraph, gives priority to the views of such unaccompanied student, and provides notice to such student of the right to appeal under "Enrollment Disputes," below.

Immediate Enrollment:

1. **In General:** The school selected in accordance with this policy shall immediately enroll the homeless student, even if the student:
2.

A. Is unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation;

B. Has missed application or enrollment deadlines during any period of homelessness; or

C. Has outstanding fees or fines, including fees associated with extracurricular activities.

3. **Relevant Academic Records:** The enrolling school shall immediately contact the school last attended by the student to obtain relevant academic and other records.

4. **Relevant Health Records:** If the student needs to obtain immunizations or other required health records, the enrolling school shall immediately refer the parent/guardian of the student, or (in the case of an unaccompanied student) the student, to the District's liaison designated under "District Liaison," below, who shall assist in obtaining all necessary immunizations and/or screenings, or other required health records, in accordance with "Records," below.

Records

Any record ordinarily kept by the school, including immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless student shall be maintained:

1. So that the records involved are available, in a timely fashion, when the student enters a new school or school district; and
2. In a manner consistent with FERPA, applicable Idaho law, and District policy.

Disputes

If a dispute arises over eligibility, school selection or enrollment in a particular school, or any other issue addressed in this policy:

1. The student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals. The student shall receive educational services for which the student is eligible, such as attending classes and full participation in all school activities

2. The parent/guardian of the student or (in the case of an unaccompanied student) the student shall be provided with a written explanation identifying the basis for any decisions related to school selection or enrollment made by the District, or other entity, including the rights of the parent/guardian or unaccompanied student to appeal such decisions;

3. The parent/guardian or unaccompanied student shall be referred to the local educational agency liaison designated under "District Liaison" below, and upon being informed of the dispute, the liaison shall, within 10 days, initiate an appeal with the District and, if unsuccessful, to the state coordinator of the dispute regarding the educational placement of the homeless student; and

4. In the case of an unaccompanied student, the liaison shall ensure that the student is immediately enrolled in the school in which the student seeks enrollment pending resolution of the student's dispute.

5. If an agreement cannot be reached between the parties regarding the educational placement of enrollment status of the student, then the District shall seek further assistance from the State Coordinator of Homeless Education to review and determine within ten business days how the student's best interests will be served. The decision of the State Department of Education shall constitute final resolution.

Privacy

Information about a homeless student's living situation shall be treated as a student education record, and shall not be deemed to be disclosable "directory information" under the Family Education Records Privacy Act ("FERPA").

Contact Information

Nothing in this policy shall prohibit the District and/or the enrolling school from requiring the parent/guardian of a homeless student to submit contact information.

Comparable Services

Each homeless student in the District shall be provided services comparable to those services provided to other students in the school attended by the homeless student, including but not limited to the following:

1. Transportation services. Students may be provided with additional transportation services if needed to ensure the student's full participation in the District's education program;

2. Educational services for which the student meets eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965, or similar State or District sponsored programs, educational programs for children with disabilities, and educational programs for English Learners;

3. Programs in career and technical education;

4. Programs for gifted and talented students; and

5. School nutrition programs. Upon enrollment, the student's name shall immediately be submitted to the District's Nutrition Services Department as eligible for free meals, which eligibility commences at the time of enrollment.

District Liaison

For purposes of this policy, the Superintendent shall designate a District employee to serve as its liaison to serve homeless students in accordance with the following provisions. The liaison for homeless students designated by the Superintendent shall ensure that:

1. All homeless students in and out of school are identified by school personnel through outreach and coordination activities with other entities and agencies;

2. The District tracks academic and enrollment data on homeless students;

3. All homeless students are enrolled in, and have a full and equal opportunity to succeed the same as non-homeless students of the District;

4. Homeless families and homeless students have access to and receive educational services for which such families and students are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by the District;

5. All homeless families and homeless students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services;

6. The parents/guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

7. All unaccompanied students and youth who receive any credits for classes attended shall be informed by the Liaison of their status as an "independent student" for purposes of the student's Free Application for Federal Student Aid ("FAFSA"). The Liaison shall also provide the required "verification" of the student's status in connection with his or her application for Federal Student Aid.

8. Public notice of the educational rights of homeless students is disseminated in locations frequented by parents/guardians of such students, and unaccompanied students, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents/guardians of homeless students and unaccompanied students;

9. Eligibility, school selection, or enrollment disputes are mediated in accordance with "Disputes," above;

10. The parent/guardian of a homeless student, and any unaccompanied student, is fully informed of all transportation services, including transportation to the student's school of origin, and is assisted in accessing transportation to the student's assigned school;

11. School personnel receive annual professional development and other support; and

12. Unaccompanied homeless students:

    A. Are enrolled in school;
    B.

C. Have opportunities to meet the same challenging state academic standards as the State establishes for other students; and

D. Are informed of their status as independent students under 20 USC § 1087vv(d), and that such students may obtain assistance from the District Liaison to obtain verification of such status for purposes of the Free Application for Federal Student Aid.

Local and State Coordination

The District's liaison(s) for homeless students shall, as a part of their duties, coordinate and collaborate with the Idaho State Office of the Coordinator for Education of Homeless Children and Youths, as well as with community and school personnel who are responsible for the provision of education and related services to homeless students. These shall include public and private agencies, the transportation department, the State Coordinator for the Education of Homeless Children and Youth, and others. Such coordination shall include collecting and providing to the State Coordinator the reliable, valid, and comprehensive data needed to meet the requirements of 42 USC § 11432(f)(1) and (3).

Homeless Status

The District's Liaison who receives training provided by the Idaho State Office of the Coordinator for Education of Homeless Children and Youths may authorize a homeless student who is eligible for and participating in a program provided by the District, or the immediate family of such student, who otherwise meets the eligibility requirements Federal Housing Assistance (see 42 USC §§ 11360 *et. seq.*), to do so without approval or other agency action by or on behalf of the Department of Housing and Urban Development.

Title 1, Part A

Any student who is homeless and attends school within the District is eligible for Title 1, Part A services. The District shall set aside funding to provide homeless students who attend schools that do not participate in Title 1, Part A with services comparable to those provided by participating schools. Funding may also be set aside to provide targeted assistance to homeless students who attend participating schools.

Cross References:	4120	Uniform Grievance Procedure
	4160	Parents Right-to-Know Notices
Legal References:	20 U.S.C. §§ 1400 – 82	Individuals with Disabilities Education Act (IDEA)
	20 U.S.C. § 6311, *et seq*.	Improving Basic Programs Operated by Local Educational Agencies (Subchapter I, Part A, of the Elementary and Secondary Education Act)
	42 U.S.C. § 1758	School Lunch Programs – Program Requirements
	Pub. L. 110–134	Improving Head Start for School Readiness Act of 2007
	42 U.S.C. § 11301, *et seq*.	McKinney-Vento Homeless Assistance Act of 1987

Policy History:
Adopted on: 4-12-21
Revised on: 12-13-21
Reviewed on:

Payette School District No. 371

STUDENTS **3070**

Students of Legal Age

Every student 18 years of age or older will be deemed to be an adult and will have legal capacity to act as such. Such students, like all other students, will comply with the rules established by the District, pursue the prescribed course of study, and submit to the authority of teachers and other staff members as required by policy and State law.

Admission to School: The residence of an adult student who is not residing with a parent/guardian will be considered the residence for school purposes.

Field Trips/Athletic Programs: Approved forms for participation will be required of all students. The form should indicate whether the signature is that of the parent or the adult student. Sponsors or coaches will be required to confirm the ages of those students signing their own forms.

Absence-Lateness-Truancy: Absence notes, normally signed by parents/guardians, may be signed by adult students. Excessive absences will result in consequences according to Policy 3050 and will be reported on the report card.

Suspension/Expulsion: All suspension and/or expulsion proceedings will conform to the requirements of State statutes. Notification of all such proceedings will be sent to parents/guardians. Adult students, however, are permitted to represent themselves if they so choose.

Withdrawal from School: Adult students may withdraw from school under their own cognizance. Counselors will guide and counsel potential dropouts and encourage their continued attendance. Parents will be notified of impending dropouts by the school.

Permission to Inspect Student Records: Adult students may request permission to inspect their school records if they are eligible students according to FERPA.

Report Cards: Unless directed otherwise, progress reports will be sent to the parent/legal guardian.

Excuses from School: The school will verify requests from students who wish to leave school early for reasons such as job interviews, college visits, driver testing, with the organization being visited. Permission to leave school early may be denied for what is considered a non-valid reason.

Financial Responsibility: Students of legal age can be held financially responsible for damage to school property.

Policy History:
Adopted on: 3-8-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3085**

Sexual Harassment, Discrimination and Retaliation Policy

Policy Purpose

The purpose of this policy is to promote working and learning environments that are free from sex and gender-based harassment, discrimination, and retaliation, and to affirm Payette School District 's commitment to non-discrimination, equity in education and equal opportunity for employment.

Scope of Policy

This policy applies to all members of Payette School District 's community, including students, employees, and other members of the public including guests, visitors, volunteers, and invitees.

Policy Statement

Payette School District is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from sex and gender-based harassment, discrimination, and retaliation. Accordingly, the District prohibits harassment and discrimination on the basis of sex, sexual orientation, gender, gender identity, and pregnancy, as well as retaliation against individuals who report allegations of sex and gender-based harassment and discrimination, file a formal complaint, or participate in a grievance process.

Students, employees, or other members of the District community who believe that they have been subjected to sex or gender-based harassment, discrimination, or retaliation should report the incident to the Title IX Coordinator, who will provide information about supportive measures and the applicable grievance process(es). Violations of this policy may result in discipline for both students and Payette School District employees.

Title IX Coordinator

The Mr. P. Richard Hale serves as Payette School District 's Title IX Coordinator and oversees implementation of this policy. The Title IX Coordinator has the primary responsibility for coordinating the District's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent sex and gender-based harassment, discrimination, and retaliation prohibited under this policy. The Title IX Coordinator acts with independence and authority and is free from bias and conflicts of interest.

To raise any concern involving bias, conflict of interest, misconduct or discrimination committed by the Title IX Coordinator, contact the Superintendent at 208-642-9366.

If the District's Title IX Coordinator is the subject of any complaint regarding sex or gender-based harassment or has an apparent bias or conflict of interest regarding such a case, another person shall be appointed to act as the Title IX Coordinator for handling that case. Such appointees may include, but are not limited to:

1. The Title IX Coordinator of another school district which the District has an agreement with;
2. Another employee of the District who is qualified and trained to address the matter, such as a deputy Title IX Coordinator;
3. A qualified and trained individual who enters into a professional services contract with the District; including but not limited to the District's legal counsel and/or contracted Human Resources or Title IX professionals.

Concerns of bias, conflict of interest, misconduct, or discrimination committed by any other official involved in the implementation of this policy or related grievance processes should be raised with the Title IX Coordinator.

Mandatory Reporters

Payette School District has classified all employees as mandatory reporters of any knowledge they have that a member of the District community experienced sex or gender-based harassment, discrimination, and/or retaliation. Accordingly, all District employees must promptly report actual or suspected sex and gender-based harassment, discrimination, and/or retaliation to the Title IX Coordinator. District employees must share with the Title IX Coordinator all known details of a report made to them in the course of their employment, as well as all details of behaviors under this policy that they observe or have knowledge of. Failure of a District employee to report an incident of sex or gender-based harassment, discrimination, or retaliation to the Title IX Coordinator of which they become aware is a violation of this policy and can be subject to disciplinary action for failure to comply.

In addition, District employees must also report allegations of suspected child abuse and/or neglect to either law enforcement or the Idaho Department of Health and Welfare as described in the Board's policy on reporting suspected abuse, abandonment, or neglect.

Contact Information

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy and related procedures, may be made internally to Payette School District Title IX Coordinator (or deputies, if applicable) using the contact information below:

P. Richard Hale, McCain Middle School
400 N. Iowa Avenue, Payette, Idaho 83661
208-642-4122
rihale@payetteschools.org
www.payetteschools.org

Investigator – Greg Hale, Payette High School
1500 6th Avenue South, Payette, Idaho 83661
208-642-3327
grhale@payetteschools.org

Decision Maker – Robin Gilbert, Superintendent
20 N. 12th Street, Payette, Idaho 83661

External inquiries can be made to the U.S. Department of Education, Office for Civil Rights, Region 10, using the contact information below:

Seattle Office
Office for Civil Rights
U.S. Department of Education
915 Second Avenue, #3310
Seattle, WA 98174-1099
OCR.Seattle@ed.gov
1-800-877-8339

Notice/Formal Complaints of Sex and Gender-Based Harassment, Discrimination, and/or Retaliation

Notice or formal complaints of sex or gender-based harassment, discrimination, and/or retaliation may be made using any of the following options:

1. File a complaint with, or give verbal notice to, the Title IX Coordinator (or deputy/deputies, if applicable). Such a report may be made at any time, including during non-business hours, by using the telephone number, email address, or by mail to the office address listed for the Title IX Coordinator (or any other official as listed above).
2. Report online, using the reporting form posted at www.payetteschools.org.
3. Report by phone at 208-642-4122.
4. Any building administrator.

When notice is received regarding conduct that may constitute Title IX sexual harassment, Payette School District shall provide information about supportive measures and how to file a formal complaint.

A formal complaint means a document filed/signed by the alleged victim or signed by the Title IX Coordinator alleging an individual violated this policy and requesting that the District investigate the allegation(s). As used in this paragraph, the phrase "document filed/signed by the alleged victim" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the District, if applicable) that contains the alleged victim's physical or digital signature, or otherwise indicates that the alleged victim is the person filing the complaint. For example, an alleged victim may send an email to the Title IX Coordinator, identify themself as the alleged victim and the one sending the email, to file a formal complaint. If notice is submitted in a form that does not meet this standard, the Title IX Coordinator will contact the alleged victim to ensure that it is filed correctly.

Parents and legal guardians of primary and secondary school students who have the legal authority to act on their child's behalf may file a formal complaint on behalf of their child.

Grievance Processes

When a formal complaint is made alleging that this policy was violated, the allegations are subject to resolution using one of Payette School District 's grievance processes noted below, as determined by the Title IX Coordinator. All processes provide for a prompt, fair, and impartial process.

1. For formal complaints regarding conduct that may constitute Title IX sexual harassment involving students or employees, the District will implement procedures detailed in Procedure 3085P.

2. For formal complaints regarding sex and gender-based harassment, discrimination and/or retaliation where students are the accused party, and that do not constitute Title IX sexual harassment, the District will implement procedures described in Policies 3285, 3890, 3295, 3330, and 4220.

3. For formal complaints regarding sex and gender-based harassment, discrimination and/or retaliation where employees are the accused party, and that do not constitute Title IX sexual harassment, the District will implement procedures described in Policies 5240, 5250, 5275, and 5800.

Cross References:	3270	Student Records
	3270P	Student Records
	3285	Relationship Abuse and Sexual Assault Prevention and Response
	3290	Sexual Harassment/Intimidation of Students
	3295	Hazing, Harassment, Intimidation, Bullying, Cyber Bullying
	3295P	Hazing, Harassment, Intimidation, Bullying, Cyber Bullying
	3330	Student Discipline
	4120	Uniform Grievance Procedure
	4600	Volunteer Assistance
	4600P	Volunteer Assistance
	5240	Sexual Harassment/Sexual Intimidation in the Workplace
	5250	Certificated Staff Grievances
	5275	Adult Sexual Misconduct
	5500	Personnel Records
	5500P	Procedures for Releasing Personnel Records to Hiring School Districts
	5800	Classified Employment, Assignment, and Grievance
	5800P	Classified Employee Grievance Procedure
Legal References:	20 U.S.C. §§ 1681 - 1682	Title IX of the Education Amendments of 1972
	34 CFR Part 106	Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance

Policy History:
Adopted on: 4-12-21

Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3085F1**

Notice of Investigation & Allegation Template

Note: May also be used for initial Interview Request

[DATE]

[ADDRESSEE (RESPONDENT AND PARENT/LEGAL GUARDIAN]
[MAILING ADDRESS OR (IF DELIVERED VIA EMAIL) EMAIL ADDRESS]

Dear **[ADDRESSEE]**:

On **[DATE]** the **[NAME OF OFFICE]** received a formal complaint from **[COMPLAINANT]** ("complainant") alleging that you may have engaged in behavior that potentially violates District policy, including misconduct alleged on **[DATE(S)]** at **[LOCATION(S)]**.

Specifically, it is alleged that you **[APPROPRIATELY DETAILED DESCRIPTION]**.

This letter serves as formal notice that the District will be conducting a prompt, thorough, and impartial investigation of these allegations pursuant to the procedures detailed in the Policy 3085: **[LINK]**. The District's Title IX Sexual Harassment Grievance Procedure is compliant with applicable federal and state law, including the 2020 Title IX implementing regulations. A copy of this notice has also been provided to the complainant.

Specifically, you are alleged to have violated the following provision(s) of the Policy 3085 Sexual Harassment, Discrimination and Retaliation Policy:

[ALL POTENTIALLY APPLICABLE POLICY SECTIONS]

[ALL POTENTIALLY APPLICABLE SANCTIONS THAT COULD RESULT]

You are considered "not responsible" for violating District policy, unless and until **[a preponderance of the evidence OR clear and convincing evidence]** proves that a violation of policy has occurred. The burden is on the District to gather evidence, investigate the allegations, summarize all relevant evidence in a final investigation report, and make a final determination of responsibility (subject to appeal). No determination of responsibility will made until the conclusion of the process and after the parties have been given an opportunity to inspect, review, and respond to all directly related and/or relevant evidence obtained by the District.

Should the allegations need to be modified, or if additional allegations emerge over the course of this investigation, this office will provide you with an updated and revised Notice of Investigation and Allegations.
Below, you will find details included to ensure that the District process is transparent to you, so that you fully understand your rights and the District's procedures.

1. The District's applicable procedures can be found online at www.payetteschools.org if you need a hardcopy or accessible copy of these procedures, you should direct a request to the Payette School District Office with contact information.

2. You are expected to preserve any evidence in your possession related to the allegations. Examples include, but are not limited to, screenshots of social media posts or electronic conversations (e.g., Snapchat, Facebook Messenger, WhatsApp, TikTok, text messages, etc.), written communication, audio or video recordings, photos, receipts, call logs, or any other relevant information.

3. Please plan to bring all evidence, documents, and items that you believe will be helpful to the investigator(s) to your interview or provide them beforehand. Originals are preferred to copies, and all materials should be in unaltered form. Expect that you will be asked to verify the accuracy and authenticity of evidence you provide. If information is stored on an electronic device (e.g., cell phone) it is recommended that you be able to show the device itself to the investigator(s) during the interview.

4. You may not record any meetings pursuant to this process. Doing so is a violation of Procedure 3085P. The District will record or transcribe proceedings, and those recordings or transcriptions will be made available to you.

5. Breaks are permitted during the interview, upon request.

6. You should plan to be available for the interview for at least **[LENGTH OF TIME]**.

7. You may bring materials into the interview that are relevant to the investigation, but no other materials, bags, backpacks or personal items are permitted. Your phone should be silenced if you will have one with you.

8. You will be permitted to ask questions of the investigator(s), and should be prepared for them to ask many questions of you. Your honesty and cooperation are expected. You are expected to maintain decorum during the interview and to respect the serious nature of the proceedings.

9. The District cannot obligate you to participate in the interview. If you do not intend to attend, please notify **[PERSON]** at **[CONTACT INFORMATION]**.

10. Your rights in the process are detailed throughout the District's procedures.

Investigation and Interview

[INVESTIGATOR(S)] has/have been assigned to this matter. The investigator(s) are neutral professionals whose role is to objectively collect and compile all available information relevant to the allegations and compose a thorough, detailed investigation report. They will be **[taking notes AND/OR recording]** during the interview. A summary or transcript of your interview will be provided to you following the interview and you will be asked to verify its accuracy, in writing, to the investigator(s).

If you have any questions regarding the qualifications or training of the investigator, please feel free to contact me directly. Similarly, if you have a concern that the investigator is potentially biased or has a conflict of interest, you must raise that issue with me prior to your scheduled interview.

At this time, we ask you to schedule an interview with the District's investigator(s). Two suggested times that work for an appointment to interview you are below, and we have already checked to make sure that these times work with your class schedule. Please contact the investigator(s) at **[CONTACT INFORMATION]** to confirm which of these times work best for you.

1. **[OPTION 1]**
2. **[OPTION 2]**

[SPECIFY ANY MEETING PROCEDURES OR CONDITIONS IF THE STUDENT/EMPLOYEE HAS BEEN SUBJECT TO EMERGENCY REMOVAL.]

[ONLY INCLUDE IF ISSUING A NO CONTACT ORDER BETWEEN THE PARTIES:
No Contact Order

Effective immediately, I am instituting a no contact order that prohibits you and the complainant from having direct or indirect contact with one another. This information will also be provided to the complainant and other appropriate officials as needed. This order is not a determination that Policy 3085 has been violated. If you have questions or concerns about the no contact order, please contact me.]

Advisors

You have the right to an advisor of your choosing, who can be an attorney, to accompany you to all meetings, interviews, and hearings and to assist you in this process. **[OPTIONAL: If you would prefer that the school/district appoint a school/district-trained advisor for you, please let me know as soon as possible.]** Upon request, a pre-interview meeting between you, your advisor, and the investigator(s) to explain the District process and answer any questions may be arranged by contacting the investigator.

Retaliation

This letter also serves as a reminder that District policy prohibits retaliation, as defined in Procedure 3085P. Retaliation exists when an individual harasses, intimidates, or takes other adverse actions

against a person because of that person's participation in an investigation or because of their support of someone involved in an investigation.

The District will impose sanctions on any faculty, student, or staff member found to be engaging in retaliation, and on individuals who encourage third parties to retaliate on their behalf.

If you experience any retaliation, please contact me immediately.

False Statements and/or False Information

Please also be reminded that Procedure 3085P prohibits making false statements and knowingly providing false information in the course of a District grievance process.

To ensure that the investigator(s) can obtain as much accurate and objective information about this matter as possible, please do not suggest to any witness that they distort or align their accounts.

Should it be alleged that you have violated these rules, the District reserves the right to address those allegations inside of this process or to address the allegations as a separate matter pursuant to Procedure 2085P.

Confidentiality

You have the right to discuss this matter with your advisor and others, but the District will conduct this investigation confidentially, meaning that it will only share information as permitted or required by law. The District asks for your discretion in what you choose to share and hopes that you will respect the private and sensitive nature of these allegations. The complainant has been provided with the same information.

Campus Resources

I understand that receiving this notice may result in many questions and potential distress. I encourage you to avail yourself of any of the following resources that you may find helpful as you work to resolve this matter.

[OPTIONAL: Counselor

{SERVICES PROVIDED AND CONTACT INFORMATION}

{ANY OTHER INTERNAL OR EXTERNAL APPLICABLE SUPPORTIVE SERVICES}

{DESCRIPTION OF SERVICES PROVIDED AND CONTACT INFORMATION}]

Disability Services

If you or another individual needs reasonable accommodations due to a qualifying disability in order to fully and meaningfully participate in this process, please contact **[OFFICE]** at **[PHONE NUMBER]** prior to any meeting or interview in which reasonable accommodations may be needed.

Should you have any questions about the process and/or the interview, please contact your investigator(s) for this matter at **[PHONE NUMBER]** or **[EMAIL ADDRESS]**.

Sincerely,

[NAME]
Title IX Coordinator
[CONTACT INFORMATION]

Payette School District No. 371

STUDENTS **3085F2**

Sexual Misconduct Reporting Form for Students

School _____ Date _____

Student's Name_____

(If you feel uncomfortable leaving your name, you may submit an anonymous report, but please understand that an anonymous report will be much more difficult to investigate. We assure you that we'll use our best efforts to keep your report confidential.)

Who was responsible for the harassment or incident(s)? _____

_____

Describe the incident(s): _____

_____

_____

Date(s), time(s), and place(s) the incident(s) occurred: _____

_____

_____

Were other individuals involved in the incident(s)? ☐ yes ☐ no

If so, name the individual(s) and explain their roles: _____

_____

_____

_____

Did anyone witness the incident(s)? ☐ yes ☐ no

If so, name the witnesses: _____

_____

_____

Did you take any action in response to the incident? ☐ yes ☐ no

If yes, what action did you take? _____

_____

_____

Were there any prior incidents? ☐ yes ☐ no

If so, describe any prior incidents: _____

_____

_____

Signature of complainant_____

Signatures of parents/legal guardian_____

Payette School District No. 371

STUDENTS **3085P**

Title IX Sexual Harassment Grievance Procedure, Requirements, and Definitions

Scope of Procedure

This Title IX Grievance Process applies to all members of Payette School District 's community, including students, employees, and Board members as well as District patrons, guests, visitors, volunteers, and invitees.

Purpose of This Policy and Procedure

Payette School District is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, which are free from sex and gender-based harassment, discrimination, and retaliation. Accordingly, the District prohibits harassment and discrimination on the basis of sex, sexual orientation, gender, gender identity, and pregnancy, as well as retaliation against individuals who report allegations of sex and gender-based harassment and discrimination, file a formal complaint, or participate in a grievance process.

Students, employees, or other members of the District community who believe that they have been subjected to sex or gender-based harassment, discrimination, or retaliation should report the incident to the Title IX Coordinator, who will provide information about supportive measures and the applicable grievance procedure. Violations of this District procedure or its related policy may result in discipline to either students or employees.

Guiding Principles

Title IX requires school districts to put into place policies and procedures that promote the goal of Title IX, specifically, to prohibit discrimination based on sex, and to respond appropriately if and when sex discrimination occurs or may occur. Title IX explains that when an appropriate official at the District has "actual knowledge" of "sexual harassment" of a student or employee that occurs in one of its educational programs or activities, the District must respond promptly and in a manner that is not "deliberately indifferent." This standard does not require a perfect response; rather, it requires a response that is not "clearly unreasonable" in light of the known circumstances over which the District exercises control.

Grievance Procedure

1. Receipt of a Complaint, Report, or Information Alleging Sexual Harassment

Upon receipt of a complaint or report (whether verbal or written) of possible sexual harassment, the District shall first determine whether to initiate a formal or informal response. Thus, any and all complaints, reports, or information received by any District employee that sexual harassment is occurring or has occurred shall be immediately forwarded to the District's Title IX Coordinator or other designated employee for review and action as appropriate.

The Title IX Coordinator (Coordinator) shall promptly contact the complainant or reporting party and discuss with them the availability of supportive measures, and will consider the complainant's wishes with respect to the provision of supportive measures. The Coordinator shall explain the availability of these measures to the complainant with or without the filing of a "formal complaint." During this initial meeting, the Coordinator or designee shall explain to the complainant the process for filing a written formal complaint, and shall provide assistance to the complainant to ensure the written formal complaint is properly prepared and submitted.

Emergency Removal (of students): Nothing in this procedure prevents the District from removing a respondent from a District education program or activity on an emergency basis, provided that an individualized safety and risk analysis is performed by the Coordinator and Superintendent who determine that an immediate threat to the physical health or safety of any student or other individual arise from the allegations of sexual harassment that justify removal. The Coordinator and Superintendent shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights and requirements under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Administrative Leave (of employees). Nothing in this procedure precludes the District from placing a non-student employee respondent on administrative leave during the pendency of a grievance investigation under this procedure. Notwithstanding the above, prior to placing an employee respondent on administrative leave, the Coordinator or designee shall ensure any rights provided by Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act are not impaired or violated.

2. Providing Supportive Measures

If an informal complaint is filed, (for instance, because the complainant does not wish to file a written formal complaint,) as well as during the pendency of the investigation and the decision concluding a formal complaint, the following supportive measures may be implemented to restore or preserve the complainant's access to the District's educational programs without unreasonably burdening the other party (also referred to herein as respondent).

Supportive measures may include actions taken to protect the safety of all parties or the District's educational environment, or which otherwise deter sexual harassment from occurring in the future. Additional supportive measures may include, but are not limited to: counseling, the availability of a safe place or person in the event complainant feels threatened or uncomfortable, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, escort services at school, mutual restriction of contact between the parties, changes in work locations, leaves of absence, increased security and/or monitoring of locations where prohibited conduct has occurred or may occur in the future, as well as additional measures to protect the complainant, provided the supportive measures initiated are not punitive to the respondent.

3. Filing a Written Formal Complaint

Upon receipt of a written formal complaint, the Coordinator or designee is required to provide written notice to all known complainants and respondents of the allegations and the resulting investigation.

A. General Notice Requirements: The notice will include the District's Title IX grievance process as well as information regarding the District's informal resolution process.

B. Specific Notice Requirements: The written notice shall include the following information:

i. Information describing the alleged conduct potentially constituting sexual harassment, including sufficient details known at the time the notice is prepared to allow the parties to prepare a response prior to the investigator's initial interview, and shall be delivered to the parties in enough time to allow their preparation for the initial interview.

ii. Sufficient details include but are not limited to the identities of the parties involved, the conduct allegedly constituting sexual harassment, the date(s), and location(s) of the incident(s).

iii. A statement that the respondent is presumed to not be responsible for the alleged conduct, and that a determination of responsibility will not be made until the conclusion of the grievance process.

iv. A statement informing the parties that they are entitled to have an advisor or representative of their choosing who may be, though is not required to be, an attorney, and that the advisor is authorized to review all evidence submitted in the matter.

v. The notice must inform the parties that District policy and procedure prohibit knowingly making false statements or knowingly submitting false information to the investigator or at any other time during the grievance process.

vi. The notice must warn the parties that retaliation is prohibited. Accordingly, the parties must by informed that no District employee or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or this procedure, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this procedure. Retaliation includes circumstances where intimidation, threats, coercion, or discrimination are made for the purpose of interfering with any right or privilege secured by Title IX or this procedure. This includes threatening charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment. The District shall keep confidential the identity of:

a. Any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment;
b.
c. Any complainant;
d. Any individual who has been reported to be the perpetrator of sex discrimination;
e. Any respondent; and
f. Any witness

except:

a. As may be permitted by FERPA (20 U.S.C. § 1232g) or a FERPA regulation (34 CFR Part 99);
b. As required by law; or
c. To carry out the purposes of this procedure, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.

Complaints alleging retaliation may be filed as an additional charge or counter-charge under these procedures.

C. Additional Charges: If, during the course of the investigation, it is determined based on the information gathered that additional allegations or charges are warranted, an amended notice shall be prepared and submitted to the parties including the new allegations and charges as appropriate.

D. Consolidation: The Coordinator may consolidate two or more formal complaints into a single action provided that the allegations of sexual harassment and retaliation arise out of a common set of facts or circumstances and if in the course of an investigation, it is determined that:

i. There is more than one respondent and/or more than one complainant; or
ii. There are cross-complaints, or additional complaints raised by the original complainant against the original respondent (such as retaliation), or by the respondent against any other party.

4. Conduct of the Investigation, Informal Resolution

In the course of their investigation, the District's Coordinator and designees shall comply with the following requirements.

Investigation

A. Burden of Investigation: The burden of gathering evidence sufficient to make a determination of responsibility is the responsibility of the District's investigator(s) and not the parties. However, the District's investigator is not authorized to access a party's records that are made or maintained by a health care provider such as a physician, psychiatrist, psychologist, or other recognized health care provider, if the record was made in the course of providing treatment to the party, unless and until written consent from an

authorized person is provided to obtain such privileged records for purposes of investigating and resolving the allegations of the formal complaint.

B. Evidence Offered by Parties: The parties shall be provided an equal opportunity to call witnesses, including fact and expert witnesses, as well as other inculpatory and exculpatory evidence.

C. No Restrictions: The ability of the parties to discuss the allegations under investigation or to gather and present evidence shall not be restricted.

D. Equal Representation Rights: All parties shall have the same opportunity to have others present, or to be represented by the advisor of their choice throughout the grievance process, including attendance at related meetings or proceedings. If the District limits access to representation in any way at any time during the proceedings, such limitation shall be equally applied to all parties in the same manner. Access to representation may be limited only where a party is already represented as authorized by this procedure, and the additional representation will unduly increase the cost to the parties, and/or will not otherwise serve to significantly promote a legitimate purpose under this procedure.

E. Notice of Interviews and Hearings: Adequate notice of the purpose, date, time, place, and the identities of all participants involved shall be provided to any party whose participation at a hearing, interview, or meeting is invited or expected, and allowing sufficient time for the party to prepare and fairly participate.

F. Evidentiary Considerations: The investigation shall not consider:

    i. Incidents not directly related to the possible violation, unless they evidence a pattern;

    ii. The character of the parties; or

    iii. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

G. Right to Inspect Evidence: All parties shall be provided equal access to inspect and review any or all evidence gathered during the investigation related to the allegations of the formal complaint, whether or not relied upon or referred to in the investigator's report. This will ensure that the parties can respond to the evidence prior to the conclusion of the investigation. Prior to completion of the investigation report, the investigator shall provide the parties and their respective advisors, when advisors are identified, a secured electronic or hard copy of the evidence subject to inspection. The parties must have at least ten business days to submit a written response which the investigator shall consider prior to completion of the investigative report. All such evidence shall be made available to all

parties at any hearing to give the parties equal opportunity to refer to such evidence during the hearing, including cross-examination of adult parties.

H. Investigative Report: At least ten business days prior to a hearing, or other time of determination regarding responsibility, the investigator shall send to all parties and their advisors, if any, by electronic format or hard copy, a copy of the investigative report for the parties' review and written response. The parties' responses shall be made part of the record.

Informal Resolution: The informal resolution process may include mediation, or other meeting of the parties that does not involve a full investigation and adjudication of the complaint. The District may **not** require the parties to participate in an informal resolution process. Informal resolution is available **only** if a written formal complaint was submitted to the Coordinator. If these conditions are satisfied, then at any time during the course of an investigation, but prior to the time of the Decision-Maker's final determination of responsibility, the parties may request the Coordinator to initiate the informal resolution by process. In so doing, the Coordinator is required to comply with the following:

A. Provide the parties with written notice informing them of the allegations at issue and the requirements of the resolution process. These requirements include the fact that a written agreement signed by the parties that resolves the allegations at issue will preclude the parties from resuming the formal complaint process that arose from the same allegations. The parties will also be informed that at any time prior to reaching a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and will be notified that the records submitted or discussed during the informal process will be maintained by the District as part of the record, and may be used by the Decision-Maker to determine responsibility.

B. Require the parties submit voluntary, written consent to participate in the informal resolution process.

C. Ensure that the informal resolution process is **not** made available to resolve allegations that an employee sexually harassed a student.

D. An informal resolution, signed and agreed to by the parties thereto, is not appealable.

Dismissal of a Formal Complaint: A written formal complaint may be dismissed by the Coordinator under any of the following circumstances, and prior to a finding of responsibility:

A. After investigating the allegations of the written formal complaint, dismissal is required if:

   i. The Coordinator or designee determines that the conduct alleged in the complaint, even if proven, would not constitute sexual harassment as defined herein; or
   ii. The alleged conduct did not occur in a District education program or activity; or
   iii. The alleged conduct did not occur against a person in the United States.

   Dismissal of the Title IX formal complaint, however, does not preclude action under another provision of the District's Code of Conduct or other District Policy.

B. If the Complainant notifies the Coordinator in writing that he or she would like to withdraw the formal complaint or any allegations contained therein.

C. If the respondent is no longer enrolled or employed by the District.
D. If specific circumstances exist which prevent the investigator from gathering evidence sufficient to reach a determination regarding the merits of the formal complaint or allegations therein.

Upon dismissing a formal complaint, the Coordinator shall simultaneously inform the parties in writing that the complaint has been dismissed, and shall identify the reason(s) for the dismissal. This decision may be appealed in accordance the Appeals portion of this procedure, below.

5. Decision-Maker's Participation

If the matter is not dismissed for one of the reasons set forth above and is not resolved by the parties through the informal resolution process then, (following completion of the investigation, including issuance of the investigator's final investigation report,) the matter shall be submitted to the Decision-Maker for review and issuance of a determination of responsibility. The Decision-Maker cannot make a determination regarding responsibility until ten business days after the date the final investigation report is transmitted to the parties and the Decision-Maker, unless all parties and the Decision-Maker agree to an expedited timeline.

The Coordinator shall designate a single Decision-Maker and inform the parties and their advisors.

The Decision-Maker(s) may not have had any previous involvement with the investigation. Those who have served as investigators in the investigation cannot serve as Decision-Makers. Those who are serving as advisors for any party cannot serve as Decision-Makers in that matter. The Coordinator is also prohibited from serving as a Decision-Maker in the matter.

All objections to any Decision-Maker must be raised in writing. Any written objection must detail the rationale for the objection and must be submitted to the Coordinator no later than [two] business days after being notified of the Decision-Maker's identity. Decision-Makers shall not be removed unless the Coordinator concludes that the Decision-Maker's bias or conflict of interest precludes a fair and impartial consideration of the evidence.

The Coordinator shall give the Decision-Maker(s) a list of the names of all parties, witnesses, and advisors. Upon review thereof, if any Decision-Maker believes they cannot make an objective determination, they must recuse themselves from the proceedings. If a Decision-Maker is unsure whether a bias or conflict of interest exists, they shall immediately disclose their concern(s) to the Coordinator and simultaneously inform the parties and their advisors.

No less than ten business days prior to any meeting or the decision-making phase of the process, the Coordinator or the Decision-Maker shall send notice to all parties. Once mailed, emailed, or received in-person, Notice will be presumptively delivered.

The Notice shall contain the following:

A. A description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable procedures, and a statement of the potential sanctions that could result.
B. The time, date, and location of any meeting.
C. Any technology that will be used to facilitate the meeting.
D. The name and contact information of the Decision-Maker, along with an invitation to object to any Decision-Maker on the basis of demonstrated bias. Such objections must be raised with the Coordinator at least two business days prior to the meeting.
E. Information on whether the meeting will be recorded and, if so, information on access to the recording for the parties after the meeting.
F. If any party does not appear at the scheduled meeting, the meeting will only be rescheduled for compelling reasons.
G. Notification that the parties may have the assistance of an advisor of their choosing at the meeting.
H. A copy of all the materials provided to the Decision-Maker(s) about the matter.
I. An invitation for the parties to review and submit a written response to the final investigation report within five business days of the date of the notice.
J. An invitation to each party to submit to the Decision-Maker any written, relevant questions they want the Decision-Maker to ask of any other party or witness within five business days of the date of the notice.
K. An invitation to each party to submit to the Decision-Maker an impact statement, pre-meeting, that the Decision-Maker will review during any sanction determination.
L. An invitation to contact the Coordinator to arrange any disability accommodations, language assistance, and/or interpretation services that may be needed at any meeting or in the decision-making process, at least five business days prior to the meeting/final determination.
M. Whether parties can or cannot bring mobile phones or devices into the meeting.

Meetings for possible violations that occur near or after the end of a school year, assuming the respondent is still subject to Policy 3085 and Procedure 3085P, and are unable to be resolved prior to the end of the school year will typically be held as soon as possible given the availability of the parties, but no later than immediately upon the start of the following school year. The District will implement appropriate supportive measures intended to correct and remediate any hostile environment while the resolution is delayed.

A. **Evidentiary Consideration by the Decision-Maker:** Whether at a hearing or through an exchange of questions, only relevant, credible evidence will be admitted into evidence and considered by the Decision-Maker. Any evidence that the Decision-Maker(s) determine(s) is relevant and credible may be considered. The Decision-Maker will not consider:

    i. Incidents not directly related to the possible violation, unless they evidence a pattern;

    ii. The character of the parties; or

    iii. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior

sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

Previous disciplinary action of any kind involving the respondent may be considered in determining an appropriate sanction upon a determination of responsibility. This information may only be considered at the sanction stage of the process and cannot be shared with the Decision-Maker until that time.

The parties may each submit a written impact statement for the consideration of the Decision-Maker(s) at the sanction stage of the process when a determination of responsibility is reached.

B. **Hearing Procedure and Exchange of Questions Procedure:** At the time the matter is referred to the Decision-Maker(s), the Coordinator shall determine, based on the parties involved and the circumstances of the alleged sexual harassment, whether to hold a hearing or to initiate an exchange of questions procedure, and shall so inform all parties and their advisors. Both of these decision-making procedures are discussed below. Upon their selection, the Decision-Maker(s) shall review the evidence and issue a determination of responsibility based on the following circumstances and procedures.

C. **Exchange of Questions Procedure:** Where a party involved is an elementary student, or where the Coordinator otherwise determines that a hearing is not appropriate under the circumstances, the Coordinator will initiate the Exchange of Questions Procedure, which provide as follows.

After the Coordinator or designee has submitted the investigative report to the parties pursuant to this procedure and before reaching a determination regarding responsibility, the Decision-Maker(s) shall provide each party an opportunity to submit written, relevant questions that party desires to ask of any party or witness, and shall subsequently provide each party with the answers. The Decision-Maker will also allow for additional, limited follow-up questions from each party to the other, and provide both with complete copies of the answers. Upon receipt of the proposed questions, the Decision-Maker will review the proposed questions and determine which questions will be permitted, disallowed, or rephrased. The Decision-Maker shall limit or disallow any questions that are irrelevant, repetitive (and thus irrelevant), or abusive. The Decision-Maker shall have full authority to decide all issues related to questioning and determinations of relevance. The Decision-Maker may ask a party to explain why a question is or is not relevant from their perspective. The Decision-Maker shall explain any decision to exclude a question as not relevant or to reframe it for relevance. Whether a hearing is held or not, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant:

i. Unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant; or

ii. If the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. This basis for asking questions or presenting evidence shall not be allowed if the respondent is an adult, non-student employee, because consent is not a recognized defense in cases where the complainant is a student and the respondent is an employee.

The Decision-Maker, after any necessary consultation with the parties, investigator(s), and/or Coordinator, shall provide the parties and witnesses with:

i. The relevant written questions to be answered; and
ii. A deadline for the parties and witnesses to submit written responses to the questions and any appropriate follow-up questions or comments by the parties.

The exchange of questions and responses by the parties and witnesses shall be concluded within a ten business day period.

D. Hearing procedure: Where both parties are adult employees, or a mature secondary school student, the Coordinator may initiate the live Hearing Procedure. If either party, however, objects and requests the Exchange of Questions Procedure, then the Exchange of Questions procedure shall be followed by the Decision-Maker(s). The Hearing Procedure shall include the following:

At the live hearing, the decision maker(s) must permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination at the live hearing must be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally, notwithstanding the discretion of the District to restrict the extent to which advisors may participate in the proceedings, as long as the restrictions apply equally to all parties. At the request of either party, the District must provide for the live hearing to occur with the parties located in separate rooms with technology enabling the decision-maker(s) and parties to simultaneously see and hear the party or the witness answering questions. Only relevant cross-examination and other relevant questions may be asked of a party or witness. Before a complainant, respondent, or witness answers a cross-examination or other question, the decision-maker(s) must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. If a party does not have an advisor present at the live hearing, the District shall provide without fee or charge to that party, an advisor of the District's choice to conduct cross-examination on behalf of that party. The advisor may be, but is not required to be, an attorney.

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless:

i. Such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant; or

ii. If the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

In cases where both parties are 18 or older, if a party or witness does not submit to cross-examination at the live hearing, the Decision-Maker(s) is prohibited from relying on any statement of that party or witness in reaching a determination regarding responsibility. However, that the Decision-Maker(s) cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions. Live hearings pursuant to this paragraph may be conducted with all parties physically present in the same geographic location or, at the District's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants to simultaneously see and hear each other. The District shall create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review.

At the hearing, the Decision-Maker shall have the authority to hear and make determinations on all allegations of Title IX sexual harassment and may also hear and make determinations on any additional alleged violations of policy or procedure that have occurred in concert with the Title IX sexual harassment, even though those collateral allegations may not specifically fall within the definition of sexual harassment set for in these procedures.

Any witness scheduled to testify before the Decision-Maker must have been first interviewed by the investigator(s), unless all parties and the Decision-Maker agree to the witness's participation.

If the parties and Decision-Maker do not agree to the admission of evidence newly offered at the hearing, the Decision-Maker may delay the meeting and instruct that the investigation needs to be re-opened to consider that evidence.

If the parties raise an issue of bias or conflict of interest of an investigator or Decision-Maker at the hearing, the Decision-Maker may elect to address those issues, consult with legal counsel, and/or refer them to the Coordinator, and/or preserve them for appeal. If bias is not in issue during the hearing, the Decision-Maker shall not permit irrelevant questions regarding bias.

6. Decision Making Process and Determination Requirements

Following its review of the evidence submitted by the investigator and the parties, the Decision-Maker, (who cannot be the Coordinator) shall issue a written determination of responsibility. To reach this determination, the District's burden of proof clear and convincing evidence must be described, and the burden satisfied, before the respondent can be found responsible for sexual harassment in violation of Title IX.

The written determination of responsibility shall include the following information:

A. Identification of the allegations potentially constituting sexual harassment in violation of Title IX.

B. A description of the procedural steps taken from receipt of the written formal complaint through the determination, including notifications to the parties, interviews of the parties and witnesses, site visits, methods used to obtain other evidence, and hearings used.

C. Findings of fact supporting the determination.

D. Conclusions regarding application of the District's code of conduct to the facts.

E. A statement of and rationale for the determination as to each allegation, including any determination regarding responsibility, any disciplinary action to be imposed on the respondent, and identification of remedies and measures, if any, that will be provided to restore or preserve equal access to the District's educational programs and activities to be provided to the complainant.

F. Considerations for disciplinary action. Factors considered when determining discipline may include, but are not limited to:

i. The nature, severity of, and circumstances surrounding the violation(s);
ii. The respondent's disciplinary history;
iii. Previous allegations or allegations involving similar conduct;
iv. The need for discipline to bring an end to the Title IX sexual harassment;
v. The need for discipline to prevent the future recurrence of Title IX Sexual harassment;
vi. The need to remedy the effects of the Title IX sexual harassment;
vii. The impact on the parties; and
viii. Any other information deemed relevant by the decision-maker(s)

G. The discipline imposed shall be implemented as soon as is feasible, either upon the outcome of any appeal or upon the expiration of the window to appeal if no appeal is requested. The sanctions described in this process are not exclusive of, and may be in addition to, other actions taken or sanctions imposed by external authorities.

H. Identification of the procedures for filing an appeal and the permissible grounds for complainant or respondent to base their appeal.

The Decision-Maker shall simultaneously provide their written determination to all parties. The determination becomes final either, (where an appeal is filed,) on the date the parties are provided copies of the written determination of the result of the appeal; or, (if no appeal is filed,) the date on which an appeal would no longer be considered timely.

The Coordinator is responsible for the effective implementation of any and all remedies set forth in the written determination of responsibility. In the event a student expulsion is recommended, pursuant to and in accordance with the requirements of Idaho Code § 33-205, the Coordinator shall ensure that an expulsion hearing is scheduled and heard by the Board of Trustees.

7. Appeals

Any party may file a request for appeal in writing with the Coordinator within five business days of the delivery of the notice of a final decision.

A single appeal decision-maker shall chair the appeal. No appeal decision-maker will have been involved in the process previously, including any dismissal appeal that may have been heard earlier in the process.

The request for appeal shall be forwarded to the appeal decision maker for consideration to determine whether the request meets the grounds for appeal. This review is not a review of the merits of the appeal, but solely a determination as to whether the request meets the grounds and is filed in a timely manner.

Appeals shall be limited to the following grounds:

A. Procedural irregularity that affected the outcome of the matter;

B. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;

C. The Coordinator, investigator(s), or Decision-Maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the specific complainant or respondent that affected the outcome of the matter;

Appeal procedure: Upon receipt of a valid appeal, the Coordinator shall:

A. Notify the other party in writing that an appeal has been filed, and implement the appeal procedure fairly and equally for both parties.

B. Ensure the appeal decision-maker(s) is not:

    i. The same person(s) as the Decision-Maker(s) that issued the written determination of responsibility;
    ii. The person who issued the dismissal;
    iii. The investigator; or
    iv. The Coordinator.

C. Ensure the appeal decision-maker has been trained in accordance with the requirements of this grievance procedure.

D. The appealing party shall have ten business days following the delivery of the notice of the appeal to submit a written statement in support of the appeal and challenging the outcome. The responding party shall have ten business days following the delivery of the appealing party's statement in support of appeal to submit the responding party's written statement in opposition to the appeal (and supporting the outcome that is the subject of the appeal). In the event the parties and the appeal decision-maker agree to a different briefing

schedule (whether allowing more or less time), the time allowed to prepare a written statement shall be the same for all parties.

E. Issue a written decision describing the result of the appeal and identifying the bases and rationale for the decision.

F. Provide the written decision simultaneously to all parties.

Requirements of the Title IX Grievance Procedure

The following requirements apply to the conduct of the Title IX Grievance procedure set forth above.

1. **Equitable treatment of the parties:** At all times, both complainants and respondents shall be equitably treated by providing remedies to a complainant until a determination of responsibility for sexual harassment has been made against the respondent. No sanction or discipline may be imposed against the respondent unless and until the process required by this procedure has been completed. Until a final determination of responsibility has been issued only "supportive measures" may be initiated that are non-disciplinary or non-punitive and avoid burdening the respondent. Any and all final remedies, however, must be designed to restore or preserve equal access to the District's education program or activity. Such remedies may include the same individualized services described as ''supportive measures;'' however, following the decision, such remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent

2. **Objective evaluation of the evidence:** The formal grievance process involves an objective evaluation of all relevant evidence obtained, including evidence that supports the conclusion the respondent engaged in a violation of policy or procedure and evidence that supports the conclusion the respondent did not. Credibility determinations may not be based solely on an individual's status or participation as a complainant, respondent, or witness.

3. **Lack of bias:** Any individual materially involved in the administration of the formal grievance process including the Coordinator, investigator(s), decision-maker(s) and appeal decision-maker(s) may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific complainant or respondent.

4. **Title IX training of District participating staff:** Any individual designated by the District as a Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process, cannot have a conflict of interest or bias for or against complainants or respondents generally, or against any individual complainant or respondent. The District shall ensure that Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receives training on the definition of "sexual harassment" set forth in this procedure, the scope of the District's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The District shall ensure that Decision-Makers receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior

are not relevant, as required by this procedure. The District shall also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in this procedure. All materials used to train Coordinators, investigators, decision-makers, and any persons facilitating an informal resolution process, shall not rely on stereotypes based on gender, and must promote impartial investigations and adjudications of formal complaints of sexual harassment, and provide guidance therefor.

5. **Presumption of innocence:** The District presumes that the respondent is not responsible for the reported misconduct unless and until a final determination is made, in accordance with this procedure, that Policy 3085 or procedure 3085P prohibiting sex discrimination and sexual harassment has been violated.

6. **Promptness:** Investigations are completed promptly, normally within 30 calendar days, though some investigations may take longer, depending on the nature, extent, and complexity of the allegations; availability of witnesses; police involvement; and other factors.

   The District shall make a good faith effort to complete the investigation as promptly as possible and will communicate regularly with the parties to update them on the progress and timing of the investigation.

   Notwithstanding the above, The District may undertake a delay in its investigation, lasting from several days to a few weeks, if circumstances require. Such circumstances include but are not limited to a request from law enforcement to temporarily delay the investigation, the need for language assistance, the absence of parties and/or witnesses, and/or a need for accommodations for disabilities or health conditions.

   The District shall communicate in writing the anticipated duration of the delay and the reason for it to the parties and provide the parties with status updates if necessary. The District will promptly resume its investigation and formal grievance process as soon as feasible. During such a delay, the District will implement supportive measures as deemed appropriate.

   District action(s) or processes may be delayed, but are not stopped by, civil or criminal charges involving the underlying incident(s). Dismissal or reduction of those criminal charges may or may not impact on the District's action(s) or processes.

7. **Description of sanctions.** The following describes the range of sanctions that may be implemented following a finding of responsibility.

   Student Discipline: The following are the usual sanctions that may be imposed upon students singly or in combination:

   A. A warning;
   B. Required counseling;
   C. A required substance abuse treatment program;
   D. Exclusion from participating in extracurricular activities or other District programs/activities;
   E. Alternative placement;

F. Suspension, which may be in-school, out-of-school, long-term, short-term, extended, or other suspensions;
G. Expulsion (in compliance with I.C. § 33-205); and
H. Other actions: In addition to or in place of the above sanctions, the District may assign any other sanctions deemed appropriate.

Employee Sanctions: Sanctions for an employee may include:

A. A verbal or written warning;
B. A performance improvement plan or management process;
C. Enhanced supervision, observation, or review;
D. Required counseling;
E. Required training or education;
F. Probation;
G. Denial of pay increase or pay grade;
H. Loss of oversight or supervisory responsibility;
I. Demotion;
J. Transfer;
K. Reassignment;
L. Assignment to a new supervisor;
M. Restriction of professional development resources;
N. Suspension with pay;
O. Suspension without pay;
P. Termination (in compliance with I.C. § 33-513(5), in the case of certificated employees);
Q. Other actions: In addition to or in place of the above sanctions, the District may assign any other sanctions as deemed appropriate.

8. **Burden of proof.** When determining whether the respondent is responsible for violating Policy 3085 or Procedure 3085P by discriminating based on sex and/or for sexual harassment as defined herein, the decision-maker shall apply the clear and convincing evidence standard; which requires that the evidence proves there is a high probability that the respondent violated the policy or procedure.

9. **Appeals.** Any party may file a request for appeal in writing to the Coordinator within five business days of the delivery of the notice of a final outcome.

10. **Supportive measures:** Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties. Supportive measures are designed to restore or preserve access to the District's education program or activity, including measures designed to protect the safety of all parties or the District's educational environment, and/or deter Title IX sexual harassment. Examples of supportive measures may include, but are not limited to:

A. Referral to counseling, medical, and/or other healthcare services;
B. Referral to the Employee Assistance Program;
C. Referral to community-based service providers;
D. Visa and immigration assistance;

E. Education of the school community or community subgroup(s);
F. Altering work arrangements for employees;
G. Safety planning;
H. Providing school safety escorts;
I. Providing transportation accommodations;
J. Implementing contact limitations, such as no contact orders, between the parties (note: allegations of violations of a no contact order will be investigated as collateral misconduct under this process);
K. Academic support, extensions of deadlines, or other course or program-related adjustments;
L. Emergency warnings;
M. Class schedule modifications, withdrawals, or leaves of absence;
N. Increased security and monitoring of certain areas of the school; and
O. Any other actions deemed appropriate by the Coordinator.

11. **Recognition of privileges:** At no time during this grievance procedure may any evidence (whether through testimony or documents) be required, admitted, relied upon, or otherwise obtained by asking questions or admitting evidence that constitutes, or seeks disclosure of, information protected by a legally recognized privilege, unless the person holding the privilege has knowingly and freely waived the privilege.

12. **Recordkeeping;**

A. The District shall maintain for a period of seven years records of:

i. Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required where a hearing is held, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;

ii. Any appeal and the result therefrom;

iii. Any informal resolution and the result therefrom; and

iv. All materials used to train Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The District shall make these training materials publicly available on its website.

B. For each response to a report of harassment or discrimination based on sex, the District shall create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the District shall document the basis for its conclusion that its response was not deliberately indifferent, and document that it took measures designed to restore or preserve equal access to the District's education program or activity. If the District does not provide a complainant with supportive measures, then the Coordinator must document the reasons why such a response was not clearly unreasonable in light of the known circumstances (i.e., was not a result of

sex discrimination). The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken or to be taken.

Title IX Grievance Procedure Definitions

The following definitions apply to the identified terms used in this procedure:
"Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to:

1. The District's Coordinator; or
2. Any District official possessing the authority to institute corrective measures on behalf of the District; or
3. Any employee of the District.

Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the District with actual knowledge is the respondent. The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the District. "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Coordinator as set forth in this procedure.

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Under circumstances where a sexual assault is alleged by a student against an adult, non-student employee, the District does not recognize the defense of "consent," however it is defined. Where the parties are both adults, however, the following definition of "consent" will apply: Consent occurs where there is a knowing, voluntary, and clear grant of permission, by word or action, to engage in sexual activity. Individuals may experience the same interaction in different ways. Therefore, it is the responsibility of each party to determine that the other has consented before engaging in the activity. If consent is not clearly provided prior to engaging in the activity, consent may be ratified by word or action at some point during the interaction or thereafter, but clear communication from the outset is strongly encouraged. Consent may be withdrawn. A person cannot consent if they are unable to understand what is happening or is disoriented, helpless, asleep, or unconscious, for any reason, including by alcohol or other drugs. It is a violation of policy if a respondent engages in sexual activity with someone who is incapable of giving consent, or is otherwise incapacitated.

"Incapacitation" occurs when someone cannot make rational, reasonable decisions because they lack the capacity to give knowing, informed consent. For example, they cannot understand the "who, what, when, where, why, or how" of their sexual interaction.

"Formal Complaint" means a document filed by a complainant, or signed by the Coordinator, alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment. At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in the educational programs or activities of the District. A formal complaint may be filed with the Coordinator in person, by mail, or by electronic mail, or by using the contact information listed on the District's website. As used in this paragraph, the phrase

"document filed by a complainant" means a document or electronic submission, (such as by electronic mail or through an online portal provided for this purpose by the District,) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Coordinator signs a formal complaint, the Coordinator is not a complainant or otherwise a party to this grievance procedure, and must comply otherwise comply with the requirements of this procedure.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. "Quid pro quo" harassment, which occurs when a District employee conditions the provision of a District benefit, service, or assistance on an individual's participation in unwelcome sexual conduct;

2. "Hostile Environment," which is defined as unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to District education program or activity; or

3. Physical threats and attacks, including "sexual assault," defined as forcible and non-forcible sex offenses as defined in the Clery Act, or dating violence, domestic violence, or stalking as defined in the Violence Against Women Act.

"Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent in cases where either no formal complaint has been filed, or both before and/or after the filing of a formal complaint. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District shall maintain as confidential any supportive measures provided to the complainant or respondent, provided that maintaining such confidentiality will not impair the ability of the District to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of all supportive measures.

"Elementary school" and "secondary school" as used in this procedure refer to a local educational agency, as defined in the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act, a preschool, or a private elementary or secondary school, and include this District.

Revision of These Procedures

The District reserves the right to make changes to these procedures as necessary. Once those changes are posted online, they shall be in effect. If laws or regulations change or court decisions alter the

requirements in a way that impacts these procedures, this document shall be construed to comply with the most recent government regulations or holdings.

References: 34 CFR Part 106 Nondiscrimination on the Basis of Sex in Educational Programs or Activities Receiving Federal Financial Aid

Procedure History:
Adopted on: 6-14-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3090**

Foreign Exchange Students

It is the policy of the Board to recognize the benefits from non-immigrant students in the District. The Board does not, however, sponsor student foreign exchange programs. The District does not provide any financial contribution to the student. The Board assumes no responsibility or control over items such as travel, living accommodations, funding, insurance, etc., which remain the responsibility of the sponsor and/or student.

J-1 visa holders (students sponsored by an approved foreign exchange organization) are eligible to attend either elementary or secondary school. Any sponsoring organization must have a local representative, be a nonprofit organization, and be approved by the Council on Standards for International Education Travel. F-1 visa holders (individual foreign students sponsored by relatives or friends) may not attend the District.

The number of foreign exchange students attending Payette High School at one time shall not exceed 5% of the total high school enrollment. The Board reserves the right to withdraw approval and regulate the number of students participating.

The exchange student will be required to follow all of the rules, regulations, and policies, of the District and pay the same fees as required of resident students.

The District reserves the right to deny admittance to any exchange student or exchange student program.

Foreign exchange students who complete their senior year at Payette High School will be eligible for a certificate of completion and may participate in the end of the year graduation and ceremonies.

Legal References: 20 U.S.C. § 221, *et seq*. Foreign and Exchange Students

Policy History:
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Reviewed on:

Payette School District No. 371

STUDENTS **3100**

Programs for At-Risk/Disadvantaged Students

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

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

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

The Board will review and approve the plan annually.

At-Risk Students

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

Programs and District Plan

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

The District will have a plan designed to retain students in a school setting. The District plan will be the responsibility of the Superintendent or the designated at-risk coordinator and will:

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

The District plan may also:

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

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

Legal Reference: I.D.A.P.A. 08.02.03.110 Alternative Secondary Programs

Policy History:
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Reviewed on:

Payette School District No. 371

STUDENTS **3200**

Student Rights and Responsibilities

All students are entitled to enjoy the rights protected by the Federal and State Constitutions and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate District policies or rules will be subject to disciplinary measures.

These rights and responsibilities may be described at greater length in student handbooks. All student handbooks are approved policy of the Board. The complete student handbook for each school is on file at the District administration office and at the respective schools.

Students who violate the provisions of the applicable student handbook will be disciplined in accordance with the District policies.

Cross References:	3370	Searches and Seizure
	3330	Student Discipline
Legal References:	*Tinker v. Des Moines Ind. Sch. Dist.*, 393 U.S. 503 (1969)	
	Bethel School District v. Fraser, 478 U.S. 675 (1986)	
	Morse v. Frederick, 551 U.S. 393 (2007)	
	I.C. § 33-205	Denial of School Attendance
	I.C. § 33-512	District Trustees - Governance of Schools

Policy History:
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Reviewed on:

Payette School District No. 371

STUDENTS **3220**

Student Use of Buildings: Equal Access

Non-curriculum related secondary school student organizations may conduct meetings on school premises without intervention on the basis of the religious, political, philosophical, or other content of the meeting.

The following criteria must be met:

1. The meeting is voluntary and student-initiated;
2. There is no sponsorship of the meeting by the school, the government, or its agents or employees;
3. The meeting must occur during non-instructional time on regular school days;
4. Employees or agents of the school or government are present only in a non-participatory capacity;
5. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
6. Non-school persons may not direct, conduct, control, or regularly attend activities.

Although the school assumes no sponsorship of these kinds of meetings, all meetings held on school premises must be scheduled and approved by the principal.

This policy pertains to student meetings. The school has the authority, through its agents or employees, to maintain order and discipline on school premises and to protect the well-being of students and faculty.

Legal References: 20 U.S.C. § 4071 *et seq*. The Equal Access Act
Westside Community Board of Education v. Mergens, 496 U.S. 226 (1990)

Policy History:
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Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3225**

Student Clubs: Equal Access

The Board of Trustees regards student clubs and organizations as an important part of the education and development of students.

Definitions

As used in this policy:

1. "School" shall mean any school in the Payette School District No. 371;

2. "Club" shall mean a sponsored club or a non-sponsored or non-curriculum group of students of the school who wish to organize and meet to form common goals, objectives, or purposes, but do not include school activities;

3. "Sponsored Club" shall mean a club which is directly under the sponsorship, direction, and control of the school;

4. "Non-sponsored or non-curriculum club" shall mean a student initiated club which is not under the sponsorship, direction, or control of the school or any student initiated club that does not directly relate to the body of courses offered by the school;

5. "Non-participating capacity" shall mean a person may not promote, lead, or participate in any meeting.

The school within the District shall provide equal access and a fair opportunity for clubs to organize and to meet on school premises during the times established for such meetings.

Sponsored clubs shall be sponsored by a member of the faculty, staff, or administration of the school. The District shall not sponsor clubs which advocate particular religious or political beliefs or ideas. Any such clubs shall be non-sponsored or non-curriculum, and must engage a school employee to monitor their activities while on the premises. The school and the School District shall not be identified or associated with the goals, objectives, activities, beliefs, or opinions of any non-sponsored or non-curriculum clubs or its members. Any club whose activities are deemed by the principal to be disruptive of the everyday operations of the school will not be allowed to initiate meetings, nor continue to meet on school premises.

Equal Access Regulations

The following general guidelines will be observed in approving, establishing, and operating student clubs at Payette School District schools.

1. Each proposed club must complete and submit a request form to the principal or designee stating the name, specific purpose of the club, the membership requirements, the activities of

the club, and meeting dates and times. Each proposed club shall have the student group perform a risk management assessment of the proposed club activities. The principal or designee will forward the request to the School District. The District with Board approval shall respond to the request, accept or reject the application, and designate the club as either a sponsored club or non-sponsored or non-curriculum club.

2. Student participation in club activities and attendance at club meetings shall be voluntary and shall be limited to those students who are currently enrolled in the School District. All student groups meeting on school premises are required to open membership to all interested and/or eligible students. Clubs shall be allowed to meet on school premises before school, during the noon hour, and after school on days when school is in session. The time and place of all club meetings shall be subject to available space, conflicting activities and programs, and the availability of the faculty sponsor or monitor. Students shall be responsible for ensuring the presence of a faculty sponsor or monitor prior to every meeting. Clubs will be allowed to meet on school premises during other times of the day only in extraordinary or exceptional circumstances as may be determined by the principal or designee.

3. All clubs must comply with the provisions of the school's student constitution, if applicable.

4. No hazing of students shall be permitted.

5. The principal or designee may deny the opportunity of any club to meet on school premises, and may deny permission of any non-school person to meet with or speak to a club on school premises, when there exists a substantial likelihood of material and substantial interference with the orderly conduct of educational activities within the school, or if the meeting or activities in the meeting are, or will be, in violation of any law or ordinance.

6. The principal, designee, or student council (if appropriate) may temporarily or permanently terminate the opportunity of any club to meet on school premises in the future if the club has materially or substantially interfered with the orderly conduct of educational activities within the school, if the activities of the club have violated any law or ordinance, or if the club has violated any provision of this policy.

For sponsored clubs, the following guidelines will apply:

1. Each sponsored club will have a faculty or staff member appointed as sponsor. The sponsorship shall be approved by the principal or designee;
2. All activities of the club must have prior approval of the sponsor;
3. Club funds shall be subject to deposit, audit, and disbursement in accordance with the regulations of the District; and
4. The content and placement of club posters or advertisements shall be approved by the club sponsor.

For non-sponsored or non-curriculum clubs, the following guidelines will apply:

1. The formation of non-sponsored or non-curriculum clubs shall be student initiated. Non-school persons may not direct, conduct, control, or regularly attend activities;

2. Recognition by the Payette School District of a non-sponsored or non-curriculum club is not an endorsement of the aims, policies, or opinions of the student organization or its members;

3. The school or District's name will not be identified with the aims, policies, or opinions of the student organization or its members;

4. Notices of meetings of non-curricular student organizations may be posted only on a designated bulletin board used by all nonschool-sponsored organizations. No announcements shall be made over the public address system or in any school-sponsored publications;

5. No funds will be expended by the school for any such meeting beyond the incidental cost associated with providing a meeting place;

6. Every club must have a District employee volunteer as a monitor to the club. The monitor shall be responsible for monitoring the meetings to assure that attendance at the meetings is voluntary, to assure that the meetings do not materially and substantially interfere with the orderly conduct of educational activities within the school, and to assure that order and discipline are maintained. Monitors shall attend the meetings of non-sponsored or non-curriculum clubs that are political or religious in nature in a non-participatory capacity;

7. No school employee shall be compelled to be a monitor of a non-sponsored or non-curriculum club;

8. Club posters or flyers need to have a disclaimer, and poster content and placement shall be approved by the principal or designee; and

9. The Payette School District shall not be identified or associated in any way with the goals, objectives, activities, or opinions of any non-sponsored or non-curriculum clubs to raise money.

Legal Reference: 20 U.S.C. § 4071 *et seq*. The Equal Access Act

Policy History:
Adopted on: 6-14-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3225B**

School Clubs: Background

THIS DOCUMENT IS FOR INFORMATIONAL PURPOSES ONLY AND IS NOT INTENDED TO BE ADOPTED AS A POLICY OR PROCEDURE.

What clubs are currently sponsored by your District? Do you have a Board policy in place dealing with school clubs? Is there a risk management plan in place for sponsored clubs? Is your District or school name being used by a non-sponsored club in a way that might cause a liability problem for the District?

Proper risk management for school clubs is a key issue for school districts. Clubs can be an excellent way to enhance student learning and provide opportunities for students to explore lifelong hobbies. Unfortunately, they can also present serious potential liability exposures to the District if not properly managed. And, while they may still serve a useful purpose, not all clubs should be sponsored by school districts.

Our goal is to provide a framework and a thought process for properly evaluating and managing school clubs from a risk management standpoint.

Is this club a school sponsored activity?

1. The decision of whether or not a club is to be school sponsored should be made at the District level, not at the school site.
2. The District should have a policy that includes a process for reviewing applications for school sponsorship.
3. The policy should state that clubs that have not received District level approval are not school sponsored activities.

Things to consider in making a decision about sponsorship include the following:

1. Do the club's purpose and activities fit within the School District's mission?

2. Are the potential risks associated with the club reasonable and acceptable to the District?

3. Is there a risk management plan in place that identifies potential hazards and outlines ways to manage those risks through such means as training, proper equipment, and supervision?

4. Who will be responsible for insuring the club? If it is to be the School District, are there any exposures that would be excluded under the District's insurance policies such as:

    A. Ownership, operation, maintenance, or use of any aircraft;
    B. Ownership, operation, maintenance, or use of watercraft; or
    C. Auto racing or demolition contests?

5. If the club will provide its own insurance are the limits of liability adequate and will the insurance company name the District as an additional insured on the policy and provide the District with a certificate of insurance?

Proper Risk Management for Non-Sponsored Clubs

The District may decide not to sponsor the club; but to allow the club to use the District's facilities similar to the way other outside groups do. If so, certain risk management steps should be taken including:

1. Requiring a certificate of insurance and an endorsement naming the District as an additional insured under the club's insurance policy;
2. Clear communications to staff, students, and patrons that the club is not school sponsored; and
3. Not allowing the club to use the name of the District or the schools within the District or to imply that the club is school sponsored.

Payette School District No. 371

STUDENTS **3225F1**

Student Club Risk Management Plan

Each School Sponsored Club must develop and implement a plan that identifies hazards and potential exposures to club members, faculty, staff members, and school property. This plan should also outline the policies and procedures needed to control the identified hazards.

Due to the variety of club activities that can occur within a school district, it is critical that hazards and exposures created by the club activities be carefully evaluated. Some clubs, for example a chess club, may not have significant hazards; however, other clubs such as a drag racing club, or a rodeo club could have the potential for severe injuries. Each Risk Management Plan should be customized to the hazards of the individual club. To assist you in developing your plan, you can answer the following questions:

What are the purposes and goals of the club?

_____

_____

_____

What are the responsibilities of the club members?

_____

_____

_____

What training is to be required of club members? Are there minimum knowledge requirements? How will these be tested? How are training and test results documented and maintained?

_____

_____

_____

What are the responsibilities of the faculty or school-appointed sponsor?

_____

_____

_____

What special training or education is required of the faculty or school staff sponsor? Are they certified through a recognized organization?

_____

_____

_____

What rules are necessary to conduct club activities in a safe manner, minimizing hazards and exposures to club members, School District staff members, and school property?

_____

_____

_____

What safety equipment is needed? Who is to provide this equipment? How is the equipment to be inspected and tested?

_____

_____

_____

List emergency response procedures necessary based on any inherent risks of club activities, such as first-aid and emergency communication.

_____

_____

_____

Are parent consent forms required? If so, where are the records maintained?

_____

_____

_____

Student Club Request Form

Each proposed club must complete and submit a request form along with a risk management assessment of the proposed club activities. The District with Board approval shall respond to the request, accept or reject the application and designate the club as either a sponsored club or non-sponsored or non-curriculum club. All clubs must comply with guidelines listed in policy 3225.

Club Name _____

Purpose_____

_____

_____

Membership Requirements

_____

_____

_____

Proposed Activities

_____

Frequency of Meetings (dates and times)

_____

Is this request for a sponsored or non-sponsored club?

☐ "Sponsored Club" shall mean a club which is directly under the sponsorship, direction, and control of the school.

☐ "Non-sponsored Club" shall mean a student-initiated club which is not under the sponsorship, direction, or control of the school.

☐ A completed Student Club Risk Management Plan (3225F-1) is attached.

School Sponsor Name (please print)

_____

School Sponsor Signature_____

Non-sponsored, student club Initiated by:

Student Name (please print)

_____

Student Signature_____

Employee Volunteer Name (please print) _____

Employee Volunteer Signature_____

Submitted to Principal Date _____Principal Recommended ☐ Yes ☐ No

Principal Signature_____

Board Approved ☐ Yes ☐ No Date_____

Approved club is designated as ☐ sponsored ☐ non-sponsored

Payette School District No. 371

STUDENTS **3230**

Student Government

The Board encourages the function of student leadership councils in the District's elementary and secondary schools. Student leadership councils shall assist in improving the general welfare of all students and give students the opportunity to participate in the orderly workings of the democratic process.

Student leadership councils shall not have authority to make policies or procedures for the District or the school. However, they may make recommendations to the administration on any topic of student concern.

Eligibility rules for candidates and rules for conducting campaigns and elections should be published, widely announced, and uniformly enforced.

Legal Reference:	I.C. § 33-506(1)	District Trustees - Organization and Government of Board of Trustees

Policy History:
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Payette School District No. 371

STUDENTS **3240**

Student Publications

Journalistic experience in a school setting should be calculated to develop the background of skills and understanding which will equip a student for the responsibilities of the free press in our society. Students must recognize, however, that a school-sponsored newspaper is unique and different from other newspapers in at least four ways.

1. It is an instructive tool in addition to a means of student self-expression;
2. It is read not just by the intended audience of fellow students, but by parents and many citizens outside the school;
3. It is partially supported by tax funds; and
4. It is an influence on the public relations of the entire District since its content is read by many not simply as expressions of individual students, but as expressions representative of the entire student body and approved by the administration.

The concept of "freedom of the press" under the First Amendment has application with regard to school-sponsored publications. However, the United States Supreme Court has established that school districts may exercise editorial control over the style and content of school-sponsored newspapers without violating the First Amendment. All school-sponsored publications shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, vulgar, lewd, invades the privacy of others, conflicts with the basic educational mission of the school, is socially inappropriate, is inappropriate due to the maturity of the students, or is materially disruptive to the educational process will not be tolerated.

The District recognizes that there are valid and necessary reasons to exercise such prepublication editorial control and to impose reasonable restrictions on student speech in school-sponsored publications. Thus, the following guidelines apply to all school-sponsored student publications.

1. School-sponsored publications are those publications, including, but not limited to, school newspapers, yearbooks, and athletic programs, which may fairly be characterized as part of the District's curriculum, whether or not they occur in a traditional classroom setting. Generally they include student publications which are supervised by a faculty member and are designed to impart particular knowledge or skills to student participants and audiences. However, they also may include publications which students, parents, and members of the public reasonably perceive to be sponsored or approved by the District. The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

2. The District will not restrict student freedom of expression when such expression is within the rules of responsible journalism and is consistent with the four factors outlined below. The principal of each school shall meet with the publication advisor, student editors, and student writers to establish guidelines for achieving a maximum of student freedom of expression subject to the limitations set forth in this policy.

3. All publications must be reviewed and approved by the building principal prior to distribution. The building principal shall have the authority to determine the appropriateness of any particular item for publication. In exercising such authority, material will not be considered suitable for publication that is:

    A. Ungrammatical;
    B. Inadequately researched;
    C. Obscene;
    D. Defamatory;
    E. Advocates prejudice based on race, religion, sexual orientation, or gender identity or expression;
    F. Invades the privacy rights of others;
    G. Is unsuitable for the audiences for which the publication is intended;
    H. Contributes to the disruption or interruption of the educational process or the operation of the school; or
    I. Otherwise is contrary to District policy or applicable federal or State law.

    The school principal may also exclude material that may serve to associate the District with any position other than neutrality on matters of political controversy.

4. The principal of each secondary school shall have the authority to determine whether advertising will be accepted for inclusion in school-sponsored student publications. The District has an important interest in avoiding the impression that it has endorsed a viewpoint at variance with its educational mission. Consequently, if advertising is accepted, each school principal shall have authority to exclude certain categories of advertising. For example, drug, drug paraphernalia, alcoholic beverage advertisements, or any other advertisements that may be viewed as encouraging action that might endanger the health and welfare of students may be excluded. Similarly, advertisements may be excluded if they are:

    A. Factually inaccurate;
    B. Defamatory;
    C. Obscene;
    D. Advocate prejudice based on race, religion, sexual orientation, or gender identity or expression;
    E. Contain either explicit or implicit sexual content or overtones; or a
    F. Are of poor production quality.

    The school principal may also exclude advertising that may serve to associate the District with any position other than neutrality on matters of political controversy.

5. In the event the building principal determines that material is not suitable for publication, students may appeal such decision to the Superintendent or his or her designee. The decision of the Superintendent or his or her designee will be final.

6. Copies of each issue of the student publication shall be sent to the Superintendent and each member of the Board of Trustees.

Legal Reference: *Hazelwood School District et al. v. Kuhlmeier et al.,* 484 U.S. 260 (1988).

Policy History:
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Payette School District No. 371

STUDENTS **3250**

Distribution and Posting of Materials

The distribution of materials from outside the school system uses a considerable amount of valuable educational time. This time is taken away from students, teachers, and the clerical staff. It is the District's policy to limit the distribution of materials to parent and student organizations sponsored by the District or other governmental agencies. Materials that provide information valued or needed by the District may also be distributed.

Students should not be used to distribute partisan materials or information pertaining to a school or general election, budget or bond issue, or negotiations. Students should not be exploited for the benefit of any individual, group, or profit-making organization.

No staff member may distribute any materials on school property without prior approval of the Building Administrator. All notices and notes sent home with students concerning school activities, programs, schedule changes, organizations, charges for equipment and materials, etc., shall be cleared with the building principal before being sent. All materials distributed will clearly indicate their source. Non-school-related materials will be plainly labeled, including a disclaimer that the activity is "not a school-sponsored activity."

All organizations must have the approval of the Superintendent before materials may be distributed. The Superintendent will use the guidelines listed above in the approval of the distribution of the materials. Peach Jar has been selected by the District for flyer distribution. Organizations can submit flyers for distribution approval at peachjar.com

In order to facilitate the distribution of materials with information about student activities offered in the community, each school will do the following:

1. Maintain a centrally located bulletin board for the posting of bulletins;

2. Maintain a table where flyers and other information can be made available to students; and

3. Include announcements for student related activities in newsletters that go home with students. The announcements must be submitted in a timely manner to the newsletter in which the announcement is to go home, must advertise a youth-oriented activity, and must be of non-religious, non-political nature.

It is the intent to post all notices and place flyers in the distribution area except those that are viewed by the principal as likely to be disruptive, libelous, or obscene.

Cross References: § 3430 Distribution of Fund Drive Literature through Students

§ 4240 Distribution of Fund Drive Literature through Students

Policy History:
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Payette School District No. 371

STUDENTS **3255**

Student Dress

One of the fundamental purposes of school is to provide the foundation for the creation and development of a proper attitude toward education. In order to further this purpose, it is essential to create and maintain an effective teaching and learning environment. Student attire impacts the teaching and learning environment. It can either promote a more effective educational environment, or it can disrupt the educational climate and process. Student attire that is acceptable for some social settings may not be acceptable for the educational environment of school.

Students are reminded that their appearance, clothing, and grooming, significantly affect the way others respond to them. Matters of dress remain primarily the responsibility of students, in consultation with their parents/legal guardians. Nevertheless, since it is the duty of the Board of Trustees to provide an educational atmosphere conducive to learning; minimizing disruptions or distractions; and to protect the health, safety, and morals of students, all students will adhere to the following certain minimum standards of dress when the student is on any school premises or at any school sponsored activity, regardless of location.

In general, students are not to wear or carry items of apparel (clothing, accessories, cosmetics, tattoos, jewelry—including body piercings) which depict or allude to, by picture, symbol, or word, drugs, including alcohol and tobacco; controlled substances; drug paraphernalia; gangs; violence; sexually explicit, lewd, indecent, or offensive material; or illegal acts. The wearing, use, or display of any gang clothing or attire jewelry, emblem, badge, symbol, sign, codes, or other things which evidence membership or affiliation in any gang (based upon the principal's or his or her designee's reasonable belief that gangs may be present in a school) is prohibited on any school premises or at any school sponsored activity, regardless of location.

Head coverings are inappropriate in the school building during regular school hours, unless the principal or designee specifically makes an exception to the policy.

Unless the principal or designee indicates otherwise, students will wear footwear at all times.

The Board of Trustees urges parents and students to exercise sound judgment, based upon the standard of appropriateness for the school setting. For example, clothing exposing bare midriffs and short shorts and skirts will not be allowed. The Superintendent or his or her designee is hereby authorized to promulgate regulations consistent with the provisions of this policy.

Interpretation and Implementation of Policy

Specific dress guidelines are located in student handbooks which are reviewed and updated annually.

The building principal/designee shall use reasonable discretion in interpreting and implementing the provisions of this policy. If a conflict arises in the interpretation of this policy, the interpretation of

the building principal or designee shall be final. Principals, administrators, and teachers shall use reasonable discretion in enforcing this policy.

Enforcement

Teachers and administrators may deny class entrance to students dressed or otherwise adorned inappropriately until arrangements may be made for their proper attire. All time missed from classes for failure to adhere to this policy will be deemed unexcused absences. Parents/guardians will be notified each time a student is asked to leave school because of inappropriate attire. Students who are insubordinate or refuse to change the improper attire, or who repeat dress code violations shall be subject to disciplinary action up to and including suspension or expulsion, depending on all the facts and circumstances, for violating the standards of student conduct.

Temporary Exceptions

In order to allow appropriate attire for a particular educational or school activity, the building principal or his or her designee has the authority to grant temporary exceptions to specific provisions of this policy and related regulations. An example of such an exception might be where a specially scheduled school event required a group of students to dress unusually on a particular day.

Accommodations

The District will seek to accommodate cultural, religious, and ethnic differences in dress and grooming, provided such dress or grooming does not materially or substantially disrupt the educational process of the school or create a health or safety hazard for students, staff, or others. No student shall be required to modify their natural head or facial hair, such as by shaving or straightening through the application of heat or chemicals.

Legal References:	I.C. § 33-506	District Trustees - Organization and Government of Board of Trustees
	I.C. § 33-512(6)	District Trustees - Governance of Schools

Policy History:
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Payette School District No. 371

STUDENTS **3265**

Student-Owned Electronic Communications Devices

Students, with permission of their parent(s)/guardian(s), or the student him or herself if over 18 years of age, may be in possession of ~~a~~ personal electronic devices such as smart phones, cellular telephones, pagers/beepers, laptops, tablets, e-readers, 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. Unless an emergency situation exists that involves imminent physical danger *or a certified District employee authorizes the student to do otherwise* (such as use in class), use of devices shall be limited to the period before classes begin in the morning, during the student's lunch period, and after the student's last class in the afternoon.

Access to the devices is a privilege and not a right. Each student will be required to follow the Acceptable Use of Electronic Networks Policy and the Internet Access Conduct Agreement.

Students may only access the internet through the filtered District connection, regardless of whether they are using their personal device or a District-issued device. District staff will not provide software or technical assistance for student-owned devices.

Because power cords stretched out in classrooms become a safety issue both for the students and devices, charging the device in any classroom, hallway, or any other location that may be a safety concern will not be allowed.

The use of cameras in any type of electronic device is strictly prohibited in locker rooms, restrooms, and classrooms unless *a certified District employee authorizes the student to do otherwise*. Where students are allowed to use electronic devices, they are required to obtain permission before taking a photograph or video of any individual. Students must also obtain permission from any individual appearing in a photograph or video prior to posting on any social networking site or other internet site.

Students found to be using any electronic communications device to in any way send or receive personal messages, data, or information that would contribute to or constitute cheating on any student assessment, project, or assignment shall be subject to discipline and the device shall be confiscated and not returned until a parent conference has been held.

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

Students shall comply with any additional rules developed by the school concerning appropriate use of telecommunication or other electronic devices.
Students violating 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, a staff member will confiscate the devices, which shall only be returned to the student's

parent(s)/guardian(s) by the administrator in accordance with handbook guidelines. Where appropriate, police authorities may be contacted.

The controls on electronic communication devices contained in this policy do not apply to special education or Section 504 students or students with an Individualized Education Plan when any of these or other such similar plans conflict with uses outlined herein.

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Payette School District No. 371

STUDENTS **3270**

District Provided Access to Electronic Information, Services, and Networks

Internet access and interconnected computer systems are available to the District's students and faculty. Electronic networks, including the internet, are a part of the District's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.

In order for the District to be able to continue to make its computer network and internet access available, all users, including students, must take responsibility for appropriate and lawful use of this access. Students utilizing school-provided internet access are responsible for good behavior online. The same general rules for behavior apply to students' use of District-provided computer systems. Students must understand that one student's misuse of the network and internet access may jeopardize the ability of all students to enjoy such access. While the District's teachers and other staff will make reasonable efforts to supervise use of network and internet access, they must have student cooperation in exercising and promoting responsible use of this access and students must be held responsible and accountable for their own conduct.

Curriculum

In accordance with this policy and the Board's philosophy to ensure the safety of all students, the District shall provide an appropriate planned instructional component for internet safety which shall be integrated into the District's regular instructional program. In compliance with the Children's Internet Protection Act this instruction will include information on the safe use of social networking sites and instant messaging, the characteristics of cyber-bullying, and recommended responses.

The use of the District's electronic networks shall be consistent with the curriculum adopted by the District, as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and shall comply with the selection criteria for instructional materials and library-media center materials. Staff may, consistent with the District's educational goals, use the internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Uses

Acceptable Use: Access to the District's electronic networks must be:

1. For the purpose of education or research and consistent with the educational objectives of the District; or
2. For legitimate business use.

Unacceptable Uses of Network. The unacceptable uses described in 3270P are considered examples of unacceptable uses and constitute violations of this policy. Additional uses may also be unacceptable.

Internet Safety

Each District computer with internet access shall have a filtering device that blocks access to visual depictions that are obscene, pornographic, harmful, or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee. The filter may also block other materials students are prohibited from accessing by District policy or procedure. The Superintendent or designee shall enforce the use of such filtering devices.

The District shall require that any vendor, person, or entity providing digital or online library resources to the District for use by students verify they have policies and technology protection measures:

1. Prohibiting and preventing users from sending, receiving, viewing, or downloading materials that are deemed to be harmful to minors, as defined by section 18-1514, Idaho Code; and

2. Filtering or blocking access to obscene materials, materials harmful to minors, and materials that depict the sexual exploitation of a minor, as defined in chapter 15, title 18, Idaho Code.

The District will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing material that is inappropriate or harmful to minors, as defined in section 18-1514 Idaho Code or as defined in 47 USC Section 254.

Filtering should also be used in conjunction with:

1. Educating students on appropriate online behavior;
2. Requiring students review and sign Form 3270F Internet Access Conduct Agreement;
3. Using behavior management practices for which internet access privileges can be earned or lost; and
4. Appropriate supervision, either in person and/or electronically.

The system administrator and/or Internet Safety Coordinator and/or building principal or designee shall monitor student internet access.

Review of filtering technology and software shall be done on a periodic basis and is the responsibility of the Internet Safety Coordinator. It shall be the responsibility of the Internet Safety Coordinator to bring to the Superintendent or designee any suggested modification of the filtering system and to address and assure that the filtering system meets the standards of Idaho Code 18-1514 and any other applicable provisions of Chapter 15, Title 18, Idaho Code.

Student Use of Social Media

Students will be held accountable for the content of the communications that they post on social media websites and are responsible for complying with District policy. Students may not disrupt the learning atmosphere, educational programs, school activities, or the rights of others.

All requirements of this policy apply to use of social media through the District network or equipment or as part of a class assignment.

Internet Access Conduct Agreements

Each student and his or her parent(s)/legal guardian(s) will be required to sign and return to the school at the beginning of each school year the Internet Access Conduct Agreement prior to having access to the District's computer system and/or internet service.

Warranties/Indemnification

The District makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its computer networks and the internet provided under this policy. The District is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the internet. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services. The District will not be responsible for any unauthorized charges or fees resulting from access to the internet, and any user is fully responsible to the District and shall indemnify and hold the District, its trustees, administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from such user's access to its computer network and the internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user and attorney fees. The user or, if the user is a minor, the user's parent(s)/legal guardian(s) agrees to cooperate with the District in the event the school initiates an investigation of a user's use of his or her access to its computer network and the internet.

Violations

If any user violates this policy, the student's access to the District's internet system and computers will be denied, if not already provided, or withdrawn and he or she may be subject to additional disciplinary action. The building principal will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with his or her decision being final. Actions which violate local, State, or federal law may be referred to the local law enforcement agency.

If the actions of the individual are also in violation of other District discipline policies, said student shall be subject to additional possible disciplinary action based upon these policies.

Internet Safety Coordinator

The Superintendent shall serve, or appoint someone to serve, as "Internet Safety Coordinator" with responsibility and authority for ensuring compliance with the requirements of federal law, State law, and this policy. The Internet Safety Coordinator shall develop and maintain administrative procedures to enforce the provisions of this policy and coordinate with the appropriate District personnel regarding the internet safety component of the District's curriculum. The Internet Safety Coordinator shall handle any complaints about the enforcement of this policy or refer them to other appropriate personnel depending on the nature of the complaint.

The Internet Safety Coordinator shall maintain documentation evidencing that instruction by school personnel on internet safety is occurring District wide.

Public Notification

The Internet Safety Coordinator shall inform the public via the main District webpage of the District's procedures regarding enforcement of this policy and make them available for review at the District office.

Submission to State Department of Education

This policy shall be filed with the State Superintendent of Public Instruction every five years after initial submission and subsequent to any edit to this policy thereafter.

Cross Reference:	2335	Digital Citizenship and Safety Education
	3330	Student Discipline
Legal Reference:	20 U.S.C. § 9134(f)	State Plans - Internet Safety
	20 U.S.C. § 7131	Internet Safety
	I.C. § 18-1514(6)	Children and Vulnerable Adults — Obscene Materials — Definitions — "Harmful to Minors" Defined
	I.C. § 33-132	Local School Boards — Internet Use Policy Required
	I.C. § 33-137	Digital and Online Library Resources for K-12 Students

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Payette School District No. 371

STUDENTS **3270F**

INTERNET ACCESS CONDUCT AGREEMENT

Every student, regardless of age, must read and sign below:

I have read, understand, and agree to abide by the terms of the Payette School District 's policy regarding District-provided Access to Electronic Information, Services, and Networks (Policy No. 3270). Should I commit any violation or in any way misuse my access to the District's computer network or the Internet, I understand and agree that my access privileges may be revoked and school disciplinary action may be taken against me.

User's Name (Print)_____ Home Phone:_____

User's Signature: _____ Date: _____

Address:_____

Status: Student ____ Staff ____ Patron ____ I am 18 or older _____ I am under 18 ____

If I am signing this policy when I am under 18, I understand that when I turn 18, this policy will continue to be in full force and effect and agree to abide by this policy.

Parent or Legal Guardian. *(If the applicant is under 18 years of age, a parent/legal guardian must also read and sign this agreement.):* As the parent or legal guardian of the above named-student, I have read, understand, and agree that my child shall comply with the terms of the District's policy regarding District-Provided Access to Electronic Information, Services, and Networks for the student's access to the District's computer network and the Internet. I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for the school to restrict access to all offensive and controversial materials and understand my child's responsibility for abiding by the policy. I am, therefore, signing this Agreement and agree to indemnify and hold harmless the District, the Trustees, Administrators, teachers, and other staff against all claims, damages, losses, and costs, of whatever kind, that may result from my child's use of his or her access to such networks or his or her violation of the District's policy. Further, I accept full responsibility for supervision of my child's use of his or her access account if and when such access is not in the school setting. I hereby give my child permission to use the building-approved account to access the District's computer network and the Internet.

Parent/Guardian (Print)_____ Home Phone:_____

User's Signature: _____ Date: _____

Address:_____

This Agreement is valid for the _____ school year only.

Payette School District No. 371

STUDENTS **3270P**

Acceptable Use of Electronic Networks

All use of electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or proscribed behaviors by users. However, some specific examples are provided. **The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

Terms and Conditions

1. The District provides students with an electronic network to support education and research and for the conduct of school business. Student personal use of computers that is consistent with the District's educational mission may be permitted during class when authorized by a student's teacher or appropriate administrator. Personal use of District computers and networks outside of class is permissible, but must comply with District policy. Use is a privilege, not a right. Students have no expectation of privacy in any materials that are stored, transmitted, or received via the District's electronic network or District computers. The District reserves the right to access, monitor, inspect, copy, review, and store, at any time and without prior notice, any and all usage of the computer network and internet access and any and all information transmitted or received in connection with such usage, including email and instant messages.-

2. Privileges: The use of the District's electronic networks is a privilege, not a right, and inappropriate use of the District's electronic networks may result in cancellation of those privileges. The system administrator and/or building principal will make all decisions regarding whether or not a user has violated these procedures, and may deny, revoke, or suspend access at any time. An appeal of such decisions may be made to the Superintendent within seven days. His or her decision is final.

3. Unacceptable Uses: The user is responsible for his or her actions and activities involving the network. Examples of unacceptable uses include but are not limited to the following:

    A. Using the network for any illegal activity, or to access websites encouraging illegal activity including violation of copyright or of contracts, or transmitting any material in violation of any U.S. or State law;
    B. Accessing sites which allow or promote online gambling;
    C. Accessing information pertaining to the manufacture of weapons or the promotion of illegal weapons;
    D. Uses that cause harm to others or damage property;
    E. Unauthorized downloading, installation, or copying of software, regardless of whether it is copyrighted or checked for viruses;
    F. Downloading copyrighted material or trade secret information;
    G. Viewing, transmitting, or downloading pornographic materials, materials harmful to minors, or other sexually explicit materials;
    H. Using the network for private financial or commercial activities;

I.
J. Wastefully using resources, such as file space or the printer;
K. Hacking, attempting to bypass security systems, or gaining unauthorized access to files, resources, or entities;
L. Uploading a worm, virus, or other harmful form of programming and other uses the jeopardize the security of the network;
M. Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information of a personal nature about anyone;
N. Using another user's account or password or some other user identifier that misleads message recipients into believing that someone other than you is communicating;
O. Posting material authored or created by another person, or pictures of another person, or another person's private information or messages without his or her consent;
P. Posting anonymous messages or messages using a name other than one's own;
Q. Using the network for commercial or private advertising;
R. Uses that are commercial transactions;
S. Accessing, submitting, posting, publishing, sending, or displaying any inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material;
T. Accessing sites which promote violence or depict or describe graphic violence. This includes promotion of self-harm;
U. Accessing sites which advocate discrimination or which promote intolerance.
V. Uses amounting to harassment, sexual harassment, bullying, or cyber-bullying;
W. Uses that cause harm to others or damage their property, person, or reputation, including but not limited to engaging in defamation;
X. Using the network while access privileges are suspended or revoked;
Y. Promotion of political, personal, or religious causes in a way that presents such opinions as the view of the District;
Z. Disclosing identifying personal information or arranging to meet persons met on the internet or by electronic communications;
AA. Students are prohibited from joining chat rooms or using school equipment or school systems for any such activity, unless it is a teacher-sponsored activity; and

4. Network Etiquette – The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

   A. Be polite. Do not become abusive in messages to others.
   B. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.
   C. Do not reveal personal information (including the addresses or telephone numbers) of other students or staff.
   D. Recognize that District email is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
   E. Do not use the network in any way that would disrupt its use by other users.
   F. Consider all communications and information accessible via the network to be private property.

5. Security: Network security is a high priority. If the user can identify a security problem with the District's electronic devices or services, the user must notify the system administrator, Internet

Safety Coordinator, or building administration. The user shall not demonstrate the problem to other users. Users shall keep their account and passwords confidential. Users shall not use another individual's account. Attempts to log on to the internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.

6. Telephone Charges: The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, or equipment or line costs.

7. Copyright Web Publishing Rules: Copyright law and District policy prohibit the republishing of text or graphics found on the internet or on District websites or file servers, without explicit written permission.

    A. For each republication on a website or file server of a graphic or text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the website address of the original source.

    B. Students engaged in producing website pages must provide library media specialists with e-mail or hard copy permissions before the website pages are published. Printed evidence of the status of "public domain" documents must be provided.

    C. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.

    D. The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
    E. Student work may only be published if there is written permission from both the parent/guardian and the student.

    F. Violation of the copyright web publishing rules may result in denial of access to the network.

8. Use of Email

    A. The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides email to aid students in fulfilling their duties and responsibilities and as an education tool.

    B. Email could be subject to public records requests and disclosures depending upon the subject matter of the contents of the email.

    C. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.

D. Each person should use the same degree of care in drafting an electronic email message that would be put into a written memo or document. Nothing should be transmitted in an email that would be inappropriate in a letter or memorandum.

E. Email sent from a District account carry with them an identification of the user's internet domain. This domain name identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of this District. Users will be held personally responsible for the content of any and all emails transmitted to external recipients.

F. Any message received from an unknown sender should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any electronic based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.

G. Use of the District's email system constitutes consent to these regulations.

Internet Safety

1. Internet access is limited to only those "acceptable uses," detailed in these procedures.

2. Staff members shall supervise students while students are using District internet access at school, to ensure that the students abide by the Terms and Conditions for Internet access contained in these procedures.

3. Each District computer with Internet access shall be equipped with a filtering device that blocks websites that are obscene, pornographic, or harmful or inappropriate for students as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee. Students must use the District's filtered network for all online activities on school grounds or using District equipment.

4. The system administrator, Internet Safety Coordinator, and/or building administration shall monitor student Internet access.

Student Use of Social Media

Students will be held accountable for the content of the communications that they post on social media locations and are responsible for complying with District policy and procedures for content posted using a District computer, network, or software or when posted during school hours when the student is in attendance at school. Student posts on social media locations outside of school hours and school grounds using a personal computer, network, and software shall be private as long as they do not enter into the educational setting and interfere with the orderly operation of the school. Posts to social network sites using a District computer, network, or software may be subject to public records requests. Students may not disrupt the learning atmosphere, educational programs, school activities, or the rights of others.

All of the requirements and prohibitions in District policy and procedure apply to the use of social media on school grounds, through the District network or using District equipment, or as part of a class assignment.

Procedure History:
Adopted on: 6-14-21
Revised:
Reviewed:

Payette School District No. 371

STUDENTS **3275**

District Provided Mobile Computing Devices

The Payette School District is committed to providing a safe, rigorous, and engaging learning environment that prepares all students to be career and college ready. Accessing and using technological resources is one of the cornerstones of a 21st century education. This document describes the rules for acceptable use of District-issued mobile computing devices on and off District premises. Using these resources responsibly will promote educational excellence by facilitating resource sharing, fostering creativity, and promoting communication in a safe, secure environment for all users.

Distributing Mobile Computing Devices

Before they are issued a mobile computing device, each student must submit an executed Student Agreement for Mobile Computing Device Use and a copy of the Internet Access Conduct Agreement. Each form must be signed by the student and by their parent or guardian if they are less than 18 years of age.

The District may provide parent orientations on the mobile computing device program. A student's parents/guardians are encouraged to attend an orientation before the student takes a device home with them.

Parents or guardians of students may use the school-issued device, and their involvement in student learning through technology is strongly encouraged. However, use of school-issued technology outside of this purpose, such as for personal gain or activities unrelated to student learning, is prohibited. Both parent and student use of the District's device, network, and software may be subject to a public records request depending upon the content of the document or communication, including email.

Students may take the devices out of Idaho at the discretion of the building administration. The District directs the Superintendent to establish procedures for students to request permission to take the device with them.

At the end of the school year, the school will collect all devices from students. At the school's discretion, students may be issued devices to support summer school programs.

The Superintendent shall establish procedures for the maintenance of records regarding the devices, including tracking device inventory and which device is issued to which student.

Care and Safety

Students are responsible for the general care of the device they have been issued by the District and are expected to observe the following precautions:

1. No food or drink is allowed next to a device while it is in use;
2. Insert and remove cords, cables, and removable storage devices carefully;

3.
4. Shut down the device when not in use to conserve battery life;
5. Stickers, drawings, or permanent markers may not be used on the device;
6. Do not vandalize the devices or any other school property;
7. Devices must never be left in any unsupervised area.
8. Students are responsible for keeping their device's battery charged for school each day;
9. Do not place anything near the device that could put pressure on the screen;
10. Clean the screen with an anti-static cloth or any other soft, dry cloth;
11. Devices should not be stored in a student's vehicle, or anyplace else subject to extreme temperatures;

The Superintendent will designate an individual or office at the school level where the devices must be taken if they break or fail to work properly.

Use at School

Devices are intended for use at school each day. Students are responsible for bringing their device to all classes, unless specifically advised not to do so by their teacher. Devices must be brought to school each day in a fully charged condition. Repeat failures to comply with these requirements will result in disciplinary action.

If students leave their device at home, they may phone their parent/guardian to bring it to school. Students without a device will use a computer in the classroom or a device from the lending pool depending upon availability and at the administrator's discretion. This includes students whose devices are undergoing repair.

Sound must be muted or headsets must be used at all times unless the teacher directs otherwise.

Students may use printers with teachers' permission during class or breaks. All printing should be limited to educational purposes.

Personalizing Mobile Computing Devices

Students may not add options or upgrades to the device, change the operating system, or add unauthorized software or safety controls.

Should students or parents/guardians place personalized items on the device in violation of this policy such items may be accessed or viewed by District staff at any time, for any reason, including randomly selected device reviews. No content placed on District provided devices is privileged or confidential.

Managing Files

Once details are known about the availability of file space that is shared or is backed up automatically, the Superintendent will set a procedure for where students and teachers should save important documents.

Students should also back up their work frequently using removable file storage or by e-mailing important document to themselves. It is the student's responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. Device malfunctions are not an acceptable excuse for not submitting work.

Software

The software originally installed by the District must remain on the device in usable condition and be easily accessible at all times.

From time to time the school may add or update software applications. The licenses for this software sometimes require that the software be deleted from devices at the completion of a course. Periodic reviews of devices will be made to ensure that students have deleted software that is no longer required in class and that the school has not exceeded its licenses.

All devices will be equipped with anti-virus protection software which will be upgraded regularly.

It is the responsibility of individual students to be aware of additional software programs and files loaded onto their device which are required for classes or school activities.

Students wishing to load additional software onto a device must first obtain the permission of the school's technology department. Any additional software must be appropriate for the school environment and comply with the Internet Access Conduct Agreement. Violent games and device images containing obscene or pornographic material are banned. The technology department shall determine whether a game is violent, and the student may appeal this decision to the principal. Each student is responsible for ensuring that only licensed software is loaded onto his or her device.

Inspection and Filtering

Filtering software will be used to prevent access to material considered inappropriate or harmful to minors.

Students may be selected at random or for cause to provide their device for inspection. If technical difficulties occur or unauthorized software or any other violation of District policy is discovered, all files and the hard drive may be reformatted. Only authorized software will be installed. The District does not accept responsibility for the loss of any software or other materials deleted due to a reformat and reimage.

Electronic mail, network usage, and all stored files shall not be considered confidential and may be monitored at any time by designated District staff to ensure appropriate use. The District will cooperate fully with local, State, or federal officials in any investigation concerning or relating to violations of law.

Remote Access of Devices

Devices may be equipped with the ability to be accessed remotely in the case of technical problems requiring remote assistance, missing or stolen devices, or other for any other appropriate District purpose. A student does not need to be asked for permission prior to remote software maintenance.

Acceptable Use

Access to the devices is a privilege and not a right. Each employee, student, and parent will be required to follow the Internet Access Conduct Agreement and the Acceptable Use of Electronic Networks Policy. Violation of these policies, whether by the student or another party, while the device is in student custody may result in disciplinary action for the student, possible revocation of device privileges, and/or contacting law enforcement authorities.

Protecting and Storing Devices

Students are expected to password protect their devices and shall keep their password confidential.

When students are not using their devices, the devices should be stored in their lockers. Students may be encouraged to take their devices home every day after school.

Under no circumstances should devices be left in unsupervised areas. Unsupervised areas include the school grounds, the cafeteria, computer lab, locker rooms, library, unlocked classrooms, dressing rooms, and hallways. Unsupervised devices will be confiscated by staff and taken to the building principal's office. Disciplinary action may be taken for leaving a device in an unsupervised location.

Repair of Devices

Students are to report all device problems to District technology personnel or the building administration.

The Superintendent will issue a document clarifying student or parent responsibility for lost and damaged devices when the details of the District's insurance policy are known.

Cross References:	3270F	Internet Access Conduct Agreement
	3270P	Acceptable Use of Electronic Networks
Legal References:	Pub. L. 106-554	Children's Internet Protection Act (CIPA)
	47 U.S.C. § 254(h)	Telecommunications Services for Certain Providers
	47 U.S.C. § 254(l)	Internet Safety Policy Requirement for Schools and Libraries

Policy History:
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Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3275F**

MOBILE COMPUTING DEVICE AGREEMENT

This Agreement is valid for the _____ school year only.

Every student, regardless of age, must read and sign below:

I have read, understand, and agree to abide by the terms of the Payette School District 's policies regarding District-provided mobile computing devices (Policy No. 3275). Should any violation or misuse of the device occur while it is in my custody, I understand and agree that I may lose access to the device, or may lose the privilege of taking it home, and will forfeit any fees paid for use of the device, regardless of whether the misuse was committed by me or another person.

I accept full responsibility for the safe and secure handling of the device for this school year. I accept full responsibility for the proper use and safeguarding of the device under all applicable policies. I understand that it is my responsibility to immediately report any damage, theft, or problems with the device to a teacher or administrator.

User's Name (Print)_____ Home Phone:_____

User's Signature: _____ Date: _____

Address:_____

Status: ____ I am 18 or older _____ I am under 18

If I am signing this policy when I am under 18, I understand that when I turn 18, this policy will continue to be in full force and effect and agree to abide by this policy.

Parent or Legal Guardian: If the applicant is under 18 years of age, a parent/legal guardian must also read and sign this agreement.

As the parent/guardian of the above student, I understand my child's responsibility in the use and care of the device and my financial responsibility in the event my student loses the device or is found to be the cause of deliberate or negligent damage to it. I understand that if he or she is found to be responsible for deliberate or negligent damage or for the loss of the device, I will be financially responsible for reasonable repair/replacement cost.

I have read the District Policy No. 3275 and explained it to my child. I understand that if any violation or misuse of the device occurs while it is in my child's custody, his or her access privileges to the internet or use of a mobile computing device can be suspended or terminated, that he or she will forfeit any fees paid for use of the device, and that he or she may face other disciplinary measures, regardless of whether the misuse was committed by him or her or by another person.

I also understand that I will be responsible for monitoring my student's use of the device outside the school setting.

_____I do not wish my son/daughter to take the device home at this time.

Parent/Legal Guardian (Print): _____

Signature: _____

Home Phone: _____

Address: _____

Date: _____

Payette School District No. 371

STUDENTS **3280**

Equal Education, Nondiscrimination, and Sex Equity

Equal educational opportunities shall be available for all students without regard to race, color, national origin, ancestry, sex, gender identity, sexual orientation, ethnicity, age, language barrier, religious beliefs, physical and mental handicap or disability, economic or social conditions, or actual or potential marital or parental status or status as a homeless child.

No student shall, on the basis of sex, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Inquiries regarding discrimination should be directed to the District Title IX or Nondiscrimination Coordinator. An individual with a complaint alleging a violation of this policy shall follow the Uniform Grievance Procedure.

In compliance with federal regulations, the District will notify annually all students, parents, staff, community members, and unions or professional organizations the District holds a collective bargaining agreement with of this policy and the designated coordinator to receive inquiries. Notification should include the name and location of the coordinator, as well as a statement that the District will provide equal access to the Boy Scouts and other designated youth groups. The notification will be provided in all handbooks.

The District will not tolerate hostile or abusive treatment, derogatory remarks, or acts of violence because of disability against students, staff, or volunteers with disabilities. The District considers this behavior to constitute discrimination on the basis of disability in violation of State and federal law.

Legal References:	20 U.S.C. §§ 1681 - 1682	Title IX of the Education Amendments of 1972
	29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973 - Nondiscrimination under Federal Grants and Programs
	42 U.S.C. § 6101, *et seq*.	Age Discrimination in Federally Assisted Programs
	42 U.S.C. §§ 12101, *et seq.*, & 12131, *et seq*.	The Americans with Disabilities Act of 1990
	I.C. § 67-5909	Commission on Human Rights - Acts Prohibited

Policy History:
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Revised on:
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Payette School District No. 371

STUDENTS **3281**

Gender Identity and Sexual Orientation

The Board believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of sexual orientation, gender identity, or gender expression. This policy is designed to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities. Privacy considerations of all students will be given due consideration when addressing equal access. Failure of any school student or school employee to abide by the terms and provisions of this policy may subject such individual to disciplinary action.

Definitions

“Sexual orientation” shall mean an individual's physical or emotional attraction to the same and/or the opposite gender. "Gay," "lesbian," "bisexual" and "straight" are all examples of sexual orientations. A person's sexual orientation is distinct from a person's gender identity and expression.

“Gender identity” shall refer to a person's deeply felt internal sense of their own gender.

“Gender expression” shall refer to how a person expresses their gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

“Transgender”, an adjective, shall refer to a person whose gender identity or expression is different from that traditionally associated with the person's sex assigned at birth.

School Facilities

In the case of high school students, the principal or building administrator is encouraged to request a meeting with a transgender student and, if the student is a minor, with their parent/guardian upon the student's enrollment in the District or in response to a currently enrolled student's change of gender expression or identity. The goal of the meeting is to develop understanding of that individual student's needs with respect to their gender identity. Depending upon the situation, it may be beneficial for the school’s counseling personnel to be involved in this process and in discussion with the parent/guardian of the student.

In the case of middle school students and elementary school students, it will generally be the parent/guardian that informs the school of the impending transition. Regardless of whether the subject is raised by the parent/guardian or the student, the student’s parent/legal guardian should be involved in discussion relating to currently enrolled student’s change of gender expression or identity. The goal of the meeting is to develop an understanding of that individual student’s needs with respect to their gender identity Depending upon the situation, it may be beneficial for the school’s counseling personnel to be involved in this process and in discussion with the parent/guardian of the student.

However, there may be situations where if the school’s staff believes that a gender identity or expression issue is presenting itself and creating difficulty for the child or a safety concern at school (i.e. bullying/harassment, suicidal ideation), it may be appropriate for the school’s administrative staff

and/or counselor to approach the student's parent/guardian about the issue with regard to addressing the difficulty for the child at school or the child's safety. Each such situation shall be handled on an individual basis, depending upon the facts and circumstances. Communication with the student shall also occur in these situations. Absent direct evidence of suicidal tendencies of a student (pursuant to section 33-512B, Idaho Code) an individual teacher shall not approach a student' parent/legal guardian to address such a student situation without first conferring with the school's administration about the subject and obtaining administrative permission to enter into such a discussion. A meeting may be held at the request of the student's parent/guardian or at the request of the principal or building administrator. Together, the family and school can identify appropriate steps, if any, to support the student.

No student will be required to use facilities that conflict with his or her gender identity consistently asserted at school. Any student, transgender or otherwise who has a need or desire for increased privacy may be given the option of using a separate or private restroom or changing area, such as a single stall restroom, family restroom, or staff restroom if such is available. Facility usage will be determined on a case-by-case basis. Individual plans may be prepared to document the access issues addressed by the District and student/family. The District will periodically examine its facilities to assure privacy safeguards are in place.

It shall be the intention of the administration to work individually with the student/family of the student to develop an individual plan that meets the privacy considerations for the student. In no instance shall any student be compelled to engage in access that is in violation of then applicable law.

School Activities

The District will allow all students the opportunity to participate in any activities segregated by gender in a manner that is consistent with their gender identity consistently asserted at school. However, activities under the direction of the Idaho High School Activities Association (IHSAA) shall be subject to IHSAA rules and regulations.

School Trips

No student shall be denied the opportunity to participate in any school-related trip solely due to matters associated with the student's gender identity, gender expression, sexual orientation, or transgender status. Student accommodations will be made clear and determined prior to trip departure. The accommodations will be provided in a manner that respects the student's desired level of confidentiality.

Each situation of this nature will be handled on an individual basis, in consultation with the student and/or family of the student to ascertain the student's desires. However, in no situation will a student be assigned a room conflicting with his or her consistently asserted school gender identity.

Examples include:

1. The student bunks with specific friends they are most comfortable bunking with,
2. The student stays in their own room, if acceptable to them.
3. All students stay in their own rooms.

Student Records and Privacy

The District's official records required by law shall utilize a student's legal name. In situations where State or federal law or administrative rules require school employees to use or report a student's legal name or gender, such legal name or gender shall be utilized. However, school staff shall use practices to avoid the inadvertent disclosure of the student's transgender status.

Information regarding a student's sexual orientation, gender identity, gender expression, legal name, or gender assigned at birth may constitute confidential information. Disclosure of such information shall be in accordance with District policies pertaining to student privacy. The student's educational record shall not include mention of the student's sexual orientation.

However, in the course of ordinary school interactions and communication, District staff shall use the name and pronouns consistently asserted by the student at school, regardless of the student's legal name and sex. It is preferred that this determination of appropriate name and pronouns be addressed with the Family/Student in the plan detailed above.

A student is not required to legally change their name, gender, or official school records as a prerequisite to the use of a name and the pronouns consistent with the student's identity. Intentional and persistent refusal to use the name and gender by which the student identifies is a violation of this policy and may subject an employee to discipline, up to and including possible termination and/or report to the Professional Standards Commission

Change of Official School Records

District records required by law to include the student's legal name and/or gender will be changed by the District upon the student or former student's presentation of appropriate documentation to the District Office. Any current or former student may present to the Superintendent or designee responsible for student records a copy of a court order or birth certificate identifying a change the student's legal name and/or gender. The student's records will be changed accordingly.

Confidentiality

School employees should not engage in discussions with any individual relating to a student's transgender status or sexual orientation to other individuals, regardless of setting, including other school personnel, unless they have a legitimate educational or safety need to know or unless the student/family has authorized such disclosure. Action in violation of such student confidentiality may subject an employee to discipline, up to and including possible termination and for certificated personnel, a report to the Professional Standards Commission.

When contacting the parent/guardian of a transgender student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student or parent/guardian has specified otherwise.

Training

The District may conduct staff development or awareness activities for students or parents on transgender issues or gender diversity. However, in regard to such activities the District and its

personnel shall not disclose the transgender status of any student without permission of that student and their parent(s)/guardian(s).

Dress Codes

School dress codes shall be gender neutral in all situations, including attire during the traditional school day, school activities including dances and prom, and graduation. The District will allow students to dress in a manner that is consistent with their gender identity within the constraints of the dress codes and any other rules regarding student attire.
Students may wear clothing or accessories that voice their views on lesbian, gay, bisexual, and transgender (LGBT) issues, regardless of viewpoint, provided these conform to the dress code; are not a disruption to the educational environment; and are not obscene, threatening, lewd, or vulgar.

School Dances

The District shall not impose different or unique practices or rules for same sex couples who attend and/or participate in school activities, including dances. This includes such matters as prohibition of attendance of same sex student couples, limitations of public displays of affection only applicable to same sex couples, discounted couple's tickets, gender identity for dance court titles that correspond to birth sex, and other such distinctions.

Safe Environment

It is the responsibility of the District to ensure all students, including LGBT students, have a safe school environment. Discrimination, harassment, bullying, or sexual harassment complaints involving LGBT students shall be handled in the same manner as other discrimination, harassment, bullying, and sexual harassment complaints.

Cross References:	§ 2140	Student and Family Privacy Rights
	§ 3255	Student Dress
	§ 3280	Equal Education, Nondiscrimination, and Sex Equity
	§ 3290	Sexual Harassment/Intimidation of Students
	§ 3295	Hazing, Harassment, Intimidation, Bullying, Cyber Bullying, Menacing
	§ 3575	Student Data Privacy and Security
Legal References:	20 U.S.C. §§ 1681 - 1682	Title IX of the Education Amendments of 1972
	I.C. § 33-133(1)(j)(ii)	Student Data – Items Not to Be Included in a Student's Educational Record
Other Reference:	Idaho High School Activities Association, Current Rules and Regulations Manual Rule 11-3: Transgender Student Participation (Available at https://idhsaa.org/asset/19-20Manual_Complete.pdf) (Last Accessed November 11, 2019)	

Policy History:
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Reviewed on:

Payette School District No. 371

STUDENTS **3285**

Relationship Abuse and Sexual Assault Prevention and Response

The Board endeavors to take steps to prevent and respond to known instances of relationship abuse and sexual assault. Such conduct by students or third parties is strictly prohibited and shall not be tolerated on District premises, or at any District sponsored activity, regardless of location including, but not be limited to buildings, facilities, and grounds on the District campus, school buses, District parking areas, and the location of any District sponsored activity. This includes instances in which the conduct occurs off the District premises, but impacts a District related activity.

Relationship abuse includes the intentional use of physical, sexual, verbal, or emotional abuse or violence by a person to harm, threaten, intimidate, or control another person in a current or past dating relationship. Sexual assault includes sexual violence, sexual abuse, sexual stalking, and rape.

Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. 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. Should the District or any of its' employees have reason to believe that a child under 18 years of age has been abused, abandoned, or neglected or has been subjected to conditions which would reasonably result in abuse, abandonment, or neglect, the school shall follow appropriate reporting requirements pursuant to the Child Protective Act. Employees shall also report the incident to the District's Title IX coordinator or deputies, as described in Policy 3085.

The Superintendent is hereby directed to develop administrative procedures to implement this policy in the cases of actions which violate this policy but are not within the scope of sexual harassment as defined in Procedure 3085P. Procedures shall include descriptions of prohibited conduct, the definition of abuse pursuant to the Child Protective Act, reporting and investigative procedures, prevention and response procedures, and provisions to ensure notice of this policy is provided to students.

The Board shall review this policy annually.

Addressing Sexual Assault Outside the Scope of Policy 3085 and Procedure 3085P

Any person wishing to report an instance of sexual assault may do so in accordance with Policy 3085.

If the Title IX Coordinator determines the instance of sexual assault does not fall within the scope of Procedure 3085P to address, it may be addressed through this policy. The District shall maintain the confidentiality of the student, as far as possible, and may notify the student of what information may need to be disclosed in the course of the investigation, to whom, and why. The District shall take steps to prevent retaliation against a student who files a complaint regarding sexual assault. The District shall immediately act to remediate the situation, without waiting for the completion of the investigation, and shall notify the student of any services available to assist him or her.

Such remediation during or following an investigation may include:

1. Providing an effective escort to ensure the complainant can move safely between classes and activities;
2. Ensuring that the complainant and the perpetrator or alleged perpetrator do not share classes, extracurricular activities, or a school;
3. Provision of victim services such as medical, counseling, and academic support services;
4. Arranging for the complainant to have extra time to complete or retake a class without academic penalty;
5. Disciplinary action against the perpetrator;
6. Counseling for the perpetrator;
7. Conducting training with a group of students if, for example, the sexual violence created a hostile environment within a particular grade level or on a sports team;
8. Ensuring the school has access to a counselor trained to assist victims of sexual violence;
9. Training employees on how to handle reports of sexual violence;
10. Informing students about the problem of sexual violence and how to seek assistance;
11. Conducting bystander intervention and sexual assault prevention programs with students;
12. Issuing official statements that the District will not tolerate and will respond to any incidents of sexual violence; and
13. Assessing the school climate to determine whether the campus is free of sexual violence and determining what steps should be taken to address any problems.

Following the investigation, to the extent possible and not in violation of any applicable law, the complainant shall be notified of the outcome of the complaint, including whether the investigation determined that the alleged conduct occurred, remedies being offered to the complainant, any sanctions imposed on the perpetrator that directly relate to the complainant, and any other steps taken to eliminate the hostile environment or prevent recurrence.

Cross Reference:	3085	Sexual Harassment, Discrimination and Retaliation Policy
	3085P	Title IX Sexual Harassment Grievance Procedure, Requirements and Definitions
Legal References:	I.C. § 16-1601, *et seq*.	Child Protective Act
	IDAPA 08.02.03.160	Safe Environment and Discipline

Policy History:
Adopted on: 6-14-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3290**

Sexual Harassment/Intimidation of Students

Sexual harassment is a form of sex discrimination and is prohibited in the District. An employee, District agent, or student engages in sexual harassment whenever he or she makes unwelcome advances; requests sexual favors; or engages in other verbal, non-verbal, or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, opportunities, or treatment, or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:

    A. Substantially interfering with the student's educational environment;
    B. Creating an intimidating, hostile, or offensive educational environment;
    C. Depriving a student of educational aid, benefits, services, opportunities or treatment; or
    D. Making submission to or rejection of such unwelcome conduct the basis for academic decisions affecting a student.

The terms "intimidating," "hostile," and "offensive" include conduct which has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include, but are not limited to, unwelcome touching; crude jokes or pictures; discussions of sexual experiences; pressure for sexual activity; intimidation by words, actions, insults, or name calling; teasing related to sexual characteristics; and spreading rumors related to a person's alleged sexual activities.

Students who believe that they may have been sexually harassed or intimidated should contact a counselor, teacher, Title IX coordinator, or administrator who will assist them in the complaint process, per Policy 3085 and Procedure 3085P. Supervisors or teachers who knowingly condone or fail to report or assist a student to take action to remediate such behavior of sexual harassment or intimidation, may themselves be subject to discipline.

Any District employee who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any student of the District who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion, consistent with the discipline policy. Any person who knowingly making a false accusation regarding sexual harassment will likewise be subject to disciplinary action up to and including discharge with regard to employees, or suspension and expulsion with regard to students.

Any individual seeking further information should contact the Superintendent for the name of the current Title IX Coordinator for the District. The Superintendent shall ensure that the student and employee handbooks identify the name, address, and telephone number of the individual responsible for coordinating the District's compliance efforts.

An individual with a complaint alleging a violation of this policy which does not fall within the scope of allegations addressed by Procedure 3085P shall follow the Uniform Grievance Procedure.

Cross Reference:	4120	Uniform Grievance Procedure
	3085	Sexual Harassment, Discrimination and Retaliation Policy
	3085P	Title IX Sexual Harassment Grievance Procedure, Requirements and Definitions

Legal References:	20 U.S.C. §§ 1681 - 1682	Title IX of the Education Amendments of 1972
	34 C.F.R. Part 106	Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance (Implementing Title IX)
	I.C. § 67-5909	Commission on Human Rights - Acts Prohibited
	I.D.A.P.A. 08.02.03.160	Safe Environment and Discipline

Policy History:
Adopted on: 6-14-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3290F**

Harassment Reporting Form for Students

School _____ Date _____

Student's Name_____

(If you feel uncomfortable leaving your name, you may submit an anonymous report, but please understand that an anonymous report will be much more difficult to investigate. We assure you that we'll use our best efforts to keep your report confidential.)

Who was responsible for the harassment or incident(s)? _____

_____

Describe the incident(s): _____

_____

_____

Date(s), time(s), and place(s) the incident(s) occurred: _____

_____

_____

Were other individuals involved in the incident(s)? ☐ yes ☐ no

If so, name the individual(s) and explain their roles: _____

_____

_____

_____

Did anyone witness the incident(s)? ☐ yes ☐ no

If so, name the witnesses: _____

_____

_____

Did you take any action in response to the incident? ☐ yes ☐ no

If yes, what action did you take? _____

_____

_____

Were there any prior incidents? ☐ yes ☐ no

If so, describe any prior incidents: _____

_____

_____

Signature of complainant_____

Signatures of parents/legal guardian_____

Payette School District No. 371

STUDENTS **3295**

Hazing, Harassment, Intimidation, Bullying, Cyber Bullying

The Board of Trustees 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 in the District. 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 Board 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 Board 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.

Notification

Information on the District's bullying policy and relevant procedures shall be provided in writing at the beginning of each school year to school personnel, parents, and students in the District and included in student handbooks. Information provided to students shall be provided in a manner appropriate to the student's age, grade, and level of academic achievement.

Procedures

The Superintendent is directed to develop administrative procedures to implement this policy. Procedures shall include descriptions of prohibited conduct, reporting and investigative procedures, rules for disciplining students who violate this policy, and provisions to ensure notice of this policy is provided to students, teachers, and third parties.

Reporting

The District shall annually report bullying incidents to, and in the manner and on the form provided by, the State Department of Education.

The Board shall review this policy annually.

Cross Reference:	§ 3330	Student Discipline
	§ 5265	Employee Responsibilities Regarding Student Harassment, Intimidation, and Bullying
Legal References:	20 U.S.C. §§ 1681 - 1682	Title IX of the Education Amendments of 1972
	34 C.F.R. Part 106	Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance (Implementing Title IX)
	I.C. § 18-917	Assault And Battery - Hazing
	I.C. § 18-917A	Student Harassment — Intimidation — Bullying
	I.C. § 33-205	Denial of School Attendance
	I.C. § 33-512	District Trustees - Governance of Schools
	I.C. § 33-1631	Requirements for Harassment, Intimidation and Bullying Information and Professional Development
	I.C. § 67-5909	Commission on Human Rights - Acts Prohibited
	I.D.A.P.A. 08.02.03.160	Safe Environment and Discipline

Policy History:
Adopted on: 6-14-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3295F**

COMPLAINT FORM

School _____ Date _____

Student's/Complainant's Name_____

(If you feel uncomfortable leaving your name, you may submit an anonymous report, but please understand that an anonymous report will be much more difficult to investigate. We assure you that we'll use our best efforts to keep your report confidential.)

Who was responsible for the incident(s)? _____

_____

Describe the incident(s): _____

_____

_____

Date(s), time(s), and place(s) the incident(s) occurred: _____

_____

_____

Were other individuals involved in the incident(s)? ☐ yes ☐ no

If so, name the individual(s) and explain their roles: _____

_____

_____

_____

Did anyone witness the incident(s)? ☐ yes ☐ no

If so, name the witnesses: _____

_____

Is there any evidence of the incident(s) (i.e. letters, photos) ☐ yes ☐ no

If so, please describe: _____

_____

Did you take any action in response to the incident? ☐ yes ☐ no

If yes, what action did you take: _____

_____

_____

_____

Were there any prior incidents? ☐ yes ☐ no

If so, describe any prior incidents: _____

_____

_____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature of complainant: _____

Signature of parents/legal guardian: _____

Payette School District No. 371

STUDENTS **3295P**

Hazing, Harassment, Intimidation, Bullying, Cyber Bullying

The following definitions and procedures shall be used for reporting, investigating, and resolving complaints of hazing, harassment, intimidation, bullying, and cyber bullying.

Definitions

1. "Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District and others not directly subject to District control at inter-district and intra-district athletic competitions or other school events.

2. "District" includes District facilities, District property, buses, electronic technology or electronic communication equipment on District computers, networks, or forums and non-District property if the student or employee is at any District-sponsored, District-approved or District-related activity or function, such as field trips or athletic events where students are under the control of the District or where the employee is engaged in District business.

3. "Hazing" includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health, or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any District-sponsored activity or grade level attainment, such as forced consumption of any drink, alcoholic beverage, drug, or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student; requires, encourages, authorizes, or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed or other such activities intended to degrade or humiliate.

4. "Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written, electronic, or physical nature on the basis of an actual or perceived characteristic, including but not limited to age, race, religion, color, national origin, disability, gender, gender identity and expression, sexual orientation, physical characteristic, cultural background, socioeconomic status, geographic location, familial status, or weight.

5. "Harassment, intimidation, or bullying" means any act that substantially interferes with or disrupts the educational environment or impinges on the rights of other students at school, a student's opportunities or performance, that takes place on or immediately adjacent to school grounds, school property, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, and that has the effect of:
    A. Harming a student or damaging a student's property;
    B. Knowingly placing a student in reasonable fear of harm to the student or damage to the student's property; or

C.

D. Is sufficiently severe, persistent, or pervasive so that it creates an intimidating, threatening, abusive, or hostile educational environment.

5. "Cyber bullying" includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs through the District's computer network and the internet, whether accessed on campus or off campus, during or after school hours or through any private electronic device done when the student is present at school. In the situation that cyber bullying originated from a non-school computer, but has been brought to the attention of school officials, any disciplinary actions shall be based on whether the conduct is determined to be reasonably expected to materially and substantially interfere with or disrupt educational environment of the school or impinge on the rights of other students at school and/or in violation of District policy or state law. The Administration shall, at their discretion, contact local law enforcement.

6. "Intimidation" includes, but is not limited to, any threat or act intended to tamper, substantially damage or interfere with another's property, cause substantial inconvenience, subject another to offensive physical contact or inflict serious physical injury on the basis of race, color, religion, national origin, gender identity and expression, or sexual orientation.

Retaliation/False Charges

Retaliation against any person who reports or is thought to have reported, filed a complaint, or otherwise participated in an investigation or inquiry is prohibited. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Confidentiality

It is recognized that harassment, hazing, intimidation, bullying, and cyber bullying is often very distressing for the victim and those who suffer as a result of such actions may be reluctant to make their concerns known. All reasonable steps will be taken to ensure that all inquiries and complaints are dealt with allowing for as much confidentiality as can be provided while at the same time allowing for a thorough and appropriate investigation and reporting, where appropriate.

Policy Distribution

Information about this policy must be distributed to the school community annually, including parents, students, and all school personnel. Information about the District's policies and procedures will be included in student orientation material and in the student handbook.

Complaint Procedures

Building principals and the Superintendent have responsibility for investigations concerning hazing, harassment, intimidation, bullying, or cyber-bullying. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

Any student, employee, or third party who has knowledge of conduct in violation of this policy or feels he or she has been a victim of hazing, harassment, intimidation, or cyber-bullying, in violation of this policy shall immediately report his or her concerns.

All complaints will be promptly investigated in accordance with the following procedures:

Step I: Any hazing, harassment, intimidation, bullying, or cyber-bullying, information (complaints, rumors, etc.) shall be presented to the building principal or Superintendent. Complaints against the building principal shall be filed with the Superintendent. Complaints against the Superintendent shall be filed with the Board Chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

Step II: The District official receiving the complaint shall promptly investigate or refer the complaint to an appropriate colleague or outside party for investigation. Parents will be notified of the nature of any complaint involving their student. The District official will arrange such meetings as may be necessary with all concerned parties within five working days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The District official(s) conducting the investigation shall notify the complainant and parents as appropriate, in writing, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined. Due to the requirements of the Family Educational Rights and Privacy Act, it will often not be possible to provide complainants and parents with detailed information on disciplinary actions taken against another student.

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the Superintendent or their designee.

Step III: If the complainant is not satisfied with the decision at Step II, he or she may submit a written appeal to the Superintendent or designee. Such appeal must be filed within ten working days after receipt of the Step II decision. The Superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The Superintendent or designee shall provide a written decision to the complainant's appeal within ten working days.

Step IV: If the complainant is not satisfied with the decision at Step III, a written appeal may be filed with the Board. Such appeal must be filed within ten working days after receipt of the Step III decision. The Board shall, within twenty working days, conduct an informal review at which time the complainant shall be given an opportunity to present the complaint and the District's administration to respond if they so desire. The course and conduct of this proceeding shall be informal and shall be at the sole discretion of the Board. The Board shall provide a written decision to the complainant within ten working days following completion of the informal review.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights.

Documentation and Reporting

Documentation related to the incident may be maintained as a part of the student's education records. Additionally, a copy of all hazing, harassment, intimidation, bullying, or cyber-bullying, complaints and documentation will be maintained as a confidential file in the District Office and reported as required by the State Department of Education.

Procedure History:
Adopted on: 6-14-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3300**

Drug Free School Zone

The Board recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community. As the educational institution of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive means.

For purposes of this policy, "Drugs" shall mean:

1. All dangerous controlled substances as so designated and prohibited by Idaho law;
2. All chemicals which release toxic vapors;
3. All alcoholic beverages;
4. Tobacco products as defined in Policy 3305;
5. Any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
6. "Look-alikes";
7. Anabolic steroids;
8. Any other illegal substances so designated and prohibited by law.

In accordance with Federal law, the Board hereby establishes a "Drug-Free School Zone" that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related paraphernalia at any time on District property, within the Drug-Free School Zone, or at any District-related event. Furthermore, the Superintendent shall take the necessary steps to ensure that an individual 18 years of age or older who knowingly delivers or distributes controlled substances so designated and prohibited by Idaho law within the Drug-Free School Zone to another person is prosecuted to the fullest extent of the law.

The Superintendent shall prepare guidelines for the identification and regulation of drug use in the schools. Such guidelines shall emphasize the prevention of drug use and include a statement to students that use of illicit drugs and the unlawful possession of alcohol is harmful. The student handbook shall provide standards of conduct that are applicable to all students which clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as a part of any school activity.

Sanctions for violation of this or any other policy which addresses illegal drug and alcohol possession, use, or distribution may include, together with punitive action, voluntary referral to appropriate persons or agencies for screening and assessment.

The Board shall review this policy annually.

Cross Reference: 3330 Student Discipline.

Legal Reference:	Pub. L. 101-226	The Anti-Drug Abuse Act of 1986, Title IV, Subtitle B: The Drug-Free Schools and Communities Act of 1986 (as amended)
	IDAPA 08.02.03.160	Safe Environment and Discipline

Policy History:
Adopted on: 6-14-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3305**

Prohibition of Tobacco Possession and Use

The Board recognizes that tobacco use by students presents a health and safety hazard that can have serious consequences for both users and nonusers and the school environment.

The Board prohibits tobacco use and possession by students at any time in a school building or on any school property, buses, vans, or vehicles that are owned, leased, or controlled by the District. Tobacco use and possession by students is also prohibited at school-sponsored activities that are held off school property.

The District may initiate discipline according to the District's Student Discipline policy and/or prosecution of a student who possesses or uses tobacco in violation of this policy.

Definition

For the purposes of this policy, tobacco use shall be defined as the use and/or possession of a lighted or unlighted cigarette, cigar, pipe, smokeless tobacco in any form, and other smoking products specifically including electronic cigarettes, electronic nicotine delivery systems, or vaporizer smoking devices.

Cross Reference:	§ 3300	Drug Free School Zone
	§ 3330	Student Discipline
Legal Reference:	I.C. § 39-5703	Prevention of Minors' Access to Tobacco - Possession, Distribution or Use by a Minor
	I.D.A.P.A. 08.02.03.160	Safe Environment and Discipline

Policy History:
Adopted on: 6-14-21
Revised on:
Reviewed on:

Gangs and Gang Activity

The Board is committed to ensuring a safe and orderly environment, where learning and teaching may occur without physical or psychological disruptions, unlawful acts, or violations of school regulations. Gang activities create an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive to the process of education and school activities. Groups of individuals which meet the definition of gangs below shall be restricted from school grounds or school activities.

Definitions

"Gang" shall refer to any group of three or more persons, whether formal or informal, that has a common name or common identifying sign or symbol, and associate together to advocate, conspire, or commit:

1. One or more criminal acts; or
2. Acts which threaten the safety or well-being of property or persons, including, but not limited to, harassment and intimidation.

It also includes gangs as defined in Idaho Code.

Students on school property or at any school-sponsored activity shall not:

1. Wear, possess, use, distribute, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other items which are evidence of membership in or affiliation with any gang and/or representative of any gang;

2. Display tattoos which may be affiliated with any gang and/or representative of any gang;

3. Engage in any act, whether verbal or nonverbal, including gestures or handshakes, showing membership in or affiliation with any gang and/or that is representative of any gang; or

4. Engage in any act furthering the interest of any gang or gang activity, including, but not limited to:

    A. Soliciting membership in or affiliation with any gang;
    B. Soliciting any person to pay for protection or threatening another person, explicitly or implicitly, with violence or with any other illegal or prohibited act;
    C. Painting writing, or otherwise inscribing gang-related graffiti, messages, symbols, or signs on school property; or
    D. Engaging in violence, extortion, or any other illegal act or other violation on school property.

Violations of this policy shall result in disciplinary action, up to and including suspension, expulsion, and/or notification of police.

Cross Reference:	3255	Student Dress
Legal References:	Pub. L. 100-690	The Anti-Drug Abuse Act of 1988 (as amended)
	I.C. § 33-210	Attendance at Schools —Students Using or Under the Influence of Alcohol or Controlled Substances
	IDAPA 08.02.03.160	Safe Environment and Discipline

Policy History:
Adopted on: 6-14-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3320**

Substance and Alcohol Abuse

The Board recognizes that use of alcohol and drugs is a serious problem and that the presence of drugs in school is detrimental to the educational environment and harmful to the health, safety, and welfare of students and staff. It is the desire of the District to help those in need of alcohol and drug intervention and at the same time to protect others that are affected by the presence of alcohol and drugs and to enforce the policies of the District relating to use, possession, or being under the influence of alcohol or controlled substances, as that term is defined in statute (I.C. § 37-2732C). It is the philosophy of the District that the District will help those who desire to help themselves.

The District's desire is to create an environment where students feel safe from the many harmful influences that are prevalent in our society. For those students that come forward and voluntarily disclose using and/or being under the influence of alcohol and/or drugs while on school property or at a school function, prior to the District having reasonable suspicion, the District will provide counseling to any such student and make recommendations for referral to appropriate agencies for screening and assessment. The parent, legal guardian, or custodian of the student will be immediately notified and the District will cooperate with and work with the parent in the establishment of plan to assist the student in whatever means are deemed necessary and appropriate. The student's parent, guardian, or custodian will be notified of available opportunities for counseling for the student. Only persons on a "need to know" basis may receive information regarding a voluntary disclosure, except when deemed reasonably necessary to protect the health and safety of others. The incident shall be reported to law enforcement.

The mere fact that a student previously disclosed use of alcohol or a controlled substances, in and of itself, shall not establish reasonable suspicion at a later date.

If the District has reasonable suspicion (based upon reliable information received or the personal observations of staff) to believe that a student is using or is under the influence of alcohol or a controlled substance and the student has not voluntarily disclosed such use or influence, the District may take whatever action is deemed appropriate, including but not limited to, notifying the parent/legal guardian and notifying local law enforcement, suspension, and/or expulsion. The following shall be used as a guide in determining what procedures may be followed when this occurs, however, the specific procedure may, in large part, depend upon the circumstances in each case:

1. Upon reasonable suspicion, the student will be asked if he or she has used and/or is under the influence of alcohol and/or drugs;

2. If the student admits to the use, the student's parent/legal guardian will be immediately called;
3. The student will be asked to reveal the circumstances involving the use of alcohol and/or drugs and asked if any other students were involved;

4. Law enforcement will be called when deemed appropriate.

5. The student will be immediately suspended from school, and depending upon the circumstances, may be suspended for up to 20 days and/or recommended for expulsion.

6. As a condition of readmission, the student and parent will agree to undergo assessment and counseling for alcohol and/or drug use. The District will provide counseling services and any other services available to the student and/or the student's parents.

7. If the student does not admit to the use of alcohol and/or drugs and the staff member(s) in charge, after talking to the student, still believes that the student used or was/is under the use or influence of alcohol and/or drugs, an investigation will be conducted, which may include a search of the student's locker, car, desk or any other school property used by the student may be subject to search. In addition, law enforcement will be called immediately as will be the parent/guardian. The student will be suspended from school pending an investigation. If the investigation shows that, more likely than not, the student used or was under the influence of drugs and/or alcohol, a recommendation for expulsion may be made to the Board of Trustees. The student will be entitled to full due process prior to being expelled from school. As a condition of readmission, the Board may require that the student undergo assessment and counseling for alcohol and/or drug use.

The District shall provide written annual notification of the voluntary disclosure provisions of this policy as well as counseling availability and any other pertinent information in the student handbook or other reasonable means.

The Board shall review this policy annually.

Cross References:	3370	Searches and Seizures
	3330	Student Discipline
	3340	Corrective Actions and Punishment.
	3360	Discipline of Students with Disabilities
Legal References:	Pub. L. 100-690	The Anti-Drug Abuse Act of 1988 (as amended)
	I.C. § 33-210	Attendance at Schools —Students Using or Under the Influence of Alcohol or Controlled Substances
	IDAPA 08.02.03.160	Safe Environment and Discipline

Policy History:
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Reviewed on:

Payette School District No. 371

STUDENTS **3330**

Student Discipline

Disciplinary action may be taken against any student guilty of disobedience or misconduct, including, but not limited to:

1. Habitual truancy;

2. Incorrigibility;

3. Academic dishonesty;

4. Conduct continuously disruptive of school discipline or of the instructional effectiveness of the District;

5. Conduct or presence of a student when the same is detrimental to the health and safety of other pupils;

6. Using, possessing, distributing, purchasing, or selling tobacco products;

7. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence are not permitted to attend school functions and are treated as though they had alcohol in their possession;

8. Using, possessing, distributing, purchasing, or selling illegal drugs or controlled substances, look-alike drugs, and drug paraphernalia. Students who are under the influence are not permitted to attend school functions and are treated as though they had drugs in their possession;

9. Assembly or public expression that advocates the use of substances that are illegal to minors or otherwise prohibited within this policy;

10. Using, possessing, controlling, or transferring a weapon in violation of the "Possession of Weapons in a School Building" section of this policy;

11. Using, possessing, controlling, or transferring any object that reasonably could be considered or used as a weapon;

12. Disobeying directives from staff members or school officials and/or rules and regulations governing student conduct;

13. Using violence, force, noise, coercion, threats, intimidation, fear, or other comparable conduct toward anyone or urging other students to engage in such conduct;
14. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's property;

15.

16. Engaging in any activity that constitutes disorderly conduct, an interference with school purposes or an educational function or which is disruptive to the educational environment;

17. Unexcused absenteeism; however, the truancy statutes and Board policy will be utilized for chronic and habitual truants;

18. Hazing – For purposes of this policy, the term "hazing" shall have the meaning set forth in Idaho Code;

19. Initiations;

20. The forging of any signature, or the making of any false entry, or the authorization of any document used or intended to be used in connection with the operation of the school;

21. Harassment, intimidation, cyber bullying, or bullying as defined in Idaho Code and District policy.

These grounds for disciplinary action apply whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any other time when the school is being used by a school group;
2. Off school grounds at a school-sponsored activity, or event, or any activity or event which bears a reasonable relationship to school
3. Traveling to and from school or a school activity, function, or event; or
4. Anywhere, including off-campus, if the conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, or an interference with the education environment.

Traditional Disciplinary Measures

Traditional disciplinary measures include, but are not limited to:

1. Expulsion;
2. Suspension;
3. Detention, including Fridays;
4. Clean-up duty;
5. Loss of student privileges;
6. Loss of bus privileges;
7. Notification to juvenile authorities and/or police;
8. Temporary removal from the classroom;
9. Meeting with the student and the student's parents; and
10. Restitution for damages to school property.

No person who is employed or engaged by the District may inflict or cause to be inflicted corporal punishment on a student. Corporal punishment does not include, and District personnel are permitted

to use, reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense.

Alternative Disciplinary Measure

Alternative disciplinary action is discipline other than traditional suspension or expulsion from school that is designed to correct and address the root causes of a student's specific misbehavior while retaining the student in class or school, or restorative school practices to repair the harm done to relationships and persons from the student's misbehavior.

Alternative discipline includes, but is not limited to:

1. Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
2. Mediation when there is mutual conflict between peers, rather than one-way negative behavior;
3. Counseling;
4. Anger management;
5. Health counseling or intervention;
6. Mental health counseling;
7. Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution, and restorative conferencing;
8. Diversion or use of juvenile specialty courts;
9. Behavioral management plan;
10. Corrective instruction or other relevant learning or service experience;
11. Community service; and
12. In-school detention or suspension which may take place during lunchtime, after school, or on weekends.

Consequences for Harassment, Intimidation, and Bullying

Students engaging in harassment, intimidation, or bullying will be subject to graduated consequences appropriate to the severity of the violation as determined by the Board, school administrators, or designated personnel depending upon the level of discipline. Graduated consequences for bullying may include any of the above listed traditional or alternative disciplinary measures or a combination thereof in accordance with the nature of the behavior, the developmental age of the student, and the student’s history of problem behaviors and performance. However, depending upon the nature of the act, the District reserves the right to deviate from the process of graduated consequences to appropriately address the conduct at issue and move directly to suspension or expulsion proceedings. District personnel may also report the student’s conduct to the appropriate law enforcement officials.

Disciplining Students on Individual Education or Section 504 Plans

The District shall comply with the procedural safeguards enumerated in State and federal law and rule when disciplining students with individualized education plans or 504 plans.

Gun-Free Schools

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.

Possession of a Weapon on School Property – Misdemeanor

No person shall possess a firearm or other deadly or dangerous weapon while on school property or in those portions of any building, stadium, or other structure on school grounds which, at the time of the violation, are being used for an activity sponsored by or through a school in this State or while riding school provided transportation. This also applies to students of schools while attending or participating in any school sponsored activity, program, or event regardless of location.

As used in this section of this Policy only:

1. "Deadly or dangerous weapon" means any weapon as defined in United States Code. Such term does not include a pocket knife with a blade of less than 2½ inches in length; and
2. "Firearm" means any firearm as defined in United States Code.

Any person who possesses, carries, or stores a weapon in a school building or on school property, except as provided below, shall be referred to law enforcement for immediate prosecution, as well as face disciplinary action by the District.

The Board may grant persons and entities advance permission to possess, carry, or store a weapon in a school building. All persons who wish to possess, carry, or store a weapon in a school building shall present this request to the Board in a regular meeting. It is solely within the Board's discretion whether to allow a person to possess carry or store a weapon in a school building.

This section of this policy does not apply to:

1. Law enforcement personnel;

2. Any adult over 18 years of age and not enrolled in a public or private elementary or secondary school who has lawful possession of a firearm or other deadly or dangerous weapon, secured and locked in his or her vehicle in an unobtrusive, nonthreatening manner;

3. A person who lawfully possesses a firearm or other deadly or dangerous weapon in a private vehicle while delivering minor children, students, or school employees to and from school or a school activity; or

4.

5. A person or an employee of the school or District who is authorized to carry a firearm with the permission of the Board of Trustees.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose disciplinary measures for minor infractions which are appropriate and in accordance with the policies and rules on student discipline. Teachers may remove students from a classroom for disruptive behavior. Major infractions will be handled by the building administration.

Nondiscrimination

The District will ensure that student discipline is enforced in a nondiscriminatory manner to avoid subjecting similarly situated students to different treatment without a legitimate reason for doing so, or when such a reason is merely a pretext for discrimination. Such discrimination, which the District will endeavor to avoid, includes the following:

1. Adopting discipline rules which treat students differently based on race, color, national origin, ancestry, sex, gender identity, sexual orientation, ethnicity, age, language barrier, religious beliefs, physical or mental handicap or disability, economic or social conditions, or actual or potential marital or parental status, or status as a homeless child;

2. Adopting any rule with the intention of targeting students based on the personal characteristics listed above, rather than for a legitimate purpose, regardless of whether the phrasing of the rule appears neutral with regard to students' personal characteristics;

3. Enforcing an apparently neutral rule more harshly on the basis of a student's personal characteristics; or

4. Discipline of any student when it is motivated by intentional discrimination.

Notification

A summarized version of this policy shall be provided in writing at the beginning of each school year to the school personnel, parents, and students in the District. Information provided to students shall be provided in a manner appropriate to the student's age, grade, and level of academic achievement.

The Board shall review this policy annually.

Cross References:	3295	Hazing, Harassment, Intimidation, Bullying, Cyber Bullying
	3340	Corrective Actions and Punishment
	4320	Disruption of School Operations

Legal References:	18 U.S.C. § 930	Possession of Firearms and Dangerous Weapons in Federal Facilities
	18 U.S.C. § 921	Firearms - Definitions
	20 U.S.C. § 7961	Gun-Free Requirements
	29 U.S.C. § 701, *et seq*.	Section 504 of the Rehabilitation Act of 1973
	I.C. § 33-205	Denial of School Attendance
	I.C. § 18-917	Assault And Battery - Hazing
	I.C. § 18-917A	Student Harassment — Intimidation — Bullying
	I.C. § 18-3302D	Possessing Weapons or Firearms on School Property
	I.C. § 18-3302I	Threatening Violence on School Grounds
	I.C. § 33-1224	Powers and Duties of Teachers
	I.C. § 33-1631	Requirements for Harassment, Intimidation and Bullying Information and Professional Development
	IDAPA 08.02.03.109.05	Special Education
	IDAPA 08.02.03.160	Safe Environment and Discipline
Other Reference:	Office of Civil Rights Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline	

Policy History:
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Payette School District No. 371

STUDENTS **3335**

Academic Honesty

All schoolwork submitted for the purpose of meeting course requirements must represent the efforts of the individual student. Any form of academic dishonesty is prohibited. Academic dishonesty includes, but is not limited to plagiarism, cheating, forgery, copying or stealing another person's work, allowing another person to copy one's own work, doing another person's class work, creating more than one copy of one's work for distribution, intentionally accessing another's material for the purpose of using it as one's own, downloading information from other sources and presenting it as one's own, unauthorized copying of software, unauthorized use of hard copy or software to develop one's own software. Faculty and building administrators will be responsible for monitoring the above actions.

Where appropriate, parents shall be contacted as soon as practicable to report any alleged academic dishonesty on the part of students. Teachers are granted authority, with the direction and advice of their principals, to exercise their good judgment in applying a range of academic consequences for violations of this policy. Student and parent appeals of any consequences resulting from violations of this policy should be addressed to building administrator(s).
All teachers, beginning especially at the elementary grades, will educate students as to what constitutes academic dishonesty and what is acceptable and unacceptable behavior in our schools. A copy of the Academic Honesty Policy shall be included in student handbooks and shall be distributed to parents via district publications at least annually.

Cheating

Cheating includes, but is not limited to, the following:

1. Copying or attempting to copy another student's homework, quiz, test, essay, or lab report;
2. Cheating on tests through such means as cheat sheets, use of unauthorized electronic devices, and discussion of test information with other students;
3. Obtaining test questions and/or copies of tests outside the classroom test setting;
4. Lending and/or copying from another student's work (homework, tests, projects, assignments);
5. Altering or interfering with grading (forging signatures, changing or inserting answers on work after grading);
6. Allowing another student to copy answers during an assessment situation;
7. Collaborating with other students on an assignment in direct violation of a teacher's instructions;
8. Using books and electronic information in generating an assignment in direct violation of teacher's instructions;
9. Accessing, taking, and benefiting from copies of tests and quizzes previously used or to be used by teachers unless provided as study guides by the teacher; and
10. Submitting work previously presented in this course or in another course.

Plagiarism

Plagiarism is defined as and includes, but is not limited to, the following:

1. Copying material from the source, including internet sources, without citing the source, or citing the source but omitting quotation marks;
2. Paraphrasing the source without proper citation;
3. Copying stories, in whole or part, which appear in books, magazines, television, or film;
4. Copying directly, without making any changes, alterations, or adaptations from a drawing, painting, illustration, photographic image, or graphic symbol without citing the source;
5. Submitting papers written in whole or part by someone else, including internet sources;
6. Submitting papers on which the student has received substantial assistance from peers and/or adults that dramatically changes the character of the work so that it is no longer the student's own; and
7. Submitting a paper purchased from a research or term paper service, including, but not limited to internet sources.

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Payette School District No. 371

STUDENTS **3340**

Corrective Actions and Punishment

All students shall submit to the reasonable rules of the District. Refusal to comply with written rules and regulations established for the governing of the school shall constitute sufficient cause for discipline, suspension, or expulsion.

For the purposes of the District's policies relating to corrective action or punishment:

1. "Temporary Suspension" is the exclusion from school or individual classes for a specific period of up to five school days.

   The Superintendent or the principal of any school may temporarily suspend any pupil for disciplinary reasons, including student harassment, intimidation, or bullying, or for other conduct disruptive of good order or of the instructional effectiveness of the school. Prior to suspending any student, the Superintendent or principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the Superintendent or principal who suspended him or her on reasonable conditions prescribed by the Superintendent or principal. The Board of Trustees shall be notified of any temporary suspensions, the reasons for them, and the response to them.

2. "Extended Temporary Suspension" is the exclusion from school or individual classes for an additional ten school days. Only the Superintendent or the Board can extend an initial temporary suspension.

3. "Prolonged Temporary Suspension" is the exclusion from school or individual classes for an additional five school days. Only the Board can extend a temporary suspension for an additional five days and only upon a finding that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare, or safety.

4. "Expulsion" is the exclusion from school. Only the Board has the authority to expel or deny enrollment to any pupil who is an habitual truant, who is incorrigible, whose conduct is such as to be continuously disruptive of school discipline or of the instructional effectiveness of the school, or whose presence is detrimental to the health and safety of other pupils or who has been expelled from another school district in the State of Idaho or any other state. The District will provide written notice of any student who is expelled or denied enrollment to the prosecuting attorney within five days of the Board's actions.

   No pupil shall be expelled nor denied enrollment without the Board having first given written notice to the parent/guardian of the pupil stating the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent/guardian may appear to contest the action of the Board. The notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine

any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board shall grant the pupil and his or her parents/guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the Board shall allow a reasonable period of time between notification and the hearing to allow the pupil and his or her parents/guardian to prepare their response to the charge.

5. "Discipline" constitutes all other forms of corrective action or punishment, including brief exclusions from a class and exclusion from any other type of activity conducted by or for the District. Discipline shall not adversely affect specific academic grade, subject, or graduation requirements, as long as all required work is performed.

Except in extreme cases, students will not be expelled unless other forms of corrective action or punishment have failed, or unless there is good reason to believe that other forms of corrective action or punishment would fail if employed. Suspensions or expulsions shall be used only for instances of serious student misconduct.

Students with disabilities may also be suspended under these same rules if the suspension will not constitute a change in placement. If a student with a disabling condition accrues ten or more days' suspension per incident, the Child Study Team who has knowledge of the student's disabling condition will determine if there is causal relationship between the disabling condition and the student's misconduct. If such a relationship exists, the student's educational placement may not be changed without parental approval or a court order, pending a due process hearing under IDEA.

Likewise, before a recommendation on the expulsion of a disabled student is submitted to the Board, the Child Study Team must meet to determine if there is a causal relationship between the disabling condition and the student's misconduct. The Board shall consult legal counsel before expelling any disabled student.

When a disabled student is acting in such a way that he or she poses a danger to himself or herself or to another student or property, or substantially disrupts his or her educational program or that of other students, an emergency suspension may take place. Emergency suspensions may not last longer than ten school days. The principal shall convene the Team to review the student's record before the student is readmitted to school and no later than the tenth day of the suspension.

Once a student is expelled in compliance with District policy, the expulsion shall be brought to the attention of appropriate local or State authorities, in order that such authorities may address the student's needs.

No student shall be expelled, suspended, or disciplined in any manner for any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of the educational process.

Cross References:	§ 3330	Student Discipline
	§ 3360	Discipline of Students with Disabilities
Legal References:	20 U.S.C. § 1400, *et seq*.	Individuals with Disabilities Education Act (IDEA)

I.C. § 33-205	Denial of School Attendance
I.C. § 33-512	District Trustees - Governance of Schools
I.C. § 33-1631	Requirements for Harassment, Intimidation and Bullying Information and Professional Development

Policy History:
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Payette School District No. 371

STUDENTS **3340P**

Corrective Actions and Punishment

It is the intent of the Board to provide each student with those due process rights that are provided by law.

Suspension

In the event the proposed punishment of a student is to include denial of the right of school attendance from any single class or full schedule of classes for at least one day, the following procedure shall be used:

1. Before suspension, the student shall be provided a conference during which the charges will be explained and the student will be given the opportunity to respond to the charges.

2. A pre-suspension conference is not required and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.

3. Any suspension shall be reported immediately to the student's parent/legal guardian. A written notice of suspension shall state the reasons for the suspension, including any school rule which was violated, and a notice to the parent/guardian of the right to a review of the suspension. A copy of the notice shall be sent to the Superintendent.

4. Upon request of the parent/legal guardian, a review of the suspension shall be conducted by the Superintendent. At the review, the student and parent/legal guardian may appear and discuss the suspension with the Superintendent. After the meeting, the Superintendent shall take such action as appropriate. That action is final.

5. Students who are absent as a result of an out-of-school suspension do not have the right to make up missed work.

6. The suspension of a student may be extended by the Superintendent or the Board in accordance with State law. Written notice of the extension of a suspension will be provided to the student's parent/legal guardian.

Expulsion

A student may be expelled from school only by the Board, and only after the following due process procedures have been followed:

1. The student and parent/legal guardian shall be provided written notice of the Board hearing to consider the recommendation for expulsion, at least five school days before the date scheduled for the hearing, unless the hearing notice days are waived by the parent. The notice

shall include the grounds for the proposed expulsion, the time and place of the hearing, information describing the process to be used to conduct the hearing, including the rights of the student to be represented by counsel, to produce witnesses and submit documentary evidence and the right to cross-examine adult witnesses who testify against the student.

2. Within the limitation that the hearing must be conducted during the period of suspension, an expulsion hearing may be rescheduled by the parent/legal guardian by submitting a request showing good cause to the Superintendent at least two school days prior to the date of the hearing as originally scheduled. The Superintendent shall determine if the request shows good cause.

3. At the hearing, the student may be represented by counsel, present witnesses and other evidence, and cross-examine adult witnesses. Formal rules of evidence are not binding on the Board.

4. To afford the pupil privacy, the Board must take action on expulsion in executive session. The student shall not be named in the minutes of the meeting, but a record of the decision will be placed in the student's educational record and in the official records of the Board.

Procedures for Suspension and Expulsion of Students with Disabilities

The District shall comply with the provisions of the IDEA when disciplining students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of the student's disability. Any special education student whose gross disobedience or misconduct is not a manifestation of the student's disability may be expelled pursuant to expulsion procedures, except that the disabled student shall continue to receive education services as provided in the IDEA during such period of expulsion.

A special education student may be suspended for ten days of school per incident, regardless of whether the student's gross disobedience or misconduct is a manifestation of the student's disabling condition. Any special education student who has or will exceed ten days of suspension may be temporarily excluded from school by court order or by order of a hearing officer if the District demonstrates that maintaining the student in the student's current placement is substantially likely to result in injury to the student or others. The student shall continue to receive educational services in accordance with the IDEA during such period of suspension.

A special education student who has carried a weapon to school or to a school function, or who knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school or a school function may be removed from the student's current placement. Such a student shall be placed in an appropriate interim alternative educational setting for no more than 45 days in accordance with the IDEA.

Procedure History:
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Payette School District No. 371

STUDENTS **3345**

Use of Restraint, Seclusion, and Aversive Techniques for Students

Conduct of Employees Directed Toward Students

The use by appropriately trained District personnel towards or directed at any student of any form of restraint or seclusion as defined in this policy, is prohibited except in circumstances where proportional restraint or seclusion of a student is necessary when a student's conduct creates a reasonable belief in the perspective of a District employee, that the conduct of the student has placed the student, the employee, or any other individual in imminent danger of serious bodily harm.

The employee or any employee who is a witness to this event shall immediately seek out the assistance of the school's administration or, if such administrator is not available, a certificated or classified employee with special training in seclusion and restraint, if available. Upon the arrival of such individual, the administrator or if no administrator is available, the most senior trained individual on seclusion or restraint shall take control over the situation.

Seclusion or restraint of a student shall immediately be terminated when it is decided that the student is no longer an immediate danger to him or herself or to any other third person or if it is determined that the student is exhibiting extreme distress or at such time that appropriate administrative personnel have taken custody of the child or upon such time that the parent/legal guardian of the child has retaken custody of the child.

Regardless of employee training status, no District personnel shall use any form of aversive technique against any school student.

If a situation occurs where a properly trained District employee must use acts of restraint or seclusion against a school student, the following shall occur:

1. The employee shall immediately report to their building principal, in writing, the following information:

    A. The date the event occurred;
    B. The circumstances leading to the event;
    C. The student involved; and
    D. Other witnesses or participants to the event.

2. The building principal shall notify the Superintendent's office of the event, providing the Superintendent's office with a copy of the report of events.

3. The building principal shall ascertain if any of the school's video equipment captured the event on a recording. If such event was captured on recording, the principal shall take all best efforts to maintain a copy of the recording and provide such to the Superintendent's Office for the Superintendent's official records of the event.

4. The Superintendent or designee shall ascertain the special needs status of the student involved in the seclusion or restraint and shall ascertain and maintain documentation as to whether or not such events were consistent with or contraindicated due to the student's psychiatric, medical, or physical condition(s).

5. The Superintendent or designee of the Superintendent shall notify the parent or legal guardian of the subject student of the situation and the event of restraint or seclusion via telephone and provide the parent/legal guardian with the name and telephone contact information of the building principal where the parent may obtain additional information regarding the event.

6. The Superintendent or designee of the Superintendent shall provide the parent/legal guardian of the student with written notice of the event of restraint or seclusion of their student.

7. The Superintendent's office shall maintain documentation as to events of restraint and seclusion and shall prepare any and all necessary reports to legal entities upon whom such reports are or may become due pursuant to State and federal regulations.

Training of School Personnel

As part of the training and preparation of each certificated administrator, certificated teacher, and in-building classified employee of the District, the following shall occur:

1. Training to personnel as to proper situations and events leading to student seclusion and intervention, including possible preventative alternatives to seclusion and restraint, safe physical escort, de-escalation of student crisis situations, and positive behavioral intervention techniques and supports;

2. Training of personnel in crisis/conflict management and emergency situations which may occur in the school setting, including examples and demonstrations of proper activities and techniques and trainers observing employee use of proper activities and techniques in the training setting;

3. Techniques to utilize to limit the possibility of injury to the student, the employee and any other third party in the area;

4. Information as to the school's student seclusion areas in each respective school building to which the employee is assigned;

5. Training in CPR and basic first aid; and

6. Provision of the employee with a copy of this policy.

It is a goal that all new employees are trained in the area of student restraint and seclusion during their first week of employment. However, this may not be possible due to realities of the operation of a school district. If an employee has not yet undergone training and a situation necessitating student restraint or seclusion occurs, and another properly trained employee of the District is present at the event, the properly trained employee shall take the lead in addressing the student crisis.

Designated Locations

Each school building for which students are present must have a building designated location for student seclusion.

It is the responsibility of the building's principal, or designee of the principal, to assure that the building's designated seclusion location is a safe and clean location and that such location has appropriate supervision when any student has been placed into seclusion pursuant to this policy.

Appropriate supervision shall include an adult in the seclusion location which has continuous visual observation of the secluded student.

Definitions

For the purposes of this policy, the following definitions shall apply:

Restraint: The immobilization or reduction of a student's freedom of movement for the purpose of preventing harm to students or others through chemical, manual method, physical, or mechanical device, material, or equipment.

Seclusion: Involuntary confinement in a room or other space during which a student is prevented from leaving or reasonably believes that the he or she can leave or be prevented from leaving through manually, mechanically, or electronically locked doors that, when closed, cannot be opened from the inside; blocking or other physical interference by staff; or coercive measures, such as the threat of restraint, sanctions, or the loss of privileges that the student would otherwise have, used for the purpose of keeping the student from leaving the area of seclusion.

Aversive Technique: Physical, emotional, or mental distress as a method of redirecting or controlling behavior.

Annual Review

On an annual basis, the Superintendent or designee shall review this policy and make a determination as to whether or not any modifications or amendments to this policy are necessary and should be proposed to the District's Board.

In conducting this annual review, such individual shall also review the reports of all events of seclusion or restraint that occurred with the District's students in the past school year. This review will include an analysis as to whether or not the District's personnel are following the terms of this policy, whether additional training activities are necessary, or if there is any weakness in the implementation of this policy that can be strengthened.

Cross Reference: § 3360 Discipline of Students with Disabilities

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Payette School District No. 371

STUDENTS **3350**

Detention

For minor infractions of school rules or regulations, or for minor misconduct, staff may detain students. Students may be required to attend Friday detention for up to four hours.

Preceding the assessment of such punishment, the staff member shall inform the student of the nature of the offense charged, and/or the specific conduct that allegedly constitutes the violation. The student shall be afforded an opportunity to explain or justify his or her actions to the staff member. Parents must be notified prior to a student serving after-school detention.

Students detained for corrective action or punishment shall be under the supervision of the staff member or designee.

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Discipline of Students with Disabilities

Code of Conduct Violations by Students with Disabilities, Resulting In Disciplinary Consequences of Ten School Days or Less

ISBA recommends use of the guidelines developed by the Idaho Department of Education in its *Idaho Special Education Manual*. As of the development of this amended policy, the most recent version of this manual is 2018. Please refer to Chapter 12, Discipline, of the manual. The manual can be found on the internet by going to the Special Education section of the State Department website or by accessing the following link:

http://www.sde.idaho.gov/site/special_edu/manual_page.htm.

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Student Sex Offenders

Definition

"Student sex offender" shall mean a student who has been adjudicated delinquent or convicted of and placed on probation for a dangerous offense such as sexual conduct with a minor, sexual assault, molestation of a child, or continual sexual abuse of a child.

Notification to School District

The Superintendent of Public Instruction is required by State law to notify a school district or private school regarding the enrollment of a registered juvenile sex offender. The Superintendent of Public Instruction is also required to notify the District or school of the offender's probationary status or treatment status, if known. The Superintendent of the District or his or her designee shall make contact with the State Department of Education in order to receive regular updates of this information.

Educational Placement

The Superintendent of the District or his or her designee shall determine the appropriate educational placement for student sex offenders except those identified as having a disability. When determining educational placement, the Superintendent or his or her designee shall consider such factors as the safety and health of the student population. The Superintendent or designee shall develop guidelines for managing each student sexual offender in District schools. If the Superintendent or designee determines that, in the best interest of District schools, the student sexual offender should be placed in an alternative educational setting, the District shall pay for the costs associated with this placement.

Convicted juvenile sex offenders shall not attend a school attended by their victims or a victim's sibling. The offender and his or her parent or guardian shall be responsible for providing transportation or covering other costs related to the offender's attendance at another school.

An IEP team shall determine the educational placement of a student sexual offender with a disability. The student with a disability is entitled to all the due process procedures available to a student with a disability under the Individuals with Disabilities Education Act. The IEP team shall develop procedures for managing each student sexual offender with a disability that attends a District school. If the IEP team determines that the student sexual offender should be placed in an alternative educational setting, the District shall pay for the costs associated with this placement.

Staff

Staff members are to be alert to and inform school officials of any behavior by a juvenile offender that creates an abnormal risk to members of the school community. However, each circumstance involving a student probationary juvenile offender attending a District school shall be evaluated on a

case-by-case basis. Whenever possible without placing other students or adult members of the school community at risk, reasonable efforts should be made to continue the student's education, to provide supportive services, and to avoid any acts of harassment or vigilantism against the student. Although federal and State laws and rules permit the release of information concerning a student registered sex offender, discretion should be exercised when discussing or disseminating information about the student. Whenever possible, the school community should encourage and support timely and appropriate intervention toward the expected outcome that a juvenile offender's conduct will be rectified so the student will commit no further offense and will develop into a responsible, self-controlled adult.

Legal References:	I.C. § 18-8402	Juvenile Sex Offender Registration Notification and Community Right-To-Know Act - Findings
	I.C. § 18-8403	Juvenile Sex Offender Registration Notification and Community Right-To-Know Act - Definitions
	I.C. § 18-8408	Juvenile Sex Offender Registration Notification and Community Right-To-Know Act - Providing List To Superintendent Of Public Instruction
	I.C. § 18-8412	Juvenile Sex Offender Registration Notification and Community Right-To-Know Act - Exemption from Civil Liability
	I.C. § 18-8413	Juvenile Sex Offender Registration Notification and Community Right-To-Know Act - Penalties for Vigilantism or Other Misuse of Information
	I.C. § 33-205	Denial of School Attendance

Policy History:
Adopted on: 6-14-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3370**

Searches and Seizure

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 students, 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, and 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 grounds 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 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.

Policy History:
Adopted on: 6-14-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3370P**

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 or 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 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.

Procedure History:
Adopted on: 6-14-21
Revised on:
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Payette School District No. 371

STUDENTS **3380**

Extracurricular and Co-Curricular Participation Policy

Extracurricular or co-curricular activities are supplements to the regular instructional programs and afford students opportunities for enrichment. However, participation in extracurricular and co-curricular activities is a privilege, not a right, as pursuant to Idaho Code. As representatives of their school and District, students participating in such activities are expected to meet high standards of behavior.

General Definitions for Extracurricular and Co-Curricular Participation Policy

Unless the context otherwise requires, in this policy:

"Extracurricular Activities" means District and/or school authorized activities which take place outside of the regular school day and do not involve class credit, including (but not limited to) athletics, student groups or organizations, and community activities for which high school letters are awarded.

"Co-Curricular Activities" are District and/or school authorized activities held in conjunction with a for-credit class, but taking place outside of the regular school day including, but not limited to, debate, drama, drill team, band, or choir.

"Activity Suspension or Suspension from Extracurricular or Co-Curricular Activities" means that suspended students may not travel, shall not dress in uniform, or associate or participate with the team or group at its scheduled event(s). In school suspended students may be allowed to participate in practices and meetings; however, the principal or designee may deem it necessary for students to be withheld from practices or meetings for the duration of the suspension.

"Controlled Substances" include (but are not limited to) opiates; opium derivatives; hallucinogenic substances, including cocaine; and cannabis and synthetic equivalents or the substances contained in the plant; any material, compound mixture, or preparation with substances having a depressant effect on the central nervous system; and stimulants.

"Drugs" include any alcohol or malt beverage, any inhalant, any tobacco product, any controlled substances, any illegal substance, any abused substance, any look-alike or counterfeit drug, any medication not approved and registered by the school authorities and/or any substance which is intended to alter mood, and/or any substance which is misrepresented and sold or distributed as a restricted or illegal drug.

"Drug Paraphernalia" is defined as any or all equipment, products, and materials of any kind which are used, intended for use, or designed for use in planting, propagating, cultivation, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance as defined in this policy.

"Emergency Activity Suspension" is defined as imposition of an activity suspension by a principal or his or her designee prior to an informal hearing when it is necessary to protect the health and safety of the individual(s) involved and immediate action is appropriate.

"Event" is defined as a match, game, meet, or other competitive event, including regional and/or state tournaments, and competitions. "Event" is also defined as any band or choir performance(s).

"Knowingly Present" shall mean that a student attended a gathering of two or more individuals at which one or more of the attendees other than the student at issue were using or in possession of drug paraphernalia, controlled substances, drugs, pornography, alcohol, or tobacco and the student knew or reasonably should have known that such use or possession was occurring.

"Minor Infraction" shall mean a minor deviation from acceptable behavior or stated student expectations which occurs while the student is engaged in the extracurricular or co-curricular activity and which is not material or substantial. Students will be given notification of the first minor infraction. Students and parents will be given notification of the second minor infraction through a conference and will be informed that a third minor infraction may result in activity suspension.

"Major Infraction" shall mean a material or substantial deviation from acceptable behavior or stated student expectations which occurs while the student is engaged in the extracurricular or co-curricular activity, including but not limited to insubordination toward or non-compliance with the person in charge of the activity, verbal or physical abuse, hazing, fighting, and refusal of a student to identify him or herself to school personnel upon request.

"On any school premises or at any school sponsored activity, regardless of location" includes, but not is limited to buildings, facilities, and grounds on the school campus, school buses, school parking areas; and the location of any school sponsored activity. "On any school premises or at any school sponsored activity, regardless of location" also includes instances in which the conduct occurs off the school premises but impacts a school related activity.

"Scholastic Year" is defined as the period of time beginning with the first day of the fall extracurricular and co-curricular activities season and ending with the last day of school.

"School Days" include only those days when school is in session.

Eligibility Requirements for Extracurricular and Co-Curricular Participation

To take part in any extracurricular or co-curricular activity, students must maintain a 2.0 GPA, be enrolled full time and be on target to graduate or be a non-public school student participating as described in Policy 3031. If they do not have a 2.0, they must have an academic improvement plan in place.

Extracurricular or Co-curricular activity Suspension

The Board believes that the safety and welfare of other students may be adversely affected when students who are involved in extracurricular or co-curricular activities commit major infractions or repeated minor infractions at school or during school activities, and/or are involved in criminal conduct or drug use in any location.

At the beginning of each semester, teachers or coaches of co-curricular courses will identify for students how participation in the co-curricular activity impacts their course grade. Co-curricular students who are suspended as a result of this policy will have their co-curricular course grade affected only if the reason for the suspension was related to course work or course expectations. Students who miss a co-curricular activity because of a suspension may ask to do, or be required to do, alternative assignments or special projects to make up the missed activity.

1. **Activity Suspension as a Result of a School Suspension:** A student will be immediately suspended from all extracurricular and co-curricular activities when he or she receives a suspension from school, not including an in-school detention, for any reason.

   Consequences:

   A. The activity suspension is automatic, is for the duration of the school suspension, and runs concurrent with the school suspension; and
   B. This type of activity suspension cannot be appealed.

2. **Activity Suspension for Repeated Minor Infractions or a Major Infraction During an Activity:** A student may be suspended from an extracurricular or co-curricular activity when he or she commits a third minor infraction, or a major infraction, while engaged in an extracurricular or co-curricular activity on any school premises or at any school-sponsored activity, regardless of location. The coach or advisor will recommend suspension to the Principal.

   Consequences:

   A. The incident will be reviewed pursuant to the Informal Hearing Process at Section 5 of this policy;

   B. If the evidence supports the recommendation, the student may be given an activity suspension for a period of time up to and including the remainder of the season or duration of the activity in that scholastic year for that activity only; and

   C. If the activity suspension exceeds nine school days, the parent/guardian may request an appeal as outlined in the Appeal Process at Section 7 of this policy.

3. **Activity Suspension for Criminal Conduct or Drug Use in Any Location During the Scholastic Year:** A student may be suspended from extracurricular and co-curricular activities when he or she has been arrested or it reasonably appears to the District that he or she has violated criminal law, other than infractions or minor traffic violations; or has been involved with drug paraphernalia, controlled substances, or drugs, including alcohol or tobacco, in any location, either on or off campus, during the scholastic year, in any of the following ways: attempting to secure or purchase; using, or having reasonable suspicion of having used; possession; intending or attempting to sell or distribute; selling or giving away; or being knowingly present when any of the above are used, possessed, or consumed.

   Consequences:

A. Knowingly Present

I. First Violation: When a student violates the "knowingly present" prohibition of this policy for the first time during a scholastic year, the school resource officer ("SRO"), principal, or athletic director:

a. Will hold a conference with the student;
b. Will notify the student's parent/guardian and the student of the violation;
c. May arrange a conference with the parent/guardian and the student; and
d. Will inform the student and parent/guardian of consequences for future violations of the policy.

II. Second Violation: When a student violates this "knowingly present" prohibition of this policy for the second time during a scholastic year, he or she is subject to the consequences outlined below in part 3.B "Other Violations" of the policy.

B. Other Violations

I. The incident will be reviewed pursuant to the Informal Hearing Process in Section 5 of this policy. If the evidence supports the accusation, the student may be suspended from all extracurricular and co-curricular events for a period of 21 calendar days.

II. The suspension will be reduced to a 14 calendar day period if:

a. In the case of criminal conduct, the student receives counseling which has been approved by a school counselor; or
b. In the case of drug, alcohol, or tobacco use, the student agrees to and completes

i. A drug/alcohol/tobacco assessment provided by the school (no cost) or the community (the family incurs the cost); and/or
ii. A drug/alcohol/tobacco education group, provided or facilitated by the school, and/or the community.

III. If no event is scheduled during the period of the suspension, the student will be withheld from the next scheduled event.

IV. If the student notifies school personnel (self-reports) concerning his or her criminal conduct or drug use prior to the personnel's knowledge of the incident(s), the principal or athletic director may reduce the length of the activity suspension.

V. On the occasion of a subsequent infraction during a scholastic year, and if the evidence supports the accusation, the principal or athletic director will bar the

student from any form of extracurricular or co-curricular activity for the balance of the scholastic year.

VI. All students who receive an activity suspension for criminal conduct or drug use shall be reported to the Superintendent or designee and, if applicable, to the appropriate law enforcement agency.

VII. The parent/guardian may request an appeal as outlined in the Appeal Process at Section 7 of this policy, with either a first or second offense.

4. **Infractions Which Occur in Out-of-School Trips:** During an out-of-school trip, if the authorized person in charge of the activity determines that a student should be sent home early because of criminal conduct, drug use, or a major infraction, the authorized person will notify the parent/guardian, and ask him or her to take charge of the return of the student. The parent/guardian will assume any expenses incurred for the return of the student.

5. **Informal Hearing Process:** Prior to giving an activity suspension to a student, the principal or athletic director shall grant the student an informal hearing on the reasons for the activity suspension and the opportunity to challenge those reasons unless an emergency activity suspension is necessary. If an emergency activity suspension is necessary, an informal hearing will be held as soon as possible after the emergency ceases to exist.

6. **Student travel to or from an extracurricular or co-curricular activity:** Unless other travel arrangements are authorized, students will board the bus at the school designated as point of origin for the trip and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students.

   The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.
   The activity must provide at least one instructor, coach, or adult sponsor for each bus on a special trip. The bus driver will be responsible for the safe operation of the bus. The sponsor will be responsible for supervision of students and enforcement of bus rules. Any adult designated by the principal as a sponsor will have such authority.

   Students must follow all school bus rules with this exception: Food and drink not in glass containers will be allowed on the bus with permission of the principal. However, any debris must be cleaned up at the end of the trip and before students leave the bus.

   If a student causes a disruption or hazard on the bus, a hearing will be held with the principal, driver, instructor, coach, adult sponsor, parent/guardian, and student. The driver, instructor/coach/adult sponsor, parent/guardian, and the student will have the opportunity to share with the principal their perceptions of the problem. If the principal finds that there has been an infraction of bus rules, he will take the following action:

   A. On the first infraction, the student will be warned that following any further infraction he or she will be declared ineligible for transportation to the extracurricular or co-curricular activities for one event;

B.

C. On the second infraction during a semester, the student will be declared ineligible for transportation to the extracurricular or co-curricular activity for two events; and

D. On the third infraction during a semester, the student will be declared ineligible for transportation to the extracurricular or co-curricular activities for the remainder of the semester.

Based on the severity of the problem as it relates to respect and safety for others, the principal may bypass step #1 and/or step #2 above and immediately declare the student ineligible for transportation for two weeks or for the remainder of the semester.

7. Appeal Process:

A. This appeal process may be used by students and their parent/guardian only in those instances where an activity suspension or transportation to extracurricular or co-curricular activities exceeds nine school days.

B. The parent/guardian must request an appeal in writing within two school days from the notification of the activity suspension decision.

C. The Superintendent will appoint a three member panel composed of certificated staff members who have not been involved in the disciplinary action in question. The hearing panel will notify the student and the parent/guardian of the date, location, and time of the hearing; the student will have an opportunity to present additional evidence regarding the circumstances of the suspension or reasons to reduce the length thereof. The appeal must be scheduled within five school days of the request.

D. If the panel determines that the evidence reviewed at the appeal supports the suspension, the suspension of the student from extracurricular and/or co-curricular activities shall be continued.

E. The student and the parent/guardian will be notified in writing of the panel's findings and determination with respect to the student suspension from extracurricular and/or co-curricular activities within two school days of the panel's decision.

F. The panel's determination is final, and is not appealable to the Superintendent or Board of Trustees.

8. Elementary Students: Students in kindergarten through sixth grade who are in violation of this policy may have the length of the activity suspension reduced by the principal or other authorized administrator.

Legal Reference:	I.C. § 33-512(12)	Governance of Schools – Governance of Schools – Board of Trustees Authorized to Supervise and Regulate Certain Extracurricular Activities

Policy History:
Adopted on: 8-9-21
Revised on: 12-13-21
Reviewed on:

Payette School District No. 371

STUDENTS **3390**

Extra- and Co-Curricular Chemical Use Policy

Extracurricular and Co-curricular activities are subject to the supervision and regulation of the District. Participation in extracurricular or co-curricular activities is considered a privilege; not a right.

Students participating in extra- and co-curricular activities, whether sponsored by the Idaho High School Activities Association or not, shall not use, have in possession, sell, or distribute alcohol, tobacco, or illegal drugs, or abuse prescription or non-prescription drugs during their extracurricular seasons. These rules are in effect 24 hours a day. If a student is charged with possession, or is seen using tobacco, alcohol, or illicit drugs, the student will forfeit the privilege of participating in accordance with the activities and student handbooks.

Policy Coverage

This policy applies to middle and high school students who are involved in the extracurricular and co-curricular activities program.

Policy Duration

This policy is in effect each school year from the date of the first practice for fall activities until the last day of school or activities, whichever is later. Violations are cumulative, through the student's period of attendance in grades 7-8 and in grades 9-12. The Administration shall publish the participation rules annually in the activities and student handbooks.

Student and Parent/Legal Guardian Due Process

Notification of determinations regarding student chemical use violations will be provided to the student and parent/guardian by telephone where possible, or by mail. At this time, the student and parent/guardian shall be notified of the type of discipline that will be administered.

Appeal Process

Any parent/guardian and student who is aggrieved by the imposition of discipline shall have the right to an informal conference with the principal for the purpose of resolving the grievance. At such a conference, the student and the parent shall be subject to questioning by the principal, and shall be entitled to question staff involved in the matter being grieved.

Legal Reference: I.C. § 33-512 District Trustees - Governance of Schools

Policy History:
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Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3400**

Extracurricular Activities Drug-Testing Program

The District has a strong commitment to the health, safety, and welfare of its students. Results of studies throughout the United States indicate that education alone, as a preventive measure, is not effective in combating substance abuse. Our commitment to maintaining the extracurricular activities in the District as a safe and secure educational environment requires a clear policy and supportive programs relating to detection, treatment, and prevention of substance abuse by students involved in extracurricular activities.

Purpose

The drug-testing program is not intended to be disciplinary or punitive in nature. Students involved in extracurricular activities need to be exemplary in the eyes of the community and other students. It is the purpose of this program to prevent students from participating in extracurricular activities while they have drug residues in their bodies, and it is the purpose of this program to educate, help, and direct students away from drug and alcohol abuse and toward a healthy and drug-free participation. No student shall be expelled or suspended from school as a result of any verified positive test conducted by his or her school under this program, other than as stated herein.

Scope

Participation in extracurricular activities is a privilege. This policy applies to all District students in grades 7-12 who wish to participate in extracurricular activities that are listed in the current student handbook and any other school-sponsored extracurricular activities not listed.

Consent Form

It is mandatory that each student who participates in extracurricular activities sign and return the Consent Form prior to participation in any extracurricular activity. Failure to comply will result in non-participation.

Each extracurricular participant shall be provided with the Consent Form (3350F), which shall be dated and signed by the participant and by the parent/guardian. In so doing, the student is agreeing to participate in the random drug-testing program at their school.

Testing Procedures

1. The selection of participants to be tested will be done randomly by the principal or administrative designee, and selections will be made from time to time throughout the school year. Names will be drawn from one large pool of those agreeing to be tested.
   Testing may occur on a different day, Monday through Thursday. This variable schedule will keep students conscious of the possibility of being tested at any time during the year. Each student will be assigned a number that will be placed in the drawing.

2. If the student shows signs of reasonable suspicion, the principal or administrative designee may call the student's parent/guardian and ask that the student be tested. Factors will include, but are not limited to, excessive discipline problems and/or excessive absences from school. Also, a parent/guardian may request testing of his or her student.

3. No student will be given advance notice or early warning of the testing. In addition, a strict chain of custody will be enforced to eliminate invalid tests or outside influences.

4. Upon being selected for a urinalysis test under this policy, either by random draw, reasonable suspicion, request of a parent/guardian, or a follow-up test, a student will be required to provide a sample of fresh urine, according to the quality control standards and policy of the laboratory conducting the urinalysis.

5. All students will remain under school supervision until they have produced an adequate urine specimen. If unable to produce a specimen, the student will be given up to 24 ounces of fluid. If still unable to produce a specimen within two hours, the student will be taken to the principal's office and told he or she is no longer eligible for any of the extracurricular activities. In addition, the parents/guardian will be telephoned and informed the student is unable to produce a sample for the testing procedure and that he or she may be tested at a later date to be reinstated for eligibility.

6. There is a head strip on each of the specimen bottles indicating the validity of the urine specimen by temperature. All specimens registering below 90.5 degrees Fahrenheit will be invalid. If this occurs, another specimen must be given by the student.

7. If it is suspected that tampering has occurred, the student will provide another sample. If it is proven that tampering or cheating has occurred during the collection, the student will become ineligible for all the extracurricular activities for the remainder of the school year. This will be reported to the parent/guardian.

8. Immediately after the specimen is taken, the student may return to class with an admit slip or pass with the time he or she left the collection site. The principal or administrative designee must note the time and sign the pass.

9. The specimens will then be turned over to the testing laboratory, and each specimen will be tested for alcohol, nicotine, and street drugs (which may include all drugs listed as controlled substances under the laws of the State of Idaho). Also, performance enhancing drugs such as steroids may be tested.

10. The laboratory selected must follow the standards set by the Department of Health and Human Services. It must be certified under the auspices of the Clinical Laboratory Improvement Act (CLIA) and the Joint Commission of Accreditation of Healthcare Organizations (JCAHO).

<u>Chain of Custody</u>

1. The certified laboratory will provide training and direction to those who supervise the testing program, set up the collection environment, and guarantee specimens and supervise the chain-of-custody. To maintain anonymity, the student's number, not name, will be used.

2. The principal or administrative designee will be responsible for escorting students to the collection site. The student should bring all materials with him or her to the collection site and should not be allowed to go to his or her locker. The administrator should not bring all the students drawn from the pool to the collection site simultaneously. Calling four or five students at a time allows the collections to be carried out quickly and will not cause students to wait a long time, thereby creating a loss of important time from class. Athletes may be called after school, including during practice time.

3. Before the student's urine is tested by the laboratory, students will agree to fill out, sign, and date any form which may be required by the testing laboratory. If a student chooses, he or she may notify the administrator that he or she is taking a prescription medication and provide documentation for the prescription.

4. A sanitized kit containing a specimen bottle will be given to each student. The bottle will remain in the student's possession until a seal is placed upon the bottle. The student will sign that the specimen has been sealed. The seal may be broken only by the lab testing the specimen.

5. If the seal is tampered with or broken after leaving the student's possession and prior to arriving at the lab, the specimen is invalid. The student will be called again as soon as possible. The student will remain eligible for extracurricular activities subsequent to a retest.

6. The supervisor obtaining the urine specimen will be of the same gender as the student. Students will be instructed to remove all coats and wash their hands in the presence of the supervisor prior to entering the restroom. The door will be closed so that the student is by him or herself in the restroom to provide a urine specimen. The supervisor will wait outside the restroom. The student will have two minutes to produce a urine specimen. The commode will contain a blue dye so the water cannot be used to dilute the sample. The faucets in the restrooms will be shut off.

7. After it has been sealed, the specimen will be transported to the testing laboratory by lab personnel. The testing laboratory will report the results to the principal or administrative designee.

8. In order to maintain confidentiality, the container which contains the urine specimen to be tested will not have the name of the student on the container. Instead, the student's random identification number will appear on the container. Also, the results sheet for the urinalysis will be mailed to the principal/administrative designee with no name attached; only the student's random identification number will appear on the results sheet.

Test Results

1. This program seeks to provide needed help for students who have a verified positive test. The students' health, welfare, and safety will be the reason for preventing students from participation in extracurricular activities.

2. The principal or administrative designee will be notified of a student testing positive (if the test shows that drug residues are in the student's system after using at least two different types of analyses). The principal or administrative designee will notify the student and his or her parent/guardian. The student or his or her parent/guardian may submit any documented prescription, explanation, or information that will be considered in determining whether a positive test has been satisfactorily explained.

3. In addition, the student or parent/guardian may appeal by requesting that the urine specimen be tested again by the certified laboratory at a cost to the student or his or her parent/guardian.

4. If the test is verified positive, the principal or administrative designee will meet with the student and his or her parent/guardian at the school. The student and parent/guardian will be given the names of counseling and assistance agencies that the family may want to contact for help. The student will be prevented from participating in extracurricular activities until after a follow-up test is requested by the principal/administrative designee and the results are reported.

5. A follow-up test will be requested by the principal/administrative designee after such an interval of time that the substance previously found would normally have been eliminated from the body. If this follow-up test is negative, the student will be allowed to resume extracurricular activities. If a second positive result is obtained from the follow-up test or any later test of that participant, the same previous procedure shall be followed. In addition, the District reserves the right to continue testing, at any time during the remaining school year, any participating student who tested positive and did not make satisfactory explanation.

6. Information on a verified positive test result will be shared on a need-to-know basis with the student's coach or sponsor. The results of negative tests will be kept confidential to protect the identity of all students being tested.

7. Drug testing result sheets will be returned to the principal or administrative designee, identifying students by number and not by name. Names of students tested will not be kept in open files or on any computer. Result sheets will be locked and secured in a location to which only the principal and/or administrative designee has access.

Financial Responsibility

1. Under this policy, the District will pay for all initial random drug tests, all initial reasonable suspicion drug tests, and all initial follow-up drug tests. Once a student has a verified positive test result and has subsequently tested negative from a follow-up test, any future follow-up drug test that must be conducted will be paid for by the student or his or her parent/guardian.

2. A request on appeal for another test of a positive urine specimen is the financial responsibility of the student or his or her parent/guardian.

3. Counseling and subsequent treatment by non-school agencies are the financial responsibility of the student or his or her parent/guardian.

Confidentiality

Under this drug-testing program, any staff, coach, or sponsor of the District who may have knowledge of the results of a drug test will not divulge to anyone the results of the test or the disposition of the student involved, other than in the case of a legal subpoena being made upon that person in the course of a legal investigation. Once again, this will underscore the District's commitment to confidentiality with regard to the program.

Other Rules

Apart from this drug-testing program, the Idaho High School Activities Association and the coaching staff/sponsor of each sport/activity have their own training rules and requirements. Coaches/sponsors have the necessary authority to enforce those rules. Any student who violates a rule or requirement as a member of a team or activity will be subject to the consequences as defined in those rules and requirements.

Legal References: *Vernonia School District 47J v. Acto*n, 515 U.S. 646 (1995).
Todd v. Rush County, 139 F.3d 571 (7th Cir.), cert. Denied, 119 S.Ct. 68 (1998).

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Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3400F**

{{School_Name}}'s Extracurricular Activity Consent Form

I have received and have read and understand a copy of the Payette School District 's Policy 3400 "Extracurricular Activities Drug-Testing Program," and I understand its terms. I desire that _____ participate in this program and in the extracurricular program of the Payette School District and hereby voluntarily agree to be subject to its terms for the entire middle or high school career (grades 7-8 or 9-12). I accept the method of obtaining urine specimens, testing, and analyses of such specimens and all other aspects of the program. I agree to cooperate in furnishing urine specimens that may be required from time to time.

I further agree and consent to the disclosure of the sampling, testing, and results provided for this program. This consent is given pursuant to all State and federal statutes and is a waiver of rights to nondisclosure of such test records and results only to the extent of the disclosures in the program.

I understand that my performance in Idaho High School Activities Association (IHSAA) sponsored events and the reputation of my school are dependent, in part, on my conduct as an individual. I hereby agree to accept and abide by the standards, rules, and regulations set forth by the Payette School District for the activity in which I participate.

Date: _____, 20____

_____ _____

Student Signature Parent/Guardian Signature

****

I, _____, have decided **not** to participate in any extracurricular activities sponsored by Payette School District for the remainder of this school year. In order for me to participate in the extracurricular activity program at a later date, I understand that I must submit to urinalysis.

_____ _____
Student Signature Date

_____ _____
Parent/Guardian Signature Date

Payette School District No. 371

STUDENTS **3410**

School Sponsored Student Activities

Student Organizations

1. All student organizations must be approved by the administration. Secret or clandestine organizations or groups will not be permitted;
2. Bylaws and rules of student organizations must not be contrary to Board policy or to administrative rules and regulations; and
3. Procedures in student organizations must follow generally accepted democratic practices in the acceptance of members and nomination and election of officers.

Social Events

1. Social events and other activities must have prior approval of the administration;
2. Social events must be held in school facilities unless approved by the Board;
3. Social events must be chaperoned at all times; and
4. Attendance at high school social events and dances shall be limited to high school students, and middle school social events shall be limited to middle school students, unless prior permission is received from the principal.

Extracurricular Activities

1. Academic and behavior eligibility rules are established by Idaho High School Activities Association rules and District policy;
2. Any student convicted of a criminal offense may, at the discretion of school officials, become ineligible for such a period of time as the school officials may decide; and
3. In establishing an interscholastic program, the Board directs the administration to:

    A. Open all sports to all students enrolled in the District with an equal opportunity for participation; and
    B. Recommend sports activities based on interest inventories completed by the students.

Policy History:
Adopted on: 6-14-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3420**

Student Fund Raising Activities

The Board acknowledges that the solicitations of funds from students, staff, and citizens must be limited since students are a captive audience and since solicitation can disrupt the program of the schools. Solicitation and collection of money by students for any purpose, including the collection of money by students in exchange for tickets, papers, magazine subscriptions, or for any other goods or services for the benefit of an approved school organization, may be permitted by the Superintendent provided that the instructional program is not adversely affected.

Policy History:
Adopted on: 6-14-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3430**

Distribution of Fund Drive Literature through Students

Although many community drives are organized for raising funds for worthy nonprofit causes, it is the policy of the District to refrain from having the students, as student body members, used for such collection or dissemination purposes. PDF flyers may be submitted for electronic distribution approval through Peachjar.com.

Exceptions to this policy will be considered when recognized student or school-affiliated organizations of the District request permission to participate in such activity.

Cross Reference: § 4310 Contact with Students

Policy History:
Adopted on: 6-14-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3440**

Student Fees, Fines, and Charges/Return of Property

The District shall charge no fee for any course for which academic credit is awarded.

A student may be charged a reasonable fee for any non-credit course or non-curricular activity such as an extracurricular activity, student activity, or membership in a voluntary club or association. The Board may waive the fee in cases of financial hardship.

Additional fees may be charged for "enhanced programming and materials" which are voluntary enrichments to the curriculum beyond what is necessary to meet the learning expectations for a particular grade or course (i.e. students may wish to use a superior product or consumable than that provided by the school, in which case they may be asked to pay the additional cost for the upgrade).

A student shall be responsible for the cost of replacing materials or property lost or damaged due to negligence. If school property in a student's possession is lost, broken, or otherwise damaged, the student may be charged the lesser of the fair market value of the item at the time or the cost of repair.

The District may require, as a condition of graduation, issuance of a diploma or certificate, or issuance of a transcript, that all indebtedness incurred by a student be satisfied, or that all books or other instructional material, uniforms, athletic equipment, advances on loans, or other personal property of the District be returned.

Legal Reference: I.C. § 33-603 School Property - Payment of Fees or Returning of Property

Policy History:
Adopted on: 6-14-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3450**

Student Vehicle Parking

Students are permitted to park on school premises as a matter of privilege, not of right. Patrols and inspections may be conducted without notice, without student consent, and without a search warrant. Students are required to unlock vehicles for reasonable inspection when instructed to do so by an administrator. Failure to cooperate may result in the loss of permission to drive a vehicle onto campus, in-school suspension, or short-term suspension from school. In cases involving drugs, alcohol, or firearms the local sheriff or police may be called.

Students will be permitted to park their vehicle in the school parking lot provided they have:

1. A current vehicle insurance policy;
2. A driver's license; and
3. Vehicle registration.

Additional parking requirements include:

1. Students must complete the Student Vehicle Parking Form prior to parking on school grounds;
2. Automobiles are restricted to parking in spaces marked for parking. All automobiles inappropriately parked are subject to being towed without additional warning and at owner's expense;
3. The Payette School District assumes no responsibility for automobiles left in the lot overnight;
4. The Payette School District is not responsible for theft or damage to automobiles parked in the student parking lot;
5. The student parking lot is off limits during normal class time, except when the student has written permission from an administrator; and
6. Students are prohibited from loitering in the parking lot. Students must enter the building immediately upon arrival.

Any violation of this policy shall result in the following:

1. First Offense: Conference between the administration and student.
2. Second Offense: Conference between the administration, parent/guardian, and student.
3. Third Offence: Loss of right to drive and park on campus.

Policy History:
Adopted on: 6-14-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3450F**

Student Vehicle Parking Application

Student Name (please print)	Age	School
Student Address	City	Zip Code
Vehicle Make	Model	Year
License Plate No.	Student's Driver's License No.	
Insurance Co. Name	Insurance Agent's Name	
Insurance Policy No.	Name of Car Owner	

I certify, by my signature below, that the above information is true. I agree that my being able to operate and to park a vehicle on school property is a privilege conditioned on my willingness to have that vehicle subject to search by school authorities at any time the vehicle is on school property when, in the judgement of the building administrator, a reasonable suspicion of a violation of Idaho law or District policies or rules exists. I also understand that it is my responsibility to obey the speed limit on school grounds, to operate the car safely going to and from school and school events, to park in designated areas, and to maintain legally required insurance on the vehicle. Finally, I understand that any violation of this agreement or other school rules can lead to the revocation of all parking privileges. I further understand that motor vehicles in violation of the District's Student Vehicle Parking policy may be subject to towing.

Student Signature	Date

I, the parent/legal guardian of _____ hereby verify the information supplied above and understand and agree with the rules pertaining to the operation of a vehicle by students of the District.

Parent/Guardian Signature	Date

Payette School District No. 371

STUDENTS **3460**

School-Related Foreign Travel By Students

School-related foreign trips are allowed by the Payette School District when the experiences are an integral part of the school curriculum and contribute to the District's desired educational goals. Field trips are intended to allow students experiences that provide them with insight, information, or knowledge that cannot be adequately developed through regular classroom experience.

When contemplating approval of foreign travel by students, the Superintendent shall take into account any travel warnings or cautions of the U.S. Department of State. The Superintendent shall seek advice concerning foreign travel from the District's legal counsel and insurance carrier.

School-related foreign travel supplements regular instructional programs and affords students opportunities for enrichment. However, participation in school-related foreign travel is a privilege, not a right. As representatives of their school and District, students participating in such activities are expected to meet high standards of behavior.

Trip Plan Submission/Proposal

All student activities involving travel shall be authorized by the Superintendent or the Superintendent's designee. Each trip's authorization shall be based on the written rationale of the travel's educational value as well as the safety and welfare of the students involved.

Requests for trips must be submitted to the Superintendent no later than eight weeks in advance of the trip.

Trips should be scheduled as much as possible during non-school hours and days, such as spring or summer break, so that absences from other instructional programs are kept to a minimum.

The teacher(s) responsible for the trip shall submit a list of participants to the school nurse so that provisions for any special medical problems and/or precautions can be provided.

Advertising, including the distribution of materials, will be allowed during the school day.

Private groups and organizations may not use the District in any way to promote their activities.

The Superintendent will develop procedures for trips, including the approval process, and procedures to be used in case of accident, illness, and student conduct violations.

The trip proposal must be in writing and contain the following elements:

1. Identify the purpose of the trip and an outline of anticipated educational experiences and/or course of study to be followed;
2. Identify the names of students and chaperones attending the trip;
3. Identify and plan for any special medical needs of student and chaperones attending the trip;

4. Identify adequate liability insurance to protect the District, Board members, chaperones, teachers and students;
5. Submit an itemized statement of costs, including transportation, meals, and accommodations; and
6. Submit an itemized statement of costs as appropriate to the school-sponsored trip, such as passport and visa expenses, costs of a personal nature, and optional trip insurance.

The Superintendent may enforce restrictions regarding the date, length of time, and the chaperone/student ratio as a condition of approval.

Students participating in the trip during school hours are permitted and expected to make up any school work missed. The student's absence shall be recorded as "excused." The total number of school days missed due to the trip must be included in the written proposal.

A plan must be developed for the administration of medication for any student requiring such assistance.

The proposal must include the names and numbers of chaperones, including both male and female chaperones if the proposal is for a mixed group of students.

In developing the proposal for the extended trip, the trip organizer will perform the following duties:

1. Hold at least one pre-trip meeting with students and parents/guardians;
2. Provide to the Superintendent, students, parents/guardians, and chaperones detailed written information about the trip and all activities;
3. Provide detailed information on the responsibilities and rules for the students and chaperones;
4. Discuss District policy regarding student conduct while on school-sponsored activities;
5. Establish a curfew and enforce strict compliance to this curfew. Chaperones will be required to perform periodic checks to ensure that students are following the curfew requirements;
6. Perform periodic checks to ensure strict compliance with all school rules and policies; and
7. Refrain from using tobacco and consuming alcoholic beverages or drugs while on the extended trip.

Pre-Trip Meetings

Pre-trip meetings involving students and their parents, as appropriate, shall be scheduled to assure that all plans are clearly understood. Pre-trip meetings shall not occur until approval from the Superintendent has been received.

Chaperones

Trip chaperones must include at least one certified staff member from the school sponsoring the trip. Depending on the number of students involved, additional certified staff and/or parents/guardians of students going on the trip may be necessary. Chaperones shall be selected by the trip teacher/advisor. Chaperones are under the supervision of the trip teacher/advisor.

A student will be permitted to stay in the same motel/hotel room with a chaperone only if the chaperone is the student's parent/guardian. Accommodations for students whose parents/guardians are not serving as chaperones will be made clear and determined prior to the trip departure.

Chaperones will agree to the following duties:

1. Supervise and be responsible for students during the entirety of the trip;
2. Ensure that students follow all legal and school requirements;
3. Establish a procedure for room checks and monitor compliance; and
4. In all ways model the behaviors expected of District students.

Any adult convicted of any sex or drug related offenses may not serve as a chaperone. The District reserves the right to request background checks on chaperones.

The safety, protection, and supervision of District students are the sole purposes for adult chaperones accompanying District students on foreign trips. Agreeing to serve as a chaperone is accompanied by an understanding that the established rules and policies will be followed.

The certified staff member serving as the trip organizer will carry a roster of students who are on the trip along with emergency information on each student.

Children who are not a part of the group participating in the trip may not accompany parents when the parents serve as chaperones.

All trips must be adequately supervised with a minimum of one adult per ten students. Groups with both male and female participants must have supervision of at least one male and one female adult.

Student Conduct

Students participating in the trip will be subject to all codes of conduct in District policy. Violations will result in appropriate disciplinary action.
Students and their parent/guardian are expected to be knowledgeable about the District's policy on student conduct. Trips are considered an extension of the classroom and all rules and policy pertaining to a school-sponsored activity must be followed.

Students and their parent/guardian will read and sign a code of conduct. The code of conduct will be prepared by the Superintendent and will be reviewed during the pre-trip meetings. Students who violate any school policy during an extended trip may be disciplined, including, but not limited to, being sent home at the parent/guardian's expense.

Permission

All students must return a permission slip for the trip, signed by a parent/guardian, before they will be allowed to participate in the trip.

Fundraising

Fundraising drives may be allowed to defray costs, however, all fundraisers must be pre-approved by the building principal.

Responsibilities

The responsibilities of the principal or Superintendent include:

1. Obtaining and retaining on file written parental permission for students who are under the age of 18;
2. Signing any contractual agreement with a public carrier or any other service provider;
3. Assuring that all plans and arrangements are provided to and understood by the students and their parents; and
4. Setting student and chaperone conduct rules.

The responsibilities of the trip organizer include:

1. Communicating conduct rules of students and chaperones to parents/guardians, students, and chaperones. Setting behavior expectations for students and chaperones;
2. Carrying a list of the names of students and chaperones participating and their emergency information, and submitting a copy of the list to the building principal prior to the trip;
3. Notifying the building principal of any emergency situation, such as an accident involving student(s), a student missing from the group, etc.; and
4. Identifying and providing to parents an emergency plan.

Cancellation of Trips

Cancellation of trips may occur due to weather, safety, world events, or local school need. Trips will be cancelled only under circumstances under which appropriate school authorities believe it is reasonably cautious and prudent to do so in order to ensure the safety of students and staff or to ensure the effective operation of the local school. In such cases, every effort will be made to provide as much advance notice as possible.

The District is not responsible for financial losses to students and parents due to cancellation of trips.

The authority to cancel trips rests with the Superintendent or the Superintendent's designee.

Report of Trip Conclusion

Following the trip, the trip organizer shall prepare and present a summary and evaluation of the trip to the Superintendent and building principal. The Board may request a summary and evaluation be presented to the Board.

Policy History:
Adopted on: 6-14-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3500**

Student Health/Physical Screenings/Examinations

The Board may arrange each year for health services to be provided to all students. Such services may include, but are not be limited to:

1. The development of procedures at each building for the isolation and temporary care of students who become ill during the school day;
2. The consulting services of a qualified specialist for staff, students, and parents;
3. Vision and hearing screening;
4. Scoliosis screening; and
5. Immunization as provided by the Department of Health and Human Services.

Parents/guardians will receive a written notice of any screening result which indicates a condition that might interfere or tend to interfere with a student's progress.

In general, the District will not conduct physical examinations of a student without parental consent to do so or by court order, unless the health or safety of the student or others is in question. Further, parents will be notified of the specific or approximate dates during the school year when any non-emergency, invasive physical examination or screening administered by the District is conducted which is:

1. Required as a condition of attendance;
2. Administered by the school and scheduled by the school in advance; and
3. Not necessary to protect the immediate health and safety of the student or other students.

Parents or eligible students will be given the opportunity to opt out of the above-described non-emergency, invasive physical examination or screening.

As used in this policy, the term "invasive physical examination" means any medical examination involving the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but this does not include a hearing, vision, or scoliosis screening.

Students who wish to participate in certain extracurricular activities may be required to submit to a physical examination to verify their ability to participate in the activity. Students participating in activities governed by the Idaho High School Activities Association will be required to follow the rules of that organization, as well as other applicable District policies, rules, and regulations.

All parents will be notified of the requirements of the District's policy on physical examinations and screening of students, at least annually at the beginning of the school year and within a reasonable period of time after any substantive change in the policy.

Abortion-Related Counseling and Referrals Prohibited

All staff are prohibited from providing the following services to any person during working hours or in the course of their work:

1. Providing or performing an abortion;
2. Counseling in favor of abortion;
3. Referring for abortion; or
4. Dispensing emergency contraception, except in the case of rape.

Legal References:	20 U.S.C. § 1232h(b)	Protection of Pupil Rights - Limits on Survey, Analysis, or Evaluations
	I.C. § 18-8701, *et seq.*	No Public Funds for Abortion Act
	IDAPA 08.02.03.160	Safe Environment and Discipline

Policy History:
Adopted on: 8-9-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3505**

Concussion Protocol

Many students within the Payette School District participate in extra-curricular activities of a nature whereby physical injury may result. Though the District takes care to ensure all extracurricular activities are as safe as practicable, it is not possible to remove all danger from such activities, and the District acknowledges that concussions may result. The purpose of this policy is to prepare a procedure for addressing situations in which student concussions have occurred, or are suspected to have occurred.

This policy only applies to organized athletic league or sport in which any District middle school, junior high school, or high school student participates as an athlete or youth athlete. For the purposes of this policy, athlete or youth athlete means an individual who is 18 years of age or younger and who is a participant in any middle school, junior high school, or high school athletic league or sport. A school athletic league or sport shall not include participation in a physical education class.

Pre-Season Education

The administration and coaches will work to ensure that athletes, youth athletes, parents, volunteers, and assistant coaches are educated about concussions. Prior to being allowed to engage or participate in any school athletic league or sport, as discussed above:

1. Each student desiring to participate in such school athletic league or sport, and the student's parents/guardians, shall be provided notice of or copies of any concussion guidelines or information available from the State Department of Education and the Idaho High School Activities Association, and also this policy.

2. Each student desiring to participate in such school athletic league or sport, and the student's parents or guardians, shall acknowledge that they have been provided the guidelines or information available from the State Department of Education and the Idaho High School Activities Association, as well as this this policy, and have had the opportunity to review and have reviewed such information. Further, each student and the student's parents/guardians shall sign an applicable waiver for participating in such school athletic league or sport.

3. The signed waiver and acknowledgment of review of the appropriate information shall be returned to the District.

Athletes will not be allowed to participate in school athletic leagues or sports until the above steps are accomplished.

Coaches, referees, game officials, game judges, and athletic trainers shall review any concussion guidelines or information available from the State Department of Education and the Idaho High School Activities Association and information upon employment and biannually thereafter.

Protocol on Suspected Concussion

If, during any school athletic league or sport practice, game, or competition, an athlete exhibits signs or symptoms of a concussion, makes any complaint indicative of a possible concussion, or a coach, assistant coach, volunteer coach, or other School District employee has reason to believe a concussion has occurred, such student shall be removed from play or participation in the practice, game, or competition. According to the Centers for Disease Control and Prevention, and for the purposes of this policy, signs observed by coaching staff which could be indicative of a concussion include if the student:

1. Appears dazed or stunned;
2. Is confused about assignment or position;
3. Forgets an instruction;
4. Is unsure of game, score, or opponent;
5. Moves clumsily;
6. Answers questions slowly;
7. Loses consciousness (even briefly);
8. Shows mood, behavior, or personality changes;
9. Can't recall events prior to the hit or fall; or
10. Can't recall events after the hit or fall.

According to the Centers for Disease Control and Prevention, and for the purposes of this policy, symptoms reported by the athlete which could be indicative of a concussion include:

1. Headache or "pressure" in head;
2. Nausea or vomiting;
3. Balance problems or dizziness;
4. Double or blurry vision;
5. Sensitivity to light;
6. Sensitivity to noise;
7. Feeling sluggish, hazy, foggy, or groggy;
8. Concentration or memory problems;
9. Confusion; or
10. Does not "feel right" or is "feeling down".

Coaches should not try to judge the severity of the injury themselves. Health care professionals have a number of methods that they can use to assess the severity of concussions. Coaches should record the following information, if possible, to help health care professionals in assessing the athlete after the injury:

1. Cause of the injury and force of the hit or blow to the head or body;
2. Was there any loss of consciousness (passed out/knocked out) and if so, for how long;
3. Was there any memory loss immediately following the injury;
4. Were there any seizures immediately following the injury; and
5. The number of previous concussions (if any)

School principals shall ensure that a health record is maintained in for each student.

Such authorization must be in writing, and must be provided to the District prior to the student being returned to play. If the authorization is signed by a licensed health care professional trained in the evaluation and management of concussions, such authorization must also be countersigned by the directing physician.

Legal References:	I.C. § 33-1625	Youth Athletes – Concussion and Head Injury Guidelines

Other References:
http://www.idhsaa.org/medicine/concussion.aspx
http://www.cdc.gov/headsup/index.html
http://www.cdc.gov/headsup/basics/concussion_symptoms.html

Policy History:
Adopted on: 8-9-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3505F1**

Acknowledgement of Receipt of Concussion Guidelines

Parent's/Guardian's Signature

I, (print name)_____, acknowledge that I am the parent or guardian of the student (below); that I have received from the District information related to student athlete concussions, including information from the State Department of Education, the Idaho High School Activities Association, and District Policy 3505; and have had the opportunity to review and have reviewed such information. I understand that participation in school athletics leagues or sports is dangerous, and hereby agree to waive all liability against Payette School District, No. 371, its employees, agents, and Trustees, related to any injury or damages that student may experience or incur as a result of participation in such school athletics leagues or sports.

_____ _____

Signature Date

Student's Signature

I, (print name) _____, acknowledge that I am a student of Payette School District, No. 371, or otherwise am allowed to participate in school athletics leagues or sports; that I have received from the District information related to student athlete concussions, including information from the State Department of Education, the Idaho High School Activities Association, and District Policy 3505; and have had the opportunity to review and have reviewed such information. I understand that participation in school athletics leagues or sports is dangerous, and accept the risk of the potential consequences of such dangers.

_____ _____

Signature Date

NOTE: Both signature lines must be filled in and this form must be provided to the District prior to the student athlete participating in any school athletic leagues or sports.

Payette School District No. 371

STUDENTS **3505F2**

Authorization to Return to Play or Participate in Student Sports

I hereby state that I am a:

____ Physician licensed pursuant to chapter 18, title 54, Idaho Code.

____ Physician's assistant licensed pursuant to chapter 18, title 54, Idaho Code.

____ Advanced practice nurse licensed under section 54-1409, Idaho Code.

____ A licensed health care professional trained in the evaluation and management of concussions who is supervised by a directing physician licensed under chapter 18, title 54, Idaho Code. My directing physician is _____, his or her license number is _____, and address is:

_____

_____

I further state that I have met with _____ (hereinafter referred to as "student athlete") to evaluate student athlete for a concussion. I have discussed with student athlete the potential ramifications of continuing to play sports after having received a concussion or exhibiting concussion like symptoms. I am satisfied that student athlete can return to play and/or participate in school athletic leagues or sports without significant likelihood of danger or injury, and I therefore authorize student athlete to return to play and/or participation in school athletic leagues or sports.

_____ _____ _____

Signature Date License No.

_____

Address

_____ _____

Signature of Directing Physician Date
(if signed by a Licensed Health Care Professional)

Payette School District No. 371

STUDENTS **3510**

Student Medicines

Assistance in Self Administration of Medicines to Students

Any school employee authorized in writing by the school administrator or school principal:

1. May assist in the self-administration of any drug that may lawfully be sold over the counter without a prescription to a pupil in compliance with the written instructions, if the pupil's parent/guardian consents in writing.

2. May assist in the self-administration of a prescription drug to a pupil in compliance with the written instructions of a licensed health care practitioner, if the pupil's parent/guardian consents in writing.

Administering Medicines to Students

No employee except a qualified health care professional may administer a drug or prescription drug to a pupil under this policy except in an emergency situation.

The Board will permit the administration of medication to students in schools in its jurisdiction. Pursuant to the written authorization of the student's licensed health care practitioner, as well as the written authorization of a parent/guardian, the school nurse (who has received direction as to the administration of medication by the student's licensed health care practitioner) may administer medication to any student in the school.

Where administration of medication is a routine activity for a particular student, the subject shall be addressed in a student's health care plan, Section 504 Plan or IEP, as applicable.

Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel.

The absence of a school nurse for the administration of medication shall be addressed on a case-by-case basis considering proper compliance with Idaho law and the medical needs of the student.

Emergency Administration of Medicines

In case of an anaphylactic reaction or the risk of such reaction, a school nurse or delegate may administer emergency oral and/or injectable medication to any student in need thereof on the school grounds, in the school building, or at a school function, according to the standing order of the chief medical advisor or the student's private physician.

In the absence of a school nurse, the administrator or designated staff member exempt from the nurse licensure requirements who has completed training in administration of medication, may give emergency medication to students orally or by injection. There must be on record a medically

diagnosed allergic condition which would require prompt treatment to protect the student from serious harm or death.

Record of the medication administered in an emergency will be entered on an Individual Student Medication Record and filed in the student's cumulative health folder.

Self-Monitoring and Treatment of Diabetes

A student with diabetes, upon written request of the student's parent/guardian and written authorization from the student's treating physician, shall be permitted by the Board to perform blood glucose checks, administer insulin through the insulin delivery system the student uses, treat hypoglycemia and hyperglycemia, and otherwise attend to the care and management of the student's diabetes in the classroom and in any area of the school or school grounds, and to possess on the student's person at all times all necessary supplies and equipment to perform these monitoring and treatment functions.

Self-Administration of Asthma Medication, Insulin/Diabetic Treatment, or Epinephrine Auto-Injectors

Pursuant to Idaho Code covering the self-administration of asthma medication, the following shall apply to epinephrine auto-injectors, insulin, or blood glucose monitoring supplies if a parent/legal guardian chooses to have his or her child self-medicate:

1. The parents/guardians of the pupil shall provide to the Board or designee written authorization for the self-administration of medication.

2. The parents/guardians of the pupil shall provide to the Board or designee written certification from the physician of the pupil that the pupil has a severe allergic reaction (anaphylaxis), asthma, another potentially life-threatening respiratory illness, or diabetes and is capable of, and has been instructed in, the proper method of self-administration of medication. In cases where the pupil has severe or life-threatening allergies, Policy 3515 Food Allergy Management, and any related procedures shall be followed. For students with a severe allergic reaction, asthma, another potentially life-threatening respiratory illness, or diabetes the student's physician or health care provider-supplied information shall contain:

    A. The name and purpose of the medicine;
    B. The prescribed dosage;
    C. The time(s) at which or the special circumstances under which medication should be administered;
    D. The length of time for which medication is prescribed;
    E. The possible side-effects of the medicine;
    F. Actions to take in the event of an emergency, including if the medication does not improve the child's breathing or allergic reaction;
    G. Contact information for the physician and parent/guardian; and
    H. If applicable, a list of the child's asthma triggers or allergies.

3. The school's administration and appropriate teachers and school personnel are informed that the student is self-administering prescribed medication. Such notification shall be done in a manner

so as to best preserve the privacy of the student and the student's medical condition to the extent appropriate.

For students with severe or life-threatening allergies this information may be provided in the student's Emergency Care Plan.

Additional Requirements for Self-Administration of Medicines

The Board or Board designee will inform the parents/guardians of the pupil in writing that the District and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication by the pupil, absent any negligence by the District, its employees, or its agents, or as a result of providing all relevant information provided pursuant to subdivisions of this subsection with the school nurse, absent any negligence by the District, its employees, or its agents, or in the absence of such nurse, to the school administrator.

The parents/guardians of the pupil shall sign a statement acknowledging that the District shall incur no liability as a result of any injury arising from the self-administration of medication by the pupil and that the parents/guardians shall indemnify and hold harmless the District and its employees or agents against any claims arising out of the self-administration of medication by the pupil.

Students who are authorized to carry their own epinephrine auto-injectors or supplies or equipment necessary for diabetes monitoring and/or treatment of diabetes may be retested periodically to ensure they are still capable of correctly self-administering the medication.

As used in this section:

1. "Medication" means an epinephrine auto-injector, a metered dose inhaler, or a dry powder inhaler or insulin, insulin delivery system and/or supplies or equipment necessary for diabetes monitoring and/or treatment prescribed by a physician and having an individual label;

2. "Self-administration" means a student's use of medication pursuant to prescription or written direction from a physician; and

3. A student who is permitted to self-administer medication pursuant to this section shall be permitted to possess and use the prescribed medication at all times.

Any school employee authorized in writing by the school administrator or principal may assist with self-administration of medications provided that only the following acts are used:

1. Verbal suggestions, prompting, reminding, gesturing, or providing a written guide for self-administering medications;
2. Handing a prefilled, labeled medication holder, labeled unit dose container, syringe, or original marked, labeled container from the pharmacy to the student;
3. Opening the lid of the above container for the student;
4. Guiding the hand of the student to self-administer the medication;
5. Holding a container of fluid and assisting the student in drinking fluid to assist in the swallowing of oral medications; and/or

6. Assisting with removal of a medication from a container for students with a physical disability which prevents independence in the act.

Handling and Storage of Medicines

All medications, including those approved for keeping by students for self medication, must first be delivered by the parent or other responsible adult to the nurse or employee assisting with the self-administration of medication. The nurse or the employee must:

1. Examine any new medication to ensure that it is properly labeled with dates, name of student, medication name, dosage, and physician's name;

2. If administration is necessary, the nurse must develop a medication administration plan for the student before any medication is given by school personnel;

3. Record on the Student's Individual Medication Record the date the medication is delivered and the amount of medication received;

4. Store medication requiring refrigeration at 36F - 46F; and

5. Store prescribed medicinal preparations in a securely locked storage compartment excluding those medications approved for self-administration. Controlled substances will be contained in a separate compartment, secured, and locked at all times. Students shall be permitted to possess and use a prescribed inhaler or epinephrine auto-injector at all times.

No more than a 45 school day supply of a medication for a student will be stored at the school. All medications, prescription and nonprescription, will be stored in their original containers.
Access to all stored medication will be limited to persons authorized to administer medications or assist in the self-administration of medications. Each school will maintain a current list of those persons authorized by delegation from a licensed nurse to administer medications.

Disposal of Medication

School personnel must either return to the parent/guardian or destroy (with permission of the parent/guardian) any unused, discontinued, or obsolete medication. Medicine which is not repossessed by the parent/guardian within a seven day period of notification by school authorities will be destroyed by the school nurse in the presence of a witness

Legal References:	I.C. § 33-520	Policy Governing Medical Inhalers, Epinephrine Auto-Injectors, Insulin and Blood Glucose Monitoring Supplies
	I.C. § 54-1401	Nurses — Purpose — License Required — Representation to the Public

Policy History:
Adopted on: 8-9-21

Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3510F1**

Authorization for Self-Administered Medication

Student's Name: _____ Grade: _____ DOB: _____

Parent/Guardian Name: _____

Telephone: (Home): _____ (Work): _____

I give my permission for my child to self-administer the medication described below. I shall indemnify and hold harmless the District and its employees or agents for legal fees, costs, and any potential damages concerning self-administration of this medication arising out of any claims brought by the above named child or anyone else.

_____ _____

Parent/Guardian's Signature Date

……...…….

THE FOLLOWING IS TO BE COMPLETED BY THE PHYSICIAN:

I am recommending that the above named student be allowed to self-administer the following medication.

Name and Purpose of Medication: _____

Identification of Chronic Medical Problem: _____

_____

Prescribed Dosage to be Taken: _____

Length of Time Medication Must be Taken: _____

Possible Side-Effects and/or Special Precautions to be Taken: _____

_____

Conditions Under Which Self-Medication Will Take Place:

_____ **Independently** (*Child must have had training and be proficient in self-administering medication.*)
Trainer's Name: _____

Date of Training: _____

_____ **Under the supervision of a school nurse**

Medication should be:_____ Stored in the Health Office

_____ In the possession of the student

_____ _____
Type or Print Physician's Name Physician's Signature

_____
Date

Payette School District No. 371

STUDENTS **3510F2**

Indemnification/Hold Harmless Agreement
For Self-Administration of Medication

Student Name: _____

The parent(s)/guardians(s) agree to indemnify, defend, and hold the School District harmless from any and all claims, actions, costs, expenses, damages, and liabilities, including attorney's fees, arising out of, connected with, or resulting from the self-administration of medication by the pupil. The parent(s)/guardians(s) agree(s) that the School District, Board of Education, Board of Education employees and its agents shall incur no liability as a result of any injury arising out of or connected with the self-administration of medication by the pupil. Specifically, the parent(s)/guardian(s) agree that they will not institute either on their own behalf or on behalf of the pupil, any claim or action against the Board of Education, Board of Education employees and its agents arising out of or connected with self-administration of medication by the pupil.

This agreement shall take effect on the date listed below and shall stay in effect for as long as the pupil is provided permission to self-administer medication. This agreement must be signed and in full effect prior to the granting of permission to self-administer medication.

_____ _____
Parent/Guardian's Name (Please Print) Parent/Guardian's Signature

_____ _____
Parent/Guardian's Name (Please Print) Parent/Guardian's Signature

_____ _____
Principal's Signature Date of Agreement

Payette School District No. 371

STUDENTS **3515**

Food Allergy Management

Food-allergic reactions can develop into severe or life-threatening reactions and, even with proper treatment, can be fatal. A student's ability to learn may be drastically altered by their fears of a reaction. The Board will endeavor to provide a safe and healthy environment for students with severe and life-threatening food allergies and to address food allergy management in District schools in order to:

1. Reduce the likelihood of severe or potentially life-threatening allergic reactions;
2. Ensure a rapid and effective response in the case of a severe or potentially life-threatening allergic reaction; and
3. To provide students, through necessary accommodations, the opportunity to participate fully in all school programs and activities, including classroom parties and field trips.

Food allergy management will focus on prevention, education, awareness, communication, and emergency response.

District and school administrators, will endeavor to be knowledgeable about and follow all applicable federal laws, including the Americans with Disabilities Act, Section 504, Individuals with Disabilities Education Act, and the Family Educational Rights and Privacy Act, as well as all State laws and District policies and guidelines that may apply to students with allergies. Administrators or their designees may make all of the appropriate allergy forms available to parents, explain the procedures for completing and returning them, and ensure that all forms and health records submitted by parents and physicians are reviewed by the appropriate personnel. Administrators and school nurses may also meet with parents and listen to their needs and concerns.

When a student has been identified as having food allergies verified by a physician, nurse practitioner, or physician assistant, individual written management plans may be used to determine accommodations to be made on a daily basis to prevent and prepare for an allergic reaction. An emergency care plan may be used to provide direction in the event of a life-threatening allergic reaction at school or at a school event. Key staff members may be trained to use emergency medications and may be notified of the location of those medications at school and at any special function.

The Superintendent or designee, in coordination with the school nurse, school nutrition services staff, and other pertinent staff, may develop administrative regulations to implement this policy, including regulations pertaining to all classrooms and instructional areas, school cafeterias, outdoor activity areas, school buses, field trips, and school activities held before or after the school day.

Administrative regulations may address the following components:

1. Identification of students with food allergies and provision of school health services;

2.
3. Development and implementation of individual written management plans;
4. Medication protocols, including methods of storage, access, and administration;
5. Development of a comprehensive and coordinated approach to creating a healthy school environment;
6. Ensuring that the needs of children with documented allergies are taken into consideration in planning for District programs;
7. Communication and confidentiality;
8. Emergency response;
9. Professional development and training for school personnel;
10. Awareness education for students and parents/guardians;
11. Training for District staff and volunteers; and
12. Policy monitoring and evaluation.

Allergy-related policies, protocols, and plans may be updated annually or after any serious allergic reaction occurs at school or at a school-sponsored activity.

The Superintendent or designee may annually notify students, parents/guardians, staff, and the public about the District's food allergy management policy by publishing such in handbooks and newsletters, on the District's website, through posted notices, or other efficient methods.

Students with allergies will be treated in a way that encourages the student to report possible exposure to allergens and any symptoms of an allergic reaction and to progress toward self-care with his or her food allergy management skills. Allergy-related bullying will not be tolerated.

The parent/guardian is expected to provide an adequate supply of the medication to be dispensed, and to retrieve any unused medication at the end of the school year or at the withdrawal of the student. Medication that is not retrieved by the parent/guardian by the student's last day of attendance during the school year will be disposed of by the District. This disposal will be verified by two people.

Cross References:	2400	Special Education
	2410	Section 504 of the Rehabilitation Act of 1973
	3510	Student Medicines
	3510F1	Authorization for Self-Administered Medication
	3510F2	Indemnification/Hold Harmless Agreement for Self-Administration of Medication

Policy History:
Adopted on: 8-9-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3515B**

Food Allergy Management — Background

THIS DOCUMENT IS FOR INFORMATIONAL PURPOSES ONLY AND IS NOT INTENDED TO BE ADOPTED AS A POLICY OR PROCEDURE.

A food allergy is an abnormal, adverse reaction to a food that is triggered by the body's immune system. It is different from a food intolerance, which does not involve the immune system and is not life-threatening. Allergic food reactions can span a wide range of severity of symptoms. The most severe and potentially life threatening reaction is anaphylaxis. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure. Eight foods (peanuts, tree nuts, milk, eggs, soy, wheat, fish, and shellfish) account for more than 90% of all food allergies, while peanuts and tree nuts together account for more than 90% of severe and fatal allergic reactions to food. Exposure may occur by eating the food or by food contact. Severe allergic reactions can occur within minutes of ingestion, but a reaction can be delayed for up to two hours. Some reactions are "biphasic" in nature with an initial period of symptoms, then a symptom free period of two to four hours followed by severe shock-like symptoms.

The most commonly prescribed medications for the treatment of anaphylaxis are epinephrine, with brand names that include, but are not limited to, EpiPen®, EpiPen Jr®, and Twinject®. Delaying use of epinephrine during an allergic reaction can be fatal.

If a student has a severe or life-threatening allergy or an allergy that impairs a major life activity their condition may qualify as a disability and may be covered under the Federal Americans with Disability Act (ADA), and Section 504 of the Rehabilitation Act of 1973. The student's physician usually makes this determination. In some circumstances, the Individuals with Disabilities Education Act may also apply.

While some schools have sought to protect students with life-threatening allergies by banning allergen-containing foods from school grounds, such bans are often controversial and difficult to enforce. In many cases, simply designating and maintaining particular lunchroom tables, desks, classrooms, or other specific areas of a school as allergen-free is sufficient. Allergen management is often easier for students of middle-school age or older, as they are able to take greater responsibility for avoiding allergens.

Payette School District No. 371

STUDENTS **3515F**

Emergency Care Plan

Name: _____

Date of Birth: _____

School: _____

Grade: _____

Insert
Student's Picture

Known Allergies: _____

_____

_____

_____

_____

Asthmatic? Yes:*_____ No: _____

**Higher risk for severe reaction*

STEP 1: TREATMENT

NOTE: Different symptoms may occur with any reaction and the severity of symptoms can change rapidly. Delay in treatment can be fatal. A high level of vigilance must be maintained for any symptoms exhibited by a student with food allergies. **Act quickly!**

Symptoms

Select the medication to be given in each circumstance (To be determined by physician authorizing treatment).				
Food allergen has been ingested, but no symptoms:	Epinephrine:		Antihistamine:	
MOUTH: Itchy, tingling, or swelling of lips, tongue, mouth	Epinephrine:		Antihistamine:	
SKIN: Hives, itchy rash, swelling of the face or extremities	Epinephrine:		Antihistamine:	
GUT: Nausea, abdominal cramps, vomiting, diarrhea	Epinephrine:		Antihistamine:	
THROAT: Tightening of throat, hoarseness, hacking cough	Epinephrine:		Antihistamine:	
LUNG: Shortness of breath, repetitive coughing, wheezing	Epinephrine:		Antihistamine:	
HEART: Thready pulse, low blood pressure, fainting, pale, blue	Epinephrine:		Antihistamine:	
OTHER:	Epinephrine:		Antihistamine:	
If more than one of the above areas is affected	Epinephrine:		Antihistamine:	

Dosage (to be determined by physician authorizing treatment)

Epinephrine: (circle one) EpiPen EpiPen Jr. Twinject 0.3 mg Twinject .15mg

Inject intramuscularly (see following page for instructions)

Antihistamine: _____
(medication/dose/route)

Other: _____
(medication/dose/route)

Important: Asthma inhalers and antihistamines cannot be depended on to replace epinephrine in anaphylaxis.

STEP 2: EMERGENCY CALLS

Important: Even if a parent or guardian cannot be reached, do not hesitate to medicate or take the child to a medical facility.

1. Call 911. State that an allergic reaction has been treated and additional epinephrine may be needed. Send someone to meet the emergency services personnel at the school entrance and direct them to the site of the incident. The student will need to be transported to the hospital for further observation.

2. Notify the school nurse and school principal. Normally the administrator or their designee will make the rest of the emergency calls.

3. Dr._____ Phone Number:_____

4. Parent:_____ Phone Number:_____

   Parent:_____ Phone Number:_____

5. Emergency Contacts:

   Name/Relationship:_____

   Phone Number(s):_____

   Name/Relationship:_____

   Phone Number(s):_____

Parent/Guardian Signature:_____ Date:_____

Doctor's Signature: _____ Date:_____

Epinephrine Directions

The following staff members have been trained to use the epinephrine auto-injectors:

Name:_____ Room:_____

Name:_____ Room:_____

Name:_____ Room:_____

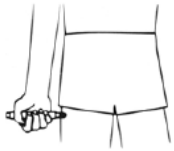
Name:_____ Room:_____

Name:_____ Room:_____

EpiPen® and EpiPen® Jr. Directions

- **Pull off gray activation cap.**

- **Hold black tip near outer thigh (always apply to thigh).**



- **Swing and jab firmly into outer thigh until Auto-Injector mechanism functions. Hold in place and count to 10. Remove the EpiPen® unit and massage the injection area for 10 seconds.**

Twinject™ 0.3 mg and Twinject™ 0.15 mg Directions

- **Pull off green end cap, then red end cap.**
- **Put gray cap against outer thigh, press down firmly until needle penetrates. Hold for 10 seconds, then remove.**

<u>SECOND DOSE ADMINISTRATION</u>:
If symptoms don't improve after 10 minutes, administer second dose:

- **Unscrew gray cap and pull syringe from barrel by holding blue collar at needle base.**
- **Slide yellow or orange collar off plunger.**
- **Put needle into thigh through skin, push plunger down all the way, and remove.**

Once the EpiPen or Twinject is used, call 911. Take the used unit with you to the emergency room. Plan to stay for observation at the Emergency from for at least 4 hours.

Payette School District No. 371

STUDENTS **3515P**

Food Allergy Management

Medical Plans of Care

There are several written documents individualized for a particular student with a severe or life-threatening food allergy which may be used to address the student's needs throughout the school day. These may be developed with input from a core team, which may include the student (if appropriate), the student's parent/guardian, the principal or his or her designee, the student's teacher, the school nurse, the cafeteria manager, the counselor, transportation staff, coaches, and other personnel deemed necessary to make decisions about food allergies. Medical plans of care may include the:

Emergency Care Plan: A medical plan of care distributed to all school personnel who have responsibilities for the care of the student. This plan specifically describes how to recognize a food allergy emergency and what to do when signs or symptoms of these conditions are observed. In the event the student reports exposure to a food allergen or shows symptoms of anaphylaxis, he or she may be treated according to the Emergency Care Plan. This plan may be developed from information provided by the student's physician and parent/guardian prior to the student's entry to school, or immediately after the student is diagnosed with a severe allergy. Similar plans may also be developed for staff members with severe allergies.

Individualized Healthcare Plan: A medical plan of care that may be developed by the school nurse in collaboration with the student's health care provider and core team to provide written direction for school personnel to follow in accommodating the student's needs throughout the day. It may address conduct and use of allergen-containing products in the classroom, the cafeteria, the library, at recess, on field trips, during extracurricular activities, and in other environments the student will face during the school day or during District-sponsored activities. The plan may describe functional problem areas, set goals for overcoming problems, list tasks or interventions to meet the goals, and identify staff members responsible for implementing the plan. This plan may be developed prior to the student's entry to school or immediately after the student is diagnosed with a severe or life-threatening allergy. Input from the core team may be sought before changes are made to this plan. Similar plans may also be developed for staff members with severe allergies.

If a student's severe or life-threatening allergy is determined to be a disability, it may also be addressed in a Section 504 Service Agreement and/or in the Related Services Component of their Individualized Education Program (IEP).

A complete set of a student's current medical plans of care related to food allergies may be maintained by the school nurse. The Superintendent or building principal may also require that copies of the Emergency Care Plan be kept in other places where they may be needed.
The school nurse may provide information or copies of the different components of a student's medical plans of care to appropriate personnel, including teachers, cafeteria staff, District staff supervising school-sponsored extracurricular activities, and others who may be involved in the implementation of the medical plans of care. Such information may be provided to substitute teachers along with contact information for the school nurse.

Students with Disabling Special Dietary Needs

When a student's food allergy is identified, evaluated, and determined to be a disabling condition, the District shall make appropriate accommodations, substitutions, or modifications for such students in accordance with the applicable policies relating to students with disabilities.

In such cases, the student may be required to have a written medical statement signed by a licensed physician to be included with the student's Individualized Healthcare Plan. The medical statement may identify:

1. The student's special dietary disability;
2. An explanation of why the disability restricts the student's diet;
3. The major life activity(ies) affected by the disability;
4. The food(s) to be omitted from the student's diet; and
5. The food or choice of foods that must be provided as the substitute.

Students with Non-Disabling Special Dietary Needs

The District may, at its discretion, make appropriate accommodations, substitutions, or modifications for students who have a special dietary need but who do not meet the definition of disability, such as a food intolerance or allergy that does not cause a reaction that meets the definition of a disability. The decision to accommodate such a student shall be made on a case-by-case basis.

Students who fall under this provision may be required to have a written medical statement signed by a physician, physician assistant, or certified registered nurse practitioner identifying the following:

1. The medical or other special dietary condition which restricts the student's diet;
2. The food(s) to be omitted from the student's diet; and
3. The food or choice of foods to be substituted.

Allergy Inservice Training

The District may provide periodic training to teachers, aides, volunteers, substitutes, food service personnel, transportation personnel, and others as needed on any of the following topics:

1. Basic information such as signs, symptoms, and risks associated with food allergy and anaphylaxis;
2. Awareness of food and non-food items that might present risk;
3. Strategies that reduce risk of exposure to identified allergens throughout the school day;
4. Designation and maintenance of allergen-free zones;
5. Basic food handling procedures, including hand washing, avoiding cross-contamination, and cleaning surfaces;
6. District and school level policies, procedures, and plans for managing students with chronic health conditions including allergies;
7. How to respond in the case of a possible severe or life-threatening allergic reaction;
8. Local emergency medical service procedures;

9.
10. Proper storage and administration of epinephrine auto-injectors, antihistamines, and other medications;
11. Strategies to manage student privacy and confidentiality while maintaining an inclusive class environment; and
12. How to deal with food allergy-related bullying.

Epinephrine and Other Medications

Students with severe allergies may be permitted to carry an epinephrine auto-injector with them, in accordance with Policy 3510. A student's epinephrine may also be kept in other locations where it would be easily accessible for the student, such as in their classroom, with a District employee supervising lunch or recess periods, or on their bus. Locations for storage will follow the manufacturer's guidelines. Staff may be notified of the locations of epinephrine in the school. The Superintendent or building principal may require that whenever students are present at a school, at least one person who has been trained to administer an epinephrine auto-injector also be present.

Any student who receives epinephrine at school must be immediately transported to a hospital for evaluation by a licensed healthcare provider and further observation or immediately released into the care and custody of their parent(s)/guardian(s).

The Cafeteria

The Superintendent or building principal may require that cafeteria staff take any of the following steps to accommodate students with severe or life-threatening allergies:

1. Prohibit specific foods;
2. Clean and sanitize kitchen surfaces and equipment to avoid cross contamination with potential food allergens;
3. Wear non-latex gloves, and change or wash gloved hands during extended use to avoid cross-contamination with potential food allergens;
4. Have photos of students with severe or life-threatening allergies placed in the kitchen, only for kitchen staff to view;
5. Make appropriate substitutions or modifications to meals served to students with serious allergies;
6. Be prepared to make food ingredient lists used in food production and service available. Maintain food labels from each food served to a child with allergies for at least 24 hours following service in case the student has a reaction from a food eaten in the cafeteria; and
7. With parental approval, set up cafeteria procedures such as entering a student's allergy into computerized database. Such information would remain confidential and be shared on a need-to-know basis in compliance with federal privacy regulations.

Allergies and the Classroom

The school nurse, teacher, and parents of any children with severe or life-threatening allergies, may set a classroom protocol regarding the management of food in the classroom. This protocol will be communicated by the teacher to the students and parents of the affected class, and may include any of the following accommodations:

1. Parents of students with severe or life-threatening allergies may provide allergen-free snacks to be kept in the classroom and given to the student when treats are served in the classroom;

2. Students, parents, and staff may be prohibited from bringing homemade treats or specified foods for in-class consumption. Only commercially prepared treats with intact ingredient labels may be allowed in class;

3. Teachers may notify parents in writing of any school related activity that requires the use of food in advance of the project or activity;

4. Use of food for instructional lessons may be limited or eliminated;

5. Use of food or candy as part of a school project related to the curriculum may be prohibited; and

6. Allergen-containing foods may be prohibited in classrooms during after-school activities when that classroom will be used by a student with a known food allergy during the school day.

The Superintendent or building principal may require teachers to take any of the following additional steps to accommodate students with severe or life-threatening allergies:

1. Post signs indicating rules for preventing exposure to life-threatening allergens in the classroom and ensure that these rules are enforced;
2. Eliminate the use of food allergens in the allergic student's educational tools, school-provided supplies, and incentives;
3. Participate in planning students' re-entry into school after an anaphylactic reaction; and
4. Send notices to parents of students in the classroom that the classroom is a free zone with regard to a specified food.

Teachers may be required to develop and implement age-appropriate lessons on allergies for such subjects as health, family and consumer sciences, biology, and physical education. Such lessons may emphasize:

1. Support for, and inclusion of, classmates with chronic health conditions, such as food allergies;
2. Bullying prevention, including reporting harassment, hazing, and bullying to school personnel;
3. Knowledge of potential allergens and the symptoms of a potentially life-threatening reaction;
4. Differences between life-threatening allergies and food intolerances;
5. Appropriate response to emergency situations such as life-threatening allergic reactions;
6. Developmentally-appropriate self-management of food allergies; and
7. The importance of following District health policies and guidelines, such as those regarding hand washing, food-sharing, and allergen safe zones.

<u>Transportation</u>

The school bus drivers may be informed when they are transporting a student with a life-threatening allergy. The Superintendent or building principal may require bus drivers to take any of the following additional steps to accommodate students with severe or life-threatening allergies:

1. Strictly enforce a policy of no eating on the bus. Students with medically documented needs may be permitted to eat allergen-safe foods on the bus;
2. Refrain from handing out food treats; and
3. Assign seats to students, and/or seat students with life-threatening allergies immediately behind and to the right side of the bus driver.

The Superintendent or building principal may require the transportation department to send letters to parents of all students who use District transportation informing them that at least one student at the school has a life-threatening allergy, requesting that their child wash their face and hands after breakfast and before boarding the bus, and informing them of rules prohibiting students from eating on the bus.

Field Trips

The Superintendent or building principal may require that those organizing field trips take any of the following steps to accommodate students with severe or life-threatening allergies:

1. Take into consideration the potential for exposure to the student's food allergens when determining sites for field trips, and consider ways of avoiding allergen exposure during the field trip;
2. Notify parents of students with severe or life-threatening allergies and the school nurse as soon as possible of any upcoming field trip;
3. Allow parents of students with severe or life-threatening allergies to accompany the student on field trips;
4. Store meals for students with food allergies separately to minimize cross-contamination;
5. Ensure that students do not eat on the bus;
6. Prepare ways for participants to wash hands before and after eating, such as with hand wipes;
7. Appoint a District employee attending the field trip to implement any student's Emergency Care Plan if necessary, and bring all supplies necessary to do so; and
8. Note the location of closest medical facility ahead of time.

Other Accommodations

The Superintendent or building principal or the designee may require that any of following steps be implemented to accommodate students with severe or life-threatening allergies:

1. Prohibit food and utensil trading and sharing, and post signs in schools informing students that they are expected to neither trade nor share food or utensils;

2. Designate particular tables in the cafeteria, particular classrooms, areas within classrooms, or other areas as allergen-free zones. These zones may be designated by a universal symbol, and be cleaned with a separate wash bucket and cloth with District-approved cleaning agents;

3. Post signs at points of entry to each school and/or on the school or District website advising that there are students with life-threatening allergies. Such signs may not disclose the identity of the student with the food allergy unless his or her parent has consented to that disclosure;

4. Have letters sent to all parents of children attending school with at least one student known to have a life-threatening allergy, notifying them of the severity of the health threat, signs and symptoms to be aware of, and a concise list of foods and materials of concern and school policy regarding them. This will be done in a way that protects the confidentiality of the student with the life-threatening allergy. If other students or parents may be able to guess or deduce which student has the life-threatening allergy, approval of the student's parent may be sought before the letter is sent;

5. Hold Emergency Care Plan drills to assure the efficiency and effectiveness of such plans;

6. Ensure that there is at least one functioning emergency communication device, such as a walkie-talkie or cell phone, available at all times in classrooms, on field trips, at recess, during physical education class, at school-sponsored extracurricular activities, and/or on school buses;

7. Develop a cleaning protocol to ensure that the threat of allergens is minimized;

8. Prohibit the sale of particular food items in the school; and

9. Request that students refrain from bringing foods to which a student is known to have a severe or life-threatening allergy to school, and request that parents refrain from sending such foods to school. A Superintendent or building principal may completely prohibit particular food items from the school or school grounds when it is felt that the benefits of doing so would outweigh the difficulty of enforcing such a ban and the controversy such a measure is likely to provoke.

Confidentiality

The District will endeavor to maintain the confidentiality of students with food allergies, to the extent appropriate and as requested by the student's parents/guardians. District staff shall maintain the confidentiality of student records as required by law, regulations, and Board policy.

Expectations of Students with Severe or Life-Threatening Allergies and their Parents

The Board expects students with life-threatening allergies to do the following, as age appropriate:

1. Take as much responsibility as possible for avoiding allergens, including refraining from sharing or trading of foods or eating utensils with others, refraining from eating anything with unknown ingredients or a known allergen; avoid putting anything in mouth such as writing utensils, fingers, or other foreign objects;

2. Use proper hand washing before and after eating and throughout the school day;

3. Learn to recognize personal symptoms;

4. Notify an adult immediately if they eat something they believe may contain a food to which they are allergic;

5. Notify an adult if they are being bullied, harassed, hazed, or threatened by other students as it relates to their food allergy;

6. Carry their epinephrine auto-injector with them at all times if they are permitted to do so, or know where the auto-injector is kept and who has access to it;

7. Know how to get to the nurse's office;

8. Develop an awareness of their environment and their allergen-free zones; and

9. Know their overall Individual Healthcare Plan and understand the responsibilities of the plan.

The Board encourages parents of students with serious allergies to do the following:

1. As age appropriate, teach their child to:

    A. Not share snacks, lunches, drinks, or utensils;
    B. Know which foods are and are not safe for them to eat, and to read labels, and understand ingredient safety;
    C. Understand the importance of hand washing before and after eating;
    D. Recognize the first symptoms of an allergic or anaphylactic reaction;
    E. Communicate with school staff as soon as he or she feels a reaction is starting;
    F. Understand rules and expectations about bullying related to food allergies, and report such teasing and/or bullying;
    G. Carry his or her own epinephrine auto-injector when appropriate, or know where the epinephrine auto-injector is kept and who has access to it;
    H. Administer his or her own epinephrine auto-injector and be able to train others in its use; and
    I. Develop awareness of their environments, including allergy-controlled zones.

2. Inform the school nurse of their child's allergies prior to the opening of school, or as soon as possible after diagnosis. All food allergies must be verified by documentation from physician, nurse practitioner, or physician assistant;

3. Work with the core team collaboratively to develop the Individualized Healthcare Plan, and provide an Emergency Care Plan completed by the student's physician;

4. Complete and submit all requested and required forms. Provide the school with current cell phone, pager, and other emergency contact numbers;

5. Allow District health personnel to consult with the student's physician or healthcare provider, and provide current contact information for the healthcare provider;

6. Provide the school nurse with up-to-date emergency medications so they can be placed in all required locations for the current school year. Parents may be requested to provide two or more

epinephrine auto-injectors. Medications must comply with the District medication policy of proper labeling and expiration;

7. Consider providing a medical alert bracelet for their child;

8. If requested, provide "safe snacks" for their student's classroom in case of an unplanned special event. Parents may also be asked to provide a nonperishable safe lunch to be kept at school in case the student forgets to bring lunch;

9. Review policies, procedures, and plans with the core team annually and following any allergic reaction at school; and

10. Provide the school nurse with at least annual updates on their child's allergy status. Inform the school of any changes in the child's life-threatening allergy status and provide a physician's statement if the student no longer has food allergies.

Procedure History:
Adopted on: 8-9-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3520**

Contagious or Infectious Diseases

The District is required to provide educational services to all school age children who reside within its boundaries. Attendance at school may be denied to any child diagnosed as having a contagious or infectious disease that could make the child's attendance harmful to the welfare of other students. In the instance of diseases causing suppressed immunity, attendance may be denied to a child with suppressed immunity in order to protect the welfare of the child with suppressed immunity when others in the school have an infectious disease which, although not normally life threatening, could be life threatening to the child with suppressed immunity.

The Board recognizes that communicable diseases that may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as human immunodeficiency virus (HIV) infection. The District shall rely on the advice of the public health and medical communities in assessing the risk of transmission of various communicable diseases to determine how best to protect the health of both students and staff.

Management of common communicable diseases will be in accordance with Idaho Department of Health and Welfare guidelines and communicable diseases control rules. A student who exhibits symptoms of a communicable disease that is readily transmitted in the school setting may be temporarily excluded from school attendance.

Students who complain of illness at school may be referred to the school nurse or other responsible person designated by the Board and may be sent home as soon as the parent or person designated on the student's emergency medical authorization form has been notified.

The District reserves the right to require a statement from the student's primary care provider authorizing the student's return to school. In all proceedings related to this policy, the District shall respect the student's right to privacy.

When information is received by a staff member or volunteer that a student is afflicted with a serious communicable disease, the staff member or volunteer shall promptly notify the school nurse or other responsible person designated by the Board to determine appropriate measures to protect student and staff health and safety. The school nurse or other responsible person designated by the Board, after consultation with and on the advice of public health officials, shall determine which additional staff members, if any, have need to know of the affected student's condition.

Only those persons with direct responsibility for the care of the student or for determining appropriate educational accommodation will be informed of the specific nature of the condition, if it is determined there is a need for such individuals to know this information.

Parents of other children attending the school may be notified that their child has been exposed to a communicable disease without identifying the particular student who has the disease.

Pediculosis (Head Lice)

Pediculosis is the infestation of the hair, skin, or pubic area with adult lice, larvae, or nits (eggs).

The psychological, social, and economic impact of head lice infestations can create a problem in the community. Every attempt will be made to educate students and parents on the prevention and eradication of head lice before and after an infestation is detected.

To avoid embarrassment and to contain the infestation, whole classrooms will be checked for head lice upon the report of possible infestation by a classroom teacher. The principal, his or her designee, school nurse, or another qualified professional will examine the child in question and their classmates. Siblings of students found with lice and their classmates will also be checked if there is the suspicion that infestation may exist. Due to the possible and very probable epidemic infestation of head lice in the school environment, anyone exhibiting head lice will be isolated immediately.

Any student found to have head lice will be removed from the classroom with their belongings. The parent/guardian and/or listed emergency contact will be contacted so they can pick up the student and begin treatment immediately. A student suspected of infestation will not ride the bus. The student will be held in the front office or the nurse's office until the parent/guardian arrives in order to avoid further infestation.

Parents/guardians should be provided with printed educational information on head lice treatment. The educational material should include details explaining the problem, and list the procedures for treatment and requirements for reentering school.

The student may return to school after being successfully treated so that no live lice or eggs are detected by the school nurse or a designated school official. The student's parent/guardian must accompany the student upon returning to school and remain present during the recheck. With the presence of nits or lice at the time of recheck, the student will continue to be excluded from school.

In the interest of the health and welfare of students enrolled in the District, no student will be permitted to attend classes if they are infested with head lice or the eggs of head lice.

All other children in the classroom where lice or nits have been reported will be checked and given a letter to take home explaining the situation and the need for parents to inspect their children carefully. Any child who is suspected of having lice will be treated with the utmost discretion.

Legal Reference: I.C. § 33-512 District Trustees - Governance of Schools

Policy History:
Adopted on: 8-9-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3525**

Immunization Requirements

The District is required to provide educational services to all school age children who reside within its boundaries. Attendance at school may be denied to any child who does not provide an immunization record to the school regarding the child's immunity to certain childhood diseases. Immunity requirements are met if the child has received or is in the process of receiving immunization as specified by the Board of Health and Welfare or has previously contracted the disease. The parent or legal guardian of the child must comply with the immunization requirements at the time of admission and before attendance for the child.

Summary of Immunization Requirements			
Immunization Requirement	**Child born after September 1, 2005**	**Child born after September 1, 1999 through September 1, 2005**	**Child born on or before September 1, 1999**
Measles, Mumps, and Rubella (MMR)	2 doses	2 doses	1 dose
Diphtheria, Tetanus, Pertussis	5 doses	5 doses	4 doses
Polio	4 doses	3 doses	3 doses
Hepatitis B	3 doses	3 doses	3 doses
Hepatitis A	2 doses	0 doses	0 doses
Varicella	2 doses	0 doses	0 doses

Summary of Seventh Grade Immunization Requirements		
Immunization Requirement	**Child admitted to 7th grade prior to the 2011-2012 school year**	**Child admitted to the 7th grade during the 2011-2012 school year and each year thereafter**
Diphtheria, Tetanus, Pertussis	0 doses	1 dose
Meningococcal	0 doses	1 dose

Summary of Twelfth Grade Immunization Requirements		
Immunization Requirement	**Child admitted to 12th grade during 2020-2021 school year and each year thereafter, if student received their first dose of Meningococcal vaccine at 16 years of age or older, or if student has never received a dose.**	**Child admitted to the 12th grade during 2020-2021 school year and each year thereafter, if student received their first dose of Meningococcal vaccine before the age of 16**
Meningococcal	1 dose	2 doses

Immunization Certification

The immunization record must be signed by a physician, physician's representative, or another licensed health care professional including an osteopath, nurse practitioner, physician's assistant, licensed professional nurse, registered nurse, and pharmacist stating the type, number, and dates of the immunizations received.

Intended Immunization Schedule

The schedule of intended immunizations statement must be provided by the parent or legal guardian of a child who is in the process of receiving or has been scheduled to receive the required immunizations. A form is provided by the Department of Health and Welfare or a similar one may be used provided it includes the following information:

1. Name and date of birth of child;
2. School and grade child is enrolling in and attending;
3. Types, numbers, and dates of immunizations to be administered;
4. Signature of the parent, custodian, or legal guardian; and
5. Signature of a licensed health care professional providing care to the child.

Children admitted to school and failing to continue the schedule of intended immunizations will be excluded from school until documentation of administration of the required immunizations is provided by the child's parent, custodian, or legal guardian.

Exemptions

1. Any child who submits a certificate signed by a physician licensed by the State Board of Medicine stating the physical condition of the child is such that all or any of the required immunization would endanger the life or health of the child is exempt from the immunization requirements;

2. Any minor child whose parent or guardian submits a signed statement to school officials stating their objections on religious or other grounds is exempt from the immunization

requirements. The parent or guardian can use a form provided by the District or submit a written, signed statement that the District will attach to the form; and

3. A child who has laboratory proof of immunity to any of the childhood diseases listed above will not be required to be immunized for that disease; and

4. A child who has had varicella (chickenpox) diagnosed by a licensed physician upon personal examination will not be required to be immunized for the disease provided they submit a signed statement from the diagnosing physician.

A child exempted under one of the above requirements may be excluded by the District in the event of a disease outbreak.

Communication of Immunization Requirements and Exemptions

In accordance with Idaho law, all communication to parents/guardians regarding immunization requirements shall also describe the exemptions and make reference to 39-4802, Idaho Code. For purposes of this section, 'communication' includes letters, phone calls, registration packets, etc.

Reporting

The District shall submit a report of each school's immunization status to the State Department of Education on or before the first day of November of each year. The report shall include:

1. Inclusive dates of the reporting period;
2. Name and address of the school, District, and county;
3. Grade being reported and total number of children enrolled in the grade;
4. Name and title of the person completing the report form;
5. Number of children who meet all of the required immunizations listed in the tables above;
6. Number of children who do not meet all of the required immunizations listed in the tables above, but are in the process of receiving the required immunizations; and
7. Number of children who claimed exemption to the required immunizations listed in the tables above.

Legal Reference:	I.C. § 39-4801	Immunization Required
	I.C. § 39-4802	Immunization Exemptions
	I.D.A.P.A. 16.02.15	Immunization Requirements for Idaho School Children

Policy History:
Adopted on: 8-10-20
Revised on: 12-13-21
Reviewed on:

Payette School District No. 371

STUDENTS **3530**

Suicide

Neither a school district nor a teacher has a duty to warn of the suicidal tendencies of a student absent the teacher's or school district's knowledge of direct evidence of such suicidal tendencies. The Board directs the Superintendent or his or her designee to draft and implement procedures relating to:

1. Suicide prevention;
2. Suicide intervention; and
3. Suicide postvention.

"Postvention" shall mean counseling or other social care given to students after another student's suicide or attempted suicide.

These procedures may include, but are not limited to, the following measures:

1. Prevention:

    A. Offering and providing help and assistance, including early identification;
    B. Support and/or counseling by school support personnel for low-risk students;
    C. Referral to appropriate sources outside the school for high and moderate-risk students;
    D. The designation of a District-level suicide prevention coordinator(s) by the Superintendent to be responsible for planning and coordinating the implementation of procedures addressing suicide.
    E. Encouraging staff to report to the coordinator students they believe may be at elevated risk of suicide.
    F. Education of students on suicide prevention through age-appropriate curriculum.
    G. Small group suicide prevention programming.
    H. Additional training on suicide prevention for all staff for whom such training is deemed necessary.
    I. Offering resources to parents/guardians on suicide prevention.

2. Intervention:

    A. Contacting the parents/guardians of students identified as at imminent risk of suicide.
    B. Contacting emergency services to assist a student who is at imminent risk of suicide.
    C. Providing first aid until emergency personnel arrive, as appropriate.
    D. Moving other students away from the immediate area of any suicide attempt on District property or at a District event.
3. Postvention:
4.

A. After care support by the school for faculty, staff, and students after a sudden death has occurred.
B. The development of a plan for responding to a death by suicide that has a significant impact on the school community.
C. Notification of the suicide prevention coordinator, if applicable.
D. The creation of a crisis team to respond to deaths by suicide that have a significant impact on the school community.
E. Contacting the State Department of Education to report any student deaths by suicide and to seek postvention assistance and/or resources.
F. Offering mental health services to students likely to be strongly affected by a recent death.
G. Appointing a spokesperson to handle inquiries related to issues involving suicide in the District.

District personnel shall attend to the rights of the student and his or her family.

The District shall comply with all requirements of State law and administrative rules for training by personnel on suicide prevention and awareness.

Legal References:	I.C. § 33-136	Suicide Prevention in Schools
	I.C. § 33-512B	District Trustees - Suicidal Tendencies — Duty to Warn
	I.D.A.P.A. 08.02.03.160	Safe Environment and Discipline

Policy History:
Adopted on: 8-9-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3540**

Emergency Treatment

The Board recognizes that schools are responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student, but that further medical attention is the responsibility of the parent or guardian.

Each parent or guardian must provide an emergency telephone number where the parent or designee of the parent can be reached.

When a student is injured, staff shall provide immediate care and attention until relieved by a superior, a nurse, or a doctor. The principal or designated staff member should immediately contact the parent so that the parent can arrange for care or treatment of the injured student.

If a child develops symptoms of illness while at school, the responsible school officials shall do the following:

1. Isolate the child immediately from other children in a room or area segregated for that purpose;

2. Inform the parent or guardian as soon as possible about the illness and request that he or she pick up the child; and

3. Report each case of suspected communicable disease the same day by telephone to the local health authority, or as soon as possible thereafter if no contact can be made the same day.

In the event that the parent cannot be reached and in the judgment of the principal or person in charge immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. When the parent is located, he or she may elect to continue the treatment or make other arrangements.

Policy History:
Adopted on: 8-9-21
Revised on:
Reviewed on:

Student Interviews, Interrogations, or Arrests

Interviews by School Administrators (Student Victims/Witnesses)

When a violation of Board policy or school rule occurs, the school principal or designee may question a potential student victim or students who may have relevant information without prior consent of the parent, guardian, or legal custodian. Another adult should be present during the questioning of students.

Interrogations by School Administrators (Student Suspect)

In situations where a student is suspected of violating Board policy or school rule, the principal or designee may interrogate the suspected student without the prior consent of the student's parent/guardian or legal custodian. The school official must first have reasonable grounds, however, to suspect that the student committed such a violation. The nature and extent of the questioning must be reasonably related to the objectives of the questioning. If the student denies any involvement or culpability, the student will be afforded the opportunity to present his or her side of the story, orally or in writing.

Interviews and Interrogations by Law Enforcement Officials (School-Related Violation)

When a suspected violation of criminal law has occurred on school grounds, at a school sponsored activity, or an activity involving school operations, law enforcement officers may be notified by school officials to request a criminal investigation. Law enforcement officers may also independently determine that an investigation requiring student interviews and interrogations is necessary. When law enforcement officers question a student victim, witness, or suspect in such instances, school officials shall make an effort to notify the student's parent/guardian or legal custodian in advance of the interview or interrogation.

When students are interviewed or interrogated by law enforcement officers, the principal or designee shall request that police officers observe all procedural safeguards prescribed by law. However, District personnel are not responsible for a police officer's compliance with the law. If a parent or student refuses to consent to police questioning, it is the law enforcement officer's responsibility to respond appropriately to such refusal.

School discipline investigations conducted by school administrators and criminal investigations conducted by law enforcement officers shall be conducted in a parallel manner rather than as a joint investigation. Therefore, a school discipline investigation need not stop as soon as the school administrator believes that a crime has been committed. The results of the parallel investigations may be shared among school officials and the police.

Interviews and Interrogations by Law Enforcement Officers (Non-School-Related Violation)

The District strives to maintain cooperative working relations between law enforcement, child protective authorities, and school authorities. Law enforcement officers may wish to interview students regarding their knowledge of suspected criminal activity and may wish to interrogate students who are themselves suspected of engaging in criminal activity. Except when law enforcement officers have a warrant or other court order, or when emergency or other exigent circumstances exist, such interviews and interrogations are discouraged during the student's class time. The principal and principal's designee have the right and the obligation to take reasonable steps to prevent disruption of school operations and the educational process while at the same time cooperating with law enforcement efforts. Accordingly, the principal or designee shall work together with law enforcement officers to coordinate efforts and minimize or prevent such disruption in cases of student interviews and interrogations. In the event of disagreement, the principal or designee shall immediately contact the area administrator or District legal counsel for assistance.

Before any student interview or interrogation begins regarding suspected criminal activity, the principal or designee shall ascertain that the law enforcement officer has proper identification evidencing affiliation with an identified law enforcement agency. The principal or designee shall request that all procedural safeguards prescribed by law are observed by the law enforcement officers when interviewing student witnesses or interrogating student suspects. An effort shall be made to notify the student's parent/guardian or legal custodian in advance of the interview or interrogation regarding suspected criminal activity. Whether or not to postpone the interview or interrogation until the parent arrives is ultimately the law enforcement officer's decision. **In cases involving investigation of reported child abuse of a student where the suspected perpetrator is a member of the student's family, such parent/guardian contact would not be warranted. The Idaho Department of Health and Welfare or law enforcement may exclude school personnel from any child abuse investigations/interviews and may use a school building to conduct the interview.**

Arrests by Law Enforcement Officers

A law enforcement officer may take a student into custody if the student has been placed under arrest or if the student's parent/guardian or legal custodian and the student consent to such release. The officer must first notify the principal or designee so that the student may be summoned to the principal's office and taken into custody in a manner that is as inconspicuous as possible and minimizes disruption of school operations and the educational process. When an emergency situation arises and the student is taken into custody or arrested on school premises without prior notification to the principal or designee, the law enforcement officer should notify school authorities of the situation as soon as possible.

When a student is removed from school by law enforcement officers for any reason, school officials will make every reasonable effort to notify the student's parent/guardian or legal custodian. The school official will document such effort in writing. Before removing the student from school, the police shall sign a release form in which they assume full responsibility for the student. If a school official has reason to believe that a student was removed from the school by a law enforcement officer without making a valid arrest or without the consent of the student and the parent/guardian or legal custodian, the school official will attempt to immediately contact the area administrator or legal counsel.

School officials will notify the appropriate area administrator of the removal of any student from school by law enforcement under any circumstance. School officials shall request that all procedural safeguards prescribed by law are observed by law enforcement officers conducting an arrest. District personnel are not, however, responsible for an officer's legal compliance with respect to said arrest.

Definitions

"Interview" means the questioning of a student who may be a witness or victim of an incident.

"Interrogation" means the questioning of a student suspected of violating District policy, school rule, or criminal law.

"Reasonable Grounds to Suspect" means more than a generalized suspicion or a mere hunch, but not requiring certainty that a violation has occurred. For example, it may be based upon, among other things, direct observations or the reported observations or experiences of others. It involves a common-sense conclusion about human behavior based upon all of the circumstances presented.

"Probable Cause" means set of probabilities grounded in factual and practical considerations, which would cause a reasonable person to believe that a violation has occurred. It requires having more evidence for than against.

Cross References:	4400	Relations with Law Enforcement and Child Protective Agencies
	4410	Investigations and Arrests by Police
	5260	Abused and Neglected Child Reporting
Legal References:	I.C. § 6-904(1)	Tort Claims Against Governmental Entities - Exceptions to Governmental Liability
	I.C. § 16-1605	Child Protective Act: Reporting of Abuse, Abandonment or Neglect
	I.C. § 16-1606	Child Protective Act: Immunity
	I.C. § 16-1607	Child Protective Act: Reporting in Bad Faith-Civil Damages
	I.C. § 16-1631	Child Protective Act: Authorization for Department to Act
	I.C. § 20-516	Juvenile Corrections Act — Apprehension and Release of Juveniles — Detention
Other References:	Idaho Att'y Gen. Ann. Rpt. 93-2 (1993) (available at https://www.ag.idaho.gov/content/uploads/2017/12/1993.pdf) (last accessed November 18, 2019)	

Policy History:
Adopted on: 8-9-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3545F1**

Student Arrest Form

Form for Signature of Arresting Officer

I, _____, a duly sworn peace officer and member of the _____ Department, _____, have asked that _____, a student in the _____ School, be surrendered to me, and pursuant thereto have taken said student into my custody and am assuming full responsibility for the student's arrest.

Date: _____ Signature: _____

Time: _____ Badge Number: _____

School Action

Date and time parents notified. If more than one attempt is made, include such information here:

_____

_____

_____

Signature of Administrator

One copy each shall be made for:

1. *School records;*
2. *Parent mailing;*
3. *The police officer; and*
4. *The witnessing administrator*

Payette School District No. 371

STUDENTS **3545F2**

Student Interview Form

Form for Signature of Interviewing Officer

I, _____, a duly sworn peace officer and member of the _____ Department, _____, have asked that _____, a student in the _____ School, be made available for interview

Date: _____ Signature:_____

Time: _____ Badge Number:_____

School Action

Date and time parents notified. If more than one attempt is made, include such information here:

_____

_____

_____

Signature of Administrator

One copy each shall be made for:

5. *School records;*
6. *Parent mailing;*
7. *The police officer; and*
8. *The witnessing administrator*

Payette School District No. 371

STUDENTS **3550**

Removal of Student During School Hours

The Board recognizes its responsibility for the proper care of students during school hours. Students shall not be removed from school grounds, any school building, or school function during school hours except by a person duly authorized in accordance with District procedures. Before a student is removed or excused, the person seeking to remove the student must present, to the satisfaction of the principal, evidence of his or her proper authority to remove the student. A teacher should not excuse a student from class to confer with anyone unless the request is approved by the principal. The Superintendent is directed to establish procedures for the removal of a student during school hours.

Policy History:
Adopted on: 8-9-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3550P**

Removal of Student During School Hours

Schools must exercise a high order of responsibility for the care of students while in school. The removal of a student during the school day may be authorized in accordance with the following procedures:

1. Law enforcement officers, upon proper identification, may remove a student from school as provided in Policy 4410P;

2. Any other agencies must have a written administrative or court order directing the District to give custody to them. Proper identification is required before the student shall be released;

3. A student shall be released to the custodial parent. When in doubt as to custodial rights, school enrollment records must be relied upon, as the parents/guardians have the burden of furnishing schools with accurate, up-to-date information;

4. The school should always check with the custodial parent before releasing the student to a non-custodial parent;

5. Prior written authorization from the custodial parent or guardian is required before releasing a student into someone else's custody, unless an emergency situation justifies a waiver; and

6. Police should be called if a visitor becomes disruptive or abusive.

Cross Reference: § 4400 Relations with the Law Enforcement and Child Protective Agencies

Procedure History:
Adopted on: 8-9-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3560**

Video Surveillance

The Board believes that the use of video taping equipment can make positive contributions to the health, safety, and welfare of all students, staff, and visitors to the District, as well as safeguard District facilities and equipment. Having carefully weighed and balanced the rights of privacy of students, staff, and visitors against the District's goal of ensuring the safety of every student, employee, and visitor while they are on District property and also the goal of safeguarding District facilities and equipment, the Board hereby authorizes the use of video cameras on District property as follows:

Video surveillance shall be used to promote order, to maintain the security, health, welfare, and safety of all staff, students, and visitors on District property, and to safeguard District facilities and equipment.

The District shall notify staff and students through student/parent and staff handbooks that video surveillance may occur on District property. Additionally, notices shall be posted on or about School District property alerting those on District property that the District is utilizing video surveillance.

Review of any video recordings is restricted to those who have a security, safety, or a legitimate educational interest.

Video recordings may become a part of a student's educational record or a staff member's personnel record. The District shall comply with all applicable State and federal laws related to record maintenance and retention. Video tapes that are records of student and/or staff behavior shall be secured in a locked file until the tapes are either reused or erased. The video tape shall be considered a student and/or staff record and shall be subject to current law for the release of student record information and/or personnel record.

Video surveillance may be used for investigations of criminal activity by appropriate law enforcement agencies and may be used by the District to investigate violations of District policy.

Students or staff in violation of Board policies, administrative regulations, building rules, or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies.

Video cameras may be installed in public locations as deemed appropriate by the Superintendent, and shall not be installed in areas with a reasonable expectation of privacy.

Audio shall not be part of the video recordings made, reviewed, or stored by the District.

Cross-Reference: § 3570 Student Records

Legal References:	20 U.S.C. § 1232g, *et seq*.	Family Education Right to Privacy Act (FERPA)
	34 C.F.R. Part 99	Implementing FERPA
	I.C. § 33-512	District Trustees - Governance of Schools
	I.C. § 18-6701, *et seq*.	Communications Security
	Books v. Logan, 903 P.2d 73 (1995)	
	Rife v. Long, 908 P.2d 143 (1995)	

Policy History:
Adopted on: 8-9-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3563**

Student-Tracking Safety Devices

Because of student privacy concerns, the District requires listen-in technology to be disabled while any student tracking device is at school, on District-provided transportation, and at school events. The District prohibits unauthorized audio or visual recordings or transmission of audio or images of other students.

A parent/guardian shall obtain approval from the building principal before operating a student-tracking safety device or other electronic device with recording or listen-in capability, such as AngelSense, at school or at a school-sponsored event. Any parent/guardian receiving permission to use an electronic device with listen-in capability may be requested to enter into a user agreement with the school to define the scope and limits of such use.

Legal Reference:	20 U.S.C. § 1232g, *et seq*.	Family Education Right to Privacy Act (FERPA)
	34 C.F.R. Part 99	Implementing FERPA

Policy History:
Adopted on: 8-9-21
Revised on:
Reviewed on:

Termination of Driving Privileges

In the event an enrolled student fails to meet the State enrollment and attendance requirements, the school principal or designee will provide written notification on a form provided by the Idaho Department of Education to the student and parent/guardian of the District's intent to request that the Idaho Department of Transportation suspend the student's driving privileges, because the student has dropped out of school (and has not otherwise enrolled in another public/private school, home schooling educational program, course of preparation for the GED, a college or university, a post-secondary vocational program, or job training program or other educational activity approved by the Board) or has failed to comply with the enrollment and attendance requirements found in Idaho Code.

The student and parent/guardian will have 15 calendar days from the date of receipt of the above-mentioned notice to request a hearing before the school principal or designee for the purpose of reviewing the pending suspension of driving privileges. The requested hearing will be held within 30 calendar days after the receipt of the request.

The school principal or designee may grant a hardship waiver of the requirements of this policy for any student for whom a personal or family hardship requires that the student have a driver's license for his or her own or family member's employment or medical care. The principal or designee will take into account the recommendations of teachers, other school officials, guidance counselors, or academic advisors prior to granting a waiver. Such a hardship waiver must be requested by the student or the student's parent/guardian at the initial hearing.

If the principal or designee, denies a hardship waiver, that decision may be appealed to the Board within seven calendar days of receipt of the principal's or designee's decision. The hearing before the Board will be held at a mutually convenient time. The Board will have the authority to uphold the decision of the principal or designee, or reverse the decision and grant the hardship waiver.

Cross-Reference:	§ 2325	Driver's Education
Legal References:	I.C. § 33-211	Attendance at Schools —Students' Drivers' Licenses
	I.C. § 49-110	Motor Vehicles – Definitions
	I.C. § 49-303	Motor Vehicle Driver's Licenses - What Persons Shall Not Be Licensed
	I.C. § 49-303A	Motor Vehicle Driver's Licenses - Driver's License or Permits Issued to Certain Persons Under the Age of Eighteen Years
	I.C. § 49-305	Motor Vehicle Driver's Licenses –Instruction Permits — Commercial Learner's Permit — Temporary Licenses — Motorcycle Endorsement Instruction Permit

I.C. § 49-310	Motor Vehicle Driver's Licenses – Applications of Persons Under the Age of Eighteen Years
I.C. § 49-326	Motor Vehicle Driver's Licenses -Authority of Department to Suspend, Disqualify or Revoke Driver's License and Privileges

Policy History:
Adopted on: 8-9-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3570**

Student Records

School student records are confidential, and information from them shall not be released other than as provided by law. Federal and state laws grant certain rights to parents and students, including the right to inspect, copy, and challenge school records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but parents shall have the right to object to the release of information regarding their child. Military recruiters and institutions of higher education may request and receive the names, addresses, and telephone numbers of all high school students, unless the parent(s) notifies the school not to release this information.

The Superintendent shall implement this policy consistent with State and federal law and may develop administrative procedures to assure compliance with State and federal law. The Superintendent or a designee shall inform staff members of this policy, and shall inform students and their parents of it, as well as their rights regarding student school records.

Cross References:	3575	Student Data Privacy and Security
	4260	Records Available to the Public
	8605	Retention of District Records
Legal References:	20 U.S.C. § 1232g, *et seq*.	Family Education Right to Privacy Act (FERPA)
	34 C.F.R. Part 99	Implementing FERPA
		I.C. § 33-133 Idaho Student Data Accessibility, Transparency, and Accountability Act - Definitions — Student Data — Use and Limitations — Penalties
	I.C. § 33-209	Attendance at Schools —Transfer of Student Records — Duties
	I.C. § 33-717A	Divorce Actions - Parents' Access to Records and Information

Policy History:
Adopted on: 8-9-21
Revised on: 12-13-21
Reviewed on:

Payette School District No. 371

STUDENTS **3570F1**

Student Records

Notification to Parents' and Student's of Rights Concerning a Student's School Records

This notification will be distributed annually, and may be distributed by any means likely to reach the parent(s)/guardian(s). The District shall effectively notify parents and eligible students who are disabled and those whose primary or home language is not English.

The District will maintain a record for each student that shall contain information, including but not limited to the following:

1. Birth certificate;
2. Proof of residency;
3. Unique student identifier;
4. Basic identifying information;
5. Academic transcripts;
6. Immunization records, including exemption documentation;
7. Attendance record;
8. Intelligence and aptitude scores;
9. Psychological reports;
10. Achievement test results;
11. Participation in extracurricular activities;
12. Honors and awards;
13. Special education records (maintained pursuant to IDEA requirements);
14. Verified reports or information from non-educational persons;
15. Verified information of clear relevance to the student's education;
16. Log pertaining to release of this record; and
17. Disciplinary information.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. **The right to inspect and copy the student's education records within a reasonable time of the day the District receives a request for access.**

   Students less than 18 years of age have the right to inspect and copy their permanent record. Parents/guardians or students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent(s)/ guardian(s) or eligible student of the time and place where the records may be inspected.

The District charges a nominal fee for copying, but no one will be denied their right to copies of their records for inability to pay this cost.

The rights contained in this section are denied to any person against whom an order of protection has been entered concerning a student.

When the student reaches 18 years of age, or is attending an institution of post secondary education, all rights and privileges accorded to the parent become exclusively those of the student.

2. **The right to request an amendment of the student's education records that the parent(s)/guardian(s) or eligible student believes is inaccurate, misleading, irrelevant, or improper.**

   Parents/guardians or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, irrelevant, or improper. They should write the school principal or records custodian, clearly identifying the part of the record they want changed, and specify the reason.

   If the District decides not to amend the record as requested by the parent(s)/guardian(s) or eligible student, the District will notify the parent(s)/guardian(s) or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Such notice shall be in writing and provided within a reasonable period of time after the hearing. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) or eligible student when notified of the right to a hearing.

3. **The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA or State law authorizes disclosure without consent.**

   Disclosure is permitted without consent to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent(s)/guardian(s) or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
   Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to individuals described in this paragraph, the parent(s)/guardian(s) will receive written notice of the nature and substance of the information and an opportunity to inspect, copy, and challenge such records. The right to challenge school student records does not apply to:

A. Academic grades of their child; or
B. references to expulsions or out-of-school suspensions,

if the challenge is made at the time the student's school student records are forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting, or planning, provided that no student or parent(s)/guardian(s) can be identified; any person named in a court order; and appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

4. **The right to a copy of any school student record proposed to be destroyed or deleted.**

5. **The right to prohibit the release of directory information concerning the parent's/guardian's child.**

   Throughout the school year, the District may release directory information regarding students, limited to:

   A. Name;
   B. Address;
   C. Gender;
   D. Grade level;
   E. Birth date and place;
   F. Parents'/guardians' names and addresses;
   G. Academic awards, degrees, and honors;
   H. Information in relation to school-sponsored activities, organizations, and athletics;
   I. Major field of study;
   J. Period of attendance in school;
   K. A student's photo solely for the purpose of publication or recognition of a student's honors, awards, or achievements or for any District informational or promotional use on its social media or other publications.

   Any parent(s)/guardian(s) or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice. No directory information will be released within this time period, unless the parent(s)/guardian(s) or eligible student is specifically informed otherwise.

6. **The right to request that that information not be released to military recruiters and/or institutions of higher education.**

   Pursuant to federal law, the District is required to release the names, addresses, and telephone numbers of all high school students to military recruiters and institutions of higher education upon request.

Parent(s)/guardian(s) or eligible students may request that the District not release this information, and the District will comply with the request.

7. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

   The name and address of the office that administers FERPA is:

   U.S. Department of Education
   Student Privacy Policy Office
   400 Maryland Avenue, SW
   Washington, DC 20202-4605

Payette School District No. 371

STUDENTS **3570F2**

Permission to Use Likeness

I hereby authorize Payette School District permission to use my likeness in a photograph, image, motion picture, video recording, and/or sound recording, for use in any and all of its publications, including website entries, social media or to otherwise publish, circulate and disseminate said photographs, images, motion pictures, video recordings, and/or sound recordings or any duplication or facsimile thereof for any lawful purpose they deem proper. I recognize and consent that may name may or may not be attached or utilized in relation to the publication of any such photograph, image, motion picture, video recording, and/or sound recording and consent to the same.

By making such authorization, I hereby relinquish and assign to Payette School District all right, title and interest I may have in the photographs, images, motion pictures, video recordings, and/or sound recordings, negatives, reproductions or copies, including, but not limited to, the right to copyright the same used by them. In addition, I waive the right to inspect or approve the finished product, including written or electronic copy, wherein my likeness or voice appears; and waive any right to royalties or other compensation arising or related to the use of such photographs, images, motions pictures, video recordings, and/or sound recordings.

I understand that Payette School District and their employees, agents, officers, and owners cannot warrant or guarantee that any further dissemination of my image or voice will be subject to control by Payette School District. I hereby hold harmless and release and forever discharge Payette School District and their employees, agents, officers and owners, from all claims, demands, and causes of action which I, my heirs, representatives, executors, administrators, or any other person's action on my behalf or on behalf of my estate have or may have by reason of this authorization.

I am 18 years of age and am competent to contract in my own name. I have read this release and assignment before signing below and I fully understand the contents, meaning, and impact of this release.

Signature: _____ Date: _____

Printed Name: _____

If the person signing is under age 18, there must be consent by a parent or guardian, as follows:

I hereby certify that I am the parent or legal guardian of _____. I have read the foregoing release and assignment before signing below and I fully understand the contents, meaning, and impact of this release, and do hereby sign and authorize said release and assignment on behalf of the minor child named above.
Parent/Guardian/s Signature: _____
Date: _____

Parent/Guardian's Printed Name: _____

Student's Printed Name: _____

Payette School District No. 371

STUDENTS **3570P**

Student Records

Maintenance of School Student Records

The District shall maintain a record for each student that shall contain information, including but not limited to the following:

1. Birth certificate;
2. Proof of residency;
3. Unique student identifier;
4. Basic identifying information;
5. Academic transcripts;
6. Immunization records;
7. Attendance records;
8. Intelligence and aptitude scores;
9. Psychological reports;
10. Achievement test results;
11. Participation in extracurricular activities;
12. Honors and awards;
13. Special education records (maintained pursuant to IDEA requirements);
14. Verified reports or information from non-educational persons;
15. Verified information of clear relevance to the student's education;
16. Log pertaining to release of student's record; and
17. Disciplinary information.

Information in student records shall be maintained as described in Policy 8605.

Records for a special education student with disabilities who graduates or permanently withdraws from the District, including eligibility documentation, IEPs, consents, and written notices will, for at least six years, be maintained until such time or when the District has been given written consent from the parent(s) and/or adult former student to destroy the records or transfer the records to the parent(s) or to the student if the student has succeeded to the rights of the parents. Such written records of individual students are confidential and shall be shredded under supervision of the staff member responsible for the records if not released to the parent(s) and/or adult former student. The records manager should maintain a log that documents the date of destruction or release of records.

The District's public records custodian, in conjunction with the Superintendent and their designee shall be responsible for the maintenance, retention, or destruction of a student's records, in accordance with the District's procedure established by the Superintendent.

The unique student identifier is a number issued and assigned by the State Department of Education to each student currently enrolled or who will be enrolled. The unique student identifier

shall follow the student from each school district or local educational agency (LEA) or upon return to a school district or LEA after an absence no matter the length of absence.

Access to Student Records

The District shall grant access to student records as follows:

1. The District or any District employee shall not release, disclose, or grant access to information found in any student record except under the conditions set forth in this policy and consistent with the provisions of State and federal law.

2. The parents of a student under 18 years of age shall be entitled to inspect and copy information in the child's school records. Such requests shall be made in writing and directed to the records custodian. Access to the records shall be granted within 15 days of the District's receipt of such a request.

   Where the parents are divorced or separated, both shall be permitted to inspect and copy the student's school records unless a court order indicates otherwise. The District shall send copies of the following to both parents at either one's request, unless a court order indicates otherwise or parental rights have been terminated by court order or parental agreement:

   A. Academic progress reports or records;
   B. Health reports;
   C. Notices of parent-teacher conferences;
   D. School calendars distributed to parents/guardians; and
   E. Notices about open houses and other major school events, including pupil-parent interaction.

   When the student reaches 18 years of age, graduates from high school, marries, enters military service, or becomes legally emancipated all rights and privileges accorded to the parent become exclusively those of the student. The parents of dependent students, as defined by the Internal Revenue Service (i.e. student termed dependent for income tax purposes) may have access to student educational records if the parents establish, via either a copy of the applicable tax forms and/or a Parental Affidavit for Educational Records attesting to the student's dependent status.

   Access shall not be granted to the parent or the student to confidential letters and recommendations concerning the admission to a post-secondary educational institution, applications for employment, or the receipt of an honor or award, if the student has waived his or her right of access, after being advised of his or her right to obtain the names of all persons making such confidential letters or statements.

3. The District may grant access to, or release information from, student records to employees or officials of the District or the Idaho State Board of Education, provided a current, demonstrable, educational or administrative need is shown, without parental consent or notification. Access in such cases shall be limited to the satisfaction of that need.

4. For purposes of an audit or evaluation by a federal or State-supported education program, and to comply with federal requirements related to such a program. The receiving entity must be a State or educational authority or another entity allowed by the Family Educational Rights and Privacy Act (FERPA), or must be an authorized representative of such an entity;

   For each new audit, evaluation, or enforcement effort, the District shall enter into a written agreement when designating anyone other than its employee as its authorized representative. The District shall be responsible for using reasonable methods to ensure, to the greatest extent practicable, that the authorized representative

   A. Uses the personal information only for the authorized purpose;
   B. Protects the personal information from further unauthorized disclosures or other uses; and
   C. Destroys the personal information when it is no longer needed for the authorized purpose. Such destruction shall be effected by any specified time period set forth in the written agreement.

5. The District may grant access to, or release information from, student records without parental consent or notification to any person, for the purpose of research, statistical reporting, or planning, provided that no student or parent can be identified from the information released, and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records. Any such release in this regard shall be consistent with Idaho Code and Policy 3575 relating to the limitations on the release of student data.

6. The District shall grant access to, or release information from, a student's records pursuant to a court order or appropriate subpoena. In most instances, the parent/qualified student shall be given prompt written notice of such order/subpoena, a general statement of the documents which will be released, and the proposed date of release of the documentation requested. However, there are very limited circumstances under the USA Patriot Act where schools are required to disclose information without notice to the parent or student to the Attorney General of the United States upon an ex parte order in connection with the investigation or prosecution of terrorism crimes or other such specified situations when the court order prohibits disclosure (i.e. Federal Grand Jury Subpoena or Law Enforcement Subpoena wherein such order indicates disclosure is not permitted).

7. The District shall grant access to or release information from any student record as specifically required by federal or State statute.
8. The District shall grant access to, or release information from, student records to any person possessing a written, dated consent, signed by the parent or eligible student with particularity as to whom the records may be released, the information or record to be released, and the reason for the release. One copy of the consent form will be kept in the records, and one copy shall be mailed to the parent or eligible student by the Superintendent. Whenever the District requests the consent to release certain records, the records custodian shall inform the parent or eligible student of the right to limit such consent to specific portions of information in the records.

9. The District may release student records to the Superintendent or an official with similar responsibilities in a school in which the student has enrolled or intends to enroll, upon written request from such official.

10. Prior to the release of any records or information under items 6, 7, 8, and 9 above, the District shall provide prompt written notice to the parents or eligible student of this intended action except as specified in item 6. This notification shall include a statement concerning the nature and substance of the records to be released and the right to inspect, copy, and challenge the contents.

11. The District may release student records or information in connection with an emergency, without parental consent, if the knowledge of such information is necessary to protect the health or safety of the student or other persons. The records custodian shall make this decision taking into consideration the nature of the emergency, the seriousness of the threat to the health and safety of the student or other persons, the need for such records to meet the emergency, and whether the persons to whom such records are released are in a position to deal with the emergency. Any release that is made must be narrowly tailored considering the immediacy, magnitude, and specificity of the information concerning the emergency and the information should only be released to those persons whose knowledge of the information is necessary to provide immediate protection of the health and safety of the student or other individuals (i.e. law enforcement, public health officials, trained medical personnel). The exception is temporarily limited to the period of the emergency and does not allow for a blanket release of personally identifiable information from a student's records. The District shall notify the parents or eligible student as soon as possible of the information released; the date of the release; the person, agency, or organization to which the release was made; and the purpose of the release and the same information shall be recorded in the student's record log.

12. The District will comply with an *ex parte* order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to or consent of the student's parent(s)/guardian(s).

13. The District may charge a fee for copying information in the student's records. No parent or student shall be precluded from copying information because of financial hardship. See Policy 4260 for information regarding the District copy fee schedule.

14. A log of all releases of information from student records, including all instances of access granted, whether or not records were copied, shall be kept and maintained as part of such records. This log shall be maintained for the life of the student record and shall be accessible only to the parent or eligible student, records custodian, or other such person. The log of release shall include:

    A. Information released or made accessible;
    B. The name and signature of the records custodian;
    C. The name and position of the person requesting the release or access;
    D. The legitimate interests the parties had in requesting or obtaining the information;
    E. The date of the release or grant of access;

F. A copy of any consent to such release; and
G.
H. Any additional information required by State or federal law.

Directory Information

The District may release certain directory information regarding students, except that parents may prohibit such a release. Directory information shall be limited to:

1. Name;
2. Address;
3. Gender;
4. Grade level;
5. Birth date and place;
6. Parents'/guardians' names and addresses;
7. Academic awards, degrees, and honors;
8. Information in relation to school-sponsored activities, organizations, and athletics;
9. Major field of study;
10. Period of attendance in school; and
11. A student's photo solely for the purpose of publication or recognition of a student's honors, awards, or achievements or for any District informational or promotional use on its social media or other publications.

The notification to parents and students concerning school records will inform them of their right to object to the release of directory information.

Military Recruiters/Institutions of Higher Education

Pursuant to federal law, the District is required to release the names, addresses, and telephone numbers of all high school students to military recruiters and institutions of higher education upon request. The notification to parents and students concerning school records will inform them of their right to object to the release of this information.

Student Record Challenges

The parents may challenge the accuracy, relevancy, or propriety of the records, except for grades, and references to expulsions or out-of-school suspensions, if the challenge is made when the student's school records are being forwarded to another school. They have the right to request a hearing at which each party has:

1. The right to present evidence and to call witnesses;
2. The right to cross-examine witnesses;
3. The right to counsel;
4. The right to a written statement of any decision and the reasons therefore; and

5. The right to appeal an adverse decision to an administrative tribunal or official, to be established or designated by the State Board.

The parents may insert a written statement of reasonable length describing their position on disputed information. The school will include a statement in any release of the information in dispute.

Procedure History:
Adopted on: 8-9-21
Revised on:
Reviewed on:

Student Data Privacy and Security

The efficient collection, analysis, and storage of student information is essential to improve the education of our students. As the use of student data has increased and technology has advanced, the need to exercise care in the handling of confidential student information has intensified. The privacy of students and the use of confidential student information is protected by federal and State laws, including the Family Educational Rights and Privacy Act (FERPA) and the Idaho Student Data Accessibility, Transparency, and Accountability Act of 2014 (Idaho Data Accountability Act).

Student information is compiled and used to evaluate and improve Idaho's educational system and improve transitions from high school to postsecondary education or the workforce. The Data Management Council (DMC) was established by the Idaho State Board of Education to make recommendations on the proper collection, protection, storage, and use of confidential student information stored within the Statewide Longitudinal Data System (SLDS). The DMC includes representatives from K-12, higher education institutions and the Department of Labor.

This model policy is required by the Idaho Data Accountability Act. In order to ensure the proper protection of confidential student information, the District shall adopt, implement and electronically post this policy to its website. It is intended to provide guidance regarding the collection, access, security, and use of education data to protect student privacy. This policy is consistent with the DMC's policies regarding the access, security, and use of data maintained within the SLDS. Violation of the Idaho Data Accountability Act may result in civil penalties.

Definitions

Administrative Security consists of policies, procedures, and personnel controls including security policies, training, and audits, technical training, supervision, separation of duties, rotation of duties, recruiting and termination procedures, user access control, background checks, performance evaluations, and disaster recovery, contingency, and emergency plans. These measures ensure that authorized users know and understand how to properly use the system in order to maintain security of data.

Aggregate Data is collected or reported at a group, cohort, or institutional level and does not contain PII.

Data Breach is the unauthorized acquisition of PII.

Logical Security consists of software safeguards for an organization's systems, including user identification and password access, authenticating, access rights, and authority levels. These measures ensure that only authorized users are able to perform actions or access information in a network or a workstation.

Personally Identifiable Information (PII) includes: a student's name; the name of a student's family; the student's address; the students' social security number; a student education unique

identification number or biometric record; or other indirect identifiers such as a student's date of birth, place of birth or mother's maiden name; and other information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances, to identify the student.

Physical Security describes security measures designed to deny unauthorized access to facilities or equipment.

Student Data means data collected at the student level and included in a student's educational records.

Unauthorized Data Disclosure is the intentional or unintentional release of PII to an unauthorized person or untrusted environment.

Collection

The District shall follow applicable State and federal laws related to student privacy in the collection of student data.

Access

Unless prohibited by law or court order, the District shall provide parents, legal guardians, or eligible students, as applicable, the ability to review their child's educational records.

The Superintendent or designee, is responsible for granting, removing, and reviewing user access to student data. An annual review of existing access shall be performed.

Access to PII maintained by the District shall be restricted to:

1. The authorized staff of the District who require access to perform their assigned duties; and
2. Authorized employees of the State Board of Education and the State Department of Education who require access to perform their assigned duties; and
3. Vendors who require access to perform their assigned duties.

Security

The District shall have in place Administrative Security, Physical Security, and Logical Security controls to protect from a Data Breach or Unauthorized Data Disclosure. The District shall immediately notify the Executive Director of the Idaho State Board of Education and the State Superintendent of Public Instruction in the case of a confirmed Data Breach or confirmed Unauthorized Data Disclosure. The District shall also notify in a timely manner affected individuals, students, and families if there is a confirmed Data Breach or confirmed Unauthorized Data Disclosure.

Use

Publicly released reports shall not include PII and shall use Aggregate Data in such a manner that re-identification of individual students is not possible.

District contracts with outside vendors involving student data, which govern databases, online services, assessments, special education or instructional supports, shall include the following provisions which are intended to safeguard student privacy and the security of the data:

1. Requirement that the vendor agree to comply with all applicable State and federal law;
2. Requirement that the vendor have in place Administrative Security, Physical Security, and Logical Security controls to protect from a Data Breach or Unauthorized Data Disclosure;
3. Requirement that the vendor restrict access to PII to the authorized staff of the vendor who require such access to perform their assigned duties;
4. Prohibition against the vendor's secondary use of PII including sales, marketing, or advertising;
5. Requirement for data destruction and an associated timeframe; and
6. Penalties for non-compliance with the above provisions.

The District shall clearly define what data is determined to be directory information.

If the District chooses to publish directory information which includes PII, parents must be notified annually in writing and given an opportunity to opt out of the directory within a specified period of time. If a parent does not opt out, the release of the information as part of the directory is not a Data Breach or Unauthorized Data Disclosure.

Cross Reference:	§§ 3570 – 3570P	Student Records
Legal References:	20 U.S.C. § 1232g, *et seq*.	Family Education Right to Privacy Act (FERPA)
	34 C.F.R. Part 99	Implementing FERPA
	I.C. § 33-133	Idaho Student Data Accessibility, Transparency, and Accountability Act - Definitions — Student Data — Use and Limitations — Penalties

Policy History:
Adopted on: 8-9-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3580**

Relations with Non-custodial Parents

Whenever possible and legal, the Payette School District recognizes the value of providing information to non-custodial parents regarding school purposes and activities pertaining to their child. The District also recognizes that many divorced parents continue to share caregiving and custody and that each parent under legal and practical circumstances, should have equal access to information regarding their child's school progress and activities.

Therefore, upon written request to their child's school principal, the school will subsequently and routinely mail to that parent copies of all school information which is normally sent home with the child. This will include mailings of copies of report cards, and class and school newsletters during the school year in which the request is made. Non-custodial parents and parents with shared custody not normally receiving materials from the school may annually request this service.

Parents restricted by court order will not be given access to school information regarding their child. Challenges to a parent's access to information will be referred to and investigated by the Superintendent. Individuals initiating challenges must provide documentation regarding court orders prohibiting access to information.

Legal References:	20 U.S.C. § 1232g, *et seq*.	Family Education Right to Privacy Act (FERPA)
	34 C.F.R. Part 99	Implementing FERPA

Policy History:
Adopted on: 8-9-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3610**

Records of Missing Children

Upon notification by the Idaho State Police of a missing or runaway child currently enrolled in the District, that student's records shall be flagged in such a manner that whenever a copy of or information regarding the record is requested, the school is alerted to the fact that the record is that of a missing or runaway child. If request is made for a flagged record, the record shall not be forwarded and the local law enforcement agency shall be notified of the request for the flagged record.

Any request concerning flagged records or knowledge as to the whereabouts of a missing or runaway child shall immediately be reported to the local law enforcement agency. Upon notification by the Idaho State Police of the return of the missing or runaway child, the school shall remove the flag from the student's record.

Legal Reference:	I.C. § 18-4511	School Duties — Records of Missing Child — Identification upon Enrollment — Transfer of Student Records

Policy History
Promulgated on: 8-9-21
Revised on:
Reviewed on:

Payette School District No. 371

STUDENTS **3620**

Transfer of Student Records

Receiving School

Within 14 days after enrolling a transfer student, the elementary or secondary school shall request directly from the student's previous school a certified copy of his or her record and exercise due diligence in obtaining the copy of the record requested.

Forwarding School

A certified copy of the permanent or cumulative file of any student and the file containing special education records of any student shall be forwarded by mail, or electronically, to a local educational agency or accredited school in which the student seeks to or intends to enroll within ten days after receipt of a written or electronic request, except as provided in Policy 3610 Records of Missing Children. The files that are forwarded must include information concerning violent or disruptive behavior or disciplinary action, however, such information shall be contained in a sealed envelope, marked as "confidential" and addressed to the principal or other administrator of the receiving school.

Cross References:	3570 - 3570P	Student Records
	3610	Records of Missing Children
Legal References:	I.C. § 18-4511	School Duties — Records of Missing Child — Identification upon Enrollment — Transfer of Student Records
	I.C. § 33-209	Attendance at Schools —Transfer of Student Records — Duties

Policy History:
Adopted on: 8-9-21
Revised on:
Reviewed on:

Fiscal Accountability and IDEA Part B Funds

The District must ensure fiscal accountability at each phase in the use of Individuals with Disabilities Education Act (IDEA) Part B funds. The purpose of this policy is to ensure that the District complies with the State Department of Education requirements described in the *Idaho State Department of Education IDEA Funding Manual*.

Use of IDEA Part B Funds

The District shall use IDEA funds only to pay excess costs of providing special education and related services to children with disabilities. A cost is determined to be an excess cost of providing special education only if it meets each of the following criteria:

1. The cost would not exist in the absence of special education needs;
2. The cost is not also generated by students without disabilities; and
3. If the cost is specific to a particular child, it is documented if that child is on an Individual Education Plan (IEP).

The Board directs the Superintendent to establish procedures and internal controls to ensure that IDEA Part B funds are used only for allowable, excess costs of providing special education and that these costs are accounted for in the proper function/program codes described in 34 CFR 300.202-205. These procedures and controls shall also ensure the accuracy of the District's Excess Cost Calculation, as required by 34 C.F.R. 300.16 and Appendix A to 34 C.F.R.300.

The Special Education Director and the Business Manager approve all IDEA Part B expenditures (PO, invoices) following the process described in the written procedures for determining allowability of cost (cost principles).

Time and Effort Reporting

Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. In order to determine if personnel costs are allowable under IDEA Part B, the District shall maintain auditable "time and effort" documentation that shows how each employee paid with IDEA Part B funds spent his or her compensated time. Such work shall be documented on the time and effort forms. The form shall be kept for employees paid in full or in part with federal funds or whose salary is used to meet a matching requirement in a federal program. Such documents are written reports of how the time was spent.

The Board directs the Superintendent to establish a system for time and effort reporting that complies with the requirements of OMB Circular A-87 and OMB Circular A-133 and with the 7235P Written Compensation Procedure.

Parentally-Placed Private School Children

The District must ensure that it is providing the appropriate portion of IDEA Part B funds to children receiving special education at private schools within the boundaries of the District. To accomplish this, the Board directs the Superintendent to establish procedures to accurately track and report expenditures for services provided to parentally-placed private school children.

The Special Education Director and the Business manager keep accurate records of all expenditures charged to the parentally-placed private school children budget. The documentation should be traceable to the financial report and available for inspection if requested.

Property Procurement and Tracking

The Board directs the Superintendent to establish written procedures to ensure that the District's mechanism for procurements using IDEA Part B funds conforms to the standards outlined in 34 C.F.R. 80.36 and with Policy 7400 Procurement Management System and any related procedures. The Board also directs the Superintendent to establish a system to maintain adequate inventory management of property purchased with IDEA Part B funds.

Property records in the inventory management system should include, at a minimum:

1. Property description;
2. Identification number;
3. Source of funding;
4. Acquisition date and cost;
5. The location, use, and condition of the property; and
6. Any ultimate disposition data including the date of disposal and sale price of the property.

In addition to the above information, the inventory management system should ensure that all source documents in support of the above information are maintained throughout the life and disposition of the equipment. These records should be updated frequently so that every piece of equipment purchased with federal funds can be accounted for at any given time.

Legal References:	2 C.F.R. §§200.430	Time and Effort
	34 C.F.R. §§80.36	Procurement
	34 C.F.R. §§80.42	Retention and Access Requirements for Records
	34 C.F.R. §§300.132-133	Provision of Services for Parentally-Placed Private School Children with Disabilities
	34 C.F.R. §§300.16	Excess Costs
	34 C.F.R. §§300.202-205	Use of Amounts
	34 C.F.R. §§300, Appendix A	Excess Costs Calculation

Fiscal Accountability Checklist: For Sub-Recipients of IDEA Part B Funds

OMB Circular A-87
OMB Circular A-133

Other Reference: Idaho SDE IDEA Part B Funding Manual

Policy History:
Adopted on: April 13, 2020
Revised on:
Reviewed on:
Payette School District 371

FINANCIAL MANAGEMENT **7235F1**

Federal Funds Semi-Annual Certification Form

Employee: _____ Position: _____

Reporting Period: _____

Cost Objective (Program Activity	Grant Program	Fund Code – Function Code	Distribution of Time (Percentage of Hours)

Employee's Signature: _____ Date: _____

I hereby certify this report is an accurate representation of the total activity expended during the period indicated.

Reviewed by supervisor: _____ Date: _____
Payette School District 371

FINANCIAL MANAGEMENT **7235F2**

Personnel Activity Report

LEA Name: _____ For the Month of: _____

Employee: _____ Year: _____

Position: _____

Supervisor: _____

Cost Objective or Program Activity	Grant – Fund Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total	%

Leave Time																	
TOTAL																	

Cost Objective or Program Activity	Grant – Fund Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total	%
Leave Time																		
TOTAL																		

I certify that the hours reported above are a true representation of work performed.

Employee signature: _____ Date: _____

Immediate Supervisor signature: _____ Date: _____

Policy History:
Adopted on: April 13, 2020
Revised on:
Reviewed on:
Payette School District 371

Multiple Cost Objective Time and Effort Certification

Employee: _____ Position: _____

Reporting Period: _____

Cost Objective (Program Activity	Grant Program	Fund Code – Function Code	Distribution of Time (Percentage of Hours)

Employee's Signature: _____ Date: _____

I hereby certify this report is an accurate representation of the total activity expended during the period indicated.

Reviewed by supervisor: _____ Date: _____

Policy History:
Adopted on: April 13, 2020
Revised on:
Reviewed on:
Payette School District 371

Written Compensation Procedure (Time and Effort)

Time and Effort Standards

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. This includes an employee whose salary is paid with State or local funds but is used to meet a required "match" in a federal program. These documents, known as time and effort records, are maintained in order to charge the costs of personnel compensation to federal grants.

The District's records will accurately reflect the work performed. These records must:

1. Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
2. Be incorporated into official records;
3. Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;
4. Encompass both federally assisted and all other activities compensated by the District on an integrated basis;
5. Comply with the established accounting policies and practices of the District; and,
6. Support the distribution of the employee's salary or wages among specific activities or costs objectives.

Time and Effort Procedures

Federal programs staff work in multiple programs and are paid from multiple federal awards. The initial budget for program personnel is determined according the relative percentage of the total of allocations of programs in which the staff member works. Each pay period, the staff member's salary and benefits are calculated and paid according to those initial budget percentages.

At the end of each quarter, the staff member will submit a certification of actual hours worked in each federal program during that quarter. The certification will be signed by the employee and by the business manager or other District staff with after-the-fact knowledge of the employee's activities.

The business manager will reconcile the certification of actual work performed to budgeted amounts and will make corresponding journal entries that reflect actual hours worked in and allowable activities of each federal program.

If an employee works exclusively in a single federal program, that employee will, at least semi-annually complete Form 7235F1 Federal Funds Semi-Annual Certification Form. The form must be completed at least twice each year and signed by the employee and staff member with after-the-fact knowledge of the employee's activities.

Federal programs staffs who work in multiple programs and are paid from multiple federal awards with no fixed schedule shall complete a Form 7235F2 Personnel Activity Report.

Positive Time Reporting

(For Districts that have implemented a financial management system that allows positive time reporting) The District may generate a time and effort report directly from the financial management system.

Legal Reference: Idaho SDE IDEA Part B Funding Manual.

Procedure History:
Adopted on: April 13, 2020
Revised on:
Reviewed on:
Payette School District No. 371

Employees Paid with Federal Funds and Unexpected or Extraordinary Closures

During any emergency closure of District facilities, District employees who are paid with federal funds shall be compensated or given unpaid time off in the same manner as similarly situated District employees paid with District funds. Such employees shall continue to perform their grant-funded duties during the closure, to the extent possible. This may include, to the extent practicable, working by phone, email, and video conference. Employees supported with federal grant funds who are intended to provide direct services to students may maintain contact with students during the period of the unexpected or extraordinary closure using the alternative, appropriate methods. District employees paid with federal funds shall return to work as soon as possible.

Federal Funding

It is the intent of the District to apply consistent accounting treatment when allocating funds across both federal and non-federal funding streams. The District will ensure that the expenditures incurred meet allowability requirements for the specific program and are both reasonable, regardless of whether the funding stream is federal, state, or local in nature.

Other References: Office of Management and Budget Memo M-20-11 dated March 9, 2020

Adopted on: April 13, 2020