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Entrance, Placement, and Transfer

3000

Entrance, Date, and Age

No pupil may be enrolled in the kindergarten or first grade whose fifth or sixth birthday 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 (subject to provisions of McKinney Homeless Assistance Act) are required for admission to the District.

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 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 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.

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.

Transfer from Persistently Dangerous Schools

If any school within the District is found to be persistently dangerous in accordance with federal law, students attending the school shall be permitted to transfer to another traditional or charter school within the District which is not persistently dangerous and which is meeting annual yearly progress requirements. The transfer may be either permanent or temporary and lasting until the school of origin is no longer designated as persistently dangerous. Parents or guardians of students shall be notified that the school has been designated as persistently dangerous within ten days of being so designated. Within 20 days of receiving such notification, students may be transferred to another school within the District.

Any student who is the victim of a violent criminal offense on school grounds shall be permitted to transfer to another school within the District.

Cross Reference: 3060
4160

Education of Homeless Children
Notice to Parents Required by No Child Left Behind Act of
2001

Legal Reference: Art. IX, § 9, Idaho Constitution- 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 School Age
I.C. § 33-209 Transfer of Student Records – Duties
I.C. § 39-4801 Immunization required
I.C. § 39-4802 Exemptions
20 U.S.C. § 7912 Unsafe School Choice

Policy History:

Adopted on: May 8, 2017

Avery School District
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STUDENTS

3010

Open Enrollment by Students Who Reside Within and Outside the District

The Board of Trustees recognizes that some of its patrons may want to enroll their children in a different school than the school that serves the attendance area in which they reside. The Board also 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 in-District and 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 District shall consider the needs of the student requesting the transfer as well as the other students affected by the transfer and will accept students if capacity allows.

The District will prioritize applications from students who live within the District and may deny students for one or more of the following reasons:

1. The student was expelled by the previous District;
2. The student has a documented history of significant disciplinary issues or history of chronic absenteeism. However, students applying who have a 504 plan or IEP may not be denied enrollment or have enrollment revoked if the behavior resulting in disciplinary action or chronic absenteeism is a manifestation of the student's disability.
3. The receiving school within the District does not have space available according to the capacity limits set by the Board of Trustees.

The process outlined in this policy is required for admission to any school within the District, and shall be initiated again when a change in grade warrants a change in school – such as when the pupil wishes to continue open enrollment into middle school or high school.

Due process for all students remains the same regardless of which 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 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. However, this may not apply to students with disabilities who have transportation identified in their IEP as a related service need.

Sports

Eligibility rules for participating in extracurricular activities shall apply to students who request to attend a different 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

Applications will be accepted on a form provided by the State Department of Education until February 1 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 District may also consider other applications submitted after February 1.

At the time of application, the District will provide the student's parent/guardian a list of eligible reasons for denial or revocation of open enrollment.

Maximum Capacity

The District will only accept an open enrollment student if the grade level and/or programs they require are below the capacity limits specified in 3010P. The District shall report, at least four times during the school year, the space available at each grade level, by school, using these capacity limits and will post it prominently on the District website.

The Superintendent shall establish a procedure for:

1. Determining which students are chosen when classroom space allows the admission of some, but not all, qualified applicants;
2. Notifying parents/guardians of the possible reasons for denial or revocation;
3. Notifying parents of the action taken on the open enrollment application, including the reasons for the denial of any application;
4. Removing a student from a transfer school, including the grounds for removal, parent notification, and the appeal process; and
5. Notifying parents/guardians of the appeal process available to them in the event their student's application is denied.

Re-enrollment

Open Enrollment students do not need to re-apply to maintain their enrollment at the school in which they're enrolled; However, the parent/guardian shall notify the District of their intention to re-enroll on an annual basis no later than February 1.

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.

Revocation of Open Enrollment

Open enrollment students are required to comply with all District policies. Unacceptable behaviors by a student or false or misleading information on their open enrollment application are grounds for the District to remove an open enrollment student at any time. The District may revoke a student's enrollment if one or more of the following occurs:

1. The student is chronically absent.
2. The student commits repeated, serious disciplinary infractions.
3. The student has been expelled.
4. The number of resident students exceeds the capacity limits set in Procedure 3010P. A student's open enrollment cannot be revoked on these grounds if a student has attended the receiving school for more than two consecutive school years. If a student's enrollment is revoked for this reason, the District shall offer information about other District schools that may be accepting open enrollment students.

Students under consideration of revocation who have a 504 plan or IEP may not have enrollment revoked if the behavior resulting in disciplinary action or chronic absenteeism is a manifestation of the student's disability.

Student Appeals

If an open enrollment application request is denied or revoked, a parent/guardian may request an administrative review by the Board. The parent/guardian must request the review within five school days of receiving the written denial notice. The Board shall consider the appeal at its next regularly scheduled meeting, and issue its decision in writing.

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.

Preventing or Recruiting Potential Open Enrollment Students

Neither the District nor its employees will 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. The 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
3080

Class Size
Nonresident Student Attendance by Out of State Students

Legal Reference: IC §33-512
IC §33-1401
IC §33-1402
IC §33-1404
IC § 33-1409
IC § 33-1410
IC §33-2001

Governance of Schools
Transfer of Pupils - Definitions
Enrollment Options
Districts to Receive Pupils
Measuring and Reporting Capacity
Student Appeals
Education of Exceptional Children - Definitions

Policy History:

Adopted on:

Revised on:

Reviewed on:

Avery School District

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Open Enrollment Application

Date: _____
Requested School: _____ Zoned School: _____
Current School _____

Student Information	
Student Name Last _____ First _____	School year for request:
Grade	Date of Birth
Street Address	City _____ Zip Code _____
Parent/Legal Guardian Name	Home Phone
Parent/Legal Guardian Email	Cell Phone

Reason for student transfer: _____

Is your student on an IEP? YES _____ NO _____

Has your student had a history of attendance infractions within the past three years? YES _____ NO _____

Has your student had a history of disciplinary infractions within the past three years? YES _____ NO _____

Are the attendance/disciplinary infractions related to a disability? YES _____ NO _____

Please explain attendance and/or disciplinary infractions: _____

Will your student participate in IHSAA sanctioned activities? YES _____ NO _____

If yes, which sport/activities: _____

Considerations:

- Priority will be given to open enrollment applications of students living within the district.
- If the student participates in any athletic program governed by IHSAA, he/she may not be eligible to participate at the new school. The parent or guardian should check [IHSAA rules](#) before submitting an application.
- The transfer request is not complete until the resident school has released the student, submitted the request to the requested school and it has been accepted. The student should remain enrolled in the resident school until there is an effective start date at the requested school.
- The district will notify parents of acceptance and the effective start date or denial.
- Transportation of open-enrolled students is the responsibility of the parent/guardian.

Decision-Making Criteria, Revocation, and Appeals:

Space Availability

All applications will be considered on a space-available basis. The district will use their maximum enrollment to determine the space availability according to the state law and district policy.

When there is a transition from one school to another, such as elementary school to middle/junior high school, a new application is required due to different capacity limits.

Attendance and Disciplinary Infractions

Open enrolled students are expected to follow all discipline and attendance policies and regulations applicable to all Avery School District students. Failure to meet these conditions may result in revocation of this Open Enrollment transfer and return to his/her resident school.

Appeals

Appeals of an administrator’s denial or revocation of open enrollment for students wanting to attend Avery School District will be directed to the district’s Board of Trustees for administrative review. The appeals process will follow the district’s policy and process for appeals and must be aligned to Idaho Code 33-1410.

Acknowledgements:

- I certify the information provided is accurate and complete.
- I understand the approval of this request shall be dependent upon the acceptance and rejection standards stated in the district’s policy, and revocation of this transfer may occur in accordance to the conditions listed in the district’s policy. This includes over-enrollment within the first two years of the transfer.
- I understand my student must continue to attend the resident school until the effective start date of the transfer and that nonattendance is subject to truancy procedures.
- I understand I am responsible for providing transportation to and from school for my student.
- I understand the transfer can be revoked at any time if there are attendance or discipline issues.
- I understand I must complete the Intent for Re-enrollment each year in order to continue to attend the school.
- I have requested the transfer of my student’s records from [redacted] district to Avery School District.

I have read the school district policies and procedures on Open Enrollment and hereby request that my son/daughter be permitted to attend the request schools.

Parent/Legal Guardian Signature _____ Date _____

Student Signature (6-12 only) _____ Date _____

For District/School Use Only

Date application received by the district:

Receiving Administrator's Comments:

Receiving Administrator's Signature and Date:

Transfer request: Approved _____ Denied _____ Reason for denial: _____

Date of Parent Notification:

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STUDENTS

3010P

Open Enrollment Procedures

Open Enrollment Application forms are available at the Avery School District Office. 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 1 for enrollment during the following school year. The District will not admit any student prior to viewing that student's records from their 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 from another school attendance area or other Idaho school district attends a District school as described in this procedure and the related District policy.

Application for Out-of-District Students

For students who reside outside the District boundary, the parent/guardian shall complete the Open Enrollment Application form and submit it to the principal of the school they wish to attend (receiving school).

Decision Regarding Application

Once the receiving school principal receives the application from an in-District or out-of-District parent/guardian, along with the student's file from their home district, the principal or designee makes a recommendation to approve or not approve the transfer using the criteria set forth in Policy 3010.

The principal sends the form to the Superintendent, who shall:

Designate an administrator to evaluate data, if any, and/or the placement options. After reviewing the student's file, the designee has discretion to review and accept or deny the open enrollment applications on a case by case basis, considering 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 disciplinary record;
3. The student's attendance record;

4. The student's disability, if applicable;
5. The placement options, given The student's academic history;
6. The student's disability evaluation data, if any; and/or
7. The placement options.

Applications will normally be considered on a "first-come first-serve" basis. However, in situations where openings are limited and applications are received in a similar timely fashion, the Superintendent may give priority if a student:

1. Has a brother or sister enrolled at the requested school;
2. Has a parent/guardian who is employed by the District;
3. Has a unique situation or extraordinary circumstances; or
4. Seeks full-time enrollment rather than part-time enrollment.

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 the homeless child.

The Superintendent will notify the parent/guardian of their decision no later than March 31.

If the request for open enrollment is denied, the denial will include a written explanation. If the application is denied because classroom capacity has been reached at the school of choice, the denial will include information about other schools in the District that are below capacity. All parents/guardians whose open enrollment application for a student is denied shall be provided with notice of the denial and information about their options to appeal the denial.

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. Parents must notify the District by February 1 of each year regarding their intention to re-enroll their child under the Open Enrollment program;
3. That open enrollment may be revoked if the student presents issues of chronic absenteeism, commits serious disciplinary infractions, is expelled, or if the receiving school exceeds maximum capacity with resident students within their first two years of admission;
- 4.

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 capacity limits:

Grade	Class Size
K-8	20

2. The student has been suspended or expelled in their home district.
3. The student has a documented history of repeated serious disciplinary infractions. This includes infractions which could be grounds for suspension or exclusion.
4. The student has issues of chronic absenteeism. A student is considered chronically absent if the student is absent 10% or more school days during the school year.
5. It is determined that information on the Open Enrollment Application has been misrepresented or was incomplete.

However, if the student has a 504 plan or IEP and the disciplinary or absenteeism issues are a manifestation of the disability, this shall not be grounds for denial of the application.

Revocation of Open Enrollment

As long as an open enrollment student's parent/guardian has, before the preceding February, notified the District of their intention to re-enroll the student the Superintendent shall treat that student as if they reside in that school's attendance area. However, the District reserves the right to remove an open enrollment student if:

1. The student has a documented history of chronic absenteeism;
2. The student has a documented history of repeated serious disciplinary infractions;
3. The student has been expelled.
4. The number of resident students exceeds the capacity limits set in this procedure. A student's open enrollment cannot be revoked on these grounds if a student has attended the receiving school for more than two consecutive school years. If a student's enrollment is revoked for this reason, the District may offer information about other District schools that may be able to accept open enrollment students.

If a student's open enrollment is revoked, the parent/guardian appeal the revocation to the Board within five school days.

The Board of the receiving school must render a decision to the parent/guardian at their next regular meeting, and the Board must issue their decision in writing. The decision of the Board may be appealed to the State Board of Education.

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.

Students with Disabilities

In-district and out-of-district students with disabilities are not treated differently from students without disabilities 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. Additionally, students applying who have a 504 plan or IEP may not be denied enrollment or have enrollment revoked if the behavior resulting in disciplinary action or chronic absenteeism is a manifestation of the student's disability.

Procedure History

Promulgated on: 02/2024

Revised on: 02/2024

Reviewed on: 02/2024

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Enrollment and Attendance Records

3020

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 Reference: I.C. § 33-1001 Definitions
I.C. § 33-1002E Pupils Attending School in Another State
IDAPA 08.02.01.250.03 Day in Session When Counting Pupils in Attendance
IDAPA 08.02.01.250.04 Day of Attendance – Kindergarten
IDAPA 08.02.01.250.05 Day of Attendance (ADA) – Grades One Through Twelve (1-12)

Policy History:

Adopted on: May 8, 2017

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Enrollment and Attendance Records

3020P

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. 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:

Promulgated on: May 8, 2017

Avery School District

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Compulsory Attendance

3040

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.

The Board of Trustees is responsible for the education of all school-aged children within District boundaries. Therefore, it reserves the right to ensure comparability of services at all other schools.

Whenever it is determined by the Board or the Board's designee under the provisions of due process of law that the parents or 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 Reference: Art. IX, § 9, Idaho Constitution – Compulsory Attendance at School
I.C. § 33-201 School Age
I.C. § 33-202 School Attendance Compulsory
I.C. § 33-207 Proceedings Against Parents or Guardians

Policy History:

Adopted on: May 8, 2017

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Prosecutor's letter

3040F1

(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

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: _____

Telephone: _____

Address: _____

City & State: _____ Zip: _____

(Print name of person submitting report) (Title and Position)

(Phone) (Signature)

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Attendance Policy

3050

Students are expected to attend all assigned classes each day. Teachers shall keep a record of absence and tardiness. Before the end of the school day, each school shall attempt to contact every parent, guardian, or custodian whose child is absent from school but who has not reported the child as absent for the school day, to determine whether the parent, guardian, or custodian is aware of the child's absence from school.

The following are valid excuses for absence and tardiness. Missed work assignments and activities may be made up in the manner provided by the teacher.

1. **Participation in school-approved activity:** To be excused, this absence must be authorized by a staff member and the affected teacher(s) must be notified prior to the absence, unless it is clearly impossible to do so.
2. **Absence caused by illness, health condition, or family emergency:** When possible, the parent is expected to notify the school office on the morning of the absence and send a signed note of explanation with the student upon his/her return to school. A student shall be allowed one makeup day for each day of absence. "Emergency" shall be defined as unforeseen and unexpected circumstances which create an air of crisis or extreme need. Such circumstances must present a grave and clear danger which could result in irremediable harm or immediate disaster.
3. **Absence for parental-approved activities:** This category of absence shall be counted as excused for purposes agreed upon by the principal and the parent. An absence may not be approved if it causes a serious adverse effect on the student's educational progress. In participation-type classes (e.g., certain music and physical education classes), the student may not be able to achieve the objectives of the unit of instruction as a result of absence from class. In such a case, a parent-approved absence would have an adverse effect on the student's educational progress, which would ultimately be reflected in the grade for such a course.
4. **Absence resulting from disciplinary actions or short-term suspension:** Students who are removed from a class or classes as a disciplinary measure, or students who have been placed on short-term suspension, shall have the right to make up assignments or exams missed during time they were denied entry to the classroom.

Extended Illness or Health Condition

If a student is confined to home or hospital for an extended period, the school shall arrange for the accomplishment of assignments at the place of confinement whenever practicable. If the student is unable to do his/her schoolwork, or if there are major requirements of a particular

course that cannot be accomplished outside of class, the student may be required to take an incomplete or withdraw from the class without penalty.

Excused Absence for Chronic Health Condition

Students with a chronic health condition which interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his or her parent shall apply to the principal or counselor, and a limited program shall be written following the advice and recommendations of the student's medical advisor. The recommended limited program shall be approved by the principal. Staff shall be informed of the student's needs, though the confidentiality of medical information shall be respected at the parent's request. Absence verified by a medical practitioner may be sufficient justification for home instruction.

Unexcused Absences

1. Each unexcused absence shall be followed by a warning letter to the parent of the student. A student's grade shall not be affected if no graded activity is missed during such an absence.
2. When a student evidences repeated truancies, a conference shall be held among the parent, student and principal. At such a conference, the Principal, student and parent shall consider adjusting the student's program or transferring the student to another school or engaging in family counseling.
3. If the above action fails to correct the truancy problem, the student shall be declared an habitual truant. The attendance administrator shall interview the student and his or her family and prescribe corrective action, which may include expulsion, and/or filing a complaint against the parent, guardian, or other person responsible for the care of the child in a court of competent jurisdiction. A student who has been expelled for attendance violations may petition the Board for reinstatement. Such petition may be granted upon presentation of a firm and unequivocal commitment to maintain regular attendance.

Students are expected to be in class on time. When a student's tardiness becomes frequent or disruptive, the student shall be referred to the principal or counselor. If counseling, parent conference, or disciplinary action is ineffective in changing the student's attendance behavior, he/ she may be suspended from the class.

All sanctions imposed for failure to comply with the attendance policies and procedures shall be implemented in conformance with state and District regulations regarding corrective action or punishment.

Policy History:

Adopted on: May 8, 2017

Avery School District
#394
STUDENTS

Education of Homeless Children

3060

The board of trustees of the Avery School District #394 recognize the right of all students residing within the district boundaries, including those who are homeless, to immediately enroll in, and participate in, the district's educational and support programs.

DEFINITIONS

“Homeless students” mean children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and lack a fixed, regular, and adequate nighttime residence. This includes children and youth who:

- a) are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as *doubled-up*);
- b) living in motels, hotels, trailer parks, or other camping grounds due to lack of alternative adequate accommodations;
- c) living in emergency, transitional shelters or abandoned in hospitals;
- d) 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;
- e) live in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- f) are migratory children and youth living in a situation described above; and
- g) unaccompanied youth living in a situation described above.

A child or youth shall be considered to be in transition or homeless for as long as he or she is in a living situation described above and for the remainder of the school year in which they find permanent housing. Homeless children and youth will be annually evaluated by the liaison to determine if they are still living in eligible living situation and eligible for McKinney-Vento related services and supports.

“School of origin” means the school that the student attended when permanently housed, or the school in which the student was last enrolled.

“Local attendance area school” means any public school that housed students who live in the attendance area in which the child or youth is actually living are eligible to attend.

“Unaccompanied youth” means a youth not in the physical custody of a parent or guardian, who is in transition as defined above. Unaccompanied youths include young people who have been denied housing by their families, run away from home, and/or been abandoned by parents or guardians.

“Immediate” means without delay.

“Enroll and Enrollment” mean attending school and participating fully in school activities.

“Local or district liaison” is the staff person designated by the district who is responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

NOTICE

Public notice regarding the educational rights of children and youths identified as homeless as well as who to contact regarding eligibility, will be posted in the district office and in every school in the district, as well as disseminated in other places where children, youths, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies.

SCHOOL STABILITY

In determining the best interest of the homeless student, 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 school/district team 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 “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 “Disputes,” below.

IMMEDIATE ENROLLMENT

In General: The school selected in accordance with this policy shall immediately enroll the homeless student, even if the student:

- 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.

Relevant Academic Records: The enrolling school shall immediately contact the school last attended by the student to obtain relevant academic and other records.

Relevant Health Records: If the student needs to obtain immunizations or other required health records, the enrolling school shall immediately refer the parent/guardian or the unaccompanied youth to the liaison, 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

DISPUTE RESOLUTION

If a dispute arises over any issue covered in this policy:

1. A homeless student shall be immediately enrolled to the school of choice of the parent/guardian or unaccompanied youth during the period of dispute resolution, and be allowed to fully participate in all school activities for which the student is otherwise eligible.
2. The district will provide the parent/guardian or unaccompanied youth with a written explanation of the decision regarding eligibility, school selection or enrollment and notice of their right to appeal. Along with the written explanation, the district McKinney-Vento Appeal Packet will be provided - which includes: a copy of their rights, an explanation of the appeal process, and dispute documents. Such notice will be in language the parent, guardian, or unaccompanied youth can understand and will include an appeal form and a summary of the dispute resolution process.

3. The parent/guardian, or unaccompanied youth shall be referred to the district liaison upon being informed of the parent/guardian or students' desire to make an appeal. The liaison shall gather any additional related documents and, submit the dispute packet to the designated district team, who will respond in writing to the parent/guardian or unaccompanied youth within 10 days.
4. If an agreement cannot be reached between the parties regarding the dispute, the district will promptly seek further assistance from the State Coordinator for Homeless Education who will follow the Idaho State Department of Education Dispute Process to review and determine how the student's best interests will be served. All parties will be expeditiously informed of the State's determination in writing and such decision will constitute final resolution of the dispute.

DISTRICT RESPONSIBILITIES AND SERVICES

The schools in this district will develop strategies for meeting the needs of homeless students and eliminating barriers to their attendance at school, including identification, and the provision of appropriate support services

Students experiencing homelessness will be provided services comparable to services offered to other non-homeless students. A student who ceases to be homeless may continue to receive services until the end of the period of time for which the service was originally intended, which may be the end of the school year or the end of a program cycle.

Services provided to homeless students include:

- Public preschool programs; e.g., Head Start
- Title IA services
- Educational services for which the student meets eligibility criteria; e.g., special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free Meals
- Transportation

When applying any district policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

A child or youth shall be considered to be in transition or homeless for as long as he or she is in a living situation described above and for the remainder of the school year in which they find permanent housing. Homeless children and youth will be annually evaluated by

the liaison to determine if they are still living in eligible living situation and eligible for McKinney-Vento related services and supports.

TRANSPORTATION

Parents, guardians, and unaccompanied youths will be informed of the right to transportation before they select a school for attendance. At the request of a parent, guardian, or unaccompanied youth, transportation will be provided to and from the school of origin. Transportation will be provided for the entire time the student has a right to attend that school, including during pending disputes.

It is this district's policy that inter-district disputes will not result in a homeless student missing school. If such a dispute arises, the district will arrange transportation and immediately bring the matter to the attention of the State Coordinator for Homeless Education.

FREE MEALS

Any child identified as homeless by the local liaison automatically qualifies for free school meals in the National School Lunch and School Breakfast Programs. They do not have to complete an application. The local liaison or shelter director will create a list of students who are eligible for free meals, note the effective eligibility dates, sign the form, and give it to the school nutrition program office for immediate processing.

A homeless student who is declared eligible for free meals remains eligible for the rest of the school year, even if the student's homeless status changes.

PRESCHOOL

The district will ensure that children identified as homeless receive priority enrollment in preschool programs operated by the district, including exempting homeless children from waiting lists. Homeless children with disabilities will be referred for preschool services under the Individuals with Disabilities Education Act (IDEA).

TITLE I, PART A

The District shall reserve a portion of Title IA funding to provide educationally related support services to homeless children and youths regardless of whether they attend a Title I school. In addition the District may use this reservation to provide regular Title I services to homeless students attending non-Title I schools, as well as to provide homeless students with services not ordinarily provided to Title I students, regardless of whether the homeless students attend Title I or non-Title I schools. The District bases the reservation on its total allocation prior to any other allowable expenditures or transfer of funds.

LOCAL HOMELESS EDUCATION LIAISON

The superintendent or designee will designate a local liaison for homeless children and youths and their families. The local liaison will serve as one of the primary contacts between homeless families and school staff, district personnel, and other service providers.

The responsibilities of the liaison include, but are not limited to, ensuring:

1. All homeless children and youths in and out of school are identified by school personnel through coordination with other entities and agencies.
2. Ensure that all district personnel receive annual professional development training and other support related to the McKinney-Vento Act.
3. All homeless children and youths enroll in and have a full and equal opportunity to succeed as non-homeless students in the district.
4. Homeless families, children, and youths receive educational services for which they 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. 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 that education.
6. Parents, guardians, and unaccompanied youths are informed and assisted in accessing transportation services, including transportation to the school of origin or to the selected school.
7. Eligibility, school selection, or enrollment disputes are mediated in accordance with the "Dispute Resolution" section, above;
8. Public notice of the educational rights of homeless children and youths is disseminated in 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. All homeless families, children and youth receive referrals to health, dental, mental health, housing, substance abuse, and other appropriate services.
10. Unaccompanied Homeless Youth:
 - Are enrolled in school;
 - Have opportunities to meet the same challenging state academic standards as the State established for other students;
 - Are provided with college and career counseling; and

- Are informed of their status as independent students under 20 USC § 1087vv(d), and that such student may obtain assistance from the District Liaison to obtain verification of such status for purposed of the Free Application for Federal Student Aid (FAFSA).

LOCAL AND STATE COORDINATION

The local liaison will coordinate and collaborate with the Idaho State Coordinator for Homeless Education, as well as community and school personnel who are responsible to provide education and related services to homeless students. These shall include public and private service providers in the community, housing and placement agencies, the district transportation department, local liaisons in neighboring districts, and other organizations and agencies as needed and appropriate to provide more effective and comprehensive services to homeless children and youth and their families. Such coordination shall include collecting and providing to the State Coordinator the reliable, valid, and comprehensive data need to meet the requirements of 42 USC § 11432(f)(1) and (3).

DETERMINING 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.

POLICY REVIEW

The district will review and revise any policies that may act as barriers to the enrollment of homeless children and youths in schools. In reviewing and revising such policies, consideration will be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, guardianship, and accepting/granting partial credit for completed coursework. Special attention will be given to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school.



LEGAL REFERENCE:

Idaho Code Section 33-1404

McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§11432 (2017).

Elementary & Secondary Act - Title I, Part A of the Every Student Succeeds Act, 20 U.S.C § 6301 *et seq.*, reauthorized in 2015.

Individuals with Disabilities Education Act, 20 U.S.C. § 1400 *et seq.* (2004).

Child Nutrition and WIC Reauthorization Act of 2004, P.L. 108-265 (2004).

Improving Head Start for School Readiness Act of 2007, P.L 110-134 (2007)

Strengthening Career and Technical Education for the 21st Century Act (Perkins V), 20 U.S.C § 2031, 2032, 2322, 2323 (2018)

Adopted: May 2022

Avery School District

#394

STUDENTS

EDUCATION OF HOMELESS CHILDREN

3060 PROCEDURE

McKinney-Vento/Homeless Education Mini-Manual



IDAHO STATE DEPARTMENT OF EDUCATION
TITLE IX-A HOMELESS EDUCATION PROGRAM

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POLICY HISTORY
ADOPTED 11/08/2021

CREATED 09/2020

McKinney-Vento/Homeless Education Mini Manual
| Idaho State Department of Education | 1

McKinney-Vento/Homeless Education Mini-Manual

USE THE MINI-MANUAL IN TANDEM WITH THE IDAHO STATE TITLE IX-A HOMELESS EDUCATION WEBSITE @
[HTTPS://SDE.IDAHO.GOV/FEDERAL-PROGRAMS/HOMELESS/](https://sde.idaho.gov/federal-programs/homeless/)

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GLOSSARY OF ACRONYMS & ABBREVIATIONS

Acronym	Program, etc.
MV	McKinney-Vento Act
EHCY	Education of Homeless Children and Youth
ESSA	Every Student Succeed Act – the 2018 reauthorization of the Elementary and Secondary Education Act of 1965
ESEA	Elementary and Secondary Education Act
LEA	Local Educational Agency (district or charter)
SDE	Idaho State Department of Education
ED	United States Department of Education
UHY	Unaccompanied Homeless Youth
ISEE	Idaho System for Educational Excellence
IDCI	Idaho District Contact Information (district program contacts directory)
IDEA	Individuals with Disabilities Education Act (Special Education)
FAFSA	Free Application for Federal Student Aid
PPI	Personally Identifiable Information

MCKINNEY-VENTO/HOMELESS EDUCATION INFORMATION

Purpose

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act authorized the federal Education for Homeless children and Youth (EHCY) program along with the Title IX-A section of Every Student Succeeds Act (ESSA) to provide students experiencing homelessness with protections and services to ensure they enroll and attend school, complete their high school education and prepare for college or careers – their best hope of avoiding poverty and homelessness as adults.

It ensures students who lack a fixed and regular nighttime residence are provided equal access to a free appropriate public education-including public preschool, are able to stay in their school of origin, receive free school meals, and barriers are removed so they may fully participate in their education.

Local educational agencies (LEA) are instrumental in ensuring that the rights and services guaranteed in the McKinney-Vento Act are implemented throughout the district or charter.

All public-school LEAs must follow the requirements of the McKinney-Vento Act, whether or not they receive a McKinney-Vento supplemental subgrant or receive other federal funds.

Definition

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) defines *homelessness* and provides protections under the federal law, as follows:

The term "homeless children and youths":

(A) means individuals who lack a fixed, regular, and adequate nighttime residence; and

(B) includes:

(i) 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;*

(ii) 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;

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing**, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii);(v) unaccompanied homeless youth (UHY) who meet the homeless living situations listed above AND are “not in the physical custody of parent or guardian”.

*Per Title IX, Part A of the Every Student Succeeds Act, "awaiting foster care placement" was removed from the definition of homeless on December 10, 2016.

**Per Title 24 – Housing and Urban Development – Federal Preference: Substandard Housing Section 5.425
A unit is substandard if it:

(1) Is dilapidated; (The unit does not provide safe and adequate shelter, and in its present condition endangers the health, safety, or well-being of a family; or the unit has one or more critical defects, or a combination of intermediate defects in sufficient number or extent to require considerable repair or rebuilding. The defects may involve original construction, or they may result from continued neglect or lack of repair or from serious damage to the structure.)

(2) Does not have operable indoor plumbing;

(3) Does not have a usable flush toilet inside the unit for the exclusive use of a family;

(4) Does not have a usable bathtub or shower inside the unit for the exclusive use of a family;

(5) Does not have electricity, or has inadequate or unsafe electrical service;

(6) Does not have a safe or adequate source of heat;

(7) Should, but does not, have a kitchen; or

(8) Has been declared unfit for habitation by an agency or unit of government.

See § 5.415(a)(2) and (c)(2)(ii)

Student Rights

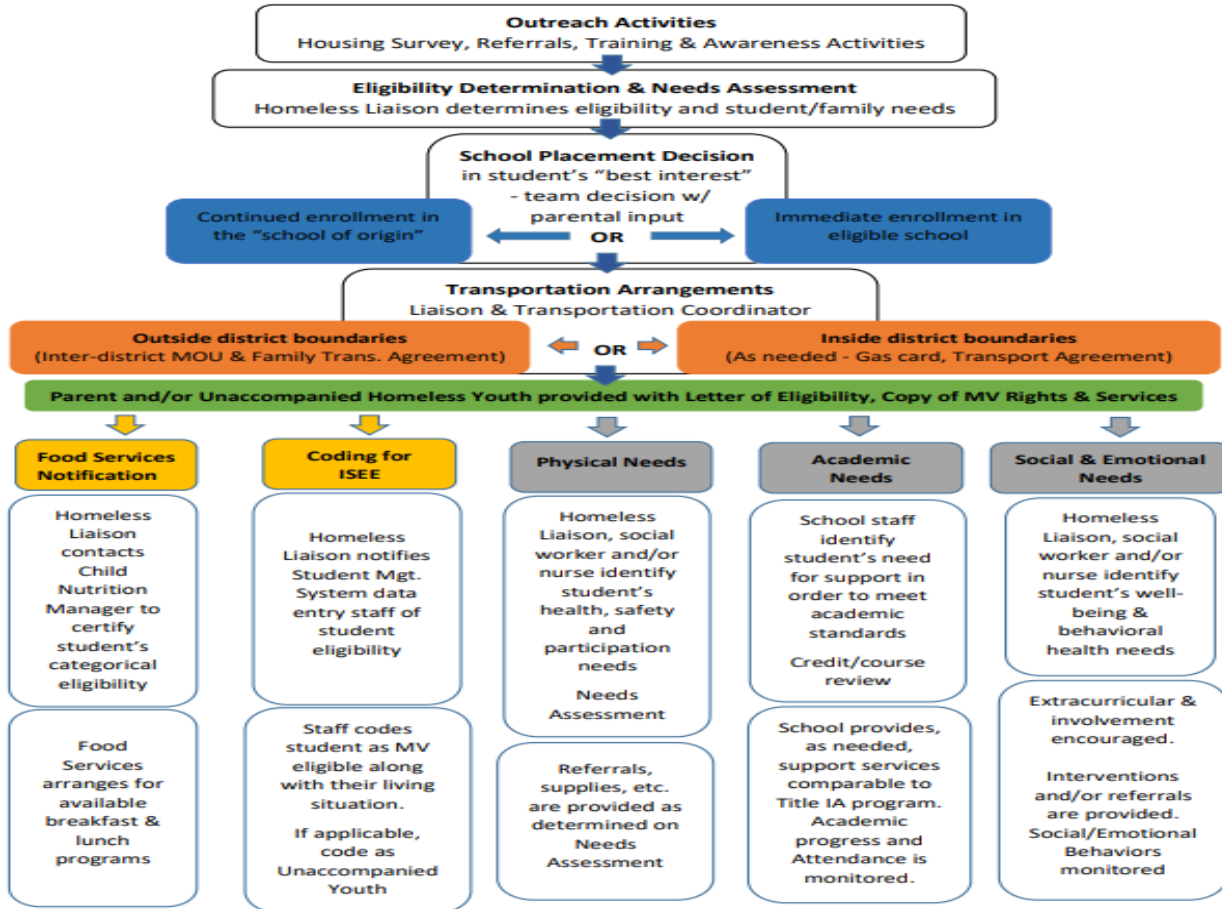
All homeless students have the right to be free from segregation, isolation, and stigmatization. Homeless children and youth have access to the education and other services that ensure them the opportunity to meet the same challenging state student academic achievement standards to which all students are held.

McKinney-Vento eligible children have the right to:

- Receive a free, appropriate public education
- Enroll in school immediately, even if lacking documents normally required for enrollment
- Enroll in school and attend classes while the school gathers needed documents
- Enroll in the local school; or continue attending the school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is their preference. **If the school district believes that the school you select is not in the best interest of the child, then the district must provide a written explanation of its position and inform parents and UHY of the right to appeal its decision*
- Receive transportation to and from the school of origin, if requested
- Receive educational services comparable to those provided to other students, according to students' needs.
- Children with special education needs between the ages of 3 and 21 are eligible to receive special needs services.

DISTRICT HOMELESS EDUCATION PROGRAM

McKinney-Vento Eligibility & Services Flow Chart



NOTE: See Idaho IX-A Homeless Education Website – PROG 8 for “MV Eligibility & Services Flowchart”

STEP 1: Outreach & Identification

Identifying all students experiencing homelessness is critical as it allows liaisons to help students and UHY who may have difficulty with enrollment, to connect students to educational support and community services, and to increase the likelihood that homeless students and UHY will overcome the extra educational challenges or barriers they may face.

While it is true that local liaisons themselves will and should identify many of the homeless students in a LEA, the actual charge in the law is for local liaisons to ensure that homeless students are identified “by school personnel through outreach and coordination activities with other entities and agencies” [42 U.S.C. § 11432(g)(6)(i)]. The language in the law means two important things. First, local liaisons are not expected to do the work alone and bear the sole responsibility for identifying students. Second, collaboration with other educational programs and even agencies outside the LEA is not only encouraged, but it is expected. The collaborations involved in ensuring students in homeless situations are identified may be very informal or be structured around formal activities and relationships.

School staff who may be particularly helpful in meeting the requirement to identify homeless students include

- school nurses;
- front office and registration staff;
- truancy and attendance officers;
- cafeteria staff;
- bus drivers;
- school social workers and counselors;
- classroom teachers and aides; and
- administrators, such as principals or directors of special education and Title IA.

Strategies to Increase Identification

Awareness Posters -

Notices regarding the rights of youths experiencing homelessness should be posted in places where parents and youth may see them and must be written in a user-friendly format.

NOTE: See Idaho IX-A Homeless Education Website for digital copies and how to order posters, flyers, and postcards in English and Spanish – PROG 3 Notification of Educational Rights

You or Your Children May Qualify for:

Free school meals

Transportation to school programs

Free school supplies

Free community resource referrals

The McKinney-Vento Education Assistance Act Provides Certain Protections: If You or Your Family Live in Any of These Situations:

with relatives or friends because you lost your housing or can't afford housing on your own

in a car or couch surfing

in a shelter, motel, or campground

in an RV/trailer, substandard housing, or a building - without basic services (heat, water, sewer)



Eligible Students Have the Right to:

- Go to school, no matter where you live or how long you have lived there.
- Enroll in school without giving a permanent address – enrollment may not be delayed even if lacking the documents normally required for enrollment.
- Enroll and attend classes even if you don't have immunization records or a birth certificate while the school arranges for needed records.
- Continue to go to the school you were attending before becoming homeless, or the school last attended, if that is your preference and it is feasible.
- Receive transportation to school of origin, if preferred and it is in the best interest of the student.
- Participate in special programs and services for which any student qualifies, including athletics and other extra-curricular activities.
- File a dispute if you disagree with the enrollment, eligibility, or services for you/your child related to the McKinney-Vento Act.

For help with school enrollment or other support services, do the following:

- Contact the district's McKinney-Vento liaison for help enrolling or continuing at the school you are now attending:

Name _____ Phone _____

- Contact state McKinney-Vento/Homeless Coordinator:

Suzanne Peck, (208) 332-6904 or speck@sde.idaho.gov

For immediate help with food, housing, or mental health services:

- Call 211 - The Idaho Careline
- Visit idalink.idaho.gov



Home Survey -

Including a housing questionnaire/survey with a simple statement of rights in the general enrollment and registration packet received by all students as they sign up for school is a good way to ensure the entire student population is informed. Avoid using the word "homeless," as it may be off-putting. By providing the information in all the enrollment packets, no one feels singled out or stigmatized, but even those who are not homeless become more aware of things happening in the community.

Please Add District Logo

"Sample" Housing Survey

PLEASE READ CAREFULLY AND COMPLETE FULLY

No student or family will be discriminated against based upon any of the information provided in this form. The information you provide is confidential. The answers you give will help us determine the services your student may be eligible to receive at under the McKinney-Vento Act.

Student Information

Full Name: _____ Grade: _____ School: _____

Address: _____
Street Address _____ Apartment/Unit # _____
City _____ State _____ ZIP Code _____

Birth Date: _____ Gender: _____ Ethnicity: _____ Phone: _____

Email: _____

Name of Parent/Legal Guardian: _____ Is the student living with their Parent or Legal Guardian? YES NO

If not living with Parent or Legal Guardian, who is residing in the same location as the student? _____

Student's current address, if different _____

Housing

Date this student moved to this address: _____ How long do you expect to be at this address? _____

Do you own or rent your current home/apartment? YES NO If no, are you seeking permanent housing? YES NO

Number of adults over 21 living in the home and relationship to the student: _____

Number of children under 21 living in this home (including the student)? _____

Name of children (under 21) at this address, ages, relationship to student, and schools they attend (please include all children not yet in school): _____

Siblings at other addresses? _____

of bedrooms in the home? _____

Check all that apply:

Doubled up: living with family or friends due to natural disaster, financial hardship or loss of housing.

Eviction notice or mortgage foreclosure in the past year.

Living without adequate heat, electricity, plumbing or water.

Living in a shelter/transitional housing. Name of agency: _____

Living in hotel/motel due to lack of other suitable housing. Name of hotel/motel: _____

Living on the street, in an abandoned building, in car, campground, or other public place not intended for regular habitation. Please explain: _____

In the past three (3) years, has any one in your household had to move to be a paid laborer in any of the following areas: farming, livestock, or processing agricultural products? YES NO

Signature

I verify that the information provided above is true and correct.

Printed Name and Relationship of Person Completing the Form

Date

Signature of Person Completing the Form

NOTE: See Idaho IX-A Homeless Education Website -SID 8 Homeless Educations Services & Identification for customizable forms in English and Spanish

Enrollment & Awareness Events –

As required by statute, **LEAs must enroll students seeking MV eligibility immediately**, even if they are unable to provide paperwork normally required for enrollments. Effort to confirm eligibility should take place once full enrollment has occurred.

Events like New Student Enrollment, Kindergarten Round-up or Head Start enrollment fairs can lead to more identified students. Many communities also host events which focus on connecting persons in need with agencies and organizations that can help them, including schools. Participating in community awareness events can help develop relationships with partners who can help assist the liaison with identification and in meeting the needs of families and students.

District Website or Newsletters -

The LEA website should contain the student handbook and other important information targeted to students and their families. It can be a great tool for increasing awareness and disseminating information about the rights of homeless students as well as listing contact information for the liaison.

Mid-Year Outreach -

Families may move from place to place and youth may become estranged from their families after enrolling in school; mid-year identification processes for families to update contact information, for staff to refer students or for youth to self-identify can help connect students to services who were not otherwise identified through beginning of the year enrollment/registration or home questionnaire/survey efforts.

STEP 2: Verification & Eligibility

To determine a student's McKinney-Vento eligibility, school districts must determine whether a student's living arrangement meets the McKinney-Vento definition of homeless. In this process, school districts will encounter instances where they will need to confirm information provided about a child's or youth's living arrangement.

Verification/Confirming Eligibility -

Completed Housing Survey forms that indicate students are living in potentially “Homeless” qualifying situations will be reviewed in conjunction with the “Eligibility Determination Form” by the district McKinney-Vento liaison or school designee for verification of eligibility.

Efforts to confirm information about a child’s or youth’s living arrangement should be respectful, effective, discreet, and maintain LEA privacy guidelines. Conducting eligibility conversations should be conducted in a private space, in a respectful manner and with care and sensitivity as these conversations are very personal for

If, after investigating, a district concludes that a student is not MV eligible, the district must provide the parent/guardian or UHY the opportunity to appeal the district's decision through the district MV dispute resolution process.



McKinney-Vento Eligibility Notification

THIS FORM IS ONLY VALID FOR THE CURRENT SCHOOL YEAR: _____

This form is to be used when a student identified under McKinney-Vento (MV) moves from one district to another within the same school year. The purpose of this form is to notify the district/school liaison in the new district of the student's eligibility under MV so that there is no break in service during the school year.

_____ was identified and determined eligible for
(name of student)

McKinney-Vento Services by the district identified below on _____
with a primary nighttime residence of:

- Shelter or transitional housing
- Doubled-up
- Unsheltered (car, camp trailer w/ no utilities, public space, substandard/inadequate housing)
- Hotel or motel

This student:

- lives with parent/guardian
- is an Unaccompanied Homeless Youth

This student will remain eligible for services for the remainder of the 20_ - 20_ school year. Eligibility will need to be re-assessed at the beginning of the next school year.

School district _____

District Liaison _____

Phone _____

Email _____

Signature _____ Date _____

(After this form is completed and signed, put a copy in the student's file AND email the form to the district/school liaison in the new district.)

NOTE: See Idaho IX-A Homeless Education Website -SID 8 Homeless Educations Services & Identification for

“Written Notification of Eligibility Simple Form”

Parent Communication -

The McKinney-Vento Act accords parents and guardians experiencing homelessness the right to have their voices heard on what they believe is in the best interest of their children. The law requires local liaisons to provide parents and guardians information on the McKinney-Vento Act and on the process for disputing decisions of the local educational agency (LEA) when they disagree on enrollment and best interest determinations for their children.

Communication is critical for developing trust with parents. Good rapport enables local liaisons to establish a working relationship with parents that results in good educational decisions for children. The following tips will help you develop positive, productive relationships with parents.

- Keep impersonal communication, such as letters and emails, to a minimum; conduct face-to-face conversations whenever possible.
- Provide a welcoming environment.
- Conduct sensitive conversations in a private and comfortable place.
- Avoid using the word “homeless;” avoid charged and judgmental language.
- Talk to them about their living situation; be sensitive and discrete.
- Ask them about their needs. A good question to ask is, “How may we be of assistance to you and your family? What would be helpful for you now?”
- Assure them that their children are welcome in your school and that you have their best interest in mind.
- Empower and encourage parents; discuss solutions to challenges with them.
- Discuss things about which they feel positive.
- Listen! Listen! Listen!

The McKinney-Vento Act: Parent-Student Rights

Idaho public schools shall provide an educational environment that treats all students with dignity and respect. Every student experiencing homelessness or transition shall have access to the same free and appropriate educational opportunities as students who are not homeless. This commitment to the educational rights of homeless children, youth, and unaccompanied youth, applied to all services, programs, and activities provided or made available.

A student may be considered eligible for services under the McKinney-Vento Homeless Assistance Act if he or she is presently living:

- In temporary shared housing, a shelter, or transitional living program
- In a hotel/motel, campground, or similar situation due to lack of alternatives
- At a bus station, park, car, or abandoned building
- According to the McKinney-Vento Act, eligible students have rights to:

***Immediate enrollment:** *Documentation and immunization records cannot serve as a barrier to the enrollment in school.*

***School Selection:** Eligible students have a right to select from the following schools:

- The school he/she attended when permanently housed (School of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which the student currently resides (School of Residency)

***Remain enrolled** *in his/her selected school for the duration of homelessness, or until the academic year upon which they are permanently housed.*

***Participate in programs** *for which they are eligible, including Title I tutoring programs, Free Lunch in schools with the, National School Lunch Program, Head Start & Even Start Preschool Programs.*

***Transportation Services:** *A McKinney-Vento eligible student attending his/her School of Origin has a right to transportation to and from the School of Origin.*

***Dispute Resolution:** *If you disagree with school officials about enrollment, transportation, or fair treatment of a homeless child or youth, you may file a complaint with the school district. The school district must respond and attempt to resolve it quickly. During the dispute, the student must be immediately enrolled in the school and provided transportation until the matter is resolved. The McKinney Vento Liaison will assist you in making decision, providing notice of any appeal process, and filling out dispute forms.*

NOTE: See Idaho IX-A Homeless Education Website -PROG 33 Notice of Educational Rights for downloadable copies in English and Spanish

STEP 3: Planning & Delivery of Services

The absence of a stable living arrangement has a devastating impact on educational outcomes for youth. For many students who are homeless, not having the proper school records often leads to incorrect classroom placement. Medical records, immunization records, previous school transcripts, proof of residency, and for unaccompanied youth, parental permission slips, are some of the “paper” barriers to students being placed efficiently and appropriately within school districts.

When students change schools frequently, it is difficult for educators to correctly identify their needs and ensure proper placement. Parents may also have difficulty identifying the difference between academic or social difficulties that result from the stress of homelessness and mobility. Also, transportation is an obstacle that further prevents many homeless children and youth from obtaining education. Stigmas about homelessness combined with lack of support from the school district can often prevent homeless students from receiving the best education possible. All of these reasons prevent homeless youth from receiving education effectively and efficiently.

The services provided under McKinney-Vento provide families the opportunity to maintain education stability for their student, which is key to their educational trajectory and success.

One of the priorities of the act is the provision of transportation services to allow students experiencing homelessness to remain in their school of origin, which is defined as the school that the student attended when they first experienced homelessness.

Students who are identified by the MV liaison as meeting the homeless definition are categorically eligible to receive free meals through the Child Nutrition program. To expedite the delivery of nutritional benefits, school child nutrition staff may accept documentation that the children are homeless from the local McKinney-Vento liaison. Documentation to substantiate free meal eligibility must consist of the child’s name or a list of names, effective date(s), and the signature of the district McKinney-Vento liaison. This documentation is acceptable in lieu of a free and reduced-price meal application.

Needs Assessment

The McKinney-Vento liaison will meet with the parent and/or student to determine what services will be provided based on what is available within the district homeless education program. The district organizes supports based on the following types of services needed to remove barriers and to all students to fully participate in their education:

- Basic Needs & Supportive Services
 - Nutritional supports
 - Transportation
 - Social/Emotional counseling
 - Clothing & cold weather needs
 - Etc.
- Academic/Instructional Supports & Services

- Enrollment assistance
- School supplies
- Referral and expedited evaluation for educational support programs
- Extra-curricular activities
- Credit recovery and/or Academic Intervention support
- Graduation supports
- College/Career counseling & FAFSA support
- Referral Services
 - Community partner resources
 - Medical, Dental & Vision services
 - Department of Health & Welfare navigation program
 - Housing referrals to regional coordinated entry service provider

McKinney Vento Supports for _____

Please assess your need in each area using the following:

H = High Need (I can't provide this to my child or myself without help)

P = Partial Need (Help would be appreciated for this, but we/I can take care of some of it)

N = Not a need (We/I can provide or do this on our/my own)

Basic Supports	ACTION PLAN	One time or Ongoing
Free breakfast & lunch (in school)		
Food needs (outside of school)		
Clothing needs		
Hygiene Products		
Laundry Facilities		
Medical, Dental, or Vision Services referrals		
School Transportation		
After-school Care/Enrichment		
Other:		

Education/Academic Support	ACTION PLAN	One time or Ongoing
Enrollment assistance (documents & fees)		
Preschool or Headstart programs		
School supplies		
Expedited evaluations for educational support programs (Spec. Ed, EL, Gifted, etc)		
Summer programming		
Parental Engagement support		
Credit Recovery Assistance		
Graduation support or related expenses		
Alternative educational programs		
Other:		

Social/Emotional Support	ACTION PLAN	One time or Ongoing
Access to & understanding of available community resources (Self-Rescue Manual)		
Referral to Department of Health & Welfare Navigator Program		
Parenting Trainings		
Other:		

My signature below affirms the following: (1) the information I have provided on this form is true and accurate to the best of my knowledge or belief; (2) non-identifying information may be shared with community and governmental agencies in an effort to more effectively provide services to you and/or your student, and (3) the same information, as well as other information that may identify my child(ren) may be shared with other KSD staff members for a legitimate educational purpose.

Parent/Student signature _____ Date _____

MV Liaison signature _____ Date _____

NOTE: See Idaho IX-A Homeless Education Website -SID 8 Homeless Education Services & Identification customizable form and templates to reflect community resources & partners.

STEP 4: Records & Reporting Processes

Data collection begins at the school and LEA level. The district MV liaison is responsible for working with the district/charter data staff and the State Coordinator to ensure accurate data is provided that meets the required elements.

In order to meet the data collection and dissemination requirements in federal law districts are required to collect and provide the identified data to the SDE on an annual basis; the SDE then submits the information to ED and uses the data for required elements of public reports like state report cards. Data is reported to the SDE through the Idaho System for Education Excellence (ISEE)

The essential pieces of data that must be submitted by districts annually include:

- the number of homeless students enrolled in each grade, including preschool;
- the primary nighttime residence of homeless students enrolled in school;
- the number of homeless students enrolled in school that are a part of particular subgroups, including English learners, unaccompanied homeless youth, students with disabilities, and migratory students;
- the number of homeless children and youth served by McKinney-Vento subgrants;
- the number of homeless students served by McKinney-Vento subgrants that were also part of the four subgroups;
- the participation and performance of homeless students on reading, math, and science assessments;
- the number of homeless students that dropout or graduate;
- the number of homeless students who are chronically absent;
- the number of homeless students who are served by Title I, Part A;
- the number of homeless students who meet other measures of academic achievement identified by the state – Idaho Standards Achievement Test (ISAT) and Idaho Reading Indicator (IRI)

DATA COLLECTION & REPORTING TOOLS

Coding in Student Management System

Identified students should be coded in the district Student Management system as soon as they are identified to be included in district and state reporting.

Three pieces of information should be addressed in relation to coding students:

- MV status eligibility
- Primary Nighttime Residence/Living situation - Doubled up (D), Hotel/Motel (HM), Emergency Shelter (STH), Unsheltered/Substandard Housing (U)
- Unaccompanied Youth (UY) - experiencing homelessness without a parent/guardian

Student MV File & Permanent Records File

A student file should be created and maintained for students deemed eligible for MV supports and services. This record should be kept in a secure location. FERPA protects the privacy of educational records related to homelessness.

Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained –

- (i.) so that the records are available, in a timely fashion, when a child or youth enters a new school or school district; and
- (ii.) in a manner consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g).

The LEA treats information about a homeless child or youth's living situation as a student education record, and shall not be deemed to be directory information. ESSA Section 722 (g)(D). Personally Identifiable Information (PPI) regarding a student's living situation should only be shared and/or transferred via a secure means.

Contents of the Student MV file should include:

- Enrollment and living situation/eligibility documents
- Copies of communication/notification with parents or UHY
- Evidence of processes for data collection and monitoring student well-being, including: attendance, services/referrals provided, academic and/or behavioral supports and credit accrual/progress toward graduation.
- Dispute documentation

IMPORTANT! A copy of the written "McKinney-Vento should be filed in the student's permanent record file for the current year of eligibility. This must be included in information sent to a school in which the student transfers mid-year.

IDCI/Program Contact File

The Idaho District Contact Information system is a district program contact directory used by the SDE look up district/charter school program personnel for communication. Program contact directory information displayed in the IDCI application is primarily updated from information/data reported through the ISEE Program Contact File submission. The Program Contacts File can be updated at any time with changes taking effect 1-2 business days after the upload.

It is the district responsibility to keep the Homeless Education Program related contacts up to date. To ensure that the correct information is published on the Homeless Education website, please contact the SDE Technology Support desk @ 208-332-6987 or support@sde.idaho.gov for assistance in updating roles.

Role Codes

McKinney-Vento Liaison (MVL) – Districts may only assign one individual the role of Title IX-A Homeless/McKinney-Vento Liaison. This individual is the one identified by the district to ensure that the requirements related to the McKinney-Vento Act and the 10 duties of the MV liaison are met. This individual's contact information will be published as the district contact on the Homeless Education webpage.

Homeless Education Contact (HED) Districts may have a number of individuals who are working in the Homeless Ed. program assigned the role of Title IX-A Homeless Contact (HED). These individuals will be provided Homeless Ed. Program updates BUT WILL NOT have their contact info listed on the website.

ISEE Uploads

The Idaho SDE has created the Idaho System for Educational Excellence, a K-12 Longitudinal Data System, which support the budgeting processes, data submission, and delivers information to educational stakeholders to create data-driven decisions. Data reporting is required from the LEA to the SDE through six (6) yearly data submissions. LEAs report data to the SDE for all programs and students.

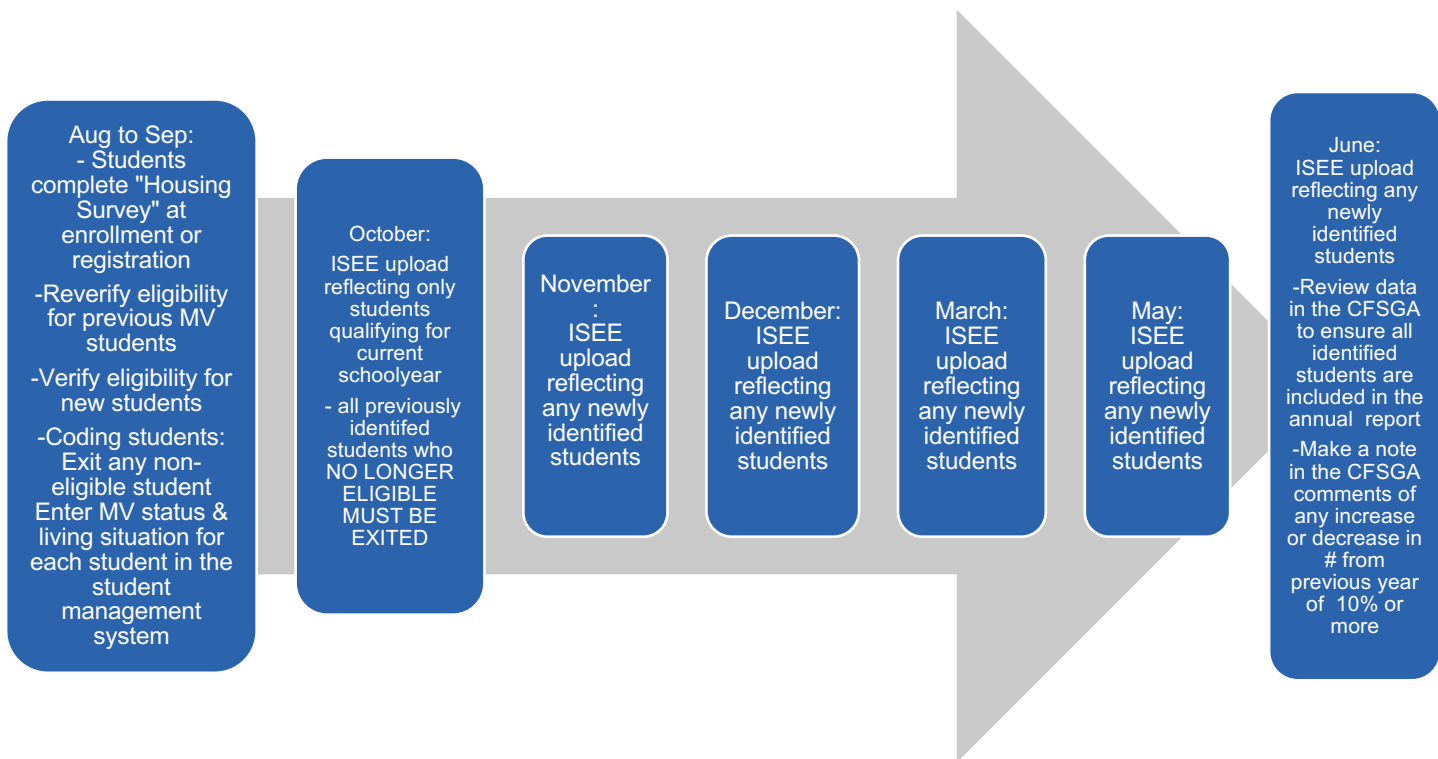
For more information about dates for ISEE submissions or how to get access to the ISEE portal, please refer to the [ISEE Technology Resource Webpage \(http://www.sde.idaho.gov/tech-services/isee/\)](http://www.sde.idaho.gov/tech-services/isee/)

Homelessness data reported at the district/charter level include:

- the number of students experiencing homelessness in each grade
- the type of primary nighttime residence the students had at the time they were identified as homeless
- the racial/ethnic background of homeless enrolled students
- the number of students in each subgroup of homeless students
- the type of primary nighttime residence unaccompanied homeless youth (UHY) had at the time they were identified as homeless
- the number of students served by McKinney-Vento subgrants
- the number of students served by Title I targeted assistance or schoolwide programs
- the number of homeless students who were chronically absent
- the Adjusted Cohort Graduation Rate of homeless students
- the number of homeless students who complete high school
- the number of homeless students who drop out of school

Data Submission Timeline & Verification Process

IMPORTANT: Local liaisons need to verify data with the district ISEE coordinator BEFORE data is uploaded via ISEE!



FUNDING & FISCAL RESPONSIBILITIES

Funding Options may include:

- Title IA Homeless Set-Aside
- MV/Homeless Enhancement Subgrant
- Other State Programs
- District Funds
- "Angel Fund"
- Community Partners & Donations

Funding Options

- Title 1A Homeless Set-aside Funds will be utilized to provide services. Upon depletion of these resources, The District may utilize other funding sources as allowed by Code. Accounting processes
- Funds are requested from the Federal Program Director and dispersed upon FPD request by the District Business Office.

NOTE: See Idaho IX-A Homeless Education Website, FA 3-Allowable Use of Funds and FA12 - Homeless Education Program Funding for "Homeless Set-Aside & Program Development Needs Assessment"

MCKINNEY-VENTO LIAISON

The local liaison is the key to ensuring homeless children and youths receive the services they need. Required in all LEAs regardless of subgrant status, the liaison is the primary contact between homeless families, school and LEA staff, shelter workers, and other service providers. The district McKinney-Vento liaison's contact information is annually published on the SDE Homeless Education website.

The local liaison can fulfill many roles. In carrying out the responsibilities of the position, this person will act as an administrator, a professional development coordinator, a school social worker, and an outreach specialist. The LEA will shape the position based on its current needs in serving homeless children and youths. Therefore, the LEA will provide the liaison with sufficient time and capacity to carry out the required set of duties as described in 42 USC §11432(g)(6)(A).

McKinney-Vento liaisons must ensure that:

- (i) homeless children and youth are identified by school personnel through outreach and coordination with other entities and agencies;
- (ii) homeless children and youth are enrolled, and have a full and equal opportunity to succeed, in school;
- (iii) homeless families, children and youth receive educational services for which they are eligible, including Head Start, early intervention services under Part C (Idaho Infant Toddler Program) of the Individuals with Disabilities Education Act (IDEA), and other preschool programs administered by the LEA;
- (iv) homeless families, children and youth receive referrals to health, dental, mental health, housing, substance abuse, and other appropriate services;
- (v) parents or guardians 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;
- (vi) public notice of homeless students' rights is disseminated in locations frequented by parents, guardians and unaccompanied youth, including schools, shelters, libraries and soup kitchens, in an understandable manner and form;
- (vii) enrollment disputes are mediated according to 42 U.S.C. § 11432(g)(3)(E);
- (viii) parents, guardians and unaccompanied youth are informed of and assisted in accessing transportation services, including transportation to the school of origin;
- (ix) school personnel providing McKinney-Vento services receive professional development and other support; and
- (x) unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards as other children and youth, including through receiving partial credits, and are informed of their status as independent students for the Free Application for Federal Student Aid (FAFSA) and receive verification of that status.

NOTE: See Idaho IX-A Homeless Education Website – PROG 28 for a customizable annual MV Liaison Calendar

DISTRICT MV POLICY

The district/charter ensures that policies and procedures do not create barriers for the education of homeless children and youths. The board policy regarding the education of homeless students is regularly reviewed to ensure that the policy meets all of the necessary components.

District policy review process & timeline: Annual review is conducted by the Superintendent and approved by the Board of Trustees

NOTE: See Idaho IX-A Homeless Education Website – PROG 31 for a District MV/Homeless Policy Checklist

PROGRAM EVALUATION & MONITORING

Evaluation is a valuable and necessary addition to the provision of services. Built into regular programming, well-conducted evaluations assist providers in knowing if their services have a real impact on families' lives. Standards provide a common basis for establishing measurable goals and implementing a program.

The Idaho Federal Program Monitoring & Self-Monitoring Tool incorporates the MV related statute from the Every Student Succeeds Act (ESSA) and McKinney-Vento Homeless Assistance Act within the indicators to provide districts/charters a guide to developing the required elements to implement a quality McKinney-Vento - Homeless Education program. The indicators and State monitoring processes are designed to help improve local homeless education program performance and educational outcomes for students experiencing homelessness through a variety of means, including monitoring, technical assistance, and making LEA-level homeless student enrollment and school-level homeless student achievement data publicly available.

Annual Self-Assessment for Program Improvement

The district/charter reviews program requirements and needs annually in the Spring using the Needs Assessment tool.

Monitoring by the Idaho State Department of Education

The district/charter participates in the scheduled Idaho Department of Education – Federal Programs monitoring program. This process includes:

- Uploading evidence via a secure digital application using the Monitoring Upload Tool (MUT) or Idaho Monitoring Application Tool (IMAT)
- Participating in onsite or virtual interviews
- Creating an *Action Plan* based on the *Federal Programs Final Report* to address any findings
- Working with the State MV Coordinator to get approval of program modifications related to the findings in the final report

NOTE: See Idaho IX-A Homeless Education Website – Program Development & Monitoring for the current MV/Homeless related indicators

**Avery School District
#394
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 Avery 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 Avery School District's community, including students, employees, and other members of the public including guests, visitors, volunteers, and invitees.

Policy Statement

Avery 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 District employees.

Title IX Coordinator

The Superintendent serves as Avery 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.

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

Avery 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 Policy 5260.

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 Avery School District Title IX Coordinator (or deputies, if applicable) using the contact information below:

Superintendent
Avery School District
(208)245-2479
averyschool@sd394.com

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 <https://www.sd394.com/school-board.html>.
3. Report by phone at (208)245-2479.

When notice is received regarding conduct that may constitute Title IX sexual harassment, Avery 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 themselves 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 Avery 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 Policy 3290 and Policy 4120.
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 Policy 4120.

Cross References:

3290	Sexual Harassment/Intimidation of Students
3295	Hazing, Harassment, Intimidation, Bullying, Cyber Bullying
3295P	Hazing, Harassment, Intimidation, Bullying, Cyber Bullying
3330	Student Discipline
3570	Student Records
3570P	Student Records
4120	Uniform Grievance Procedure
4600	Volunteer Assistance
4600P	Volunteer Assistance
5240	Sexual Harassment/Sexual Intimidation in the Workplace
5250	Certificated Staff Grievances
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

**Avery School District
#394**

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. 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 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 be 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.sd394.com. If you need a hardcopy or accessible copy of these procedures, you should direct a request to Avery School District, P.O. Box 7, Avery, Idaho 83802 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. 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.

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 the Avery School District Office at (208)245-2479 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]

Avery School District #394

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 _____

**Avery School District
#394
STUDENTS**

3085P

Title IX Sexual Harassment Grievance Procedure, Requirements, and Definitions

Scope of Procedure

This Title IX Grievance Process applies to all members of Avery 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

Avery 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 be 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. Any complainant;
- c. Any individual who has been reported to be the perpetrator of sex discrimination;
- d. Any respondent; and
- e. 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.
- 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.

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. A statement that 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 three to seven 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 three to seven 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 three to seven 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 three to 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—preponderance of the 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 three to seven 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 chair 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 business 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 preponderance of the evidence standard, which means the evidence proves on a more likely than not basis that respondent violated the policy or procedure.
9. **Appeals.** Any party may file a request for appeal in writing to the Coordinator within [three to seven] [business OR school OR calendar] 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 community-based service providers;
- C. Visa and immigration assistance;
- D. Education of the school community or community subgroup(s);
- E. Altering work arrangements for employees;
- F. Safety planning;
- G. Providing school safety escorts;
- H. Providing transportation accommodations;
- I. 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);
- J. Academic support, extensions of deadlines, or other course or program-related adjustments;
- K. Emergency warnings;
- L. Class schedule modifications, withdrawals, or leaves of absence;
- M. Increased security and monitoring of certain areas of the school;
and
- N. 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. 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

Avery School District

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STUDENTS

Programs for At-Risk/Disadvantaged Students

3100

The District Superintendent will 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 Superintendent 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: IDAPA 08.02.03.110 Alternative Secondary Programs

Policy History:

Adopted on: May 8, 2017

Avery School District
#394
STUDENTS

Student Government

3230

The Board encourages the function of a student council in the District's elementary school, when student enrollment is sufficient to support the existence of a student council.

Student 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 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) Organization and Government of Board of Trustees

Policy History:

Adopted on: May 8, 2017

Avery School District

#394

STUDENTS

Distribution and Posting of Materials

3250

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 chief school 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.

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 one week prior 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 on the distribution table except those that are viewed by the principal as likely to be disruptive, libelous, or obscene.

Cross Reference: 3430 Distribution of Fund Drive Literature Through Students
 4240 Distribution of Fund Drive Literature Through Students

Policy History:

Adopted on: May 8, 2017

Avery School District

#394

STUDENTS

Student Dress

3255

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 or 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

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 or 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.

Legal Reference:	I.C. 33-506	Organization and Government of Board of Trustees
	I.C. 33-512(6)	Governance of Schools

Policy History:

Adopted on: May 8, 2017

Avery School District
#394
STUDENTS

District Provided Access to Electronic Information, Services, and Networks

3270

General

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

1. All use of the District's electronic network must be either in support of education or

research and in furtherance of the District's stated educational goals; or for a legitimate school business purpose. 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. **Unacceptable Uses of Network.** The following are considered examples of unacceptable uses and constitute a violation of this policy. Additional unacceptable uses can occur other than those specifically listed or enumerated herein:
 - A. Uses that violate the law or encourage others to violate the law, including but not limited to transmitting offensive or harassing messages; offering for sale, use, or purchase any substance the possession or use of which is prohibited by the District's student discipline policy, local, State, or federal law; viewing, transmitting, or downloading pornographic materials or materials that encourage others to violate local, State, or federal law; information pertaining to the manufacture of weapons; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials;
 - B. Uses that cause harm to others or damage their property, person, or reputation, including but not limited to engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating; reading another person's communications; sharing another person's pictures, private information, or messages without their permission; or otherwise using his or her access to the network or the internet;
 - C. Uploading a worm, virus, other harmful form of programming or vandalism; participating in "hacking" activities or any form of unauthorized access to other computers, networks, or other information. Users will immediately notify the school's system administrator if they have identified a possible security problem. Users will not go looking for security problems, because this may be construed as an illegal attempt to gain access.
 - D. Uses amounting to harassment, sexual harassment, bullying, or cyber-bullying defined as using a computer, computer system, or computer network to convey a message in any format, including audio or video, text, graphics photographic, or any combination thereof, that is intended to harm another individual.
 - E. Uses that jeopardize the security of student access and of the computer network or other networks on the internet; uses that waste District resources including downloading very large files without permission from a teacher, unnecessary printing, and consuming excess file space on shared drives.

- F. Uses that are commercial transactions, including commercial or private advertising. Students and other users may not sell or buy anything over the internet. Students and others should not give personal information to others, including credit card numbers and social security numbers.
- G. The promotion of election or political campaigns, issues dealing with private or charitable organizations or foundations, ballot issues, or proselytizing in a way that presents such opinions as the view of the District.
- H. Sending, receiving, viewing, or downloading obscene materials, materials harmful to minors, or materials that depict the sexual exploitation of minors.
- I. Disclosing identifying personal information or arranging to meet persons met on the internet or by electronic communications; sharing one's password with others or allowing them to use one's account.
- J. Downloading, installing, or copying software or other files without authorization of the Superintendent or the Superintendent's designee.
- K. Posting or sending messages anonymously or using a name other than one's own.
- L. Attempting to bypass internal or external security systems or controls using District equipment. Students and staff may only access the internet using the District network.
- M. Plagiarism of material accessed online. Teachers will instruct students in appropriate research and citation practices.
- N. Using the network while access privileges are revoked.
- O. Students are prohibited from using e-mail; this includes District e-mail accessed through a web browser. E-mail access may be given to students on a case-by-case basis, for instance, to foreign exchange students keeping in contact with home. 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.

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 District will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or other material that is inappropriate for minors. The Superintendent or designee shall enforce the use of such

filtering devices.

The term “harmful to minors” is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]), as meaning any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;

And, taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

The term “harmful to minors” is defined in Section 18-1514(6), Idaho Code as meaning one or both of the following:

1. The quality of any material or of any performance of any description or representation, in whatever form, of nudity, sexual conduct, sexual excitement, or sado-masochistic abuse, when it:
 - A. Appeals to the prurient interest of minors as judged by the average person, applying contemporary community standards; and
 - B. Depicts or describes representations or descriptions of nudity, sexual conduct, sexual excitement, or sado-masochistic abuse which are patently offensive to prevailing standards in the adult community with respect to what is suitable material for minors and includes, but is not limited to, patently offensive representations or descriptions of:
 - I. Intimate sexual acts, normal or perverted, actual or simulated; or
 - II. Masturbation, excretory functions, or lewd exhibits of the genitals or genital area. Nothing herein contained is intended to include or proscribe any matter which, when considered as a whole, and in context in which it is used, possesses serious literary, artistic, political, or scientific value for minors, according to prevailing standards in the adult community, with respect to what is suitable for minors.
2. The quality of any material or of any performance, or of any description or representation, in whatever form, which, as a whole, has the dominant effect of substantially arousing sexual desires in persons under the age of 18 years.

Internet Filtering

Filtering is only one of a number of techniques used to manage student’s access to the internet

and encourage acceptable usage. It is not viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors. Anything that falls under at least one of the categories below shall be blocked and filtered. This list will be updated/modified as required.

1. Nudity/ pornography: Prevailing U.S. standards for nudity, provocative semi-nudity, sites which contain pornography or links to pornographic sites;
2. Sexuality: Sites which contain material of a mature level, images or descriptions of sexual aids, descriptions of sexual acts or techniques, sites which contain inappropriate personal ads;
3. Violence: Sites which promote violence, images or description of graphically violent acts, graphic autopsy or crime-scene images;
4. Crime: Information on performing criminal acts (e.g., drug or bomb making, computer hacking), illegal file archives (e.g., software piracy);
5. Drug Use: Sites which promote the use of illegal drugs, material advocating the use of illegal drugs (e.g. marijuana, LSD) or abuse of any drug. Exception: material with valid-educational use;
6. Tastelessness: Images or descriptions of excretory acts (e.g., vomiting, urinating), graphic medical images outside of a medical context;
7. Language/Profanity: Passages/words too coarse to be softened by the word filter, profanity within images/sounds/multimedia files, adult humor;
8. Discrimination/Intolerance: Material advocating discrimination (e.g., racial or religious intolerance); sites which promote intolerance, hate, or discrimination;
9. Interactive Mail or Chat: Sites which contain or allow inappropriate email correspondence, sites which contain or allow inappropriate chat areas;
10. Inappropriate Banners: Advertisements containing inappropriate images or words;
11. Gambling: Sites which allow or promote online gambling;
12. Weapons: Sites which promote illegal weapons, sites which promote the use of illegal weapons;
13. Self-Harm: Sites containing content on self harm including cutting, and sites that encourage anorexia, bulimia, etc.; and
14. Judgment Calls: Whether a page is likely to have more questionable material in the future (e.g., sites under construction whose names indicate questionable material)

Filtering should also be used in conjunction with:

1. Educating students to be “Net-smart”;
2. Using recognized internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
3. Using “Acceptable Use Agreements”;
4. Using behavior management practices for which internet access privileges can be earned or lost; and
5. Appropriate supervision, either in person and/or electronically.

The system administrator and/or Internet Safety Coordinator and/or building principal shall monitor student internet access.

Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students age 18 and older.

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.

Confidentiality of Student Information

Personally identifiable information concerning students may not be disclosed or used in any way on the internet without the permission of a parent or guardian and the student or, if the student is 18 or over, the permission of the student. Students should be aware that conduct on the District's computer or using the District's server may be subject to public disclosure depending upon the nature of the communication. Users should never give out private or confidential information about themselves or others on the internet, particularly credit card numbers and social security numbers. Staff members may approve exceptions in the case of applications for college or employment. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.

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. 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. 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 **[system administrator OR the Internet Safety Coordinator OR 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: 2326 Digital Citizenship and Safety Education
 3330 Student Discipline

Legal Reference: I.C. § 33-132 Local School Boards Internet Use Policy Required
 Children’s Internet Protection Act, P.L. 106-55420 U.S.C. § 6801, et seq.

Policy History:

Adopted on: May 8, 2017

Avery School District

#394

STUDENTS

INTERNET ACCESS CONDUCT AGREEMENT

3270F

I have read, understand, and agree to abide by the terms of the _____ 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.

Avery School District
#394
STUDENTS

Acceptable Use of Electronic Networks

3270P

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. Acceptable Use: Access to the District's electronic networks must be:
 - A. For the purpose of education or research and consistent with the educational objectives of the District; or
 - B. For legitimate business use.

2. Privileges: The use of the District's electronic networks is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. The system administrator principal, or classroom teacher 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. Some examples of unacceptable uses are the following:
 - A. Using the network for any illegal activity, or to access websites encouraging illegal activity including violation of copyright or other contracts, or transmitting any material in violation of any U.S. or State law;
 - B. Accessing information pertaining to the manufacture of weapons;
 - C. Uses that cause harm to others or damage property;
 - D. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
 - E. Downloading copyrighted material;
 - F. Using the network for private financial or commercial activities;
 - G. Wastefully using resources, such as file space;
 - H. Hacking or gaining unauthorized access to files, resources, or entities; uploading a worm, virus, or other harmful form of programming;
 - I. Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information of a personal nature about anyone;

- J. 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;
 - K. Posting material authored or created by another, without his or her consent;
 - L. Posting anonymous messages;
 - M. Using the network for commercial or private advertising;
 - N. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, bullying, or illegal material; and
 - O. Using the network while access privileges are suspended or revoked;
 - P. Promotion of political, personal, or religious causes in a way that presents such opinions as the view of the District;
 - Q. Disclosing identifying personal information or arranging to meet persons met on the internet or by electronic communications;
 - R. Any other unacceptable uses as outlined in District Policy 3270.
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 students or staff.
 - D. Recognize that e-mail 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. No Warranties: The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. 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.
6. Indemnification: The user agrees to indemnify the District for any losses, costs, or damages (including reasonable attorney fees) incurred by the District, relating to or arising out of any violation of these procedures.
7. Security: Network security is a high priority. If the user can identify a security problem on the internet, the user must notify the system administrator, Internet Safety Coordinator, or building principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do 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.

8. Vandalism: Vandalism will result in the cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.
9. 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.
10. 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.
11. Use of Electronic Mail.
 - A. The District’s electronic mail system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides e-mail 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 electronic mail account is strictly prohibited.
- D. Each person should use the same degree of care in drafting an electronic mail message that would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
- E. Electronic messages transmitted via the District's internet gateway carry with them an identification of the user's internet "domain." This domain name is a registered domain name and 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 electronic mail messages transmitted to external recipients.
- F. Any message received from an unknown sender via the internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any internet-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 electronic mail system constitutes consent to these regulations.

Internet Safety

1. Internet access is limited to only those "acceptable uses," as 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, as contained in these procedures.
3. Each District computer with Internet access has a filtering device that blocks entry to visual depictions 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 principals 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:

Promulgated on: May 8, 2017

Avery School District

#394

STUDENTS

Equal Education, Nondiscrimination, and Sex Equity

3280

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 Reference: I.C. § 67-5909	Acts Prohibited
20 U.S.C. § 1681, et seq.	Title IX of the Educational Amendments
29 U.S.C. § 794	Non Discrimination Under Federal Grants and Programs Act
42 U.S.C. § 6103	Age Discrimination Act
42 U.S.C. § 12134	Americans with Disabilities Act

Policy History:

Adopted on: May 8, 2017

Avery School District

#394

STUDENTS

Sexual Harassment/Intimidation of Students

3290

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. 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 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.

The District will make every effort to ensure that employees or students accused of sexual harassment or intimidation are given the appropriate opportunity to defend themselves against such accusations.

To the greatest extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation. Retaliation against persons who file a complaint is a violation of law prohibiting discrimination, and will lead to disciplinary action against the offender.

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 shall follow the Uniform Grievance Procedure.

Cross Reference: 3210 Uniform Grievance Procedure

Legal References: 20 U.S.C. § 1681, et seq. Title IX of the Educational Amendments
34 CFR Part 106 Nondiscrimination on the Basis of Sex in Education
Programs or Activities Receiving Federal Financial
Assistance
I.C. § 67-5909 Acts Prohibited
IDAPA 08.02.03.160 Safe Environment and Discipline

Policy History:

Adopted on: May 8, 2017

Avery School District
#394
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 _____

Avery School District
#394
STUDENTS

Hazing, Harassment, Intimidation, Bullying, Cyber Bullying

3295

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: I.C. § 18-917 Hazing
I.C. § 18-917A Student Harassment – Intimidation – Bullying
I.C. § 33-205 Denial of School Attendance
I.C. § 33-512 Governance of Schools
I.C. § 33-1630 Requirements for Harassment, Intimidation, and Bullying Information and Professional Development
I.C. § 67-5909 Acts Prohibited
20 U.S.C. § 1681, et seq. Title IX of the Educational Amendments
34 CFR Part 106 Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance
I.D.A.P.A. 08.02.03.160 Safe Environment and Discipline

Policy History:

Adopted on: May 8, 2017

Avery School District
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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: _____

Avery School District
#394
STUDENTS

Hazing, Harassment, Intimidation, Bullying, Cyber Bullying

3295P

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. Is sufficiently severe, persistent, or pervasive so that it creates an intimidating, threatening, abusive, or hostile educational environment.

6. “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.

7. “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:

Promulgated on: May 8, 2017

Avery School District

#394

STUDENTS

Drug Free School Zone

3300

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;
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: 20 U.S.C. 3170 et. seq. Drug-Free Schools and Communities Act of
1986,
I.D.A.P.A. 08.02.03.160 Safe Environment and Discipline

Policy History:

Adopted on: May 8, 2017

Avery School District
#394
STUDENTS

Prohibition of Tobacco Possession and Use

3305

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
3330

Drug Free School Zone
Student Discipline

Legal Reference: I.C. § 39-5703 Possession, Distribution, or Use by a Minor
IDAPA 08.02.03.160 Safe Environment and Discipline

Policy History:

Adopted on: May 8, 2017

Avery School District

#394

STUDENTS

Substance and Alcohol Abuse

3320

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 or 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 will 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 Reference: 3370 Searches and Seizures
 3330 Student Discipline
 3340 Corrective Actions and Punishment.
 3360 Discipline of Students with Disabilities

Legal Reference: I.C. § 33-210 Students using or under the influence of controlled substances
 Drug Free Schools and Community Act of 1988 – PL 100-690 and all subsequent Amendments
 I.D.A.P.A. 08.02.03.160 Safe Environment and Discipline

Policy History:

Adopted on: May 8, 2017

Avery School District
#394
STUDENTS

Student Discipline

3330

Disciplinary action may be taken against any student guilty of disobedience or misconduct, including, but not limited to:

1. Habitual truancy;
2. Incurability;
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. Engaging in any activity that constitutes disorderly conduct, an interference with school purposes or an educational function or disruptive to the educational environment;
16. Unexcused absenteeism; however, the truancy statutes and Board policy will be utilized for chronic and habitual truants;
17. Hazing – For purposes of this policy, the term “hazing” shall have the meaning set forth in Idaho Code;
18. Initiations;
19. 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;
20. 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 Saturdays;
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; 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. 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 any disciplinary measure (other than suspension, expulsion, corporal punishment, or in-school suspension) which is appropriate and in accordance with the policies and rules on student discipline. Teachers may remove students from a classroom for disruptive behavior.

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 Reference: 3295

Hazing, Harassment, Intimidation, Bullying, Cyber Bullying

3340 Corrective Actions and Punishment
4320 Disruption of School Operations

Legal Reference: I.C. § 33-205 Denial of school attendance
I.C. § 18-917 Hazing
I.C. § 18-917A Student Harassment – Intimidation- Bullying
I.C. § 18-3302D Possession 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. § 33-1630 Requirements for Harassment, Intimidation, and
Bullying Information and Professional Development
20 U.S.C. § 7151 Gun-free requirements
20 U.S.C. § 8921, et seq. Gun Free Schools Act
29 U.S.C. § 701 Rehabilitation Act of 1973
IDAPA 08.02.03.109.05 Special Education
IDAPA 08.02.03.160 Safe Environment and Discipline
Office of Civil Rights Dear Colleague Letter on the Nondiscriminatory
Administration of School Discipline

Policy History:

Adopted on: May 8, 2017

Avery School District

#394

STUDENTS

Academic Honesty

3335

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 a test 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.

Policy History:

Adopted on: May 8, 2017

Avery School District
#394
STUDENTS

Corrective Actions and Punishment

3340

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 or guardian of the pupil stating the grounds for the proposed

expulsion or denial of enrollment and the time and place where such parent or 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 of Trustees shall grant the pupil and his or her parents or 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 or 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 for not more than the remainder of the class period 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 for reviewing 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.

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Corrective Actions and Punishment

3340P

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 or 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 or 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 or legal guardian, a review of the suspension shall be conducted by the Superintendent. At the review, the student and parent or 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 the work missed.
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 suspended student 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 or legal guardian shall be provided written notice of the Board hearing to consider the recommendation for expulsion, by registered or certified mail at

least five school days before the date scheduled for the hearing. 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 or 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.

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:

Promulgated on: May 8, 2017

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Discipline of Students with Disabilities

3360

Code of Conduct Violations by Students with Disabilities, shall follow the guidelines developed by the Idaho Department of Education in its *Idaho Special Education Manual*, (current version from 2015) 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.

Policy History:

Adopted on: May 8, 2017

Avery School District
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Searches and Seizure

3370

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 ground for suspecting that the search will produce evidence the particular student has violated or is violating the law or the District's student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Seizure of Property

If a search produces evidence that the student has violated or is violating 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: May 8, 2017

Avery School District
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STUDENTS

Searches and Seizure

3370P

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:

Promulgated on: May 8, 2017

Avery School District
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STUDENTS

Student Fund Raising

Activities 3420

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: June 12, 2017

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Student Fees, Fines, and Charges/Return of Property

3440

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 Payment of Fees or Returning of Property

Policy History:

Adopted on: June 12, 2017

**Avery School District
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3500

Student Health/Physical Screenings/Examinations

The Board may arrange each year for health services to be provided to all students. At the start of the school year, each District school shall notify parent/guardians of health services offered or made available through the school or by private organizations partnering with the District that offer services on school property or as a part of a school program. Parents/guardians shall be notified of any new health services that become available after the annual notice is sent.

Such services may include, but are not 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. Additionally, if a member of the District's staff becomes aware of a change in the student's mental, emotional, or physical health or well-being, the staff member shall address the matter as described in Policy 2425.

In general, the District will not conduct a physical examination 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.

Cross References:	2425	Parental Rights
Legal References:	20 USC § 1232h(b) IC § 18-8701, <i>et seq.</i> IC § 33-6001 IDAPA 08.02.03.160	Protection of Pupil Rights - Limits on Survey, Analysis, or Evaluations No Public Funds for Abortion Act Parental Rights Safe Environment and Discipline

Policy History:

Adopted on:

Revised on:

Reviewed on:

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Student Medicines

3510

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.

[Optional: Training as to the administration of medication in the situation of an emergency, for the administrator or designated staff member, shall be done by the school's nurse or other licensed health care practitioner to assure such individuals have knowledge as to how to give emergency medication to students orally or by injection. Records shall be retained as to the individuals trained, the identification of the trainer and the date of training activities.]

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.

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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

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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

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Food Allergy Management

3515

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. Development and implementation of individual written management plans;
3. Medication protocols, including methods of storage, access, and administration;
4. Development of a comprehensive and coordinated approach to creating a healthy school environment;
5. Ensuring that the needs of children with documented allergies are taken into consideration in planning for District programs;
6. Communication and confidentiality;
7. Emergency response;
8. Professional development and training for school personnel;
9. Awareness education for students and parents/guardians;
10. Training for District staff and volunteers; and
11. 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 Reference:	2400	Special Education
	2410	Section 504 of the Rehabilitation Act of 1973
	3510	Administering Medicines to Students
	3510F1	Authorization for Self-Administered Asthma/Emergency Medication
	3510F2	Indemnification/Hold Harmless Agreement for Self-Administration of Medication

Policy History:

Adopted on: June 12, 2017

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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.

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3515F

Emergency Care Plan

Name: _____

Date of Birth: _____

School: _____

Grade: _____

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:	<input type="checkbox"/>	Antihistamine:
MOUTH: Itchy, tingling, or swelling of lips, tongue, mouth	Epinephrine:	<input type="checkbox"/>	Antihistamine:
SKIN: Hives, itchy rash, swelling of the face or extremities	Epinephrine:	<input type="checkbox"/>	Antihistamine:
GUT: Nausea, abdominal cramps, vomiting, diarrhea	Epinephrine:	<input type="checkbox"/>	Antihistamine:
THROAT: Tightening of throat, hoarseness, hacking cough	Epinephrine:	<input type="checkbox"/>	Antihistamine:
LUNG: Shortness of breath, repetitive coughing, wheezing	Epinephrine:	<input type="checkbox"/>	Antihistamine:
HEART: Thready pulse, low blood pressure, fainting, pale, blue	Epinephrine:	<input type="checkbox"/>	Antihistamine:
OTHER:	Epinephrine:	<input type="checkbox"/>	Antihistamine:
If more than one of the above areas is affected	Epinephrine:	<input type="checkbox"/>	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:


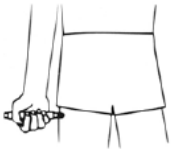

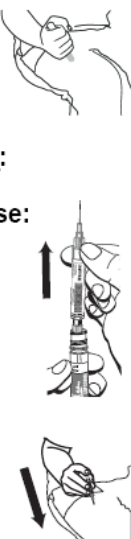
Name: _____ Room: _____

Name: _____ Room: _____

Name: _____ Room: _____

Name: _____ Room: _____

Name: _____ Room: _____

<p>EpiPen® and EpiPen® Jr. Directions</p> <ul style="list-style-type: none">▪ Pull off gray activation cap.  <ul style="list-style-type: none">▪ Hold black tip near outer thigh (always apply to thigh).  <ul style="list-style-type: none">▪ 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.	<p>Twinject™ 0.3 mg and Twinject™ 0.15 mg Directions</p>  <ul style="list-style-type: none">▪ 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. <p>SECOND DOSE ADMINISTRATION: If symptoms don't improve after 10 minutes, administer second dose:</p> <ul style="list-style-type: none">▪ 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. 
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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 room for at least 4 hours.

Avery School District
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STUDENTS

Food Allergy Management Plan

3515P

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, such as with epinephrine auto-injectors kept in other places in the school.

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. Proper storage and administration of epinephrine auto-injectors, antihistamines, and other medications;
10. Strategies to manage student privacy and confidentiality while maintaining an inclusive class environment; and
11. 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 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.

Transportation

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, as age appropriate:

1. 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:

Promulgated on: June 12, 2017

Avery School District
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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. 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 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.

Legal References

IC § 33-512

Description

District Trustees - Governance of Schools

Cross References**Code**

3523

Description

Head Lice (Pediculosis)

Avery School District #394

STUDENTS

3523

Head Lice (Pediculosis)

Head lice are a common problem among school-aged children and adolescents. The District shall take appropriate steps to assist parents/guardians in preventing and addressing head lice while respecting the confidentiality of students with head lice and limiting disruption to their education.

Lice prevention and management activities shall be under the direction of the school's Principal/Superintendent. The Principal/Superintendent shall conduct the following tasks and/or train and designate other staff members to do the following:

1. Provide general information to parents/guardians on the diagnosis, treatment, and prevention of head lice.
2. Encourage parents/guardians to perform regular lice checks on the scalp of their children who attend school, especially when excessive itching is noticed;
3. Conduct checks for head lice in students showing symptoms of head lice; and
4. Notify a student's parent/guardian if they are found to have head lice and provide resources on appropriate treatment options.
5. Individuals shall be trained and assigned within each school to assist in implementing this policy.

To prevent the spread of head lice at school, students should avoid head-to-head and hair-to-hair contact during activities. Students shall be discouraged from sharing such items as hats, scarves, coats, sports uniforms, hair accessories, combs, brushes, or towels.

Checking for Head Lice

As described in Policy 3500, parents/guardians shall be informed that the school may conduct head lice checks as described below and shall be given the opportunity to consent to such checks ahead of time or decline to do so.

Any staff member who suspects a student has head lice shall report this to the Principal/Superintendent or their designee. The Principal/Superintendent or their designee may train school staff on recognizing signs of head lice.

If the student's parent has consented to such a check, the student will be checked for head lice in a confidential manner by trained personnel. Students who attend school in the District and are likely to have had head-to-head or other close personal contact with the student, such as

siblings, may also be checked.

The District shall not conduct mass lice screenings of students not showing symptoms of head lice.

Students Found to Have Head Lice

Cases of head lice should be managed in ways that reduce disruption to the education process.

The student's parents/guardians shall be notified immediately by the Principal/Superintendent or their designee if their child is checked for head lice.

The parent/guardian shall be notified of whether lice or nits were found. If signs of lice warranting treatment are found, the parent/guardian will be requested to begin treatment immediately. The notice shall state that prompt, proper treatment of the head lice is in the best interest of the student and their classmates.

Parents/guardians shall be provided with information on head lice treatment consistent with the recommendations of the Panhandle Health Department. The information should include details explaining the problem, list the procedures for treatment, and explain any requirements for reentering school. In addition, the Panhandle Health Department offer extra help or information to families of children who are repeatedly or chronically found to have head lice.

Students who are found to have lice will be discouraged from making head-to-head contact with others and sharing personal items with other students. Students will not generally be sent home from school early due to signs of live or dead lice or nits. Exceptions may be made as determined appropriate and necessary by the Principal/Superintendent.

Return to School

The student may return to school once the parent/guardian affirms they have begun an appropriate course of treatment for the student's head lice. Students will not generally be excluded from school for having live head lice, provided treatment has begun. Exceptions may be made as determined appropriate and necessary by the Principal/Superintendent. In no case will a student be excluded from school due to the presence of nits only in their hair.

Notification of Head Lice Cases at School

The District will not normally send a notification regarding head lice cases in the school to parents/guardians of students, aside from notifications related to checks of their own child for head lice unless otherwise advised by medical personnel.

Review of Policy

The Principal/Superintendent shall review the lice management program and related procedures periodically, in consultation with medical experts as appropriate, to ensure that they are meeting the needs of the students, their families, and the District and to ensure they are in compliance with current best practices.

Any records created related to head lice cases should be maintained in accordance with state and federal laws and regulations and District policies regarding the maintenance and confidentiality of student records. Only information needed for purposes of assuring notification of the appropriate parties involved and for prevention of further exposures should be noted in a student’s school records. Whether any student has or is suspected of having head lice shall be kept confidential.

Legal References IC § 33-512	Description District Trustees - Governance of Schools
Other References American Academy of Pediatrics	Description Head Lice, Clinical Reports: Guidance for the Clinician in Rendering Pediatric Care by the American Academy of Pediatrics, 2022
American Academy of Pediatrics	Controlling Head Lice & Reducing Stigma by the American Academy of Pediatrics, 2022
Centers for Disease Control and Prevention	Head Lice Information for Schools by the Centers for Disease Control and Prevention, 2015
National Association of School Nurses	Head Lice Management in Schools: Position Statement by the National Association of School Nurses, 2020

Cross References

Code	Description
3500	Student Health/Physical Screenings/Examinations
3500	Student Health/Physical Screenings/Examinations
3520	Contagious or Infectious Diseases

Avery School District
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Immunization Requirements

3525

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

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 minor child whose parent or guardian has submitted to school officials a certificate signed by a physician licensed by the state board of medicine stating that the physical condition of the child is such that all or any of the required immunizations would endanger the life or health of the child shall be exempt from the provisions of this chapter.
2. Any minor child whose parent or guardian has submitted a signed statement to school officials stating their objections on religious or other grounds shall be exempt from the provisions of this chapter.

A child exempted under one of the above requirements may be excluded by the District in the event of a disease outbreak.

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 Exemptions
IDAPA 16.02.15 Immunization Requirements for Idaho School Children

Policy History:

Adopted on: June 12, 2017

Avery School District
#394
STUDENTS

Prevention of Suicide Programs

3530

Although 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 District may, at its sole discretion, provide the following programs in order to prevent adolescent suicide by:

1. Offering and providing help and assistance including early identification;
2. Support and/or counseling by school support personnel for low-risk students;
3. Referral to appropriate sources outside the school for high and moderate-risk students;
4. Attendance to the rights of the student and his or her family; and
5. After care support by the school for faculty, staff, and students after a sudden death has occurred.

Legal Reference:
to Warn.

I.C. § 33-512B

Suicidal Tendencies – Duty

I.D.A.P.A. 08.02.03.160

Safe Environment and Discipline

Policy History:

Adopted on: June 12, 2017

Avery School District
#394
STUDENTS

Emergency Treatment

3540

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: June 12, 2017

Avery School District
#394
STUDENTS

Student Interviews, Interrogations, or Arrests

3545

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/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 Reference: 4400 Relations with Law Enforcement and Child Protective Agencies
 4410 Investigations and Arrests by Police
 5260 Abused and Neglected Child Reporting

Legal Reference: I.C. § 6-904(1) Exceptions to Governmental Liability
 I.C. § 16-1605 Reporting of Abuse, Abandonment or Neglect
 I.C. § 16-1606 Immunity
 I.C. § 16-1607 Reporting in Bad Faith—Civil Penalties
 I.C. § 16-1631 Authorization for Department to Act
 I.C. § 20-516 Apprehension and Release of Juvenile—Detention
 Idaho Attorney General Opinion 93-2

Policy History:

Adopted on: June 12, 2017

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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*

Avery School District
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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:

1. *School records;*
2. *Parent mailing;*
3. *The police officer; and*
4. *The witnessing administrator*

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Removal of Student During School Hours

3550

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: June 12, 2017

Avery School District
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Removal of Student During School Day

3550P

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:

Promulgated on:

Revised on:

Avery School District
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STUDENTS

Student Records

3570

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 Reference: 3575 Student Data Privacy and Security
 4260 Records Available to the Public

Legal Reference: 20 U.S.C. § 1232g Family Education Rights and Privacy Act
 34 C.F.R. 99 Family Education Rights and Privacy Act
 I.C. 33-133 Student Data – Use and Limitations
 I.C. § 33-209 Transfer of Student Records -- Duties
 I.C. § 32-717A Parents’ Access to Records and Information
 No Child Left Behind Act of 2001, P.L. 107-334

Policy History:

Adopted on:

Revised on:

Avery School District
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STUDENTS

3570F

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 file for each student that shall contain information, including but not limited to the following:

1. Unique student identifier;
2. Basic identifying information;
3. Academic transcripts;
4. Attendance record;
5. Immunization records;
6. Intelligence and aptitude scores;
7. Psychological reports;
8. Achievement test results;
9. Participation in extracurricular activities;
10. Honors and awards;
11. Teacher anecdotal records;
12. Special education files;
13. Verified reports or information from non-educational persons;
14. Verified information of clear relevance to the student's education;
15. Information pertaining to release of this record; and
16. 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: the academic grades of their child or 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; and
- J. Period of attendance in school.

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:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Avery School District
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STUDENTS

Student Records

3570P

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. Verified reports or information from non-educational persons;
14. Verified information of clear relevance to the student's education;
15. Log pertaining to release of student's record; and
16. Disciplinary information.

Information in student files shall be maintained for a period of ____ years after a student graduates or permanently leaves the District, except for those records for which longer retention is required.

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 Superintendent's 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

- i. Uses the personal information only for the authorized purpose;
 - ii. Protects the personal information from further unauthorized disclosures or other uses; and
 - iii. 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. 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; and
- 10. Period of attendance in school.

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:

Promulgated on:

Revised on:

Avery School District
#394
STUDENTS

Student Data Privacy and Security

3575

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 Reference: 20 U.S.C. § 1232g Family Education Rights and Privacy Act
34 C.F.R. 99 Family Education Rights and Privacy Act
I.C. § 33-133 Idaho Student Data Accessibility, Transparency, and Accountability Act

Policy History:

Adopted on:

Revised on:

Avery School District
#394
STUDENTS

Relations with Non-custodial Parents

3580A2

Alternative 2 (Less Detailed)

Whenever possible and legal, the Avery 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 Reference: Federal Family Educational Rights and Privacy Act of 1974
 Department of Education 34 C.F.R. Part 99 (May 9, 1980 45FR 30802)
 regs. Implementing
 FERPA enacted as part of 438 of General Education Provisions Act (20
 U.S.C. 1232G) – Parent and Student Privacy and Other Rights with
 Respect to Educational Records

Policy History:

Adopted on:

Revised on:

Avery School District
#394
STUDENTS

Records of Missing Children

3610

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:

Revised on:

Avery School District
#394
STUDENTS

Transfer of Student Records

3620

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 360 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 Reference: 3570 - 3570P
3610

Student Records
Records of Missing Children

Legal Reference: I.C. § 18-4511
I.C. § 33-209

School Duties—Records of Missing Child—Identification
Upon Enrollment—Transfer of Student Records
Transfer of School Records - Duties

Policy History:

Adopted on:

Revised on: