



Calder School
#1 Schoolhouse Hill Lane
Calder, Idaho 83808

Parent/Student Handbook

Superintendent/Principal
Megan Sindt
(208)245-2479
msindt@sd394.com

Table of Contents

Accident Reports/ Injuries.....	2
Arrival/Dismissal.....	2
Articles Prohibited at School.....	2
Asbestos.....	2
Attendance.....	2
Behavior.....	3
Breakfast and lunch information.....	4
Calendar and Schedules.....	5
Character Education.....	6
Child Find/Developmental Screenings	6
Cold Weather and Recess.....	6
Concerns.....	6
Conferences.....	6
Controversial Issues and Academic Freedom.....	6
Directory Information.....	7
Discipline.....	7
Electronic Communication Devices.....	10
Families and Students in Housing Transition.....	12
FERPA.....	13
Grievance Procedures.....	13
Harrassment.....	14
Head Lice.....	15
Health Permissions.....	16
IDLA.....	17
Internet Use.....	17
Library Processes.....	18
Medications.....	19
Open Enrollment.....	19
Parental Rights.....	22
Public Participation at Board Meetings.....	23
Safety and Security.....	24
School Pulse.....	25
Search and Seizure.....	25
See-Tell-Now.....	25
Snow Days.....	26
Student Admissions.....	26
Student Dress Code.....	26
Student Email Accounts.....	27
Student Insurance.....	27
Student Records.....	27
Title I.....	27
Title IX.....	30
Transportation.....	30
Visitors.....	34
Weapons Policy.....	34
YES Program.....	35
Handbook Signature Page.....	36

Accident Reports/Injuries

All accidents causing bodily injury or property damage which occur on the grounds or in the school buildings are to be reported immediately to the teacher or staff member in charge and/or the office.

Parents will receive a notification for injuries that involve head trauma or anything severe. Staff members will address minor injuries with Band-Aids, ice packs (if available), or other remedies as needed to assist the student's return to class to continue learning.

No further treatment will be administered without the permission of a parent, guardian, or emergency contact or a Blanket Consent Form for Health Care Services for Minor Children.

The school is not responsible for injuries that may occur at school. Student insurance is available for purchase. See *Student Insurance*.

Arrival/Dismissal

Parents should help students plan their arrival so they arrive at school no earlier than 8:15 a.m. Students shall leave the grounds immediately upon being dismissed and go directly home, unless permission has been granted to do otherwise. Students arriving after 8:30 a.m. will be issued a tardy (see *Attendance*). School dismisses at 4:00 p.m. unless otherwise noted on the school calendar.

Articles Prohibited at School

Many problems arise because students bring articles and playthings which are hazards to safety or distractions to other students. No toy guns, squirt guns, sling shots, fireworks, peashooters, play knives, etc., will be permitted at school. Anything that can be construed as a weapon is prohibited at school—even facsimiles thereof.

Asbestos

In compliance with EPA regulations, please note that asbestos containing building materials are present in some areas of the school buildings. EPA states "not all asbestos containing material need to be removed from schools. Once such material has been identified a program can be implemented to insure that the material is maintained in good condition and appropriate precautions are followed when the material is disturbed for any reason".

Attendance

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 the 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.

Missed work assignments and activities may be made up in the manner provided by the teacher.

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 day for each day of absence to make up his/her school work.

Students who are removed from a class or classes as a disciplinary measure, or students who

have been placed on short-term suspension, are expected to make up assignments or exams missed during the time they were denied entry to the classroom.

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.

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

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.

When a student evidences repeated trancies, 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.

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 a 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.

Behavior

The Calder School uses a positive behavior approach to incentivize positive behavior among students. Staff members randomly award students with Star tickets when they witness positive behaviors among schoolmates. See also *Character Education*.

Breakfast and Lunch Information

The Calder School does not operate a hot breakfast/lunch program. Students should eat breakfast before coming to school and should bring a sack lunch each day. The District provides one small snack to students at each mid-morning break. If this is not enough to sustain students

until lunch, they are encouraged to bring snacks from home. The District also provides free milk for all students at lunch time.

The District does not have a nutrition grant this year to provide homemade, healthy snack options to students. The District does strive to provide high protein, low sugar options.

Calendar and Schedules
2026-2027 Avery School District Calendar

School Day begins at 8:30 am and ends at 4:00 pm

September 1 Staff returns to building/Teacher Work Day
September 2 Professional Development Day for staff
September 3 Leadership Team Meeting/Teacher Work Day
September 8 First Day of School for Students
September 11 Yes School
October 9 Professional development day for staff; No school for students
October 16 Yes School
October 23 Teacher work day; No school for students
November 6 Leadership Meeting; No School for students
November 13 Yes School
November 23-27 Thanksgiving Break; No school for staff and students
December 4 Leadership Meeting; No School for students
December 11 Yes School
December 21-January 1 Winter Break; No school for staff and students
January 4 Return from Winter Break
January 8 Teacher work day; no school for students
January 15 Yes School
February 5 Professional development day; no school for students
February 15 Presidents' Day; No school for staff and students
March 12 Yes School
March 19 Teacher work day; No school for students
March 29-April 2 Spring Break; No school for staff and students
April 9 Yes School
April 16 Leadership Meeting; No school for students
May 27 Last day of school for students. Release at 1:00.
June 1 Leadership Meeting Day/Teacher Work Day
June 2 Teacher work day

Bell Schedule

8:30 – School Begins
 10:15–10:30 – Morning Break
 12:00–12:45 – Lunch
 2:15–2:30 – Afternoon Break
 4:00 – School Release

Character Education

The Calder School's "Citizen of the Month" program aims to recognize and celebrate the outstanding contributions and character of our students throughout the school year. The program will highlight a student each month who has demonstrated exceptional qualities such as kindness, responsibility, and leadership. This initiative not only motivates our students to strive for excellence but also reinforces the values of good citizenship within our school community.

Child Find/Developmental Screenings

The Avery School District #394 coordinates with neighboring St. Maries Joint School District #41 to annually screen children who may qualify for special services. The District promotes local and regional early childhood screening events.

Cold Weather and Recess

Students get at least 2 recesses each day. It is important that children come to school wearing appropriate clothing for outdoor play at break times. If a student does not have warm enough clothing during winter months, the District has extra coats, gloves, and hats in limited sizes and quantities. All students are expected to go outside for recess unless a parent or guardian has indicated that they need to stay indoors.

When the temperature falls below 20 degrees fahrenheit, when air quality is unhealthy, or when it is raining, students will have indoor recess.

Concerns

Parents and students may have concerns, questions or even complaints that only school personnel can answer. It is strongly encouraged that you contact us as soon as any concern develops; please do not wait until the concern becomes a problem.

The first person to contact when a concern arises is the teacher. Teachers can be contacted by placing a call to the office. The teacher will return your call and arrange an appointment to visit with you. Under no circumstances will a teacher be called to either talk to or see anyone while class is in session due to student safety and out of respect for students' valuable classroom time. The principal should be contacted only after areas of concern have been discussed with the teacher. The principal, teacher, and parent(s) will then meet to discuss the concern if necessary.

Conferences

The District will hold parent/teacher conferences at the end of the first quarter of the school year. Each child's family will be contacted to set up a meeting time with their student's teacher(s).

Should school staff be concerned about a student's progress or well-being at other times of the year, additional conferences may be scheduled.

Controversial Issues and Academic Freedom

The District shall offer courses to students which will afford learning experiences appropriate to the level of student understanding. The instructional program shall respect the right of students to face issues; to have free access to information; to study under teachers in situations free from prejudice; and to form, hold, and express their own opinions without personal prejudice or discrimination. Teachers shall guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, the importance of fact, the value of good judgment, and the virtue of respect for conflicting opinions.

Per Avery School District board policy 2340, the school shall provide parents or guardians with the opportunity to have their student excused from a topic which may be contrary to their religious or moral values. This shall be done in writing by the parent or guardian. The student may also request to be excused if the student personally finds the topic to be contrary to their religious or moral values. The teacher will find an alternative assignment if the request is approved by the teacher and principal. The teacher shall notify parents or guardians when especially controversial issues may be discussed and they may have their student excused if family religious or moral values so dictate. The teacher should have the principal view questionable materials. When speakers are to be used, the principal must always give approval as outlined in Board Policy 2345—Speakers in the Classroom and at School Functions.

Directory Information

A school may disclose directory information to third parties without consent if it has given public notice of the types of information which it has designated as directory information, the parent's or eligible student's right to restrict the disclosure of such information, and the period of time within which a parent or eligible student has to notify the school in writing that he or she does not want any or all of those types of information designated as directory information.

The Avery School District may use student's names and grade levels for student of the month and other award recognition as well as communication or articles in newspapers, the school's website, and social media accounts.

Discipline

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

- Habitual truancy;
- Incurability;
- Academic dishonesty;
- Conduct continuously disruptive of school discipline or of the instructional effectiveness of the District;
- Conduct or presence of a student when the same is detrimental to the health and safety of other pupils;
- Using, possessing, distributing, purchasing, or selling tobacco products;
- 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;

- 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;
- Assembly or public expression that advocates the use of substances that are illegal to minors or otherwise prohibited within this policy;
- Using, possessing, controlling, or transferring a weapon in violation of the "Possession of Weapons in a School Building" section of this policy;
- Using, possessing, controlling, or transferring any object that reasonably could be considered or used as a weapon;
- Disobeying directives from staff members or school officials and/or rules and regulations governing student conduct;
- Using violence, force, noise, coercion, threats, intimidation, fear, or other comparable conduct toward anyone or urging other students to engage in such conduct;
- Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's property;
- Engaging in any activity that constitutes disorderly conduct, an interference with school purposes or an educational function or disruptive to the educational environment;
- Unexcused absenteeism; however, the truancy statutes and Board policy will be utilized for chronic and habitual truants;
- Hazing – For purposes of this policy, the term "hazing" shall have the meaning set forth in Idaho Code;
- Initiations;
- 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;
- 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:

- 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;
- Off school grounds at a school-sponsored activity, or event, or any activity or event which bears a reasonable relationship to school
- Traveling to and from school or a school activity, function, or event; or
- 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 include, but are not limited to:

- Expulsion;
- Suspension;
- Detention, including Saturdays;
- Clean-up duty;
- Loss of student privileges;
- Loss of bus privileges;
- Notification to juvenile authorities and/or police;
- Temporary removal from the classroom;

- Meeting with the student and the student's parents; and
- Restitution for damages to school property.

No person who is employed or engaged by the District may inflict or cause 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 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:

- Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
- Mediation when there is mutual conflict between peers, rather than one-way negative behavior;
- Counseling;
- Anger management;
- Health counseling or intervention;
- Mental health counseling;
- Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution, and restorative conferencing;
- Diversion or use of juvenile specialty courts;
- Behavioral management plan;
- Corrective instruction or other relevant learning or service experience;
- Community service; and
- In-school detention or suspension which may take place during lunchtime, after school, or on weekends.

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.

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.

Electronic Communication Devices

This policy shall apply to any electronic device not issued by the District that is capable of accessing the internet or sending an electronic message to another device, such as smart phones, other cell phones, tablets, laptops, e-readers, and smart watches.

Students are prohibited from using cell phones and personal electronic devices in the following times and places:

- During class time;
- During passing periods;
- During lunch

Students are permitted to use cell phones and personal electronic devices in the following times and places:

- Before and after the school day;
- At school activities outside of school hours

Any use of an electronic device required by a student's 504 Plan or Individualized Education Plan (IEP) shall be permitted regardless of whether it would otherwise violate this policy.

Students may use a personal electronic device in the case of an emergency to contact help. In this policy, an emergency is an event that poses an immediate threat to the health or safety of any person or a risk of damage to property. If a student needs to use a personal electronic device in such an emergency, they should ensure they are in as safe a location as is feasible.

If a student's parent/guardian or their designee needs to contact a student in the case of an emergency at a time when student cell phone use is not permitted, the parent/guardian or designee should call the school office and ask staff to relay the message.

Containment of Devices

When use of personal electronic devices is not permitted, such devices must be stored in:

The student's bag, purse, or pocket and out of sight;

A location in the classroom designated by the teacher;

A location in the school designated by the principal;

The Superintendent may set further procedures and schools may set additional rules to ensure this policy is followed. The District may also make use of technology-based approaches, such as monitoring or blocking internet access.

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

Use of Devices

Any use of personal electronic devices at school or at school events shall comply with Procedure 3270P Acceptable Use of Electronic Networks. Student-owned electronic devices shall not be used in a manner that disrupts the educational process, including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another individual.

Access to the devices is a privilege and not a right. Each student will be required to follow the Acceptable Use of Electronic Networks Policy and the Internet Access Conduct Agreement.

Students may only access the internet through the filtered District connection, regardless of whether they are using their personal device or a District-issued device. District staff will not provide software or technical assistance for student-owned devices.

Because power cords stretched out in classrooms become a safety issue both for the students and devices, charging the device with such a cord in any classroom, hallway, or any other location that may be a safety concern may be prohibited.

The use of cameras in any type of electronic device is strictly prohibited in locker rooms, restrooms, and classrooms unless a certified District employee authorizes the student to do otherwise. Where students are allowed to use electronic devices, they are required to obtain permission before taking a photograph or video of any individual. Students must also obtain permission from any individual appearing in a photograph or video prior to posting on any social networking site or other internet site.

Students found to be using any electronic communications device to in any way send or receive personal messages, data, or information that would contribute to or constitute cheating on any student assessment, project, or assignment shall be subject to discipline.

Students shall comply with any additional rules developed by the school and classroom teacher concerning appropriate use of personal electronic devices.

Disciplinary Action

Students violating the provisions of this policy are subject to disciplinary action, which may include losing the privilege of bringing the device onto school property, detention, and/or confiscation of the device until it is retrieved by the student's parent/guardian. If a student or a parent/guardian wishes to appeal such disciplinary action, they can do so by submitting a written request for appeal to the building principal within 5 school days. If the decision being appealed was made by the building principal, the appeal may instead be made to the Superintendent.

Violation of this policy may also result in suspension or expulsion, as described in Policy 3340 Corrective Actions and Punishment, if appropriate.

Families and Students In Housing Transition

If a family or youth is experiencing an unsettled housing environment they may be entitled to services under Title X of Elementary/Secondary Education Act (ESEA).

Some examples of homeless are:

- Lack of a fixed, adequate, or regular nighttime residence
- Staying in a public or private temporary shelter (domestic violence, transitional housing, family shelter, youth shelter, etc.)
- Living with another family because you cannot afford your own housing
- Living in a hotel/motel because you cannot afford your own housing
- Camping out in a tent or RV
- Children awaiting permanent foster care placement, or a family reunification
- Living in a car, park, public place, abandoned building, bus station, or a similar location
- Living in substandard housing (no electricity or running water)
- Unaccompanied youth (a youth not in the physical custody of a parent or guardian)
- Runaways
- Children/youth denied housing by their families
- School aged unwed mothers living in housing for unwed mothers.

Students who are experiencing any of the above descriptions may be entitled to the following services under Title X of the ESEA:

- Students will be guaranteed the right to immediate enrollment while all records are obtained.
- Students qualify for free breakfast/lunch
- Students may receive free transportation services from their temporary residence to the school in which they are enrolled.
- Students may stay in school enrolled for the remainder of the school year, even if living situation changes as long as it is in the best interest of the child.
- Students are eligible to receive additional tutoring through Title I.
- Students are guaranteed equal access to all programs including, but not limited; Gifted Education, Indian Education, Title I, and Special Education
- Students are guaranteed equal access to extra-curricular activities including, but not limited to; student government, honor societies, clubs, band, choir, and athletics.

Determination of homelessness will be made on a case-by-case basis.

FERPA

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records

amended, and the right to have some control over the disclosure of personally identifiable information from the education records.

The District does not disclose student information other than Directory Information.

Per policy 2140, personally identifiable information from student education records may be disclosed to an educational agency or institution in order to:

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

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

Grievance Procedures

Per Board policy 4120, The District will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

Level 1: Informal: A grievant with a complaint is encouraged to first discuss it with the teacher, counselor, or building administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first line administrator that is not involved in the alleged harassment.

Level 2: Principal: If the complaint is not resolved at Level 1, the grievant may file a written grievance stating:

1. The nature of the grievance; and
2. The remedy requested.

It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the principal within 60 days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.

If the complaint alleges a violation of Board policy or procedure, the principal shall investigate and attempt to resolve the complaint. If either party is not satisfied with the principal's decision, the grievance may be advanced to Level 3 by requesting in writing that the Superintendent review the principal's decision. This request must be submitted to the Superintendent within 15 days of the principal's decision.

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the principal shall turn the complaint over to the Nondiscrimination Coordinator who shall investigate the complaint. The District has appointed Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Superintendent within 30 days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the Superintendent agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Superintendent rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within 15 days of receiving the report of the Coordinator to the Board for a hearing.

Level 3: Superintendent: Upon receipt of the request for review, the Superintendent shall schedule a meeting between the parties and the principal. The parties shall be afforded the opportunity to either dispute or concur with the principal's report. The Superintendent shall decide the matter within ten days of the meeting and shall notify the parties in writing of the decision. If the Superintendent agrees with the recommendation of the principal, the recommendation will be implemented. If the Superintendent rejects the recommendation of the principal, the matter may either be referred to an outside investigator for further review or resolved by the Superintendent.

If either party is not satisfied with the decision of the Superintendent, the Board is the next avenue for appeal. A written appeal must be submitted to the Board within 15 days of receiving the Superintendent's decision. The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the Superintendent to the Board bears the burden of proving a failure to follow Board policy.

Level 4: The Board: Upon receipt of a written appeal of the decision of the Superintendent, and assuming the individual alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within 30 days of that meeting. The decision of the Board will be final.

Harassment

Harassing, bullying or threatening of students is not tolerated and each school administration is directed by the School Board to take necessary disciplinary action with students who violate this Board Policy. Harassment Complaint Form can be located in Policy 3295 at www.sd394.com.

Head Lice

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.

Health Permissions

Student health concerns are a priority for staff at the Avery School District. To best serve our students and their families, the District provides various health related services to students in our care.

Preventative Care, Health Related and Emergency Care Services

Each year, the District is required to inform families of the services we provide, which include:

- Administering or assisting of the administration of medication;
- First aid and emergency care;
- Appropriate management of health conditions;
- Isolation and temporary care of students who become ill during the school day;
- The consulting of services of a qualified specialist for staff, students, and parents;
- Vision and hearing screening;
- Scoliosis screening; and

- Immunization as provided by the Department of Health and Human Services

Idaho code requires the District to obtain parental permission to conduct some of the above services.

The District will not provide preventive services, health related or emergency services without parental permission unless:

- 1. To prevent death or imminent, irreparable physical injury; or**
- 2. District staff cannot contact the parent/guardian despite a reasonably diligent effort and the student's life or health would be seriously endangered by further delay in the furnishing of health care services.**

To give your consent to provide health services to the District, please complete form 3500F and return to the District Office.

IDLA

Avery School District offers Idaho Digital Learning Alliance (IDLA) courses to our middle school students. IDLA is a non-profit organization started by Idaho superintendents, educators, and legislature in 2002 that partners with schools all over the state to provide learning opportunities for students at all levels of their education.

All sixth graders are required to pass a keyboarding class. All seventh grade students are required to pass a Pathways to Learning class. Eighth graders are required to pass a Career Exploration class.

Courses are paid for by the Avery School District and will be a part of the grade advancement requirements for the Calder School. If a student does not pass their IDLA course during the fall semester, they will have another opportunity in the spring to pass the required course offerings. Each IDLA course has its own teacher. Much communication will occur between your student and their IDLA teacher. The Calder School staff will act as supporting agents in this process and are not responsible for assignments, grades, or other aspects of IDLA courses. Parents can expect communication from their child's IDLA teacher via phone or email.

Internet Use

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.

Library Processes

The school library is a principal location for students to inquire, to study and evaluate, and to gain new maturity and understanding. The District has the authority to regulate education and to determine the contents of the library collection. However, the Board also recognizes students' First Amendment constitutional rights. The school and classroom libraries of this District are guided by the principles set forth in the Library Bill of Rights and by the Idaho Children's School and Library Protection Act.

Additionally, the District's school libraries adhere to all applicable District policies and procedures pertaining to student privacy and compliance with the Family Educational Rights & Privacy Act (FERPA) when it comes to records of materials checked out by students and any other student records. Pursuant to State law, the Board has the duty and responsibility to equip and maintain a suitable library and to exclude therefrom all books, tracts, papers, and catechisms of a sectarian nature.

School library books are provided primarily for use by District students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The building principal may assess fines for damaged or unreturned books.

Processes

Any parent/guardian of a District student, any student, or any employee who wishes to raise a complaint about a piece of learning material should first discuss the matter informally with the teacher, librarian, or other staff member who oversees its use. The patron should explain their objection to the material.

The staff member shall try to resolve the matter informally through such measures as:

1. Explaining the District's materials selection process, the criteria for selection and the qualifications of the professional staff who selected the questioned resource;
2. Explaining the intended educational purpose of the resource, its value as a resource, and any additional information regarding its use; and/or
3. Offering a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource in a manner that complies with Policy 2425 Parental Rights.

All informal complaints made to staff members of the District shall be reported to the building principal, whether received by telephone, letter, or in personal conversation. If the complainant wishes to make a formal challenge, the staff member shall direct the complainant to this policy.

Formal Process

An eligible party who wishes to make a formal objection should submit their complaint in writing to the principal of the building where the material is used using a form provided by the District. At minimum, the complaint shall reference specific sections of the materials or resources that produced the formal complaint. Vague or incomplete complaints will not be submitted to the learning materials review committee.

Medications

See policy 3510.

We encourage you to schedule your child's medication doses to be taken at times when they are not at school. If it is necessary for your child to take a dose of medication while at school, please complete the following steps:

- Come to the school to fill out an AUTHORIZATION FOR MEDICATION ADMINISTRATION FORM. This form must be completely filled out with information including the name of medication, dose, time to be taken, side effects, and requires a parent or guardian's signature and a doctor's signature.
- The parent/guardian needs to bring the student's medication to the school. Please do not send medication to the school with the student!
- Medication must be provided in an original, labeled medication container. Pharmacists may make an extra, labeled medication container for you. Over the counter medication must be supplied in an individual dose packet. Medication that is not supplied in the proper container will not be administered.
- The office must be notified of any child using an epi-pen or inhaler. A care plan will be written for these students to maximize safety.
- When your child no longer needs to take the medication or when the school year ends (whichever comes first), the parent/guardian needs to pick up the medication. Medications will not be sent home with the student. Medication that is not picked up from the school by a parent/guardian will be destroyed.

We are very willing to help your child attain their optimum health so that they can learn well while at school. Please help us to handle medication safety by following the above steps!

Open Enrollment

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:

- The student was expelled by the previous District;
- 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.
- 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.

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:

- Determining which students are chosen when classroom space allows the admission of some, but not all, qualified applicants;
- Notifying parents/guardians of the possible reasons for denial or revocation;

- Notifying parents of the action taken on the open enrollment application, including the reasons for the denial of any application;
- Removing a student from a transfer school, including the grounds for removal, parent notification, and the appeal process; and
- 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:

- The student is chronically absent.
- The student commits repeated, serious disciplinary infractions.
- The student has been expelled.

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.

Parental Rights 2425

The Board of Trustees encourages parents/guardians to be involved in their student's school activities and academic progress. As required by IC 33-6001, the District reinforces the rights and responsibilities of parents as primary stakeholders to make decisions regarding the upbringing and control of their child.

The Board is mandated to adhere to laws, rules, and regulations including the Constitution of the State of Idaho; the rules of the Idaho State Board of Education (Idaho Administrative Procedures Act); the rules and regulations of the Idaho State Department of Education; the laws, rules, and regulations of the federal government and the U.S. Department of Education; as well as educational provisions outlined in the Idaho Code. These mandates include the requirement stated at Article IX, Section 1 of the Idaho Constitution that it is "... the duty of the Legislature of Idaho to maintain a general, uniform, and thorough system of public, free common schools."

Based upon the above provisions, as well as the State's mandated requirements for advancement and graduation, the District has established its practices, policies, and procedures as well as the approved curriculum and assessment program. Failure to follow the District's practices, policies, and procedures as well as the school's curriculum and assessment program amounts to a violation of State and/or federal laws, rules, and regulations by the District, including but not limited to the failure to provide a general, thorough, free, and uniform system of public education as well as putting the District's operations and funding in jeopardy.

Parents/guardians and students are expected to abide by the District's practices, policies, and procedures governing the operation of the schools which are required by various State and/or federal laws, rules, and regulations. However, a student's parent/guardian has the right to reasonable academic accommodation if the accommodation does not substantially impact District staff and resources, including employee working conditions, safety and supervision on school premises for school activities, and the efficient allocation of expenditures. The District will strive to balance the rights of parents/guardians, the educational needs of other students, the academic and behavioral impacts to a classroom, a teacher's workload, and the assurance of the safe and efficient operations of the school.

If a parent has an objection to the District's implementation of various mandates through the District's practices, policies, and procedures, or if a parent/guardian would like to request reasonable academic accommodation, the appropriate avenue for the parent/guardian is to first seek to address such concerns through communication with the school's administration. Should that avenue not resolve the situation, a parent/guardian is free to address such concerns with the Board of Trustees in conformance with Board policy regarding public participation at Board meetings.

A parent/guardian who has an objection to their child's participation in the District's adopted curriculum and/or the District's implementation of practices, policies, and procedures in accordance with educational mandates, on the basis that it harms the child or impairs the

parents' firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or program. Except in the case of sex education curriculum, a parent/guardian who chooses to not have their child participate in the provided educational activity shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to the District. The final decision as to the placement of such alternative educational activity shall be at the discretion of the District, with input of the parent, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined above.

In the case of dual credit courses offered by an institution of higher education, academic accommodations and excusing students from objectionable assignments is solely at the discretion of the course provider and not the District. The District has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

Access to Learning Materials

Parents/guardians are entitled to review all learning materials, instructional materials, and other teaching aids used in their student's classroom. Parents/guardians can request access to learning materials by contacting the school's administration during school hours.

Student Wellbeing

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 report this change so the student's parent/guardian can be notified as described in Procedure 2425.

Addressing Parent/Guardian Concerns

A parent/guardian who feels the District has violated their rights, as described in this policy and otherwise provided in IC 33-6001 may file a grievance as described in Policy 4120 Uniform Grievance Policy.

Public Participation at Board Meetings

All regular and special meetings of the Board shall be open to the public, but any person who disturbs good order may be required to leave.

During all regular meetings and board public hearings, The Board of Trustees encourages all citizens of the District to express their ideas and concerns on agenda items. The comments of the community will be given careful consideration. In the evaluation of such comments, the first priority will be District students and their educational program. Desired public input on agenda items shall not be regarding any subject matter that would compel the Board to enter into executive session. The Board shall make a determination as to whether or not the desired subject matter requested for public input is appropriate in relation to the Board's agenda and/or if a matter would require executive session.

Safety and Security

Staff and student safety is of utmost priority in the Avery School District. We are continually working to improve our policies and procedures to help keep everyone safe.

Safety Team

A safety team comprised of representatives from various emergency agencies and community members has reviewed and revised the Avery School District's evacuation procedures and reunification plans.

A parent copy of these procedures is included in your registration packet.

Evacuations from the School

Staff and students are informed of and practice various emergency drills to help our students stay safe in the event of an emergency. The policies and procedures dictating these emergencies are 8300, 8300P1, 8300P2, 8300P3, 8300P4, 8300P6, 8320, 8320P. As a parent, you should know that in the event of an emergency that requires staff and students to evacuate campus, the Avery School District has worked with and will continue to plan with other area entities and emergency responders to ensure staff and students arrive safely at an alternative location.

In the event that it is unsafe to return back to campus, parents/guardians will be contacted to pick up their students at a predetermined location. To best keep students safe, students will only be released to parents, guardians, or emergency contact individuals listed on students enrollment form(s). Under no circumstances will students be released to anyone else.

Other Emergencies

Power/phone outage forms are sent with registration packets. This form helps us determine what is an appropriate and allowable avenue to get students home in the event that we lose power and phones and are unable to reach parents, guardians, and emergency contacts. If you have not returned this form to the office, please do so.

School Pulse

SchoolPulse empowers students and schools to be more proactive than ever, in promoting mental wellness and improving the suicide prevention mission of every school. School Pulse is available to District students in grades 6-8. Call the District Office to enroll your student.

Search and Seizure

Per Board policy 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.

See-Tell-Now

- SEE — When you are in and around our school simply be aware of your surroundings. You may notice something that doesn't seem right, looks odd or is simply out of the ordinary.
- Tell — Tell someone at your school or call the police but tell someone. We want to know what's happening at our school and your observations are important.
- Now — Do it NOW. Don't wait, don't hesitate. If something looks out of place to you, it likely is. Where the safety of our children is concerned it is better safe than sorry. Remember if you see something, Tell someone, Do it Now — SEE-TELL — NOW!

Report something by going to seetellnow.org or calling **888-593-2835**.

Snow Days

In the case of a snow day, families will be notified via the Apptegy app, telephone, and/or email.

Student Admissions

By law, a copy of your student's state certified birth certificate must be provided upon enrollment. Parents have 30 days to provide the birth certificate after enrolling their student. In compliance with Idaho Code 18-4511 (Missing Child Reporting Act), we must report the failure to obtain a birth certificate to the Shoshone County Sheriff's Office. Students must meet State of Idaho age requirements to gain admission to school. Students must be 5 years old on or before September 1, 2024 to enter kindergarten. Students must be 6 years old on or before September 1, 2024 to enter 1st grade.

Student Dress Code

Per policy 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 midribs 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.

Student Email Accounts

The Calder School utilizes Google to provide students with gmail accounts. These accounts allow students to use GoogleDocs, GoogleSheets, GoogleSlides and other google applications to support classroom learning. Parental permission is required for the District to create student accounts.

Student accounts are monitored for security breaches and inappropriate content, searches, spam emails, etc.

A permission form is sent with registration materials for parental consent for email accounts.

Student Insurance

The District is not responsible for injuries that happen at school. If you are interested in obtaining student insurance, visit www.studentinsurance-kk.com.

Student Records

Avery School District #394 keeps official records on all students. Parents have the right to read or obtain copies of their children's records. Please call the office for specific information regarding accessing student records.

Title I

Title I of the ESEA supplements State and local funding for low-achieving children, especially in high-poverty schools.

As a Title I school, the Calder School receives federal funds to support academic achievement for low income students.

Family informational sessions will be conducted throughout the school year to support families and equip them with tools to help students achieve.

Calder School Schoolwide Title I Parent Involvement Plan

1. Facilitate regular, meaningful two-way communication by:
 1. Notifying student's parents in writing - letter, compact, and parent involvement plan in a timely manner (in this format and, to the extent practicable, will be in a language that parents can understand and in other formats requested);
 2. Informing parents of their child's progress periodically via parent conferences, progress reports, and phone contact/conversations during the school year with flexibility; and
 3. Encouraging Schoolwide parent involvement during parent-teacher conferences, through parent volunteer programs, and in parent-teacher club.
2. Form a Schoolwide Title I Parent Advisory Committee (PAC) that will advocate parental involvement and provide input for the program, specifically by:
 1. Reviewing the program goals;
 2. Reviewing the annual Calder School Schoolwide Title I Budget to establish how the parent involvement funds will be used and to evaluate the use of the funds;
 3. Conducting an annual review of the Schoolwide Title I program and planning for school improvement;
 4. Reviewing and, when necessary, revising the parent compact; and
 5. Reviewing and, when necessary, revising the parent involvement plan.
 6. Any parent of a student at Calder School is eligible to serve on this committee. The PAC will meet twice a year (Fall and Spring).
3. The Calder School will conduct an annual meeting and invite parents of all students and the building principal to attend. The purpose of the meeting is to:
 1. Explain the Schoolwide Title I Program and the right of parents to be involved in the school and their child's education;
 2. Explain how Schoolwide Title I is funded;
 3. Explain how Schoolwide Title I services are delivered;
 4. Explain the instructional alignment of classroom and Schoolwide Title I support with state achievement measures and curricular standards;
 5. Explain the curriculum and academic assessments used to measure student progress and proficiency levels students are expected to meet;
 6. Explain program evaluation;
 7. Provide materials and resources for parents to help their children at home; and
 8. Provide an opportunity for parents to communicate their needs, concerns or comments about the Schoolwide Title I Program.
4. Build the capacity of parents to support their child(ren)'s learning at home by:
 1. Conducting a family activity;
 2. Providing opportunities for parents to attend workshops or in-service activities;
 3. Providing materials to help parents work with their children to improve their academic achievement;
 4. Providing reasonable support for parental involvement activities as requested by parents (including transportation and childcare costs).

The Calder School-Parent Compact

The Title I Schoolwide Program of St. Maries School District #41 will encourage parent participation on an annual basis in the following ways:

Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. We believe in partnering to promote academic success for Title I students and are committed to fulfilling the following responsibilities:

Title I Student will:

- believe that I can learn and will learn.
- be responsible for my behavior.
- cooperate with my teachers and classmates.
- believe that my attendance each day is important for my success.

Student Signature: _____ Date: _____

Parent/Caregiver will:

- believe that daily attendance is important for student success.
- provide an environment that encourages my child to be successful in school.
- encourage positive attitudes about school.
- understand that there are opportunities to volunteer and participate in my child's class and/or observe classroom activities.

Parent Signature: _____ Date: _____

Title I Staff will:

- believe that each student can learn and that I am prepared to teach to the needs of each student in order for them to meet the state's student academic achievement standards.
- provide high quality curriculum and instruction in a supportive and effective learning environment.
- maintain open lines of communication with students, parents, and Title I teachers.
- motivate and encourage students to practice academics at home by providing materials to enhance learning.

Teacher Signature: _____ Date: _____

Title IX

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.

Grievances

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.

Transportation

School Bus

The Avery School District provides bussing along the St. Joe River highway. All Calder Elementary and Middle School students who live along the route may ride the bus to and from school each day. The District also has an agreement with the St. Maries Joint School District that all Avery School District high school students who live along the route may be transported to the St. Maries High School. This agreement also allows for St. Maries Joint School District students to board the Avery bus in Benewah County along the St. Joe River highway and be transported to either the St. Maries Middle School or Heyburn Elementary.

The Avery bus may not transport students whose primary address is in Benewah County from within the St. Maries School District boundaries to the Calder School and vice versa.

Open enrolled students may board the bus at the county line and be transported into either district.

See *Open Enrollment*.

Bus Rules

1. Remain seated when bus is in motion.
2. Keep arms and head inside bus.
3. Avoid loud and unnecessary noises.
4. Refrain from eating or drinking on bus.
5. Profanity is inexcusable.
6. Refrain from pushing and shoving.
7. State law prohibits smoking/chewing tobacco on a school bus.
8. Obey instructions of the driver promptly.
9. Animals, reptiles, fish or fowl are not permitted on the school bus.
10. Weapons or firearms are not permitted on the school bus.
11. Keep inside of bus clean at all times.
12. Keep feet off seats.
13. Passengers must:
 - Have strong sense of responsibility for the safety of self and others.
 - Enter bus with least possible confusion, be seated and remain seated until bus stops for passengers to unload.
 - Keep all parts of body inside bus except when unloading.
 - If necessary to cross road: Cross at least fifteen (15) feet in front of bus; wait at right front of bus for signal from driver before proceeding into other traffic lane.
 - Stay away from bus except when loading or unloading.
 - Be careful walking to and from bus stop.
 - Follow driver's instructions promptly and cheerfully.
14. Treat others and equipment with respect. Take care that no sharp or damaging article be placed on seats.
15. A second address bussing form must be received by the office for student to leave bus anywhere except their regular stop.
16. Students should leave home early enough to arrive at their bus stop five (5) minutes before bus is due.
17. The four back windows -- 2 on the right, 2 on the left -- shall remain closed at all times.
18. If students are assigned seats, they must sit in assigned seat.
19. Should a student's behavior be such as to disrupt the orderly atmosphere of the bus and constitute a danger for the safety and well-being of the other bus students, the driver will fill out the "Discipline Report" form and give the student the original at that time.
20. For violations by a student of posted rules, the following procedures are in effect:

First violation: A citation will be issued. Driver will call to explain situation. The top copy will be given to student for parent to sign and return to driver the next day; the remaining copies will be turned in to the district office the same day.

Second violation: A citation will be issued following the same procedure as above. In addition, parent will be phoned by the district office. If parent cannot be reached by phone, a letter will be sent with copy of the citation and explanation of the circumstances.

Third violation: Above procedure will be followed. A determination will be made by the driver and superintendent based on the seriousness of the violation. The student may be denied bus privileges.

21. Severity of a violation of bus riding conduct may result in immediate suspension of bus riding privileges at the discretion of the driver and superintendent.

Route

The following schedule is subject to change and pending Board approval for the 2025-2026 school year.

*Times may be adjusted as needed after school begins. Changes will be communicated with families.

Avery Bus Schedule

2026-2027

AM Route

Hoyt	6:26
26.5 mile	6:46
Calder	6:52
21 mile	6:58
County Line	7:06
St. Joe City	7:08
Reed's Ck	7:10
Ahrs Loop	7:11
Millikins (6.5 mi.)	7:16
Nemeth Lane	7:22
1.5 mile marker	7:24
SMHS	7:26
Heyburn	7:39
SMMS	7:41
County Line	8:10
21 mile	8:18
Calder	8:24
Calder School	8:26
Hoyt	9:00
Calder School	9:30

PM Route

Calder school	1:15
Monday Heyburn	2:00
Heyburn	2:30
SMMS	2:45
SMHS	2:55
1.5 mile marker	2:57
Nemeth Lane	2:59
St. Maries Concrete	3:01
6 mile	3:04
Millikins	3:07
Ahrs Loop	3:06
Reed's Ck	3:07
St. Joe City	3:15
County Line	3:17
21 mile	3:25
26.5 Mile	3:37
Calder	3:43
Calder School	3:45
21 mile	4:08
County line	4:16
Hoyt Flat	5:00
Avery	5:10

Avery School Superintendent:

Megan Sindt 208-245-2479

Driver:

Johnny Osborne

Safety Bussing

Due to the lack of shoulders, logging truck traffic, detour traffic, and lack of crossing guards on the North Side Road, students living within 1.5 miles of the school may be bussed to the school. Calder students may board the bus at the dumpsters.

Emergency Bussing

Updated 8/22/2026

We understand there are times that your student may need to ride a bus other than their normal bus or “Two Address Bus.” Should this happen, please contact the school office and arrangements will be made for “Emergency Busing.”

In Case of Flooding

School buses are not permitted to cross running water over the roadway. Due to the nature of our area, flooding often occurs at Calder during the spring months.

In the event that water has crossed the road into Calder, affected students can board the bus at any of the usual stops, or if they’ve communicated with the driver ahead of time, they may board the bus at the Marble Creek or Falls Creek. It will be the family’s duty to transport students to the alternate stops. Unfortunately, not all stops can be accommodated during flooding. It is the parents’ responsibility to transport their child(ren) to the schoolhouse.

Normal bus rules apply to alternate bus stops. Riders should arrive 5 minutes early regardless of the stop they will be using. Communication between families and the driver is strongly encouraged.

Two-address Bussing

To support student/family needs, one alternate busing address other than the student’s primary stop will be allowed by the District. It is intended to be used consistently. For all other special busing requests, i.e. family emergencies, please see *Emergency Bussing*.

Visitors

While the District encourages visits by Board members, parents, and citizens to all District buildings, all visitors are required to report to the administration or principal’s office upon entering any District building.

All building administrators shall ensure that prominent notices are posted at each entrance requiring that all visitors first report to the administrative office. This includes all parents, Board members, volunteers, social service workers, invited speakers, maintenance and repair persons not employed by the District, salespersons, representatives of the news media, former students, and any other visitors.

Visits to individual classrooms during instructional time shall be permitted only with the principal’s and teacher’s approval and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

Conferences should be held outside school hours or during the teacher’s conference or prep time.

See *Conferences*.

Weapons Policy

We are committed to providing a safe environment for all students and staff. As a result, our district has a policy of zero tolerance for students who bring weapons or other

objects/substances to school which are a threat to the health and safety of other students, staff members or visitors, or are a disruption to the educational process. Any violation may result in suspension and/or expulsion. “Weapon” is defined as any device, instrument, material, or substance designed to cause serious physical injury. **Toys of violence are not acceptable at school.**

YES Program

Youth Empowerment Services (YES) is Idaho’s system of care for children’s mental health. It provides options for families who need care for their children who are at risk for or have serious emotional disturbance (SED).

YES is strengths-based and family-centered, and it incorporates a team approach that focuses on providing individualized care for children.

The Department of Health and Welfare, Idaho Department of Education and Idaho Department of Juvenile Corrections worked together to build a system that communicates a child’s treatment goals between providers and agencies to reduce duplicated efforts and conflicting treatment plans. This coordinated care system allows providers and agencies to focus on the same goals for the child and family.

To learn more about YES, visit yes.idaho.gov.

Handbook Signature Page

Dear Student and Parent:

Welcome to another new and exciting school year here at Calder! Part of our school year begins with the discussion of the parent/student handbook. This helps students understand the expectations that allow for our school to run smoothly.

We require each student to sign along with the parents, signifying that they have reviewed the handbook. Should you have any questions about the handbook, please contact the office.

This signature form indicates that both the student and parent have reviewed the handbook and understand all expectations and rules posted in the handbook.

Student's Signature: _____ Grade: _____ Date: _____

Parent Signature: _____ Date: _____

Parent Email Address: _____