INTRODUCTION

This manual codifies the official policies of the Pocatello/Chubbuck School District No. 25 Board of Trustees and includes the administrative implementation of Board Policy. School Board policies state positions adopted by the Board in order to provide direction, control and the management of its legal functions.

The intention of all policy is to present clear, concise, and distinct direction for the administration, staff, students and/or legal guardians and to serve as a primary communication tool with the general public.

Adoption of new policies or revision of existing policies is solely the responsibility of the Board. Proposals for new policies or revisions to current policies may be submitted in writing by any interested citizen, district employee, or member of the Board. Proposals shall be submitted to the Superintendent for referral to the Board. It is the obligation of employees to familiarize themselves with and follow Board policy.

Employees are responsible for familiarizing themselves with and following all administrative regulations. One should consider two basic points when using this manual: (1) the policies represent official positions of the Board, and (2) federal, state and local statutes drive the legal basis for these policies and regulations.

Procedures are the administrative implementation of Board policy. In this manual, Procedures are coded with a “P” suffix.

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3000 Administration
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6000 Instruction
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ORGANIZATION AND GOVERNANCE OF THE BOARD OF TRUSTEES

General Authority
The Pocatello/Chubbuck School District No. 25 Board of Trustees is the governing body of the school district. Its legal authority is determined by the State Constitution, statutes of the Legislature, and regulations of the State Board of Education. The Board has the authority to create rules, regulations and policies for the district. The State grants its authority to the Board of Trustees as a whole, not to the individual members.

The Board is not in existence unless it is sitting in a legally noticed session. It is only in legally noticed sessions that a Board has authority. Members of the Board have authority only when acting as a Board legally in session.

The Board shall not be bound in any way by any action or statement on the part of an individual Board member except when such statement or action is in pursuance of specific instructions from the Board.

No Board member, by virtue of his/her office, shall exercise any administrative responsibility over the schools, or as an individual, command the services of any school employee.

Composition
The Board of Trustees shall consist of five members.

Term of Office
Members of the Board are elected for a term of 4 years or until the annual meeting held during the year in which his/her term expires.

Trustee Elections
Trustee Elections shall be held on the Tuesday following the first Monday in November in odd number years and shall be conducted by the County in accordance with Idaho Code.

Candidates shall submit their Declaration of Candidacy to the Board Clerk in accordance with the deadline established in the County Election Calendar.

Qualifications
Each trustee at the time of his/her nomination and election or appointment shall:
• Be a school district elector of his/her district.
• Be a resident of the trustee zone from which he/she was nominated or appointed.

Trustees shall reside within the Zone to which he/she was elected throughout the term of office.

Each Trustee shall qualify for and assume office at the annual meeting following his/her election, or if appointed, at the regular meeting following such appointment.

Oath of Office
At the first meeting after a trustee assumes office, an oath of office shall be administered to each trustee whether elected, reelected or appointed. The oath may be administered by the clerk, or another trustee.

Organization of the Board of Trustees
The officers of the Board shall be elected each year by the membership of the Board during the regular January meeting, which is also the annual meeting.
ORGANIZATION AND GOVERNANCE OF THE BOARD OF TRUSTEES

The officers of the Board of Trustees shall be Chair, Vice-Chair, Assistant Clerk and Assistant Treasurer. The Chair and Vice-Chair must be members of the Board of Trustees.

Each officer is elected for a term of 1 year.

**Basic Duty**
It is the basic duty of each member of the Board of Trustees to attend all meetings of the Board whether Regular, Special, or adjourned to Executive Session, and to participate in all official deliberation and action.

**Compensation**
Members of the Board of Trustees serve without compensation.

The payment of necessary travel expenses is legally authorized.

**Policy History**
Adopted: August, 1973
Revised: June, 2018
Board Policy
The adoption of new policies and the revision and amending of existing policies shall be the sole responsibility of the Board of Trustees. All policies shall conform to local, state, and federal laws. Board Policy shall not be in violation of any applicable state or federal laws.

Adoption and Amendment of Policies
Proposed new policies or revision of existing policies shall be presented in writing for review and discussion at a regular or special board meeting. Proposals may be submitted by any patron, staff member, or Board member. Proposals shall be submitted to the Superintendent for referral to the Board. The Superintendent may conduct a detailed study as needed prior to Board action on any proposals.

Though not bound to a minimum two reading process, the Board will typically consider a minimum of two readings as part of the policy adoption process. In the situation of multiple readings prior to adoption, a draft policy statement will be taken to the Board for a first reading with any direction for revision provided at the time of the first reading. The administration shall post all policies under consideration after first reading for a period of time to solicit any public input. That input will be considered by the administration and provided to the Board. The Board will hear on second reading for adoption, the proposed policy at the next regular board meeting or special meeting.

The Board may make any changes to a draft policy based on public input and any administrative recommendation on a second reading for adoption. However, if any change is substantial, the draft policy will again be posted for public input and heard by the Board on third reading prior to adoption.

In the normal course of doing business, the Board will likely adopt most proposed policies or revisions on second reading.

The Board may, at its discretion, choose to set aside the normal process of policy review for adoption and/or revision, including the typical multiple readings and public postings for policies and policy revision, instead reviewing, reading and adopting a new policy or revision in a single reading. In such situation, the Board shall state that it is adopting or revising a policy in a single reading as provided by this policy.

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

Policies as adopted or revised shall be made a part of the minutes of the meeting at which action was taken, and shall also be included in the district’s policy manual. Policies of the district shall be reviewed annually by the Board.

Administration in Absence of Policy
In cases where action must be taken before the next board meeting and where the Board has provided no policies or guidance for administrative action, the Superintendent shall have the power to act.

Such action, however, shall be subject to review and ratification by the Board at its next regular meeting. The Superintendent is responsible to inform the Board of such action and the need for policy.

Policy Manual
The Superintendent shall develop and maintain a current policy manual which contains the policies of the district. Each administrator, staff member, student and patron shall have ready access to the manual.
Legal References: I.C. § 33-506; I.C. § 33-512

Policy History
Adopted: May, 2006
Revised: April, 2017
FUNCTIONS OF THE BOARD

Philosophy
The Pocatello/Chubbuck School District No. 25 Board of Trustees believes that it is their duty to provide the best educational program possible within the financial means of the district. The educational program should be research based, utilizing best practices and should empower all students to attain high levels of learning and become responsible, contributing citizens.

Major Functions of the Board of Trustees:
• Establish the education policies of the district;
• Establish the personnel policies of the district;
• Select and employ a well-qualified Superintendent of Schools to manage the system;
• Employ the necessary personnel upon recommendation of the Superintendent of Schools;
• Establish the educational and administrative structure of the school system, external and internal;
• Approve the budget, financial reports, audits, major expenditures and payment of obligations;
• Provide for the planning, expansion, improvement, financing, construction, maintenance and use of the physical plant and equipment;
• Assume and carry out the responsibility for the raising, spending, and accounting of the funds to support the school system;
• Review the accomplishments of the school system and evaluate the educational program to determine the effectiveness with which the schools are achieving the educational purpose of the school system.
• Plan with and advise the Superintendent in all matters pertaining to the total operation of the district.

Policy History
Adopted: August, 1973
Revised: April, 2017
MEETINGS OF THE BOARD

Legal Meetings
All business of the Pocatello/Chubbuck School District No. 25 Board of Trustees shall be conducted at a legal, properly noticed meeting of the Board and shall conform to the provisions of Idaho Code.

Open Meeting Law Compliance and Cure
Notices and agendas will be posted 48 hours in advance of each regular meeting, and 24 hours in advance of each special meeting or executive session. The notices and agendas will be posted in prominent locations designated by the Board.

If any deliberation or decision-making that leads to an action occurs without compliance with the Open Meeting Law, such action shall be null and void.

The Board may self-recognize a violation, or may receive a written notice of a violation through the Board Clerk.

A violation may be cured by the Board by publicly acknowledging the violation within 14 days and stating its intent to cure the violation, and declaring all actions taken during the violation as null and void. The Board shall then hold a properly noticed meeting to address the voided actions.

Regular Meetings
Regular meetings are those set by Board action at the annual meeting each year. Regular meetings shall be held monthly on a uniform day of a uniform week.

Annual Meeting
The annual meeting of the Board of Trustees of the Pocatello/Chubbuck School District No. 25 shall be on the date of the first regular meeting in January of each year. New members are sworn in and the Board is reorganized by the electing of its officers at the annual meeting.

Special Meetings
Special meetings may be called by the Board Chair, by any two members of the Board or as recommended by the Superintendent and held at any time. If the time and place of a special meeting has not been determined at a meeting of the Board with all members being present, then notice of the time and place shall be given to each member and announced by written notice, and posted at the posting locations designated by the Board.

Quorum
A majority of members of the Board shall constitute a quorum.

Executive Sessions
The Board may hold executive sessions as authorized by Idaho Code 74-206 upon a 2/3 roll call vote, stating the specific provision of law authorizing the executive session.

Availability to the Public
Regular and special meetings of the Board are open to the public. Executive sessions of the Board are not open to the public, however, any action shall be taken in Open Session.

Parliamentary Procedure
The procedure of the Board shall be governed by Robert’s Rules of Order. A parliamentarian may be appointed.
MEETINGS OF THE BOARD

Agendas
Meetings of the Board of Trustees shall be conducted in accordance with Idaho Code. The Superintendent should prepare an agenda to be approved by the Board Chair in advance of the meeting. Board agendas and materials may be kept electronically and backed up to a District server, on and off site, on a daily basis.

Order of Business – Regular Meetings
The following shall be the order of business at all regular board meetings:

- Pledge of Allegiance
- Welcome
- Roll Call
- Approve and/or Amend Agenda
- Approval of Minutes
- Consent Agenda
- Recognitions/Public Comment on Items not on the Agenda
- Reports
- Curriculum and Instruction
- Business Operations (Budget, Maintenance, Transportation, Food Service)
- Employee Services
- Human Resources
- Superintendent's Report
- Public Comment Pertinent to Agenda Action Items
- Action Items
- Adjourn

Minutes of the Meeting
A careful record of all action taken by the Board shall be kept for all meetings of the Board. The record shall state whether the meeting was a regular meeting, executive session or special meeting and note the date, time, place, names of the Board members present and who was acting as Board Chair.

The minutes shall indicate the business considered and shall record the name of the Trustee making a motion, the name of the Trustee seconding the motion, and the outcome of each vote.

At the conclusion of the record of the minutes of each meeting, the name of the person taking the minutes shall be listed for proper identification.

Minutes may be kept electronically and backed up to a district server, on and off site, on a daily basis.

Policy History
Adopted: August, 1973
Revised: January, 2019
PUBLIC PARTICIPATION IN BOARD MEETINGS

Meetings of the Board of Trustees are held in accordance with the Idaho Open Meetings Law. The law requires that public business be done in public except for those issues allowed under Section 74-206, Idaho Code, which authorizes executive sessions.

The Board welcomes public participation at their regular and special meetings, but reserves the right to regulate participation. Guidelines for participation in meetings will be approved by the Board and made available to the public. Public participation is not allowed in executive sessions of the Board.

Policy History
Adopted: August, 1973
Revised: April, 2017
PUBLIC PARTICIPATION IN BOARD MEETINGS

At each regular meeting of the Board the agenda will provide time for delegations to appear before the Board. Time may be provided for delegations at special meetings at the discretion of the Board. Persons wishing to address the Board will be required to fill out and submit a Request to Appear Before the Board form. Forms are available from the Board Secretary and will be available at each meeting.

Except at the discretion of the Board Chair, public participation will be limited to the time allotted to delegations on the agenda.

Each speaker will be limited to 5 minutes. Should a large number of speakers wish to speak on the same issue or topic, the Board Chair may limit the time allocated to each speaker, ask representatives of the group to summarize their colleagues’ statement, or limit the number of speakers. Total time allotted for delegations will not exceed 1 hour.

If a hearing has been held prior to the board meeting to obtain public comment on a specific issue, the Board Chair may not recognize speakers wishing to comment on the topic. However, the Board Secretary will accept written comments for future distribution to the Board.

If a topic is being considered by a committee established for that purpose, the Board Chair may refer the delegation to that committee.

Because of the diversity of issues, members of the Board may not respond to delegations. Instead, issues are recorded and referred to the appropriate staff member for follow-up. The Board is informed of the outcomes of these efforts by the staff member responding to concerns.

Written materials for Board members will be submitted to the Board Secretary. The material should include the name of the person submitting it. A copy of the materials will be forwarded to Board members if received by noon the Friday preceding the next regularly scheduled meeting. Materials should not be sent directly to Board members. Materials may be presented or mailed to the Board Secretary at 3115 Poleline Road, Pocatello, Idaho 83201.

Priority will be given to delegations as follows:
- Presentations from delegations on matters scheduled on the agenda;
- Presentations from delegations on agenda items who have not made presentations within the previous 6 months; and
- Presentations from delegations on matters not on the agenda and who have made presentations within the previous 6 months.

Complaints about personnel or individual students will only be heard in executive session.

Procedure History
Adopted: August, 1973
Revised: June, 2018
VISION, MISSION, BELIEFS AND STUDENT LEARNING GOALS

The Pocatello/Chubbuck School District No. 25 Board of Trustees recognizes that its duty and responsibility is to provide the best possible educational program for all students in the district.

To this end, the Board will establish a district Vision, Mission, Beliefs and Student Learning Goals statement.

Policy History
Adopted: August, 1984
Revised: April, 2017
RELATIONSHIP WITH THE BOARD OF TRUSTEES
AND THE SUPERINTENDENT OF SCHOOLS

Policy Making
The Board of Trustees shall have the final responsibility for policy making. The Superintendent shall have the responsibility for executive functions. Whenever a matter of policy is involved, the Board shall expect the Superintendent to offer advice and counsel as to how the matter under discussion would affect the schools.

Executive Officer
- The Superintendent of Schools shall be designated as the Board’s Chief Executive Officer and shall have power to act for the Board.
- The Superintendent shall be in attendance at all Board meetings except those in which his/her own position or salary is under consideration.
- All school employees shall be subordinate in authority and responsible to the Superintendent.
- The Board will refuse to deal with individual employees except through the Superintendent, or directly only in the case of an appeal from the Superintendent’s decision.

Legislation and Appraisal
- The Board of Trustees shall act in a legislative and appraisal capacity.
- The executive function, which concerns itself with placing into effect the policies of the Board through operating the schools, is delegated to the Superintendent.
- The Board of Trustees selects the Superintendent and appraises his/her work.
- In order to assist the Board in improving the scope and quality of education in the district, representative patrons from within the district and consultants from outside the district may be selected from time to time to constitute a committee or committees for such purposes. The selection of members, tenure or office and projects to be undertaken shall be determined by the Board.
- The Superintendent shall attend, when practicable, the meetings of the national and state associations of school administrators, visit other school systems, attend workshops and seminars, and engage in other similar activities in order that he/she may keep fully informed regarding best practices in the field of education. Expenses incurred in such service, when authorized by the Board, shall be paid from district funds as an administrative expense.

Policy History
Adopted: August, 1973
Revised: April, 2017
SUPERINTENDENT EVALUATION

The Board shall evaluate and assess in writing the performance of the Superintendent once each school year. This evaluation and assessment shall be reasonably related to the job description of the Superintendent and the goals and objectives of the district for the year in question. A portion of the evaluation shall be based on at least two measures of student growth, one of which shall be the Idaho statewide assessment, and the other a district approved measure. This portion of the evaluation may be calculated using current and/or immediate past year's data and may use one or both years of data.

The process for evaluating the Superintendent will:

- Describe clearly the duties and responsibilities of the Superintendent.
- Clarify the Board's expectation of his/her performance.
- Enable the Superintendent to know his/her standing with the Board.
- Identify areas of strength, weakness, and areas where improvement in the Superintendent's job performance is requested by the Board.
- Improve communication between the Board and Superintendent.
- Provide ways by which needs for improvement can be met.
- Foster a high level of trust between the Superintendent and Board.
- Enable the Board to hold the Superintendent accountable for carrying out board policies and responding to board priorities.

The evaluation process will provide:

- An annual written assessment of the current status of the Superintendent's performance.
- A continuing record of the effectiveness of the Superintendent.
- Tangible evidence upon which to base decisions to renew the Superintendent's contract and set salary.
- Documentation to be used when the Superintendent's contract may not be renewed or termination action is under consideration.
- An opportunity for the Superintendent to discuss the results of his/her evaluation with the Board.

Policy History
Adopted: March, 1982
Revised: January, 2018
SUPERINTENDENT EVALUATION

The Board of Trustees will conduct a mid-year and an annual evaluation of the Superintendent using the previously adopted format and evaluation tool. Unless agreed upon in writing, the mid-year evaluation will be held in December or January, and the annual evaluation will be held no later than the last board meeting in June.

The Board and Superintendent will work together to review and maintain the Superintendent Evaluation Form, consistent with the needs of the district and applicable law. The evaluation tool should provide for the evaluation of all areas of the Superintendent’s position and should address the district’s progress relative to the Continuous Improvement Plan.

For the annual evaluation, the Superintendent will compile a list of accomplishments relative to the goals and objectives of the district for the year which will be distributed to individual board members prior to the meeting. The evaluation tool should be completed by individual board members and returned to the Board Clerk to compile the results and any narrative comments of the individual board members. A final copy of the compiled results will be provided to the Board and Superintendent at the time of the meeting.

The Board will conduct the evaluation in executive session with the Superintendent to discuss the evaluation, answer questions and clarify issues. The Board may excuse the Superintendent as necessary. The Superintendent shall have the right to submit a written response to the evaluation which shall become a permanent record in the Superintendent’s personnel file.

Procedure History
Adopted: March, 1982
Revised: April, 2017
RELATIONSHIP WITH TEACHER ORGANIZATIONS

The Pocatello/Chubbuck School District No. 25 Board of Trustees is dedicated to maintaining a good working relationship with its teacher organization. Representatives of the teacher organizations are welcome at all Board meetings and are encouraged to make contributions.

The Board will work in cooperation with teacher and other various groups to serve the best interests of all students.

Policy History
Adopted: August, 1973
Revised: April, 2017
PTA AND OTHER PARENT TEACHER ORGANIZATIONS

The Pocatello/Chubbuck School District No. 25 Board of Trustees advocates for the development and support of the Parent Teacher Association (PTA) and other parent teacher organizations in each of the schools in the district. It is recommended that each school maintain an active PTA and/or parent organization.

The Board supports the national child advocacy goals of the independent non-partisan, non-sectarian PTA to promote child welfare and encourage parental involvement in the schools. PTA and parent teacher organization officers and members will be called upon from time to time to serve on committees which may be appointed by the Board.

The Board supports the Region 5 PTA which is organized under the authority of the State PTA for the purpose of conference, leadership training, and coordination of efforts of individual school PTAs. The Board encourages the Region 5 PTA Board to serve as a medium of communication and representation between the local PTAs, the district’s administration and the Board of Trustees.

All PTA and parent teacher organization fundraising projects utilizing school facilities, students and/or teachers must be in accordance with existing district policies.

Policy History
Adopted: August, 1973
Revised: April, 2017
PARENT ADVISORY COUNCIL

The Pocatello/Chubbuck School District No. 25 Board of Trustees directs the development of a Parent Advisory Council in all district schools.

A district-wide Parent Advisory Council composed of representatives from each of the individual school councils and other members of the community may be formed by the Superintendent of Schools.

The purpose of the Parent Advisory Council is to:
- Arouse the interest of citizens in educational affairs and operation of individual schools and the school system as a whole;
- Involve citizens in an advisory capacity in problems and important decisions confronting their school;
- Develop better understanding among families, schools, and staff;
- Gain citizen support through unified action.

Policy History
Adopted: December, 1976
Revised: April, 2017
PARENT ADVISORY COUNCIL

The following guidelines should be adhered to in the establishment of a Parent Advisory Council:

- The method of selection of council members will be left to the discretion of the school principal. The principal’s selection would follow consultations with the faculty and parent groups;
- The structure and membership broadly represent educational and demographic characteristics of the school’s attendance area;
- Consideration will be given to teacher, student, and parent representation;
- Each council will dissolve at the close of each school year. No one should be asked to serve more than three consecutive years on the same school’s council.

Functions of the Parent Advisory Council:

- Offer suggestions, pose questions, problems, courses of action for study, evaluation, and recommended action to the building principal;
- Coordinate activities cooperatively with the administration, teachers, and the community;
- Provide a means for adequate communication of results of meetings and recommendations to the Superintendent of Schools and Board of Trustees.

Procedure History
Adopted: December, 1976
Revised: April, 2017
ADMINISTRATIVE SELECTION

Purpose
The basic purpose of the selection of administrative personnel shall be to fill vacancies with individuals of the highest professional caliber who will best serve to maintain and enhance the quality of education in the Pocatello/Chubbuck School District No. 25.

Selection
The Board of Trustees shall be responsible for the selection of Superintendent of Schools.

The Director of Human Resources shall be responsible, as directed by the Superintendent, to manage the administrative selection process and to recommend highly qualified individuals to all administrative positions, with the exception of the Superintendent of Schools.

Policy History
Adopted: February, 1975
Revised: June, 2017
ADMINISTRATIVE SELECTION

SELECTION PROCESS

Superintendent of Schools
In the selection of the Superintendent of Schools, it is recommended that the Board of Trustees utilize the Idaho School Board’s Association’s Superintendent Search services. However, the Board may choose to appoint a committee consisting of patrons and school district staff for the purpose of screening and recommending applicants to the Board. All applications will be made available for Board review and the Board may choose to interview more applicants than those recommended by the committee.

All Other Administrative Positions
The Director of Human Resources is responsible, as directed by the Superintendent, to manage the screening and selection process of all applications for administrative positions, other than the Superintendent, in the district. An Interview Committee will be convened to recommend the best qualified candidate to the Superintendent or designee for a personal interview for the position. Such interviews will be conducted by the Superintendent or designee. The Superintendent will bring recommendations for administrative positions to the Board for approval.

Procedure History
Adopted: February, 1975
Revised: June, 2017
SUPERINTENDENT’S CABINET

Composition
The Superintendent’s Cabinet shall be composed of the following administrative personnel and others as selected by the Superintendent:

- Superintendent of Schools
- Director of Secondary Education
- Director of Elementary Education
- Director of Curriculum
- Director of Business Operations
- Director of Human Resources
- Director of Employee Services
- Director of Student Support Services
- Director of Special Services
- Community Relations and Communications Specialist

Meetings
The Superintendent’s Cabinet will meet as scheduled by the Superintendent of Schools.

Purpose
The purpose of the Superintendent’s Cabinet will be to review and coordinate the overall operations and educational programs of the district.

Policy History
Adopted: August, 1973
Revised: June, 2017
SUPERINTENDENT OF SCHOOLS

The Board of Trustees of the Pocatello/Chubbuck School District No. 25 is responsible to outline the expectations for the Superintendent of Schools and to ensure expectations are met as outlined in this policy.

The Superintendent of Schools shall hold a valid Idaho Administrator Certificate with a Superintendent endorsement.

**Curriculum Development and Instructional Improvement**
- Provide leadership in organizing and administering programs to improve curriculum and instruction in the district.
- Promote the development of evaluation processes and programs to determine the effectiveness of instruction within the schools of the district.

**Personnel**
- Responsible for the coordination of the selection, assignment, supervision, evaluation, transfer, and discharge of all school personnel.
- Confer with the Director of Human Resources about recommendations made to the Board of Trustees relative to the selection, assignment, transfer, and discharge of all school personnel.
- Provide leadership in the establishment of procedures for evaluation of staff performance.
- Involve staff in the development and implementation of Board policies, procedures, rules, and regulations affecting staff personnel.

**Educational Programs**
- Provide leadership for the establishment and evaluation of educational programs in relation to the student needs that are consistent with district philosophy and objectives.

**Financial and Business Management**
- Provide leadership in the development and preparation of the annual budget.
- Provide leadership for the accounting and management of the district budget.
- Provide leadership for the completion of all necessary financial and statistical reports for district records and for the appropriate governmental agency.

**School Buildings, Equipment and Instructional Materials**
- Provide leadership and supervision in the development of effective programs for the proper maintenance, operation, and renovation of current facilities.
- Provide leadership for the long range planning in determining needs for new building construction and associated equipment and property.

**School/Community Relations**
- Serve as a representative of the schools on behalf of the public.
- Utilize the best available means of keeping the patrons of the district informed concerning the work, progress, and needs of the district's schools.
- Provide procedures whereby patrons of the district have input into the educational program.
- Initiate programs and procedures and mobilize community resources which improve educational opportunities for students.
- Confer with parents and citizens regarding application of policy and operation of educational programs.
SUPERINTENDENT OF SCHOOLS

Professional Development
- Promote the professional development of district staff by maintaining a personal program of professional growth.
- Participate in professional development activities to improve knowledge and skill through study, travel, conferences, professional meetings and self-evaluation.
- Keep informed about current administrative, instructional, and organizational trends in the areas of responsibility.

Support Services
- Provide leadership to determine the need for support services to organize and administrate an effective delivery system of such services to staff and students.

Organization and Administration
- Serve as Chief Executive Officer for the Board of Trustees, and as such be responsible to the Board.
- All district employees shall be subordinate in authority and responsible to the superintendent.
- Annually present to the Board for adoption the district’s Continuous Improvement Plan.
- Keep the Board informed regarding the educational needs of students, staff, and community.
- Provide leadership for the activities of the district’s administration.
- Provide recommendations to the Board for the development, implementation, and evaluation of new policy, procedure, rules, and regulations.
- Participate in all Board meetings except those in which the superintendent’s position or salary is under consideration. Serve as the representative of the district with public and private agencies, including local, state and federal organizations.
- Advise the Board as to adhering to the Open Meeting Law.

Policy History
Adopted: August, 1973
Revised: June, 2017
DUTIES, RESPONSIBILITIES AND AUTHORITY
District Office Administrators, as authorized by the Superintendent, shall have full responsibility for the day‐to‐day administration of the area to which they are assigned. District office administrators are governed by the policies of the district and are responsible for implementing the policies and procedures that relate to their assigned duties.

The duties and responsibilities shall be outlined in the appropriate director’s job description.

QUALIFICATIONS
All district office administrators, as identified by the Board of Trustees and/or state and federal law, shall have a valid certificate and the appropriate endorsements issued by the State Board of Education, and any other qualifications specified in the director’s job description.

WORK YEAR
The work year for district office administrators will follow the district’s fiscal year. In addition to federal holidays, administrators will be allocated personal and vacation days as outlined in Board Policy.

COMPENSATION AND BENEFITS
District office administrators shall receive compensation and benefits as outlined in the written contract and Board approved Pay Manual.

POLICY HISTORY
Adopted: June, 2017
Revised: N/A
BUILDING ADMINISTRATORS

Duties, Responsibilities and Authority
Building Administrators, as authorized by the Superintendent, shall have full responsibility for the oversight of students and staff in the school building to which they are assigned as outlined in the job description. Building administrators are governed by the policies of the district and are responsible for implementing the policies and procedures that relate to their assigned duties.

Assistant principals shall support and perform the duties as assigned by the building principal.

The duties and responsibilities for building administrators shall be outlined in the administrator’s contract.

Qualifications
All building administrators shall have a valid certificate and the appropriate endorsements issued by the State Board of Education, and any other qualifications specified in the administrator’s contract.

Work Year
Building administrators are on a nine-month contract and the work year will follow the district’s fiscal year. In addition to federal holidays, administrators will be allocated personal and vacation days as outlined in Board Policy.

Compensation and Benefits
Building administrators shall receive compensation and benefits as outlined in the written contract and Board approved Pay Manual.

Policy History
Adopted: August, 1973
Revised: June, 2017
SUPERVISION AND EVALUATION OF ADMINISTRATORS

The Board of Trustees is committed to developing and maintaining administrative personnel whose performance is exemplary and meets the expectations set forth in the district’s vision and mission. It is the intent of the district’s supervision and evaluation process to develop and sustain administrative personnel at this level of performance. The process of supervision and evaluation is to provide guidance and direction to each administrator as to his/her level of performance and district expectations. This process shall be evaluated annually by the District Evaluation Committee and must meet or exceed the requirements for supervision and evaluation as set forth in Idaho Code and the general guidelines as established by the State Board of Education.

Each administrator shall be evaluated by his/her supervisor at least once annually no later than June 1st, in a fair and consistent manner in accordance with the established processes in place. Supervision and evaluation shall be reflective of the administrator’s job description, professional goals, the school improvement plan and the district’s Continuous Improvement Plan and the established supervision and evaluation criteria set forth in the approved processes for supervision and evaluation. The administrative evaluation policy and instrument will be monitored and reviewed on a regular basis to ensure alignment with the Idaho statutes and rules that govern education. All administrators will demonstrate proficiency in conducting observations and evaluating effective teacher performance by passing a proficiency assessment approved by the State Department of Education (SDE).

The supervision and evaluation process shall include but not be limited to the following performance areas: leadership, implementation of the district’s Continuous Improvement Plan and the School Improvement Plan both designed to increase student achievement, staff supervision and evaluation, operational management, professional development of self and staff, and interest in students, staff, parents and the community. The evaluation instrument will be aligned to the Interstate School Leaders Licensure Consortium (ISLLC). While each standard will be rated individually, the principal will receive an overall numeric value of “1” – Unsatisfactory; “2” – Basic; or “3” – Proficient. The overall rating for all building-level administrators will be reported to the SDE as required by state law. The SDE will maintain the confidentiality of individuals, but may report and publish aggregate district data. Additionally, completed administrative evaluations will be reviewed by the district to determine any areas that necessitate improvement through further professional development and training. Funding for additional training will be allocated from Title II, Teacher Quality funds. Professional competencies will account for a majority of the administrative evaluation.

In addition to the professional competencies listed above, Section 33-514(4), Idaho Code and IDAPA Rule 08.02.02.121.03, require that one portion of the evaluation of all building level administrators include parent/guardian input as a factor. A second portion shall be based in part upon growth in student achievement. Student achievement shall include multiple measures of student growth, one of which shall be the Idaho statewide assessment and the other a district approved measure. This portion of the evaluation may be calculated using current and/or immediate past year’s data and may use one or both years of data.

Once the evaluation is complete, the respective supervisor will meet with the building level administrator to review the evaluation. The written evaluation shall be signed by both parties, copies distributed to each and the original placed in the administrator’s personnel file. The administrator being evaluated is entitled to prepare any rebuttal statement within a reasonable time period to be submitted to the supervisor and attached to the evaluation maintained in the administrator’s personnel file. Building level administrators that score unsatisfactory or basic may be required to remediate their skills and/or be considered for a job status change. Should any action be taken as a result of an evaluation (improvement plan, probation, non-renewal of contract) the District will comply with the requirements and procedures established by State Law.

The Superintendent is responsible for establishing procedures for the supervision and evaluation of the administrators.
SUPERVISION AND EVALUATION OF ADMINISTRATORS

Policy History
Adopted: August, 1973
Revised: January, 2018
PUBLIC RECORDS

Records Available to the Public
All records maintained by the Pocatello/Chubbuck School District No. 25 are open to the public for inspection and copying at all reasonable times, unless the information is specifically exempted from disclosure by state and federal law. Patrons requesting public information will complete the district’s Request for Public Records form.

Designated Custodians
The following persons are the designated custodians for the district:
- The Superintendent of Schools
- The Director of Business Operations
- The Director of Human Resources
- The Community Relations & Communications Specialist

Custodians have the authority and responsibility for ensuring compliance with availability, inspection, retention and copying requirements per state and federal law, and this policy.

Records Exempt from Disclosure
Per Idaho Code, the following records are exempt from disclosure:
- Retired employee/public official home addresses, telephone numbers and membership records
- Personnel records with the exception of the duration of employment, position held and location of employment
- Student records with the exception of directory information as identified in the district’s Family Educational Rights & Privacy Act (FERPA) policy
- Testing information and data
- Facility infrastructure and system plans including, but not limited to, emergency evacuation plans, emergency response plans, security manuals, and blueprints
- Appraisals for real property, timber or mineral rights prior to the acquisition, sale or lease by the district
- Estimates prepared by the district detailing the cost of a public project until bids are open, or a contract is awarded for construction
- Records pertaining to a controversy which would not be available to another party under the rules of pretrial discovery for cases pending resolution
- Risk retention or insurance claim analysis or reports. Only statistical data and actual amounts paid from public funds are deemed a public record unless otherwise sealed by a court
- Computer programs developed or purchased by the district for its own use.

If a request for records contains both information exempted from disclosure and nonexempt information, the district will, to the extent practicable, produce the records with any exempt portions deleted and provide a written explanation for the deletion.

Response to Public Records Requests
All requests for public records are to be submitted on the appropriate district form with the requestor’s name, mailing address, email address and phone number. A request for public records may also be submitted via electronic mail. The designated custodian may provide information to help a requestor narrow the scope of their request when the records requested are voluminous or costly.

The designated custodians shall grant or deny a public records request within three working days of the date of receipt of the request. If a longer period of time is needed to locate or retrieve the records, the custodian
PUBLIC RECORDS

shall notify the requester of such and shall provide the records no later than ten working days following the date of the original request.

If no response is provided, the request shall be considered denied within ten working days of the receipt of the request. The custodian will notify the requester in writing of the denial, or partial denial of the request and shall state that the district has consulted with the district’s attorney and indicate the statutory authority for such denial. The response shall also clearly indicate the right to appeal any denial or partial denial and the timeline for completing an appeal. The custodian is authorized to seek an injunction to prevent the disclosure of records if it is determined that such disclosure would not be in the public interest and would substantially or irreparably damage any person or vital government functions.

Fee Schedule
Per Idaho Code, the first 100 pages of records and 2 hours of labor in responding to a public records request are free of charge. Copying requests that exceed 100 pages, or requests that exceed 2 hours of labor will be charged the following fees:
- $0.0285 per copy for black & white
- $0.11 per copy for color
- Labor costs shall be charged at the hourly rate of the lowest-paid administrative staff member who is necessary and qualified to process the request.
- Any fees associated with redactions which require the assistance of an attorney shall be charged at the hourly rate of the lowest-paid attorney retained by the district.

The district will provide the requestor with an itemized statement of fees including the cost per copy, the hourly rate of employees or attorneys responding to the request and the estimated labor hours. All fees shall be collected prior to any district employee complying with a public records request.

Fee Waiver
The district will adhere to the fee schedule outlined in this policy unless the custodian determines that an individual making such request fulfills the following:
- The records request is likely to significantly contribute to the public’s understanding of the operations and activities of the district;
- The request is not primarily in the interest of the individual requester including, but not limited to, interest in litigation in which the requester is, or may become a party to; and
- The requester has insufficient financial resources to pay for the fees associated with the records request.

The designated custodian may consider requests to waive fees for a records request based on the above listed factors and will notify the requester within ten working days. If the request is denied, the requester shall have seven working days to appeal the denial to the Superintendent. The Superintendent shall review the denial and either affirm or reverse the decision within ten working days. The decision of the Superintendent shall be final.

Requesters may not file multiple requests for public records solely to avoid payment of fees. If the custodian determines that is the case, the district may aggregate the related requests and charge in accordance with the fee schedule listed above.

Policy History
Adopted: December, 1990
Revised: July, 2018
RETENTION OF DISTRICT RECORDS

In compliance with Idaho Code, the Pocatello/Chubbuck School District No. 25 Board of Trustees establishes the following guidelines to provide administrative direction pertaining to the retention and disposal of district records. This schedule likewise identifies the anticipated physical location of where such records may be kept or maintained by the district, in addition to the possible document retention of all categories of records on the school’s servers and computer systems.

Unless otherwise prohibited by applicable law, all district records may be maintained electronically and/or in hard physical copy.

Method of Destroying Official Records
The district’s official records, and any copies deemed to be confidential, or not intended for dissemination to the public shall be shredded prior to disposal.

Destruction of Electronic Mail/Email/Text Messages
The district will store electronic mail/emails for a maximum period of 180 days. All email will be automatically deleted from the district’s system at the end of this retention period. It is the responsibility of every district employee to assure that district documents that need to be retained for a longer period of time due to federal law, state law or the provisions of this policy are retained accordingly and in a different format than electronic mail. Text messages relating to district business will be retained for a minimum of 30 days. District related text messages shall be deleted following the retention period. An employee’s failure to retain district documents accordingly could serve as a basis for discipline, up to and including possible termination.

Suspending of Destruction of Official Records
The district will immediately cease the destruction of all relevant records, including electronic records, even if destruction is authorized by an approved Retention Schedule, for the following reasons:
• If the district receives a Freedom of Information Act (FOIA) request;
• If the district believes that an investigation or litigation is imminent;
• If the district is notified that an investigation or litigation has commenced.

If relevant records exist in electronic formats including, but not limited to email, digital images, word processed documents, databases and backup tapes, the district’s administrative personnel shall notify the Technology Department to cease the destruction of records relating to the subject matter of the suit, potential suit or investigation. Failure to cease the destruction of relevant records could result in penalties against the district. The Superintendent and Board Clerk are responsible for the implementation of this policy.

District records shall be retained and/or disposed of as follows:

<table>
<thead>
<tr>
<th>Records Description</th>
<th>Retention Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMINISTRATION—ATTENDANCE--ANNUAL ATTENDANCE SUMMARIES BY BUILDING</td>
<td>PM</td>
</tr>
</tbody>
</table>
# RETENTION OF DISTRICT RECORDS

## Retention Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>After closed, terminated, completed, expired, settled, or last date of contact</td>
</tr>
<tr>
<td>FE</td>
<td>Fiscal Year End (June 30th)</td>
</tr>
<tr>
<td>LA</td>
<td>Life of Asset</td>
</tr>
<tr>
<td>PM</td>
<td>Permanent</td>
</tr>
<tr>
<td>US</td>
<td>Until Superseded</td>
</tr>
<tr>
<td>DO</td>
<td>District Office</td>
</tr>
<tr>
<td>SB</td>
<td>School Buildings</td>
</tr>
<tr>
<td>DM</td>
<td>District Maintenance</td>
</tr>
<tr>
<td>DT</td>
<td>District Transportation</td>
</tr>
</tbody>
</table>

## Records Description and Retention Period

<table>
<thead>
<tr>
<th>Records Description</th>
<th>Retention Period</th>
<th>Restriction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADMINISTRATION</strong>-ATTENDANCE-Enrollment attendance data</td>
<td>3 yr</td>
<td>DO, SB</td>
</tr>
<tr>
<td><strong>ADMINISTRATION</strong>-BALLOTS AND OATHS OF ELECTION—until canvassed and recorded in the minutes</td>
<td>Not less than 8 months following election</td>
<td>DO</td>
</tr>
</tbody>
</table>
| **ADMINISTRATION**-BALLOTS FOR BOND ELECTIONS | a. Not less than 60 days after bonds have been delivered to purchaser  
  b. Not less than 8 months following bond election | DO |
| **ADMINISTRATION**-CONTRACTS AND LEASES | AC+6 yr | DO |
| **ADMINISTRATION**-GENERAL CORRESPONDENCE | 3 yr | DO, SB |
| **ADMINISTRATION**-DONATION/GIFT RECORDS | PM | DO, SB |
| **ADMINISTRATION**-BOARD MEETINGS—AGENDA AND MINUTES: Official minutes and agenda of open meetings | PM | DO |
| **ADMINISTRATION**-BOARD MEETINGS—CLOSED: Certified agendas or tape recordings of closed meetings | PM—Restricted Access | DO |
| **ADMINISTRATION**-ORGANIZATION CHARTS: Any documentation that shows program accountability | PM | DO, SB, DM, DT |
| **ADMINISTRATION**-EDUCATION PROGRAM REVIEW RECORDS | AC+3 yr | DO, SB |
| **ADMINISTRATION**-OFFICIAL STATE DEPARTMENT REPORTS | PM | DO |
| **ADMINISTRATION**-SCHOOL CERTIFICATION REPORTS | PM | DO |
| **ANNUAL REPORTS** | PM | DO |
| **APPEAL AND REVIEW RECORDS**—Records may include but are not limited to narrative history or description of appeal; minutes and testimony; exhibits; reports and findings of fact; final orders, opinions, conclusions, or decisions; audio recordings; hearing schedules and lists of participants; and related correspondence and documentation. | PM | DO |
## Retention of District Records

### Retention Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>After closed, terminated, completed, expired, settled, or last date of contact</td>
</tr>
<tr>
<td>FE</td>
<td>Fiscal Year End (June 30th)</td>
</tr>
<tr>
<td>LA</td>
<td>Life of Asset</td>
</tr>
<tr>
<td>PM</td>
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<tr>
<td>US</td>
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<td>DO</td>
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<tr>
<td>SB</td>
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<tr>
<td>DM</td>
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<tr>
<td>DT</td>
<td>District Transportation</td>
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### Records Description and Retention Period

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<thead>
<tr>
<th>Records Description</th>
<th>Retention Period</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Board Member Records</strong>—Series documents board activities and serves as a reference source for board members. Records may include but are not limited to correspondence, plans, statements of goals and objectives, minutes, committee reports, budgets, financial statements, reports, and other reference material. Records are often compiled in a notebook for each member.</td>
<td>AC+3 yr</td>
<td>DO</td>
</tr>
<tr>
<td><strong>Board Records</strong>—Series documents the official proceedings of the board meetings. Records may include agendas; minutes; meeting notices; items for board action; contested case hearings schedules; committee reports; exhibits; and related correspondence and documentation. Records may also include audio recordings of meetings used to prepare summaries.</td>
<td>PM</td>
<td>DO</td>
</tr>
<tr>
<td><strong>Computer Systems—Backups</strong>—Backups on tape, disk, cd, dvd, etc. CAUTION: Records stored in this format can be subpoenaed during litigation.</td>
<td>US or 1 year</td>
<td>DO</td>
</tr>
<tr>
<td><strong>Equipment—History File</strong>—Equipment service agreements, includes maintenance agreements, installation, and repair logs, etc.</td>
<td>LA+3 yr</td>
<td>DO, DM, DT</td>
</tr>
<tr>
<td><strong>Equipment Manuals</strong>—Instruction and operating manuals</td>
<td>LA</td>
<td>DO, SB, DM, DT</td>
</tr>
<tr>
<td><strong>Equipment Warranties</strong></td>
<td>AC+1 yr</td>
<td>DO, SB, DM, DT</td>
</tr>
<tr>
<td><strong>Facilities Operations—Appraisals</strong>—Building or property</td>
<td>3 yr</td>
<td>DO</td>
</tr>
<tr>
<td><strong>Facilities Operations—Buildings Plans and Specifications</strong>—Includes architectural and engineering drawings, etc.</td>
<td>PM</td>
<td>DO, DM</td>
</tr>
<tr>
<td>For leased structures retain AC+2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Facilities Operations—Buildings, Construction Contract, Inspection Records and Project Files</strong>—Building construction contracts, surety bonds and inspection records, Planning, design, construction records &amp; all bids, etc.</td>
<td>LA</td>
<td>DO, SB, DM</td>
</tr>
<tr>
<td><strong>Facility Operations—Damage Reports; Lost and Stolen Property Reports</strong></td>
<td>FE+3 yr</td>
<td>DO, SB, DM, DT</td>
</tr>
</tbody>
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# RETENTION OF DISTRICT RECORDS

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<tr>
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<tbody>
<tr>
<td><strong>FACILITY OPERATIONS</strong>-PROPERTY DISPOSAL RECORDS—Documenting disposal of inventoried property</td>
<td>PM</td>
</tr>
<tr>
<td><strong>FACILITY OPERATIONS</strong>-PROPERTY MANAGEMENT SEQUENTIAL NUMBER LOGS—Property logs</td>
<td>US+3 yr</td>
</tr>
<tr>
<td><strong>FACILITY OPERATIONS</strong>-SECURITY ACCESS RECORDS—Documents the issuance of keys, identification cards, passes, passwords, etc.</td>
<td>AC+2 yr AC=Until superseded, date of expiration or date of termination, whichever is sooner</td>
</tr>
<tr>
<td><strong>FACILITY OPERATIONS</strong>-SURPLUS PROPERTY SALE REPORTS</td>
<td>PM</td>
</tr>
<tr>
<td><strong>FACILITY OPERATIONS</strong>-UTILITY USAGE REPORTS</td>
<td>1 yr</td>
</tr>
<tr>
<td><strong>FACILITY OPERATIONS</strong>-VEHICLE OPERATION LOGS</td>
<td>1 yr</td>
</tr>
<tr>
<td><strong>FISCAL</strong>-ACCOUNTS PAYABLE/RECEIVABLE LEDGERS</td>
<td>FE+3 yr</td>
</tr>
<tr>
<td><strong>FISCAL</strong>-ANNUAL FINANCIAL REPORTS</td>
<td>PM</td>
</tr>
<tr>
<td><strong>FISCAL</strong>-ANNUAL OPERATING BUDGETS</td>
<td>FE+3 yr</td>
</tr>
<tr>
<td><strong>FISCAL</strong>-APPROPRIATION REQUESTS—Includes any supporting documentation in the appropriation request</td>
<td>FE+3 yr</td>
</tr>
<tr>
<td><strong>FISCAL</strong>-FINAL AUDIT REPORTS</td>
<td>PM</td>
</tr>
<tr>
<td><strong>FISCAL</strong>-BANK STATEMENTS</td>
<td>FE+3 yr</td>
</tr>
<tr>
<td><strong>FISCAL</strong>-CANCELED CHECKS—Stubs/Warrants/Drafts</td>
<td>FE+3 yr</td>
</tr>
<tr>
<td><strong>FISCAL</strong>-CAPITAL ASSET RECORDS</td>
<td>LA+3 yr</td>
</tr>
<tr>
<td><strong>FISCAL</strong>-CASH RECORDS—Cash deposit slips; cash receipts log</td>
<td>FE+3 yr</td>
</tr>
<tr>
<td><strong>FISCAL</strong>-DEEDS AND EASEMENTS—Proof of ownership and right-of-way on property</td>
<td>PM</td>
</tr>
<tr>
<td><strong>FISCAL</strong>-detail chart of accounts—One for all accounts in use for a fiscal year</td>
<td>FE+3 yr</td>
</tr>
<tr>
<td><strong>FISCAL</strong>-EXPENDITURE JOURNAL OR REGISTER</td>
<td>FE+3 yr</td>
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## RETENTION OF DISTRICT RECORDS

### Retention Codes

- **AC**—After closed, terminated, completed, expired, settled, or last date of contact
- **FE**—Fiscal Year End (June 30th)
- **LA**—Life of Asset
- **PM**—Permanent
- **US**—Until Superseded

### Records Description

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<th>Retention Period</th>
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</thead>
<tbody>
<tr>
<td><strong>FISCAL-EXPENDITURE VOUCHERS</strong>—Travel, payroll, etc.</td>
<td>FE+3 yr</td>
<td>DO, SB, DM, DT</td>
</tr>
<tr>
<td><strong>FISCAL-EXTERNAL REPORTS</strong>—Special purpose, i.e. federal financial reports, salary reports, etc.</td>
<td>FE+3 yr</td>
<td>DO, SB, DM, DT</td>
</tr>
<tr>
<td><strong>FISCAL-FEDERAL TAX RECORDS</strong>—Includes FICA records</td>
<td>AC+4 yr</td>
<td>DO</td>
</tr>
<tr>
<td><strong>FISCAL-FEDERAL FUNDING RECORDS</strong>—Title I; Chapter 2; Title VI-B</td>
<td>FE+5 yr</td>
<td>DO</td>
</tr>
<tr>
<td><strong>FISCAL—FEDERAL—USDA</strong></td>
<td>AC+3 yr</td>
<td>DO</td>
</tr>
<tr>
<td><strong>FISCAL-GENERAL LEDGERS; GENERAL JOURNAL VOUCHERS</strong></td>
<td>FE+3 yr</td>
<td>DO, SB</td>
</tr>
<tr>
<td><strong>FISCAL-GRANTS</strong>—State and Federal</td>
<td>AC+3 yr</td>
<td>DO, SB</td>
</tr>
<tr>
<td><strong>FISCAL-INSURANCE CLAIM FILES</strong></td>
<td>AC+3 yr</td>
<td>DO</td>
</tr>
<tr>
<td><strong>FISCAL-INSURANCE POLICIES</strong>—all types</td>
<td>AC+5 yr</td>
<td>DO</td>
</tr>
<tr>
<td><strong>FISCAL-LONG-TERM LIABILITY RECORDS</strong>—Bonds, etc</td>
<td>AC+4 yr</td>
<td>DO</td>
</tr>
<tr>
<td><strong>FISCAL-RECEIPTS JOURNAL OR REGISTER</strong></td>
<td>FE+3 yr</td>
<td>DO, SB, DM, DT</td>
</tr>
<tr>
<td><strong>FISCAL-RECONCILIATIONS</strong></td>
<td>FE+3 yr</td>
<td>DO, SB</td>
</tr>
<tr>
<td><strong>FISCAL-REIMBURSABLE ACTIVITIES</strong>—Requests &amp; approval for reimbursed expenses for travel, training, etc.</td>
<td>FE+3 yr</td>
<td>DO, SB</td>
</tr>
</tbody>
</table>

*CAUTION: Retention requirements may vary depending on the specific federal funding agency.*

*AC = Tax due date, date the claim is filed, or date tax is paid whichever is later.*

*DO = District Office*

*SB = School Buildings*

*DM = District Maintenance*

*DT = District Transportation*
## RETENTION OF DISTRICT RECORDS

<table>
<thead>
<tr>
<th>Retention Codes</th>
<th>RECORDS DESCRIPTION</th>
<th>RETENTION PERIOD</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC—After closed, terminated, completed, expired, settled, or last date of contact</td>
<td>FISCAL-RETURNED CHECKS—Uncollectable warrants or drafts</td>
<td>AC+3 yr</td>
<td>DO, SB</td>
</tr>
<tr>
<td>FE—Fiscal Year End (June 30th)</td>
<td></td>
<td>AC=After deemed uncollectible</td>
<td></td>
</tr>
<tr>
<td>LA—Life of Asset</td>
<td>FISCAL-SIGNATURE AUTHORIZATIONS—Records authorizing an employee to initiate financial transactions for agency. Also, spending authority limits</td>
<td>US+FE+3 yr</td>
<td>DO</td>
</tr>
<tr>
<td>PM—Permanent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>US—Until Superseded</td>
<td>LEGAL-LITIGATION FILES--</td>
<td>PM</td>
<td>DO, SB, DM, DT</td>
</tr>
<tr>
<td>CAUTION:</td>
<td></td>
<td>CAUTION: May contain attorney-client privileged information</td>
<td></td>
</tr>
<tr>
<td>LEGAL-OPEN RECORDS REQUESTS—documentation relating to approved or denied requests for records under Idaho Public Records Law</td>
<td></td>
<td>PM</td>
<td>DO</td>
</tr>
<tr>
<td>LEGAL-OPINIONS AND ADVICE—Does not include legal opinions or advice rendered on a matter in litigation or with regard to pending litigation</td>
<td></td>
<td>PM</td>
<td>DO, SB</td>
</tr>
<tr>
<td>NEWS OR PRESS RELEASES</td>
<td></td>
<td>PM</td>
<td>DO, SB</td>
</tr>
<tr>
<td>PERSONNEL—ACCUMULATED LEAVE ADJUSTMENT REQUEST—Used to create and adjust employee leave balances</td>
<td></td>
<td>FE+5 yr</td>
<td>DO, SB, DM, DT</td>
</tr>
<tr>
<td>PERSONNEL—APPLICATIONS FOR EMPLOYMENT—HIRED—Applications, etc required by employment advertisement</td>
<td></td>
<td>AC+5 yr</td>
<td>DO, SB, DM, DT</td>
</tr>
<tr>
<td></td>
<td>AC=Termination of employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERSONNEL—APPLICATIONS FOR EMPLOYMENT—NOT HIRED—Applications, resumes, etc. required by employment advertisement</td>
<td></td>
<td>AC+2 yr</td>
<td>DO, SB, DM,DT</td>
</tr>
<tr>
<td></td>
<td>AC=Date position is filled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERSONNEL—BENEFIT PLANS</td>
<td></td>
<td>US+5 yr</td>
<td>DO</td>
</tr>
<tr>
<td>PERSONNEL—COMPLAINT RECORDS—Complaints received and records documenting their resolution</td>
<td></td>
<td>FE+3 yr</td>
<td>DO, SB, DM, DT</td>
</tr>
<tr>
<td>CAUTION: If a complaint becomes the subject of litigation, it is subject to a longer retention period</td>
<td></td>
<td>PM</td>
<td>DO, SB, DM, DT</td>
</tr>
<tr>
<td>PERSONNEL—CORRECTIVE ACTION—those actions which do not affect pay, status or tenure and are imposed to correct or improve job performance</td>
<td></td>
<td></td>
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### RETENTION OF DISTRICT RECORDS

#### Retention Codes

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<tr>
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<tbody>
<tr>
<td>**PERSONNEL-**DISCIPLINARY ACTION DOCUMENTATION—those actions that affect pay or status. They include demotion, dismissal, etc.</td>
<td><strong>PM</strong></td>
</tr>
<tr>
<td>**PERSONNEL-**EMPLOYEE STATEMENTS (Affidavits)—for insurance, personnel or other uses for which Administration has sought such statements</td>
<td><strong>PM</strong></td>
</tr>
<tr>
<td>**PERSONNEL-**EMPLOYEE BENEFITS—documents relating to selection of benefits other than insurance</td>
<td><strong>US+5 yr</strong></td>
</tr>
<tr>
<td>**PERSONNEL-**EMPLOYEE COUNSELING RECORDS—Notes, etc. relating to job-specific counseling</td>
<td><strong>PM</strong></td>
</tr>
<tr>
<td>**PERSONNEL-**EMPLOYEE DEDUCTION AUTHORIZATIONS—documents relating to all deductions of Pay</td>
<td><strong>AC+5 yr</strong>&lt;br&gt;AC=After termination of employee or after amendment, expiration or termination of authorization, whichever is sooner.</td>
</tr>
<tr>
<td>**PERSONNEL-**EMPLOYEE EARNINGS RECORDS</td>
<td><strong>PM</strong></td>
</tr>
<tr>
<td>**PERSONNEL-**EMPLOYEE INSURANCE RECORDS—District copy of selection records by employees of insurance offered by the District</td>
<td><strong>US+5 yr</strong></td>
</tr>
<tr>
<td>**PERSONNEL-**EMPLOYEE RECOGNITION RECORDS—Awards, incentives, etc.</td>
<td><strong>PM</strong></td>
</tr>
<tr>
<td>**PERSONNEL-**EMPLOYMENT ANNOUNCEMENT</td>
<td><strong>2 yr</strong></td>
</tr>
<tr>
<td>**PERSONNEL-**EMPLOYMENT CONTRACTS</td>
<td><strong>Original date of hire+50 yr</strong></td>
</tr>
<tr>
<td>**PERSONNEL-**EMPLOYMENT ELIGIBILITY—Documentation or verification of Federal report form INS 1-9</td>
<td><strong>PM</strong></td>
</tr>
<tr>
<td>**PERSONNEL-**EMPLOYMENT SELECTION RECORDS—all records that document the selection process: i.e. polygraph, physicals, interview notes, etc.</td>
<td><strong>2 yr</strong>&lt;br&gt;CAUTION: Does not include criminal history checks</td>
</tr>
<tr>
<td>**PERSONNEL-**FORMER EMPLOYEE VERIFICATION RECORDS—minimum information includes name, social security number, exact dates of employment and last known address</td>
<td><strong>PM</strong></td>
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<tbody>
<tr>
<td>Personnel</td>
<td>Grievance Records—review of employee grievances against policies and working conditions, etc. Includes record of actions taken.</td>
<td>PM</td>
<td>DO, SB, DM, DT</td>
</tr>
<tr>
<td>Personnel</td>
<td>Hiring Process—Criminal History Checks—criminal history record information on job applications</td>
<td>PM</td>
<td>DO</td>
</tr>
<tr>
<td>Personnel</td>
<td>Job Procedure Record/Job Description—any document detailing duties of positions on position-by-position basis</td>
<td>US+8 yr</td>
<td>DO, SB, DM, DT</td>
</tr>
<tr>
<td>Personnel</td>
<td>Leave Status Report—cumulative report for each pay cycle showing leave status</td>
<td>FE+3 yr</td>
<td>DO</td>
</tr>
<tr>
<td>Personnel</td>
<td>Liability Release Form—statements of employees, patrons, etc. who have released the district from liability</td>
<td>PM</td>
<td>DO</td>
</tr>
<tr>
<td>Personnel</td>
<td>License and Driving Record Check</td>
<td>PM</td>
<td>DO, DT</td>
</tr>
<tr>
<td>Personnel</td>
<td>Overtime Authorization &amp; Schedule</td>
<td>5 yr</td>
<td>DO, SB, DM, DT</td>
</tr>
<tr>
<td>Personnel</td>
<td>Payroll-Direct Deposit Application/Authorization</td>
<td>US+3 yr</td>
<td>DO</td>
</tr>
<tr>
<td>Personnel</td>
<td>Payroll-Income Adjustment Authorization—used to adjust gross pay, FICA, retirement or compute taxes</td>
<td>US+3 yr</td>
<td>DO</td>
</tr>
<tr>
<td>Personnel</td>
<td>Performance Evaluations</td>
<td>PM</td>
<td>DO, SB, DM, DT</td>
</tr>
<tr>
<td>Personnel</td>
<td>Persi Enrollment File</td>
<td>PM</td>
<td>DO</td>
</tr>
<tr>
<td>Personnel</td>
<td>Persi Record of Hours Worked—Irregular help, half-time or greater</td>
<td>Date of hire + 50 yr</td>
<td>DO</td>
</tr>
<tr>
<td>Personnel</td>
<td>Persi Termination Record</td>
<td>PM</td>
<td>DO</td>
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<tr>
<td>Personnel</td>
<td>Personnel Information—documents that officially change pay, titles, benefits, etc.</td>
<td>PM</td>
<td>DO</td>
</tr>
<tr>
<td>Personnel</td>
<td>Policy and Procedures Manual—any manual, etc. that establishes standard employment procedures</td>
<td>PM</td>
<td>DO, SB, DM, DT</td>
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<tr>
<td>Personnel</td>
<td>Resume—Unsolicited</td>
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</tr>
<tr>
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<td>After closed, terminated, completed, expired, settled, or last date of contact + 5 years</td>
</tr>
<tr>
<td>AC+10yr</td>
<td>After closed, terminated, completed, expired, settled, or last date of contact + 10 years</td>
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<tr>
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<tbody>
<tr>
<td>PERSONNEL-SICK LEAVE POOL</td>
<td>LA</td>
</tr>
<tr>
<td>DOCUMENTATION—requests submitted, approvals, number of hours transferred in an out, etc.</td>
<td>DO</td>
</tr>
<tr>
<td>PERSONNEL-TIME CARD AND TIME SHEET</td>
<td>PM</td>
</tr>
<tr>
<td>NEW RECORDS DESCRIPTION</td>
<td>DO, SB, DM, DT</td>
</tr>
<tr>
<td>PERSONNEL-TIME OFF AND/OR SICK LEAVE REQUEST</td>
<td>FE+3 yr</td>
</tr>
<tr>
<td>PERSONNEL-TRAINING AND EDUCATIONAL ACHIEVEMENT RECORD-INDIVIDUAL—records documenting training, testing or continued education</td>
<td>DO, SB, DM, DT</td>
</tr>
<tr>
<td>PERSONNEL-UNEMPLOYMENT CLAIM RECORD</td>
<td>5 yr</td>
</tr>
<tr>
<td>PERSONNEL-UNEMPLOYMENT COMPENSATION RECORDS</td>
<td>AC+5 yr</td>
</tr>
<tr>
<td>PERSONNEL-W-2 &amp; W-4 FORMS</td>
<td>5 yr from date of termination</td>
</tr>
<tr>
<td>PERSONNEL—WORKER’S COMPENSATION POLICIES</td>
<td>AC+10 yr, AC=expiration of policy</td>
</tr>
<tr>
<td>PROCUREMENT-PERFORMANCE BOND—bonds posted by individuals or entities under contract with District</td>
<td>PM</td>
</tr>
<tr>
<td>PROCUREMENT-PURCHASING LOG—Log, etc. providing a record of purchase orders issued, orders received, etc.</td>
<td>FE+3 yr</td>
</tr>
<tr>
<td>PROCUREMENT-BID DOCUMENTATION—includes bid requisition/authorizations, invitation to bid, bid specifications, and evaluations</td>
<td>FE+3 yr, CAUTION: If a formal written contract is the result of a bid, the bid and its supporting documentation must be retained for the same period as the contract.</td>
</tr>
<tr>
<td>RECORDS MANAGEMENT—RECORDS RETENTION SCHEDULE; DISPOSITION LOG (listing records destroyed or transferred); CONTROL MATERIALS (indexes, card files, etc.); DESTRUCTION APPROVAL SIGN-OFFS</td>
<td>PM</td>
</tr>
<tr>
<td>SAFETY-ACCIDENT REPORTS</td>
<td>8 yrs*</td>
</tr>
<tr>
<td>SAFETY-DISASTER PREPAREDNESS AND RECOVERY PLANS</td>
<td>PM</td>
</tr>
<tr>
<td></td>
<td>*For Minors, 8 yrs after minor reaches age of 18</td>
</tr>
</tbody>
</table>
# Retention of District Records

## Retention Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>After closed, terminated, completed, expired, settled, or last date of contact</td>
</tr>
<tr>
<td>FE</td>
<td>Fiscal Year End (June 30th)</td>
</tr>
<tr>
<td>LA</td>
<td>Life of Asset</td>
</tr>
<tr>
<td>PM</td>
<td>Permanent</td>
</tr>
<tr>
<td>US</td>
<td>Until Superseded</td>
</tr>
<tr>
<td>DO</td>
<td>District Office</td>
</tr>
<tr>
<td>SB</td>
<td>School Buildings</td>
</tr>
<tr>
<td>DM</td>
<td>District Maintenance</td>
</tr>
<tr>
<td>DT</td>
<td>District Transportation</td>
</tr>
</tbody>
</table>

## Records Description

<table>
<thead>
<tr>
<th>Records Description</th>
<th>Retention Period</th>
<th>Location(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety-Evacuation Plans</strong></td>
<td>PM</td>
<td>DO, SB</td>
</tr>
<tr>
<td><strong>Safety-Fire Orders</strong>—issued by fire marshal to correct deficiencies in compliance with the fire code</td>
<td>AC+3 yr AC=deficiency corrected</td>
<td>DO, SB, DM</td>
</tr>
<tr>
<td><strong>Safety-Hazardous Materials Disposal Records</strong>—Material safety data sheets must be kept for those chemicals currently in use that are affected by the Hazard Communication Standard in accordance with 29 CFR § 1910.1200(g).</td>
<td>PM</td>
<td>DO, DM</td>
</tr>
<tr>
<td><strong>Safety-Incident Reports</strong>—Reports concerning incidents which, upon investigation, were of a non-criminal nature</td>
<td>3 yr (or 30 yr*) *Exposure records require 30 year retention per 29 CFR § 1910.1020(d)(ii)(B)Footnote(1)</td>
<td>DO, SB, DM, DT</td>
</tr>
<tr>
<td><strong>Safety-Inspection Records</strong>—Fire, safety, and other inspection records of facilities and equipment</td>
<td>AC+3 yr AC=Date of the correction of the deficiency, if the inspection report reveals a deficiency.</td>
<td>DO, SB, DM</td>
</tr>
<tr>
<td><strong>Safety-Material Data Safety Sheets</strong></td>
<td>30 yrs after the end of use of the substance</td>
<td>DO, DM</td>
</tr>
<tr>
<td><strong>Safety-Workplace Chemical Lists</strong></td>
<td>30 yr</td>
<td>DO, SB, DM</td>
</tr>
<tr>
<td><strong>Students-Education Records</strong>—Student’s name, birth date, last address, dates of attendance, graduation date and grades earned</td>
<td>PM</td>
<td>DO, SB</td>
</tr>
<tr>
<td><strong>Students-Special Education Records</strong>—educational records, including eligibility documentation and IEPs</td>
<td>FE+6 yr</td>
<td>DO, SB</td>
</tr>
<tr>
<td><strong>Students-Medicaid Records</strong>—claims, reimbursements, and supporting documentation</td>
<td>FE+5 yr</td>
<td>DO, SB</td>
</tr>
<tr>
<td><strong>Vehicle-Inspection, Repair and Maintenance Records</strong></td>
<td>LA+1 yr</td>
<td>DO, DT</td>
</tr>
<tr>
<td><strong>Vehicle-Title and Registration</strong></td>
<td>1 yr</td>
<td>DO, DT</td>
</tr>
<tr>
<td><strong>Volunteer Records</strong>—records may include recruitment and selection records, volunteer personnel and intern personnel information forms, intern agreements, volunteer and intern time records, emergency notification forms, insurance documentation and correspondence</td>
<td>AC+3 yr AC=End of term of volunteer or intern</td>
<td>DO, SB</td>
</tr>
</tbody>
</table>
## RETENTION OF DISTRICT RECORDS

### Retention Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>After closed, terminated, completed, expired, settled, or last date of contact</td>
</tr>
<tr>
<td>FE</td>
<td>Fiscal Year End (June 30&lt;sup&gt;th&lt;/sup&gt;)</td>
</tr>
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<td>LA</td>
<td>Life of Asset</td>
</tr>
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<td>DO</td>
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<td>SB</td>
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<td>DM</td>
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<td>District Transportation</td>
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</tbody>
</table>

### Records Description

<table>
<thead>
<tr>
<th>Records Description</th>
<th>Retention Period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEBSITE/WEB PAGES—</strong>&lt;br&gt;INTERNET/INTRANET— system development documentation for initial setup; subsequent changes and content of pages</td>
<td>PM, DO, SB</td>
</tr>
</tbody>
</table>

In the event that district records do not correspond to any of the above listed categories, the Superintendent will determine the period of retention for a particular record.

### Legal References:

- I.C. § 33-701(8) Fiscal Year – Payment and Accounting of Funds
- I.C. § 33-407 Return of Canvass of Elections
- I.C. § 33-508 Duties of Clerk
- I.C. § 56-209h Administrative Remedies
- I.C. § 74-119 Agency Guidelines
- Chapter 11, Section 5 (E) – Idaho Special Education Manual (Revised 2015)
- SDE Administrator's Handbook, 1.43

### Policy History

- Adopted: February, 2016
- Revised: July, 2018
PROJECTS, ADVERTISING, SOLICITATION

The major function of schools is to provide basic educational experiences. Interruptions to accommodate projects of outside groups or individuals must be kept at a minimum. Schools are not agencies to be used to advertise, promote or be a dissemination agency for commercial, profit-oriented businesses.

The Principal, in consultation with staff and/or support organizations, may grant permission for organizations or make agreements with vendors to supply equipment and/or supplies for fund raising projects. In the elementary schools the total number of fund raising projects shall not exceed five (5) per year including carnivals, bake sales, etc. School pictures and student council are to be considered in the (5) fund raising projects.

When schools participate in commercial ventures, there may be no legal obligations on the part of students to sell products, make purchases, or distribute information. No student shall be allowed to go door-to-door in soliciting funds or selling products.

Elementary schools shall not invite vendors to sell products and/or merchandise at school. The taking of group and/or individual pictures at school will not be deemed a conflict with this policy.

Civic or Community Announcements
Schools are not to be used for announcements or information for civic or community organizations.

Special Projects Screening Committee
All community groups or individuals wishing to carry on projects in School District No. 25 schools such as poster or essay contests, curriculum projects, surveys, etc., are required to submit these projects to the appropriate committee.

The objective of the committee is to maintain positive community relations, and at the same time, keep these projects at a level whereby they do not seriously intrude on the instructional program of the schools or the time of the staff.

Policy History
Adopted: August, 1972
Revised: September, 2004
ADVERTISING
It is the responsibility of the building principal to ensure that school premises shall not be used to display, distribute, or otherwise advertise a product, service or function on behalf of any person, business, or organization unless the principal is satisfied that:

- The display of such material will not lead to the exploitation of the students;
- It does not imply endorsement by the school;
- The primary purpose is such that it will complement the educational program; and
- The claims in such material are not false or misleading.

Each building should establish guidelines for cost of advertisements and apply them to all participants.

Advertisements within a building must be non-permanent and no larger than 3 feet x 4 feet.

The time period for display should be established in the agreement.

Advertisements on school grounds must meet the individual school guidelines and not involve district personnel in maintenance and operations.

Requests for distribution involving a number of schools or the entire district should be referred to the Director of Business Operations.

Procedure History
Adopted: August, 1984
Revised: September, 2004
PARENTAL RIGHTS

The Board of Trustees of the Pocatello/Chubbuck School District No. 25 encourages parent/guardian involvement in their student's educational activities and academic progress. The district is mandated to adhere to various rules and regulations from the Constitution of the State of Idaho, the Idaho State Board of Education, the Idaho State Department of Education, the federal government and U.S. Department of Education as well as provisions outlined in Idaho Code. Based upon these laws the district has established its policies and procedures as well as the Board approved curriculum.

Parents, guardians and students are expected to abide by the district’s ability to implement the measures that govern the operation of public schools, including the curricular program. A parent/guardian has the right to reasonable academic accommodations, to the extent that the accommodation does not substantially impact the educational setting, staff or district resources. The district will strive to balance the rights of parents/guardians, the educational needs of other students, staff workloads and the safe and efficient operations of the school. If a parent/guardian has an objection to the district's implementation of existing mandates, district policies or procedures, or would like to request a reasonable academic accommodation, the appropriate avenue for the parent/guardian to seek is through communication with the school’s administration. If a parent/guardian is not satisfied with the resolution or accommodation offered by the school’s administration, any further concerns should be addressed with the Superintendent.

A parent/guardian who objects to their student’s participation in the locally adopted curriculum, or the district's implementation of existing laws, rules, regulations or policies and procedures, on the basis that it harms the student, or impairs the parent/guardian’s firmly held beliefs, values or principles, may withdraw their student from an activity, class or program. A parent/guardian who chooses to remove their student from participation, with the exception of sex education curriculum, per Idaho Code 33-1611, shall be responsible for the identification, provision and supervision of a non-disruptive alternative educational activity for their child during any time of objection, at no cost to the district. The final decision as to the location of any alternate activity shall be at the discretion of the district’s administration, with the input of the parent/guardian and consistent with the requirements for advancement and graduation, and consistent with the reasonable accommodation requirements outlined in this policy. The Board of Trustees will delegate approval of a parent/guardian’s request for their student to opt-out of the sex education curriculum to the building principal or designee.

Access to Learning Materials
Parents/guardians are entitled to review all learning and instructional materials and any other teaching aides used in their student's classroom. Parents/guardians can request access to these learning materials by contacting the school's administration.

Annual Notification
The district will annually notify parents/guardians of their rights as specified in this policy.

Legal Reference:
Idaho Constitution Article IX
I.C. §32-1010 Intent of the Legislature – Parental Rights
I.C. §32-1012 Parental Right to Direct the Education of Children
I.C. §32-1013 Interference with Fundamental Parental Rights Restricted
I.C. §33-6001 Parental Rights
I.C. §33-6002 Annual Notice of Parental Rights
IDAPA 08 Titles .01, .02, .03 and .04

Policy History
Adopted: July, 2015
Revised: November, 2016
STUDENT DATA PRIVACY AND SECURITY

The Pocatello/Chubbuck School District No. 25 Board of Trustees adheres to State Board of Education Policy with respect to Student Data Privacy and Security. Therefore, the Pocatello/Chubbuck School District No. 25 School Board adopts State Board Policy as follows:

“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, each school district and public charter school shall adopt, implement and electronically post this policy. 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.

DEFINED TERMS

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 Personally Identifiable Information (PII).

Data Breach is the unauthorized acquisition of Personally Identifiable Information (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.
STUDENT DATA PRIVACY AND SECURITY

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 Personally Identifiable Information (PII) to an unauthorized person or untrusted environment.

Collection
School districts and public charter schools 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, school districts and public charter schools shall provide parents, legal guardians, or eligible students, as applicable, the ability to review their child’s educational records.
• The Superintendent, administrator, 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 Personally Identifiable Information (PII) maintained by the school district or public charter school shall be restricted to: (1) the authorized staff of the school district or public charter school 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
• School districts and public charter schools shall have in place Administrative Security, Physical Security, and Logical Security controls to protect from a Data Breach or Unauthorized Data Disclosure.
• School districts and public charter schools 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.
• School districts and public charter schools shall 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 Personally Identifiable Information (PII) and shall use Aggregate Data in such a manner that re-identification of individual students is not possible.
• School district or public charter school 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:
  o Requirement that the vendor agree to comply with all applicable state and federal law;
  o 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;
  o Requirement that the vendor restrict access to Personally Identifiable Information (PII) to the authorized staff of the vendor who require such access to perform their assigned duties;
  o Prohibition against the vendor's secondary use of Personally Identifiable Information (PII) including sales, marketing or advertising;
  o Requirement for data destruction and an associated timeframe; and
  o Penalties for non-compliance with the above provisions.
STUDENT DATA PRIVACY AND SECURITY

- School districts and public charter schools shall clearly define what data is determined to be directory information.
- If a school district or public charter school chooses to publish directory information which includes Personally Identifiable Information (PII), parents must be notified annually in writing and given an opportunity to opt out of the directory. 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.”

Legal References:
- Family Educational Rights and Privacy (FERPA) Act
- U.S. Department of Education, Family Policy Compliance Office
- Idaho Student Data Accessibility, Transparency and Accountability Act of 2014
- Idaho Code Title 33, Section 133

Policy History
Adopted: October, 2014
Revised: N/A
SCHOOL VISITORS AND SEX OFFENDER LIMITATIONS

SCHOOL VISITORS
The Board of Trustees of the Pocatello/Chubbuck School District No. 25 provides a safe, supportive and orderly learning environment for all to learn and work. This safe, supportive and orderly learning environment is inclusive of practices with regard to parent and public visitation of schools.

Parents and patrons of the district are welcome to visit district schools and attend district events as allowed by district policy. However, when visiting a school facility during school hours, all visitors must provide a valid driver's license or other government-issued form of photographic identification prior to signing or checking in at the school's administrative office and list the reason for the visit. This requirement applies to parents, social service workers, volunteers, board members, invited speakers, maintenance and repair persons not employed by the district, vendors, representatives of the news media, former students, and any other visitors.

Classroom Visitation
Visits to individual classrooms during instructional time shall be permitted only with the principal's approval and in consultation with the teacher. Such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction, or disrupts the school environment.

Disruptive Conduct
If a visitor's conduct becomes disruptive, abusive, threatening, or violent, the administration may require the visitor to leave immediately. Depending on the severity of the conduct, the administration may involve the SRO or local law enforcement and the visitor may be prohibited from being on any district property for a period of time authorized by the Superintendent and/or designee. The building principal or designee should immediately inform the Superintendent if any such situation develops.

SEX OFFENDERS
The district shall access various databases to determine whether school visitors are registered sex offenders.

State law prohibits a person who is currently registered or is required to register under the sex offender registration act to:
- Be or remain on the premises of a school building or school grounds, or upon any other properties where notice is posted that such property is being used by a school, when the person believes children under the age of 18 years are present and are involved in a school related activity, or within 30 minutes before or after a school related activity;
- Loiter within 500 feet of the property line of school grounds or school building when children under the age of 18 years are present;
- Be in any vehicle owned, leased, or contracted by a school to transport students to or from school, or to any school related activity when children under the age of 18 years are present;
- Reside within 500 feet of a school, measured from the nearest point of the exterior wall of the offenders' dwelling unit to the school's property line, unless the person's residence was established prior to July 1, 2006.

Limited Exceptions
The following limited exceptions temporarily allow a sex offender to be on school property ONLY if the registered sex offender:
- Is a student enrolled in the district;
- Resides at a state licensed or certified facility for incarceration, health care or convalescent care; or
- Is exercising his or her right to vote in public elections;
- Is taking delivery of his or her mail through an official post office located on school grounds;
SCHOOL VISITORS AND SEX OFFENDER LIMITATIONS

- Has contacted the District Office annually to obtain written permission from the district to be on school grounds or upon other property that is noticed as being used by a school;
- Stays in a homeless shelter or resides at a recovery facility if such shelter or facility has been approved for sex offenders by the county sheriff or municipal police chief.

Parent/Legal Guardian Sex Offender Visitation Requests
Parents, legal guardians, or other persons, having lawful control of a student under a valid court order who are registered sex offenders are subject to the conditions outlined above, and are required to annually submit a Sex Offender Visitation Request to the District Office for approval by the Superintendent. Requests may be approved under the following limited circumstances:

- To attend a scheduled conference with school personnel to discuss the student’s academic or social progress, promotion/retention, assignments/reassignment, attendance, participation in school-related activities, or discipline;
- To attend a scheduled IEP or 504 meeting or other scheduled conference where evaluation or placement decisions may be made regarding the student’s special education services.
- To pick up assignments from the school’s administrative office at a scheduled time;
- To transport the student to or from school as scheduled in advance with the school’s administration;
- To attend the student’s extra-curricular activities or high school graduation; or
- To attend any meeting requested by the school’s administration.

Requests must be received and approved prior to the offender entering onto school property. The sex offender shall be supervised and accompanied by school personnel while on school property. The individual shall sign out at the school’s administrative office upon departure.

If any other registered sex offender is on school property for any other purpose and/or without permission, the individual will be reported to law enforcement and subject to removal and/or arrest.

Even under the limited circumstances set forth above, registered sex offenders will not be permitted to enter or be present on school property if:

- The individual’s parental rights have been terminated;
- The individual’s presence at school is prohibited by court order or conditions of probation; or
- The Superintendent determines that the individual poses a threat to student safety.

In those cases, communications regarding the student will be conducted by alternate means such as telephone, mail, or electronic communication. If the school’s administration determines that a meeting is necessary, an alternative meeting place in which students are not present shall be arranged.

Volunteer Limitations
An adult sex offender as defined above shall not be permitted to serve as a volunteer with the district and shall not be permitted to participate in school-related activities or field trips.

Contractors, Vendors, and Other Third Parties
Contractors, vendors, or other third parties shall not permit an employee who is a sex offender to enter school property except in an emergency and with the approval of the Superintendent or Superintendent’s designee. In case of such approval, the individual shall be supervised and accompanied by school personnel while on school property. It shall be the contractor’s responsibility to check the sex offender registry prior to sending any employee onto district property.

Individual Exceptions
Any individual, who believes he/she has a valid reason for an exception to any provision in this policy, may submit stated reasons to the Superintendent of Schools in writing. Upon review, the Superintendent may or
SCHOOL VISITORS AND SEX OFFENDER LIMITATIONS

may not allow temporary access to school related activities or district property.

Notices
A notice shall be posted at all public entrances to school property per Idaho Code 18-8329.

Violations
If a staff member or building principal becomes aware that a sex offender is on school property without gaining prior approval from the Superintendent, the staff member should immediately notify the building principal. The building principal shall escort the individual to the administrative office and notify the individual that they are required to fill out a Sex Offender Visitation Request form prior to any visitation. The individual will then be asked to leave the premises until the request is approved. If the individual refuses to comply, law enforcement should be contacted immediately.

Legal Reference:

I.C. 18-916 Abuse of School Teachers
I.C. 18-8323 Public Access to Sexual Offender Registry Information
I.C. 18-8324 Dissemination of Registry Information
I.C. 18-8326 Penalties for Vigilantism or Other Misuse of Information
I.C. 18-8329 Adult Criminal Sex Offenders – Prohibited Access to School Children
I.C. 33-512(11) Governance of Schools

Policy History
Adopted: August, 2010
Revised: April, 2019
Notification Requirements
The district will request notification from the Idaho State Police of registered sex offenders residing within the district’s boundaries and will provide the information to building principals.

Building principals will be responsible to review the information, identify to the best of their knowledge any parents or legal guardians who are registered sex offenders and provide the names to the district office. The district will send a notice to parents/legal guardians regarding their obligation to fill out the Sex Offender Visitation Request prior to entering school property.

Building principals should inform the school secretary, teachers and any other staff member who have direct contact with a student whose parent/legal guardian is a registered sex offender. Information is not to be shared with anyone else, and shall not be used to intimidate or harass any individual. The building principal is responsible to assign a staff member to escort a sex offender while on school property.

Sex Offender Visitation Requests
When a Sex Offender Visitation Request is received, the building principals should contact local law enforcement or the probation department for input, and check the Idaho Sex Offender Registry to check the offenders status. The building principal will document the information received on the request form prior to submitting a request for approval by the Superintendent.

Procedure History
Adopted: April, 2019
Revised: N/A
PUBLIC COMPLAINTS

The Board of Trustees is obligated to provide adequate safeguards for school personnel for conscientiously performing their duties in the district, according to the general guidelines set forth in board policy and procedure.

The Board of Trustees understands that from time to time, people will have various complaints with regard to district policies and procedures, and/or district personnel. The Board is interested in receiving valid complaints and suggestions. All public complaints shall be submitted in accordance with the district's Uniform Grievance Procedure to the appropriate staff member or district administrator. Each complaint or suggestion will be reviewed and considered.

The Superintendent is directed to maintain a uniform grievance procedure in which to address public complaints.

Unless otherwise provided for by law, all decisions by the Board relating to a complaint or grievance are final.

Policy History
Adopted: March, 2007
Revised: July, 2018
PUBLIC COMPLAINTS – UNIFORM GRIEVANCE

UNIFORM GRIEVANCE PROCEDURE
It is the Board’s desire that the procedure for addressing concerns, complaints, suggestions or grievances of any person be an orderly process wherein solutions may be pursued. The procedure is intended to provide prompt and equitable resolutions at the lowest possible administrative level. Each grievant will have an opportunity for the presentation and review of a complaint without fear of reprisal.

This procedure should be followed if a grievant believes the Board or any of its employees or agents have violated their rights guaranteed by the state or federal constitutions, or Board policy.

The district will seek to respond to and resolve complaints promptly and equitably at the lowest administrative level. Use of this procedure is not required prior to pursuing other remedies, and does not extend any filing deadline related to pursuing other remedies.

LEVEL 1 – Informal
A grievant is encouraged to first discuss any concern or complaint directly with the staff member involved with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the staff member’s direct supervisor that is not involved in the alleged harassment.

LEVEL 2 – Building Administrator/Department Coordinator
If the complaint is not resolved at Level 1, the grievant may file a written grievance stating the nature of the grievance, and the remedy requested. The Formal Written Grievance form can be found on the district’s website.

The written grievance must be signed and dated by the grievant. The written grievance must be filed with the administrator/coordinator 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 administrator/coordinator shall investigate and attempt to resolve the complaint. If either party is not satisfied with the administrator/coordinator decision, the grievance may be advanced to Level 3 by requesting in writing that the Superintendent review the decision. This request must be submitted to the Superintendent within 15 days of the administrator/coordinator decision.

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the administrator/coordinator shall turn the complaint over to the Non-discrimination Coordinator who shall investigate the complaint. The district has appointed Non-discrimination 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 to the Board of Trustees requesting a hearing within 15 days of receiving the report of the Coordinator.

LEVEL 3 – Superintendent
Upon receipt of the request for review, the Superintendent shall schedule a meeting between the parties and the administrator/coordinator. The parties shall be afforded the opportunity to either dispute or concur with
PUBLIC COMPLAINTS – UNIFORM GRIEVANCE

the administrator’s/coordinator’s report. The Superintendent shall decide the matter within 10 days of the meeting and shall notify the parties in writing of the decision. If the Superintendent agrees with the recommendation of the administrator/coordinator, the recommendation will be implemented. If the Superintendent rejects the recommendation, 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 final avenue for appeal. A written appeal must be submitted to the Board within 15 days of receiving the Superintendent’s decision. However, the Board is the policy-making body of the district, 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 – Board Appeal
Upon receipt of a written appeal of the decision of the Superintendent, and assuming the individual alleges a failure to follow Board policy, a Formal Grievance Hearing will be scheduled with the Board within 15 days. All Grievance Hearings shall be held in Open Session in accordance with the Open Meeting law. A decision shall be made and reported in writing to all parties within 30 days of the Hearing. All decisions of the Board related to grievances are final.

Procedure History
Adopted: February, 2007
Revised: July, 2018
The Pocatello/Chubbuck School District No. 25 Board of Trustees is committed to ensuring that people with disabilities have an equal opportunity to that of their nondisabled peers to participate in the district's programs, benefits, and services, including those delivered through electronic and information technology, except where doing so would impose an undue burden or create a fundamental alteration.

**Accessibility Standards**

In order to assure that people with disabilities have an opportunity equal to that of their nondisabled peers to access information delivered through electronic and information technology, all pages on the district’s website, and any new, updated or existing web content provided by third party developers, will conform to Section 504 of the Rehabilitation Act accessibility standards for web content, or updated equivalents of these guidelines, except where doing so would impose an undue burden or create a fundamental alteration.

**Website Accessibility**

With regard to the district’s website and any official district web presence which is developed by, maintained by or offered through third party vendors and open sources, the district is committed to compliance with the provisions of the Americans with Disabilities Act (ADA), Section 504 and Title II so that students, parents and members of the public with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as those without disabilities. The district will ensure that students, parents and members of the public are not excluded from participation in, denied benefits, or subjected to discrimination by any district program, service or activity delivered online.

**Website Accessibility Concerns, Complaints and Grievances**

A student, parent, or member of the public who wishes to express concern, or submit a complaint or grievance regarding a violation of the ADA, Section 504 or Title II related to the accessibility of any official district web presence that is developed by, maintained by, or offered through the District, third party vendors and/or open sources may contact any school or district administrator. The initial complaint or grievance should be made in accordance with the district’s Uniform Grievance procedure on the Uniform Grievance Form available on the district’s website. A verbal complaint or grievance may also be made to any school or district administrator. When a school or district administrator receives the information, they shall immediately inform the district’s technology coordinator.

Whether or not a formal complaint or grievance is made, once the district has been notified of inaccessible content, effective communication shall be provided as soon as possible to the reporting party to provide access to the information.

**Compliance and Accountability**

The district will ensure that all appropriate personnel are trained on website accessibility, including employees who are responsible for developing, loading, maintaining, or auditing web content functionality. The district’s technology coordinator and the district’s third party vendor will be responsible for reviewing and evaluating new material that is published by district staff and uploaded to school websites for accessibility on a periodic basis. The district’s technology coordinator and third party vendor will also be responsible for reviewing all areas of the district’s website and evaluating its accessibility periodically, and at a minimum of at least once per quarter. Any non-conforming webpages will be corrected in a timely manner.

This policy shall be available to the public via a link entitled “Accessibility,” which shall be located on the district’s homepage.
DISTRICT WEBSITE ACCESSIBILITY

Cross Reference: Procedure 3307-P – Public Complaints – Uniform Grievance
Uniform Grievance Form

Legal Reference: Title II of the Americans with Disabilities Act of 1990
Section 504 of the Rehabilitation Act

Policy History
Adopted: August, 2018
Revised: N/A
UNRESTRICTED GENERAL FUND BALANCE AND CONTINGENCY ACCOUNT

The Pocatello/Chubbuck School District No. 25 Board of Trustees maintains that the “Unrestricted” General Fund Balance is defined as fund balances that are either Committed, Assigned or Unassigned. The Unrestricted General Fund Balance and Contingency Reserve shall be sustained at a level not less than 5% of the estimated budget of current revenue for the year. Any variance below 5% is to be considered a reportable item at the time the Annual Budget is presented for Board approval, with an outline of a plan that will bring the Unrestricted Fund Balance and Contingency Reserve to the desired 5% level.

Of the 5% Unrestricted General Fund Balance and Contingency Reserve, 4% shall be designated as an Unrestricted General Fund Balance so that unpredicted revenue shortfalls can be absorbed, desired cash flow maintained, and borrowing will be unnecessary or minimized. Any portion of the prior year Unrestricted Fund Balance in excess of 4% may be considered as a resource in the subsequent fiscal year, but must be noted and explained at the Annual Budget Hearing.

Of the 5% Unrestricted General Fund Balance and Contingency Reserve, 1% shall be designated as a General Fund Contingency Account to provide for unanticipated expenditures. This revenue will be sustained at not less than 1% of the estimated budget of current revenue for the year.

Policy History
Adopted: February, 1991
Revised: August, 2018
The Board of Trustees directs that financial reports of all district funds shall be prepared in compliance with statutory provisions and generally accepted accounting and financial reporting standards. In addition to the reports required for local, state, and federal agencies, financial reports will be prepared monthly and annually and presented to the Board. The financial reports shall reflect the financial activity and status of the district funds.

Appropriate interim financial statements and reports of financial position, operating results and other pertinent information will be prepared to facilitate management control of financial operations.

The Board directs that district audits shall be conducted in accordance with Idaho law (I.C. § 67-450B). Each audit shall be a comprehensive audit of the affairs of the district and the district funds. The audits shall comply with all statutory provisions and generally accepted governmental auditing standards.

**Legal References:**
- I.C. § 33-701 - Fiscal year – Payment and accounting of funds

**Policy History**
- Adopted: February, 1991
- Revised: August, 2018
BUDGET ADJUSTMENTS

The budget, as adopted by the Board of Trustees, shall become the financial plan of the district for the year. The Board shall review the school district budget periodically and make appropriate budget adjustments to reflect the availability of funds and the requirements of the school district.

The Superintendent, or designee, is authorized to make expenditures and commitments in accordance with the policies of the Board and the approved budget; to make budgetary adjustments for final grant awards; and to make other budgetary adjustments within a fund. The Superintendent, or designee, shall report to the Board, on a regular basis, the financial status of the district. The Superintendent, or designee, shall make the Board aware of any substantial changes in revenues or unusual expenditures so that the Board may adjust the budget, if necessary. Revenue derived from maintenance and operation levies made pursuant to section 33-802 2, Idaho Code, shall be excluded from budget adjustments.

The Superintendent shall also be authorized to make budgetary adjustments from the General Operating Account up to $50,000. Any adjustments made by the Superintendent will be reported to the Board at the next regular meeting. Budgetary adjustments from the General Operating Contingency Account, amounting to more than $50,000, must be approved by the school board.

Prior to the final vote on such a proposal, notice shall be posted and published once, as prescribed in section 33-402, Idaho Code. A budget adjustment shall not be approved unless voted affirmatively by sixty percent (60%) of the members of the board of trustees. Such amended budgets shall be submitted to the state superintendent of public instruction.

Legal References: I.C. Section 33-701 Fiscal Year Payment and Accounting of Funds

Policy History
Adopted: February, 1991
Revised: August, 2018
Authorization and Control
The Superintendent is authorized to direct expenditures and purchases within the limits of the detailed annual budget for the school year and pursuant to state purchasing and federal procurement requirements. Board approval for purchase of capital outlay items is required when the aggregate total of a requisition exceeds $50,000, except the Superintendent shall have the authority to make capital outlay purchases without advance approval when it is necessary to protect the interests of the district or the health and safety of the staff or students. The Superintendent shall establish requisition and purchase order procedures as a means of controlling and maintaining proper accounting of the expenditure of funds. Purchases shall be made in a manner which best provides for the educational needs and enables the district to receive the best value for the tax dollar through its authorized purchasing official. District employees shall not obligate the district without express authority. Any employee who obligates the district without proper authorization may be held personally responsible for payment of such obligations. Only the Superintendent and the Director of Business Operations are authorized purchasing officials for the district.

Bids and Contracts
With the exception of the purchase of curricular materials, and in accordance with the requirements of Idaho Code, whenever the cost of any construction, repair or improvement, or the acquisition, purchase or repair of any equipment, or other personal property necessary for the effective operation of the district exceeds $50,000, formal bids shall be called for by issuing public notice as specified in statute as well as federal procurement requirements. Board approval must be secured in advance before bids may be obtained. Specifications shall be prepared and be made available to all vendors interested in submitting a bid. Objections to specifications or bid procedures must be received in writing by an authorized official of the district, as outlined in the bid, prior to the date and time in which bids are scheduled to be received in accordance with Idaho Code. The contract shall be awarded to the lowest responsible bidder, except that the Board may reject any bid, reject all bids or publish notice to rebid the project. If after calling for bids a second time, no satisfactory bid is received, the Board may proceed under its own direction, subject to the approval of the State Board of Education. When purchasing goods and services pursuant to Idaho Code, and determining the most qualified bidder for the award of the contract, the district at its sole discretion, may consider not only the amount of the bids, but may also consider additional factors including but not limited to the relative skill, ability, references and integrity of the bidders to perform and provide quality materials, equipment, and workmanship and promptly fulfill the contract according to the intended specifications. References may be contacted. In instances where school officials hold that the selection of the lowest bid is not to the best advantage of the district, the reasons and explanation will be filed in writing with the Board of Trustees.

Except where a Request for Proposals is advertised, in the event the district awards a contract to a bidder other than the lowest responsive bidder, the Board shall declare its reason or reasons on the record and shall communicate such reasons in writing to all who have submitted a competing bid. All participating bidders shall have the right to submit a written objection within 7 calendar days of the date the notice was sent, at which time the district shall stop all work on the project and shall review its decision and determine whether to affirm its prior award, modify the award, or choose to re-bid, setting forth its reasons therefor. After completion of the review process, the political subdivision may proceed as it deems to be in the public interest.

The Superintendent shall establish bidding and contract awarding procedures that align to state purchasing and federal procurement requirements.
PURCHASING GUIDE

Cooperative Purchasing
The district may cooperatively enter into contracts with one or more districts to purchase materials necessary or desirable for the conduct of the business of the district. The district may purchase under contracts negotiated and bid by the State Purchasing Agent or from national vendors where products are competitively bid and the district is an affiliate or member of a joint purchasing agreement. The decision to use the state contract depends upon price, acceptance of the order by the vendor awarded the state contract, and the service associated with the product. Such cooperative purchasing shall follow state purchasing and federal procurement requirements.

Professional Services
Professional services such as legal, insurance auditing, engineering and architectural services are not required by law to be formally bid.

Public Works Contracting and Procurement
No contract involving a public works project shall be let to any contractor who is not licensed as required by the laws of the State of Idaho. Further, the district shall at all times adhere to the bidding requirements for public works contracting and procurement as set out in Idaho Code.

Employee Conflicts of Interest
No employee will make any purchase or incur any obligations for or on behalf of the district from any private business, contractor, or vendor in which or with which the employee has a direct or indirect financial or ownership interest.

Purchases or contracted services from any private business or venture in which any employee of this district has a direct or indirect financial or ownership interest will be made on a competitive bid basis strictly in accordance with the following procedures:
- The interested employee, the business, the contractor, or the vendor will fully disclose, in writing, the employee’s exact relationship to the business, the contractor, or the vendor;
- The affected business, the contractor, or the vendor may submit a bid in compliance with the specifications outlined by the district;
- The interested employee will not be involved in any part of bidding process, including but not limited to, preparing specifications, advertising, analyzing, or accepting bids; and
- This policy will apply to any organization, fund, agency, or other activity maintained or operated by the district.

No employee will solicit gifts, gratuities, favors, prizes, awards, merchandise, or commissions as a result of ordering any items or as a result of placing any purchase order with a business, contractor, or vendor on behalf of the district nor accept anything of monetary value from a business, contractor, or vendor except for unsolicited gifts of $50 or less in value.

Violations
Any officer, employee or agent of the district who violates this policy may be subject to disciplinary actions, including but not limited to a fine, suspension, or termination. Violations of the law will be referred to local, state or federal authorities who have the proper jurisdiction.

Legal References:
- I.C. § 33-601 Real and personal property – Acquisition, use or disposal of same.
- I.C. § 33-402 Notice requirements
PURCHASING GUIDE

I.C. § 33-316  Cooperative contracts to employ specialized personnel and/or purchase materials
I.C. § 67-2320  Professional service contracts with design professionals, construction managers and professional land surveyors.
I.C. Title 67, Chapter 28  Purchasing by Political Subdivisions

Policy History
Adopted: August, 1973
Revised: August, 2018
PURCHASING GUIDE

Budget Estimates
Each spring, for the purpose of budget presentation and bidding, every department within the School District is required to submit an estimate of need in four areas. These areas are (1) Repairs and Renovation of Classrooms; (2) Repairs and Renovation of Furniture; (3) New Furniture and Equipment; and (4) Consumable Supplies. Each department within a school submits its estimate to the principal, who compiles these estimates and submits one estimate of need for each category to the Business Office. Each department head within the supportive area of education, i.e., central office administration, special services, maintenance and operations, warehousing, and cafeteria must also submit an estimate of need in these areas. In addition, each principal must submit a list of exterior areas needing repair, or renovation of buildings and grounds.

Procurement of Materials and Supplies
In order for delivery or purchase of merchandise to be accomplished by the Business Office, a requisition must be received by the Business Office signed by the principal, director or program coordinator. The requisition is channeled to the warehouse and, if the merchandise is a stock item and has been previously budgeted, it is delivered. If the merchandise is not a stock item, the requisition is channeled to the Business Office for further action. If the merchandise is within the legal expenditure allowance (under $50,000.00), informal price quotations are secured by telephone, catalog, and other informal methods or the item may be bid. A purchase order is then issued by the Business Office.

Bidding Procedure (Formal Bids)
- All formal bids must be submitted on the form provided and signed by an official of the firm bidding.
- It is to the advantage of the district to receive as many responsible bids as possible. Firms wishing to bid may contact the Business Office and be placed on a bid list for that product or service. Vendors may request placement on more than one bid list, i.e., furniture and instructional supplies.
- Placement on the bid list does not mean that the firm will automatically receive all notices and invitations to bid although the district will attempt to see that each firm does. Each vendor is encouraged to check the legal posting and/or advertising.
- Each call for bids will be published for two (2) consecutive weeks in the Idaho State Journal in accordance with Section 33-401, Subsection g and h, Idaho Code.
- The Board of Trustees requires a bid bond, a cashier’s check, a company check, or a certified check equal to five percent (5%) of the total bid. No exceptions are permitted.
- The Board of Trustees reserves the right to reject any and/or all bids. Bids, if rejected, are usually rejected for one of the following reasons:
  - Failure of the bid to arrive on time;
  - Failure to include a bid bond, cashier’s check, or a certified check;
  - Failure to have performed satisfactorily on previous contracts;
  - Failure to sign the bid;
  - Bids received are in excess of available funds. (Usually all bids are then rejected.)
- Firms bidding are encouraged to take positive steps to see that their bid is mailed in sufficient time to be received by the Business Office prior to bid opening. Late bids cannot be accepted.
- If bids are delivered in person, the firm official should deliver the bid to the Business Office and secure a receipt showing it has been received.
- Successful bidders will be notified by mail and a purchase order will be issued for the goods or service.
- Firms bidding may, upon request, inspect other bids and receive a tabulation of the bids.
- Failure by a firm to deliver or perform on a contract may mean forfeiture of the bond and removal from the bid list.
Purchasing Guide

Bidding Procedure (Informal Bids)
The purchasing officials of the School District may frequently ask for informal bids or quotes. This method is often used when expenditures are less than $50,000.00. Usually the vendor will receive a form from the School District Business Office asking for an informal bid on merchandise. This is to be filled out and returned to the Business Office.

Payment of Invoices
- Upon delivery and acceptance of merchandise, it is a practice of School District No. 25 to present a listing of invoices to the Board of Trustees at their monthly meeting, which is held the second Tuesday of each month. Upon their approval, the invoices are paid.
- The Business Office has authorization to pay invoices carrying a cash discount within the discount period.
- Invoices must be received by the Business Office no later than the 25th of each month in order to insure payment following the Board meeting.

Visits by Salesmen
- The purchasing officials of School District No. 25 realize the importance of qualified vendors calling to give service and product information. Representatives will be given prompt, courteous attention. It is suggested that an appointment be made in advance whenever possible to avoid delays or callbacks.
- Canvassing by salesmen is regulated. All sales representatives wishing to present instructional materials must contact the Director of Curriculum or his/her designee to get permission to visit the principal and/or teachers in the individual buildings. Sales representatives who desire to visit buildings for purposes other than presentation of instructional materials must contact the Director of Business Affairs or his/her designee to get permission to visit the principal and/or other personnel assigned to the individual building. If is felt advisable to have the sales representative visit the building, he/she will be issued a note of approval from the Director of Curriculum or his/her designee when the purpose is related to instructional materials. The note of approval will be issued by the Director of Business Affairs or his/her designee when the visit is for purposes not related to instructional materials. The representative must present the Director's note of approval to the building principal and obtain his/her permission prior to conducting any business or contacting other building personnel. The note of approval will be valid only on the dates indicated. Sales representatives who contact the building principal or teachers without a note of approval must be referred to the Education Center to make proper arrangements with the appropriate Director to visit the building.

Samples
- The purchase of materials, supplies or equipment may necessitate the furnishing of samples by supplier for an inspection by personnel of the School District.
- Samples, when requested by the Business Office, shall be furnished free of expense to the District.
- Upon completion of inspection and at the request of the supplier the samples will be returned to the supplier at his expense.

The policies and procedures outlined are not intended to conflict with laws of the State of Idaho. Idaho state law and the Idaho Constitution will take precedence in all matters of question.

Procedure History
Adopted: August, 1973
Revised: October, 2010
Student Activity Fund
The Board of Trustees is responsible for the establishment and management of Student Activity Funds (SAF). Any account or website created for the purpose of raising funds shall be set up in the school’s name and shall be approved by the building administrator prior to creation. The school bursar/secretary and administrator are to have access to the online account information. Any and all funds collected, whether online or by receipt, shall be directly deposited into the school’s SAF account. At the conclusion of any fund raising event, the person responsible shall complete Form C-43b – Fundraising Reconciliation Report that is aligned to SAF records for deposits and expenses and submit to the school’s bursar. The purpose of student activity funds shall be to account for revenues and disbursements of those funds raised by students through recognized student body organizations and activities. Specific procedures are outlined in the Student Body Activities Funds Policies and Procedures Handbook.

Secondary Schools
Student Activity Funds are those funds raised or collected by and/or for school-approved student groups, gate receipts and student activity card fees. Student Activity Funds shall be collected and expended for the purpose of supporting the school’s activities program. Student body representation shall be encouraged whenever possible.

Monies raised by students through student activities organizations, receipts from activity tickets and gate receipts, are subject to the control and management by the Board of Trustees. Each of the secondary schools in the District that has student activity funds is to designate an Assistant Treasurer. The Assistant Treasurer may be an Assistant Principal, the Bursar, or a Secretary. The Board also designates the District Controller/Accountant as an Assistant Treasurer for each of the secondary schools.

- Each Principal in the secondary schools is responsible for the management of all school/student accounts and funds. The Principal shall assign one or more school staff members(s) who has been designated as an Assistant Treasurer by the Board of Trustees to share the responsibility for assuring that accounting records are maintained in accordance with District guidelines.
- The Principal is the primary advisor to the Associated Student Body. The Principal shall be responsible for designating advisors to the various student subgroup organizations affiliated with the Associated Student Body.
- The Principal shall be responsible for supervising the accounting functions to be performed at the building level. The building level accounting procedures shall be consistent with the accounting functions performed at the District office level and as outlined in the Student Body Activities Fund Policies & Procedures Handbook.
- Secondary schools shall establish bank demand and savings accounts in institutions that have been designated as depositories of Pocatello/Chubbuck School District No. 25 funds.
- Materials and equipment purchased by student activity funds become District property.
- Projects for raising student activity funds shall in general contribute to the educational experience of students and shall not conflict with, but add to the instructional program and comply with District guidelines.
- The District Treasurer, or designee, shall from time to time request all necessary financial information needed for review or required by the Board of Trustees.

Elementary Schools
Elementary schools shall be authorized to have school related bank or savings accounts on a preapproval basis and only for specific long range projects. Two signatures shall be required for these accounts inclusive of the Principal and one staff member at the school. A detailed accounting shall be kept of all receipts and expenses and a detailed fiscal summary shall be submitted annually to the Director of
STUDENT ACTIVITY FUND MANAGEMENT

Elementary Education no later than July 5th. Accounts that are maintained by organizations such as PTA/PTO outside the school will not be under any school or district jurisdiction.

Legal Reference: I.C. Section 33-705 – Activity Funds

Policy History
Adopted: August, 1990
Revised: June, 2015
STUDENT ACTIVITY FUND MANAGEMENT

The following guidelines will be in effect in the operation of the respective associated student bodies:

- Each student body group shall follow the policies and procedures as outlined in the Student Body Activities Funds Policies and Procedures Handbook.
- Each secondary school will submit a monthly statement of cash balances, bank reconciliation, and total cash recapitulation to the building principal for review and transmittal to the District Treasurer in accordance with the schedule established by the District Treasurer.
- All student activity fund monies shall be receipted and deposited according to District policy and acceptable accounting procedures.
- Student activity funds shall be audited annually by an independent auditor.
- All cash disbursements must be documented with invoices or vouchers.
- All disbursements are to be made by checks requiring two signatures. The signers will be a Principal and an Assistant Treasurer.
- The fiscal year for student activity funds shall coincide with the District’s fiscal year.
- Each student body group shall submit budget estimates in accordance with the directions given by the Principal.

Procedure History
Adopted: August, 1990
Revised: February, 2005
GIFTS AND CONTRIBUTIONS TO THE SCHOOLS

School District No. 25 will recognize contributions of money, equipment, instructional materials, and services which have educational value.

Policy History
Adopted: August, 1973
Revised: September, 2001
GIFTS AND CONTRIBUTIONS TO THE SCHOOLS

Gift of Money
- Gifts of money will be acknowledged and a receipt will be issued to donor by the Business Office.
- Gifts of money to be disbursed for special purposes will be earmarked at the time of contribution to assure proper disbursement.

Gifts of Equipment
The Business Office will provide the donor a letter of appreciation for the donation that lists the equipment item/s donated. The letter should not indicate the value of the equipment which is to be determined by the donor.

Donations of Service
The Business Office will provide a letter of appreciation to the donor that acknowledges the type of service performed, location performed, hours of labor, and any materials used in performance of the service.

Procedure History
Adopted: August, 1973
Revised: September, 2001
FEDERALLY ATTACHED STUDENTS – IMPACT AID PROGRAM

Federal funds are available to school districts who have federally attached students enrolled. These funds are available through the Federally Impacted Area Program, as outlined in Public Law 874. The District will monitor the number of federally attached students to determine if minimum eligibility requirements are met to participate in the program.

It is imperative that all federally attached students be identified during the school year in order to obtain allotted federal funds. Federally attached students are those students whose parents reside on, and/or work on federal property, a federal activity, or render service to those institutions or activities.

All District personnel should assist in identifying federally attached students and furnishing proper and adequate verification of their eligibility.

Legal Reference: Title VIII of ESEA

Policy History
Adopted: August, 1973
Revised: February, 2005
EQUIVALENCE IN INSTRUCTIONAL STAFF AND MATERIALS

The Pocatello/Chubbuck School District No. 25 Board of Trustees directs that all schools within the district are, to the greatest extent possible, equivalent in teaching, administrative, and other staff, and in provision of curricular materials and instructional supplies to ensure that programs and services throughout the schools of the district are substantially comparable.

In reaching this equivalency status, the Board recognizes that individual teacher salary differentials due to schedule factors will not be included in the determination of staff equivalency. Further, the district recognizes that unpredictable changes in student enrollment and personnel assignments that occur after the beginning of the school year in determining comparability of services under this policy will not be included in an analysis of equivalency.

The Superintendent, to the maximum extent possible and in compliance with applicable federal law, shall ensure the district complies with the following:

- **Maintenance of Effort** – To the maximum extent possible, the district shall maintain its programs and expenditures in a consistent manner from year to year, unless changes to district funding or attendance make such allocations unfeasible.
- **Federal Funds to Supplement, Not Supplant, Non-Federal Funds** – The district may use federal funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds. To demonstrate compliance with this requirement, the district shall maintain adequate accounting records to demonstrate that the methodology used to allocate state and local funds to each school receiving assistance under this part ensures that all schools receive all of the state and local funds it would otherwise receive if it were not receiving federal funds.
- **Comparability of Services** – Except as provided in paragraph captioned “Compliance,” below, the district shall ensure that state and local funds will be used in schools receiving federal funds to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving federal funds. If the district is serving all of its schools with federal funds, it must ensure that state and local funds are used to provide services that, taken as a whole, are substantially comparable in each school.
- **Written Assurance** – The district shall provide the State Department of Education written assurances that the district has established and implemented:
  - A district-wide salary schedule;
  - A policy to ensure equivalence among schools in teachers, administrators, and other staff; and
  - A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.
- **Procedures and Records** – The Superintendent shall: develop procedures for compliance with this policy; and maintain records that are updated biennially documenting compliance with this policy.
- **Compliance** – For the purpose of determining compliance with the requirement to supplement and not supplant state funds with federal funds, the district is permitted to exclude state and local funds expended for: language instruction educational programs; and the excess costs of providing services to children with disabilities as determined by the Superintendent.
- **Exclusion of Funds** – For the purpose of complying with the requirements of comparable services, the district may exclude receipt of supplemental state or local funds expended in any school for programs that meet the intent and purpose of 20 USC § 6321.

**Legal Reference:**
EQUIVALENCE IN INSTRUCTIONAL STAFF AND MATERIALS

Policy History
Adopted: August, 2018
Revised: N/A
SCHOOL FACILITIES

Operation and Maintenance of District Facilities
The District seeks to maintain and operate facilities in a safe and healthful condition. The District, in cooperation with the principals, state, county and local agencies, shall periodically, and at least annually, inspect plant and facilities. The District shall provide for a program to maintain the educational facilities by way of a continuous program of repair, maintenance and reconditioning. The District shall maintain adequate and timely operation of the heating/ventilation/air conditioning systems in addition to proper care of floors, walls, roofs and other necessary facility needs, including equipment and grounds/playground areas. Budget recommendations shall be made each year to meet these needs and any such needs arising from an emergency.

The District shall formulate and implement energy conservation measures. Principals and staff are encouraged to exercise other cost-saving procedures in order to conserve the resources of the District in their buildings.

Because of the nature of facility operations, this service shall be provided not only during the normal scheduled working day and working year, but shall also occur during those times when the building is occupied outside of regular hours.

Cross Reference: 8302 – Inspection of School Facilities

Legal References: I.C. § 33-701 - Fiscal year – Payment and accounting of funds
I.C. § 33-1613 - Safe public school facilities required

Policy History
Adopted: February, 2005
Revised: N/A
Use of School Building Facilities
The Pocatello/Chubbuck School District #25 recognizes the capital investment the community has in school buildings and facilities and believes such facilities should be used for legitimate community purposes. This public investment in school facilities and sites and the general community welfare justify the use of school buildings and grounds by responsible organizations, associations, and civic groups for educational, cultural, civic, and recreational purposes outside school hours. Such use will not conflict with or handicap the school program, be unlawful or in the judgment of the Superintendent or designee present an unreasonable risk to property of the district employees or students.

Use of school facilities for District purposes has precedence over all other uses. Student and school related organizations shall be granted the use of school facilities at no cost. Use of District facilities is offered as a service to the community, however, operational costs, while the facility is being used, should be at the expense of the licensee and not at the expense of the District. Fees charged for the use of facilities are intended for the recovery of operational costs only.

Groups and organizations who are allowed to use district facilities shall be required to indemnify and hold harmless the district, the Board and all employees of the District against any and all claims, liabilities, damages, losses, action, or causes of action that may be sustained to persons or property resulting from the occupancy and use of District facilities and/or equipment.

District employees who desire to use school facilities for uses other than district business are considered as community users and must follow the same procedures as others in the community.

Restrictions
- Use of district facilities by a third party will be pursuant to a written license issued by the superintendent or designee. The activity conducted in the building or on the grounds shall not be harmful to people nor present unreasonable risk, cause or threaten to cause undue wear upon District property.
- The District reserves the right to refuse permission for building use.
- During the term of the license the Superintendent or designee may enter the facilities occupied by the licensee.

Fees
Fees shall be established and administered according to the District license fee schedule for use of facilities or grounds. The District may negotiate a reduced usage fee with a tax-supported agency in the event said agency desires to use District facilities on a regular basis as part of a recreational, educational or other program sponsored by that agency.

Non-Fee Usage
Certain groups or activities may be permitted to use District facilities without charge:
- Local organizations and groups directly affiliated with the public schools, such as school clubs, parent-teacher association groups, and employee associations. Should parent-teacher association groups and employee associations wish to use District facilities for fundraising purposes the facilities usage fee would be charged.
- Non-Profit local community groups, provided that the use by such groups shall be limited to conducting of meetings.
- Non-Profit local community groups whose mission is primarily directed to the strengthening the health and morals of youth, provided such groups shall be limited to conducting of meetings.
COMMUNITY AND EMPLOYEE USE OF SCHOOL BUILDINGS AND EQUIPMENT

- Tax supported government agencies, provided that the use by such groups shall be limited to meetings and the conducting of elections.
- The Cities of Pocatello/Chubbuck for theatrical and music productions.

Restrictions on Non-Fee Usage

- Local churches and sectarian or religious societies shall not be allowed to use small meeting areas without charge except on an occasional or temporary basis.
- In order to avoid any charge for facilities use, the organization must limit its use to a time when custodians are regularly on duty and must also agree that no extraordinary demands will be made of the custodial staff or on the facilities.
- If facilities are used on weekends or at such other times as custodians are not regularly on duty or if additional services are required by the custodians, the cost of the custodial services at the hourly rate established for over-time work will be charged to the licensee.

Policy History
Adopted: August, 1973
Revised: September, 2011
COMMUNITY AND EMPLOYEE USE OF SCHOOL BUILDINGS AND EQUIPMENT

Organizations desiring to use school facilities shall file a written application for such use with the Business Office of School District No. 25 at 3115 Poleline Road. The license application shall indicate the facility and the time and date desired, the purpose of the activity and the organization, or group requesting such use. Application must be filed with the Business Office at least one week in advance of the time desired for use. If permission is granted the applicant must sign a license agreement acceptable to the district, a license will then be issued. Notice of termination of the license by either the licensee or the District must be made at least 24 hours in advance.

School related organizations, such as teachers, Parent-Teacher Association units, alumni, clubs and other groups directly affiliated with the schools will have first priority in the use of the facilities after the needs of the students are fully met.

At least one school district employee must be on hand during the term of the license.

School District auditorium lighting and sound equipment can only be made available under the direct supervision of a School District employee. The cost of the School district employee will be charged to the organization using the facility.

School authorities reserve the right to require policemen or firemen to be present during the use of school facilities. The expense of these services would be the responsibility of the licensee.

Persons who desire information concerning the license fee for District facilities should call (208) 232-3563.

Forms for school district personnel to take computers from the building to their home during the summer vacation will be available from the building principal. The building principal shall be responsible for maintaining the record of computer equipment checked out by staff.

Procedure History
Adopted: August, 1973
Revised: February, 2005
USE OF SCHOOL GROUNDS FOR NON-SCHOOL ACTIVITIES

The various school grounds of School District No. 25 shall be available to the children and citizens of the area at times when the grounds are not being utilized for school purposes. The Superintendent of Schools may establish, at his/her discretion and if it is deemed necessary by him/her, reasonable regulations concerning the use of the school grounds of the schools within the District when they are not being used for school purposes and during non-school days. The permissive use will be such as will not constitute an undue nuisance within the neighborhood or the vicinity of the school grounds.

Policy History
Adopted: August, 1973
Revised: N/A
The security of buildings in the Pocatello/Chubbuck School District No. 25 requires continued surveillance by all employees and proper control of keys, security/proximity cards, security numbers and locking systems. Any employee who has been issued a key and/or a security/proximity card to any school or district facility must assume responsibility for custody and appropriate use of keys, and/or security/proximity cards. The district’s goal is to maintain the best building security possible, to limit access to buildings to authorized staff and safeguard against the potential entry of unauthorized persons.

Keys are not to be duplicated except by a work order submitted by individuals authorized to issue keys to employees or as approved by the Superintendent/designee.

Keys and security/proximity cards are not to be loaned under any circumstance. Security/proximity card numbers are not to be given to any person under any circumstances.

Employees who lose their keys or security/proximity cards must report the loss to the supervisor who issued them. The supervisor will report the loss to the district locksmith so necessary precautions can be taken. If the employee is unable to find the keys or security/proximity cards within 5 calendar days, the employee will be required to pay for the security/proximity cards at $15, and keys lost at the following rate per key: inside key $15; outside key $30; master key $100; grand master key $200. No employee shall pay more than $300 per incident for lost keys.

Any employee whose work concludes at the close of school in the spring must check-in their keys and security/proximity cards to the person who issued them. An employee who takes a leave of absence, is on extended sick leave or terminates during the school year must return all district keys and security/proximity cards to the person who issued them. Nine month employees who are granted written permission from their building principal at the time of check-in may retain their keys/cards through the summer months.

Policy History
Adopted: August, 1982
Revised: August, 2018
DISTRICT-WIDE ASBESTOS PROGRAM

It is the intent of the Board of Trustees of the Pocatello/Chubbuck School District No. 25 that the Asbestos Hazard Emergency Response Act (AHERA) and all of its amendments, alterations and changes be complied with by all district employees, vendors and contractors.

The district shall develop and continually update an asbestos management plan for each school, including all facilities used as schools and submit the plan to the Idaho Department of Environmental Quality for approval. A copy of each school’s plan shall also be kept at the school and made available to the public for review. The district shall notify parents, teachers, employees and employee organizations in writing of the availability of management plans. The management plan shall include a description of the steps taken to notify such groups and a dated copy of the notification.

After an initial inspection of the schools to identify possible asbestos-containing building materials, the district shall conduct an inspection every three years to determine whether the condition of known or assumed asbestos-containing materials has changed and will make recommendations on managing or removing the materials. These inspections and any response actions must be performed by trained, licensed professionals. Every six months, the district will survey the condition of these materials to assure that they remain in good condition. Documentation of the condition of the materials shall be included in the management plan.

The district will train all maintenance and custodial staff on asbestos and how to deal with it, and notify short-term or temporary workers on the locations of the asbestos-containing building materials. Such training will be conducted within 60 days of hire. Warning labels will be posted in routine maintenance areas where asbestos was previously identified or assumed. The district will ensure that plans and procedures to minimize the disturbance of asbestos-containing building materials are set and followed.

The district’s School Plant Coordinator shall be trained and designated as the person responsible for ensuring that these requirements are implemented and followed.

Legal Reference:  
Asbestos Management Plans, 40 C.F.R. § 763.93

Policy History  
Adopted: August, 2018  
Revised: N/A
USE OF UNMANNED AIRCRAFT (DRONES)

It is the policy of the Pocatello/Chubbuck School District No. 25 to maintain a safe learning environment. The district has determined that unapproved use of unmanned aircraft or aerial systems (UAS), also known as drones poses a safety hazard. The use or possession of drones is prohibited for any purpose by any person or entity at any district-sponsored event, or anywhere upon, or directly above school district property or premises owned, maintained or used by the district unless otherwise preempted by applicable state or federal law. The district reserves the right to remove or refuse admission to any individual who violates this policy. The district further reserves the right to exclude any individual who violates this policy from future district events. Violators may also be reported to appropriate authorities, including the Federal Aviation Administration (FAA). Students or employees violating this policy shall be subject to formal disciplinary action pursuant to district policies.

Definitions
An unmanned aircraft, or drone, is any aircraft that is:
- Capable of sustained flight in the atmosphere;
- Flown within visual line of sight of the person operating the aircraft; and
- Flown for hobby or recreational purposes.

Acceptable Use
In an effort to maintain the safety, security, and privacy of students, staff, and visitors, the Board has determined that the operation of drones, other than use as part of a pre-approved school program or curriculum, is prohibited by any persons on or over district property and at district sponsored events.

An exception to this policy may be made in specific cases, but must be approved in advance by the Superintendent or designee. Requests for an exception must be made using the corresponding form "Drone Exception Request".

Legal Reference:
Memorandum: Educational Use of Unmanned Aircraft Systems (UAS), Federal Aviation Administration
The FAA Modernization and Reform Act of 2012, Section 336. Special Rule for Model Aircraft
I.C. § 21-213 – Restrictions on Use of Unmanned Aircraft Systems

Other References:
Unmanned Aircraft Systems, Federal Aviation Administration

Policy History
Adopted: August, 2018
Revised: N/A
TRANSPORTATION

Transportation will be provided for all students who live one and one-half miles or more from the school serving their enrollment area unless the Board determines transportation is not practical by reason of sparsity of students, remoteness, or condition of roads.

Transportation may be provided to students living less than one and one-half miles from school serving their enrollment area only upon approval from the Board and then because of the presence or foreseeable hazards or obvious safety concerns.

When it is necessary that a distance from a school be measured, the distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and the nearest public road, to the nearest door of the school he/she attends.

The district will adopt the measuring instrument model developed by the Idaho State Department of Education to evaluate all new safety busing areas (transportation under one and one-half miles). Potential safety busing areas that score 40 or higher shall be submitted to the State Department for reimbursement consideration. This measuring instrument will also be used to re-evaluate all existing safety busing sites at intervals of at least every three years.

The District will maintain the safety busing files for review and inspection by the State Department of Education.

Federal, state and District policies and procedures that govern the daily operation of the district's Transportation Department will be outlined in the Transportation Department Procedures Manual. The district's Transportation Department will be responsible for updating and keeping the manual current to reflect any changes in state and federal law, or district policies or procedures.

The district, in accordance with guidelines set forth by the State Department of Education regarding duties and responsibilities for pupil transportation shall comply with the state adopted “Standards for Idaho School Buses and Operations.” The district will offer training programs for all transportation personnel and hold periodic evaluations for the purpose of assessing driver performance. All school bus drivers shall be required to complete a minimum of 10 hours of a refresher school bus driver training course each fiscal year, 3 of which are to be completed prior to the start of school. The District will provide emergency training and periodic evacuation drills for students while promoting public understanding and support for the school transportation program. The District will comply with the investigation and reporting of accidents in accordance with Idaho Code. Adequate supervision for the bus loading areas at each school in the District will be provided by the school whenever students and/or buses are present.

The district will ensure the transportation of foster children which maintains their school of origin for the duration of the time in foster care. The district will ensure that transportation is provided promptly in a cost-effective manner to the school of origin and to the child's home for visitation. If additional costs are incurred by maintaining the student's school of origin, the district may request that the local child welfare agency reimburse the district for the cost of such transportation; may request that the local child welfare agency share the cost; or may agree to pay the cost.

Policy History
Adopted: August, 1973
Revised: January, 2018
ESTABLISHING BUS ROUTES AND BUS STOPS

The safety of students while transporting them to and from school is the primary concern of the Pocatello/Chubbuck School District No. 25. While maintaining student safety as the primary focus, bus routes and bus stops will be established within the guidelines outlined in this procedure and in consideration of the requirements of Idaho Code Title 33, Chapter 15 and recommended practices from state and federal governing bodies.

The general process for establishing bus routes and bus stops is as follows:

- During the summer months, the District modifies existing bus routes or establishes new bus stops or routes as necessary for the upcoming school year.
- Regular bus routes and stops for the upcoming school year are presented to the Board of Trustees for Board approval at a Board meeting in August along with authorizing the administration to make adjustments to bus routes throughout the school year.
- Special needs bus routes are carried over each year and are approved as part of the regular route approval. Routes are listed by school and number of routes rather than by stops as stops can be personally identifiable. Changes in these routes are driven by a student's Individual Education Plan and approved on a case by case basis through the Special Education Department.
- Once the school year commences, a supervisor from the Student Transportation Department rides every bus route to evaluate the route for safety and efficiency.
- The supervisor presents any concerns with the bus routes to the Student Transportation Coordinator for further evaluation.
- If a change is deemed necessary, the Student Transportation Coordinator recommends the change to the Director of Business Operations, who is authorized to make any change.
- The Director of Business Operations approves or denies any recommendation based on safety and efficiency.

Many factors are considered when developing bus routes and establishing bus stops. While there is always some element of danger to students going to or from school, whether transported in a school bus, a private car or while walking to and from school, the items listed below may be factors that impact the safety of students utilizing the student transportation system:

- Students having to cross main arterials.
- High speed limit zones.
- Bus stops on private property.
- Visibility of bus stops to motorists.
- Proximity of railroad crossings.
- The "danger zone" of a school bus which is the 10 feet area around the school bus.
- The realization that school busses block the vision of motorists.
- The age of the students.
- Safety hazards such as open canals and no sidewalks.
- Backing up.
- The distance from the roadway where the students stand at the bus stop.
- The area the students have available to wait for the school bus.

Bus Stops
Generally, the District’s responsibility for student supervision begins from the time the bus driver is in view of the bus stop to load students to the time the bus stop is out of view of the driver after dropping off students. Ultimately, the parent/guardian is responsible to ensure the safety of students traveling to and
ESTABLISHING BUS ROUTES AND BUS STOPS

from the bus stops and while waiting at bus stops. When establishing bus stops, the District considers the overall safety of walking paths utilized by students to and from bus stops.

Listed below are the general guidelines used to develop bus routes and establish bus stops:

- When possible, bus stops are established so the waiting area for the students is in view of passing motorists from both directions. In many situations this is not possible because a bus stop may need to be placed closer to a driveway or home because of inadequate walking paths or conditions at a centrally located bus stop.
- The waiting area for students, whenever reasonable, is 12 feet away from any roadway, especially along main arterials.
- Students are only loaded and dropped off at Board approved designated bus stops. When transporting students to and from school, bus drivers are not authorized to load or unload students at areas other than the Board approved bus stops or District operated schools.
- Bus stops are placed strategically throughout the school district’s boundaries so that students do not have to cross main arterials with speed limits 35 mph or greater to get to the designated bus stop to wait for the school bus. When serving an area along a main arterial, bus stops are placed along both sides of the road so buses can be routed to serve both sides without having students cross the roadway. If it is impractical to serve both sides of a main arterial, bus stops are placed on both sides of the roadway so students are protected by the lights and stop arm of the school bus when crossing. Should this be the case, the driver crosses the students to the bus stop on the opposite side of the road.
- Bus stops are placed throughout the community so that students do not cross more than two lanes of traffic, either getting to the bus stop on their own or with the protection of the school bus lights.
- Whenever practical, bus stops are designated on public property. If public property is not available, the stop is located in an area that has the least impact on private property such as vacant lots, sidewalks, dead-end streets or parking lots.
- Whenever possible, elementary bus stops are separate from secondary bus stops. As a general rule, elementary students are transported separately from secondary students; however, this is not practical in some areas of the district.
- Bus stops may be designated on only one side of a roadway when transporting large numbers of students in low traffic residential areas with speed limits of 30 mph or less. This eliminates students from approaching the bus from two different directions to load or from leaving the bus in two different directions. Watching large groups of students from more than one direction is distracting to drivers and increases the chance of a student being allowed to enter into the bus “danger zone” where the driver is least likely to see a student get under the bus and also where the bus itself blocks the view of students to motorists. Students that are unloading at these bus stops are instructed to stand in a group and be 12 feet or more from the bus until the bus has left the stop. Students disperse towards their homes after the bus leaves the stop.

Procedure History
Adopted: September, 2014
Revised: N/A
TRANSPORTATION TO AND FROM DAY CARE CENTERS

Students who have been placed in a day care center, a family day care home, or a group day care facility are eligible for transportation from that facility to and from school. The same considerations for transportation are to be extended as if the student were transported to and from home.

Parents who wish to have students transported to or from a day care facility must complete a request on the form provided by the school district.

Pupil transportation is to be provided to and from day care facilities only within the school enrollment area in which the day care facility is located.

The day care facility must be at least one and one-half miles away from the school in order to be eligible for school district transportation.

The itinerary of the bus route and its stops are determined by the school district.

The day care facility assumes responsibility for the child prior to boarding the bus and again when the child leaves the bus.

Policy History
Adopted: October, 1991
Revised: February, 2005
TRANSPORTATION TO AND FROM DAY CARE CENTERS

Parents who wish to have students transported to and from a day care center, a family day care home, or a group day care facility must submit a completed Day Care Transportation Application form. Forms are available at the principal's office or at the Education Center. A copy of the request is forwarded to the Director of Elementary Education, the Coordinator of Pupil Transportation, and a copy is retained by the principal.

The Coordinator of Pupil Transportation will determine the itinerary of the bus route and schedule pickup from or and to the day care facility in the usual way. Transportation is provided only to the school in the attendance area of the day care facility.

In cases where overcrowding occurs, the Director of Elementary Education will determine the appropriate placement of the student.

Procedure History
Adopted: October, 1991
Revised: N/A
TRAVEL REIMBURSEMENT

Travel Allowances and Expenses
Every District employee and trustee will be reimbursed for pre-approved travel expenses while traveling within or outside of the District and engaged in official District business. All travel expenses must be reported on the established travel expense and voucher forms and, for employees, approval must be granted prior to traveling by the employee's supervisor. Employees will be responsible to utilize the most cost effective travel which is reasonable and practical given the official District business activity.

The District Business Office will be responsible for the development of procedures and forms to be used in connection with travel expense claims and reimbursements. Reimbursement for travel allowance and mileage expenses will be established based upon funding availability and budgetary constraints.

Policy History
Adopted: February, 2007
Revised: N/A
SCHOOL FOOD SERVICE PROGRAM

Food Services
The Pocatello/Chubbuck School District No. 25 supports the philosophy of the National School Lunch Program and shall provide wholesome, appetizing and nutritious meals for children in the district’s schools. Because of the potential liability of the district, the food services program shall not accept donations of food without the approval of the Board. Should the Board approve a food donation, the Superintendent shall ensure that all inspection and handling provisions of federal, state and local laws have been met before selling the food as part of the school meal program.

Commodities
The district shall use food commodities made available under the Federal Food Commodity Program for school meals.

Free and Reduced Price Food Services
The district shall provide free and reduced price meals to students according to the terms of the National School Lunch Program and the laws, rules and regulations of the state. The district shall inform parents of the eligibility standards for free or reduced price meals. Identity of students receiving free or reduced price meals will be confidential in accordance with the National School Lunch Program guidelines. A parent has the right to appeal any decision with respect to his/her application for free or reduced price food services to a designated hearing official.

Students who qualify for free meals shall never be denied a reimbursable meal, even if the student has accrued a negative balance from previous purchases.

The Board may establish programs whereby meals may be provided in the district in accordance with National School Lunch Program guidelines.

The amount charged for such meals shall be sufficient to cover all costs of the meals, including preparation labor, food costs, handling costs, utility costs, and equipment depreciation costs.

Unpaid Meal Charges
When a student or employee who is paying full or reduced meal prices has exhausted their meal account funds, they may charge no more than $11.00 to their meal account. Charging of a la carte or extra items to a meal account will not be permitted.

Students or employees who have charged the maximum amount will not be allowed to charge further meals until the negative account balance has been paid in full. However, they will be allowed to purchase a meal if the meal is paid for at the time the meal is received.

Students or employees who have charged the maximum amount and cannot pay out of pocket for a meal will not be provided an alternate meal, unless the school has made previous arrangements to provide such. At least one warning will be provided to families or employees prior to any meal being denied.

The district will make reasonable efforts to notify families or employees when a meal account balance reaches approximately $5.00, prior to the account going into a negative balance. If an account does go into a negative balance, additional communications will be sent to the family or employee in order to seek payment for the negative balance and to re-establish a positive account balance.
SCHOOL FOOD SERVICE PROGRAM

The district may provide a copy of this policy and information regarding how to apply for free or reduced meal prices, including contact information for the district’s Food Service Coordinator, who can help with the application process. Active efforts to encourage eligible households to apply for free or reduced meals may be used to prevent meal charges.

Efforts to collect payment of past-due negative account balances may include the use of collection agencies, small claims court, or any other method permitted by law, provided the benefits of potential collections outweigh the costs incurred to achieve those collections.

Students, families and employees are encouraged to prepay for meals. Payments to meal accounts may be made by:
- Bringing cash or check to the district’s Food Service Department and any school cafeteria; or
- Paying by card at the district’s Food Service Department. Payments made by card will incur a transaction fee at the time of payment; or
- Online payment made through the Infinite Campus Parent or Employee Portal. Online payments will incur a transaction fee at the time of payment.

Notification and Training
Schools will provide a copy of this policy to all households at the start of the year, and to families that transfer into the district during the school year. All district staff responsible for enforcing any aspect of this policy shall be required to review the policy annually.

Record Keeping
The district shall retain documentation of the handling of bad debt, including:
- Evidence of efforts to collect unpaid meal charges;
- Financial documentation showing when unpaid meal charges became an operating loss; and
- Evidence any funds written off as bad debt were restored to the School Food Service Account using non-federal funding sources.

Legal Reference:
- 42 U.S.C. 1751 et seq. National School Lunch Act
- SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies, United States Department of Agriculture

Policy History
Adopted: August, 1973
Revised: August, 2018
WELLNESS/NUTRITION

The Pocatello/Chubbuck School District No. 25 Board of Trustees promote healthy schools by supporting wellness, balanced nutrition, and regular physical activity as a part of the total learning and working environment for students and staff.

Through the district’s instructional program and wellness promotion of balanced nutrition and physical activity, the district contributes to staff and students’ basic health status. Improved health and wellness optimize student and staff performance.

Nutrition Education and Promotion:
The Pocatello/Chubbuck School District No. 25 has a K-12 curriculum approach to nutrition education in which students are taught the essential skills to adopt healthy eating behaviors. Instructional staff integrate nutritional themes into lesson plans as appropriate. Consistent nutrition messages about the health benefits of balanced nutrition and physical activity are promoted and practiced school-wide in a supportive school environment. Meals are served in an environment in which students have adequate time and space to eat and access to hand washing facilities. Nutrition promotion and instruction include but are not limited to the following: knowledge of MyPlate, food labels, major nutrients, calories, serving sizes, proper sanitation, healthy diet and heart-healthy choices. Measureable goals for nutrition education shall be articulated in Procedure 5305-P.

Parent Nutrition Education
Nutrition education is provided to parents in a variety of methods which may include but are not limited to the following: handouts, menu calendars, postings on the district website and presentations that focus on nutritional value and healthy lifestyles.

USDA Nutrition Standards
The district will follow the USDA nutrition standards for all meals and beverages sold on school grounds as outlined in the corresponding procedure. Fundraisers and teacher-to-student incentives are encouraged to adhere to USDA nutrition standards. Food and beverage items that do not meet USDA nutrition standards shall be limited.

Physical Activity
Physical activity is encouraged through the structured physical education curriculum and recess. The goals for physical activity are contained in the Idaho Content Standards for health and physical education. Instructional staff integrate physical activity themes into daily lesson plans when appropriate. The health benefits of physical activity are emphasized and students are encouraged to be physically active. Measureable goals for physical education shall be articulated in Procedure 5305-P.

District Wellness Program
The district provides for and encourages a staff Wellness Program to support the total wellness of its workforce by providing resources and education to staff regarding drug abuse prevention, mental and emotional wellness, balanced nutrition and physical activity. The district’s Wellness Ambassadors assist in these efforts and offer resources and incentives to staff for healthy behaviors. The district also offers CPR training and other health related professional development opportunities.

Evaluation and Compliance
The District Curriculum Committee is responsible to oversee and monitor the implementation of this policy, evaluate progress, serve as a resource to schools and revise the policy as necessary. The Committee will convene a Wellness/Nutrition Subcommittee Meeting for this purpose as appropriate. The subcommittee will meet annually to review the policy and the minutes of the meeting will be publicly reported to the Board.
WELLNESS/NUTRITION

of Trustees and posted on the district's website for public review. The annual reporting addresses compliance with the policy and federal requirements. Building principals are accountable for school compliance with this policy.

Policy History
Adopted: May, 2006
Revised: July, 2019
WELLNESS/NUTRITION

National School Lunch/Breakfast Program
- The full meal program will continue to follow the USDA’s Nutrition Standards.
- The Food Service program will make every effort to follow the District’s Nutrition Standards when determining the items in a la carte sales.
- A la carte items that do not meet the District Nutrition Standards may be acceptable for student consumption within moderation (i.e. limit quantity sold to an individual student).

Lunchroom Climate
- A lunchroom environment that provides students with a relaxed, enjoyable climate should be maintained.
- It is encouraged that the lunchroom environment be a place where students have:
  - Adequate space to eat and pleasant surroundings;
  - Adequate time for meals (the American Food Service Association recommends at least 20 minutes for lunch and 10 minutes for breakfast from the time they are seated);
  - Convenient access to hand-washing facilities before meals.

1) Nutrition Standards for All USDA School Meals and Beverages Sold or Served on School Grounds include the following:
- Menus will have no more than 10% of their calories derived from saturated fat averaged over one week.
- Reimbursable meals include offering 1 cup fruits or vegetables and selecting a minimum of a ½ cup.
- Grain items offered are 51% or more whole grain.
- Milk offered is 1% white, fat free white, and fat free flavored.
- Students with food allergies who have an appropriately signed medical release may be exempt from accepting foods that may cause illness.

a. Competitive Foods and Beverages
The District promotes the sale or distribution of nutrient dense foods for school functions and activities. Nutrient dense foods are those that provide students with calories rich in nutrient content in order to be healthy. To support the consumption of nutrient dense foods in the school setting, the District has adopted the following nutrition standards governing the sale of food and beverages on school grounds:
- A La Carte and Snack Foods
  Snack foods sold during the school day must meet the following USDA Smart Snacks in School Standards:
  - Be a “whole grain-rich” product; or
  - Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein; or
  - Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or
  - Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the 2010 Dietary Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber).
    - Meet the following nutrient requirements:
      - Calorie limit:
        - Snack Items < 200 calories
        - Entrée items: < 350 calories
      - Sodium limit:
        - Snack Items < 230 mg (< 200 by July 1, 2016)
        - Entrée Items < 480 mg
      - Fat limits:
WELLNESS/NUTRITION

- Total < 35% of calories
- Saturated fat: < 10% of calories
- Trans fat: zero grams
  - Sugar limit: < 35% of weight from total sugars in foods

- **Beverages**
  Schools may sell beverages that meet the following Smart Snacks in School Standards:
  - Plain water (with or without carbonation).
  - Unflavored low fat milk.
  - Unflavored or flavored fat free milk and milk alternatives permitted by National School Lunch Program (NSLP)/School Breakfast Program (SBP).
  - 100% fruit or vegetable juice.
  - 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners.

Elementary schools may sell up to an 8-ounce portion of milk and juice while middle and high schools may sell up to a 12-ounce portion. There is no portion size limit for plain water.

Additional beverages allowed in high schools include “no calorie” and “lower calorie” options:
  - No more than 20-ounce portions of the following:
    - Calorie-free flavored water (with or without carbonation).
    - Other flavored and/or carbonated beverages that are labeled to contain < 5 calories per 8 ounces or < 10 calories per 20 ounces.
  - No more than 12-ounce portions of:
    - Beverages with < 40 calories per 8 ounces or, < 60 calories per 12 ounces

b. **Additional Foods Available to Students**

  Additional foods that are available to students include anything other than food items that are sold through the School Lunch Program and include items sold for fundraising and/or incentives.

- **Fundraising**
  All persons involved in fundraising which include food/beverage sales are encouraged to follow the District Wellness/Nutrition Standards. Food or beverage products that are sold for student consumption that do not meet the District Wellness/Nutrition Standards are allowed within moderation, which includes portion limitations and are limited to ten events per year, per school. Further, the duration of each fundraiser is limited to 4 days. These limitations are promulgated by the Idaho State Department of Education.

- **Teacher-to-Student Incentive**
  Teacher-to-student incentive programs should include non-food items and those who use incentives involving food are encouraged to adhere to the District’s Nutritional Standards.

Candy

- Vending sales of candy are discouraged during the school day.
- Non-vending sales of candy will be permitted at the end of the instructional day.
- Healthy options are included in vending machines.

Staff Meetings

- Encourage healthy food and beverage options at district-sponsored staff meetings and events.
- Reporting a review, evaluation and policy updating, as needed
**WELLNESS/NUTRITION**

**Student Nutrition and Physical Education**
The Pocatello/Chubbuck School District has a comprehensive curriculum approach to nutrition education in kindergarten through high school in which students are taught the skills needed to adopt healthy eating behaviors. Physical activity is encouraged through structured physical education curriculum at all levels as well as recess at the elementary level. Additionally, all instructional staff will be encouraged to integrate nutritional themes into lessons when appropriate. Consistent nutrition messages are school-wide. The health benefits of good nutrition should be emphasized. These nutritional and physical activity themes may include:

<table>
<thead>
<tr>
<th><strong>Nutrition</strong></th>
<th><strong>Physical Education</strong></th>
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<tbody>
<tr>
<td>Knowledge of food guide pyramid</td>
<td>Jumping Rope</td>
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<tr>
<td>Food labels</td>
<td>Walking Programs</td>
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<tr>
<td>Major nutrients</td>
<td>Sports skills</td>
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<td>Serving sizes</td>
<td>Locomotor skills</td>
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<tr>
<td>Proper sanitation</td>
<td>Dance skills</td>
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<tr>
<td>Healthy diet *healthy heart choices</td>
<td>Fitness skills</td>
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<tr>
<td>Understanding calories</td>
<td>Creative movement/rhythm</td>
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The district’s Wellness/Nutrition policy reinforces nutrition education to help students practice these themes in a supportive school environment.

**Measureable Goals**
Nutrition Education: 100% of students in grades K-8 will receive nutrition education through annual health curriculum as documented by teacher lesson plans; 100% of students in grades 9-12 will receive nutrition education as a part of their required Health credit as documented by course syllabi.

Physical Education: 100% of students in grades K-5 will receive formal physical education curriculum bi-monthly as documented by teacher lesson plans and daily activity-filled recess; 100% of students in grades 6-8 will receive formal physical education curriculum as a part of their required PE course as documented by course syllabi; 100% of students in grades 9-12 will have access to elective physical education courses as evidenced by the High School Handbook and Curriculum Guide.

**Parent Nutrition Education**
- Nutrition education may be provided to parents beginning at the elementary level. The goal will be to continue to educate parents throughout the middle and high school levels.
- Nutrition education may be provided in the form of handouts, menu calendars, postings on the district website, or presentations that focus on nutritional value and healthy lifestyles.

**Wellness/Nutrition Subcommittee**
The purpose of the Wellness/Nutrition Subcommittee is to implement, monitor, evaluate and revise the Wellness/Nutrition policy and serve as a resource to schools. The Subcommittee will meet a minimum of two times annually with committee membership to include:
- District Food Service Coordinator
- District Dietician
- Parent representatives
- Student representatives
- Community representatives
- Staff member representative from elementary and secondary schools
- Administrative Representatives including:
WELLNESS/NUTRITION

- Director of Business Operations, Co-Chair
- Director of Curriculum, Co-Chair
- Director of Employee Services
- Physical Education/Health Representative

District Wellness/Nutrition Standards
The Pocatello/Chubbuck School District strongly encourages the sale or distribution of nutrient dense foods for all school functions and activities. Nutrient dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy. In an effort to support the consumption of nutrient dense foods in the school setting the district has adopted the following Nutrition Standards governing the sale of food, beverage, and candy on school grounds. Sites are encouraged to study these Standards and develop building policy using the following District Nutrition Standards as minimal guidelines.

The administration will ensure that the District Curriculum Committee periodically reviews the Wellness/Nutrition policy and procedure to evaluate its implementation and make any necessary changes. Further, the administration will periodically provide public updates about the content and implementation of the policy and procedure as recommended by the Committee.

Procedure History
Adopted: May, 2006
Revised: July, 2019
INDEPENDENT CONTRACTORS WORKING WITH STUDENTS WITH DISABILITIES IN PUBLIC SCHOOLS

Pocatello/Chubbuck School District #25 is responsible to ensure that students with disabilities receive a free and appropriate public education beginning at the age of three (3) years and may continue through the semester in which they turn twenty-one (21). Schools may meet this obligation in a variety of ways, including utilizing district staff, or establishing agreements with an independent contractor or agency. The Board of Trustees, through the Superintendent or designee, may enter into agreements with independent contractors to provide necessary services to students.

Independent Contractor Definition
An independent contractor means a person, group, or agency that meets the following four (4) conditions:

- Is not an employee of the Pocatello/Chubbuck School District #25 or a public agency with legal jurisdiction over the circumstances related to their involvement with the student, and;
- Will operate as an independent contractor and no employment relationship shall exist, or be implied between the district and the contractor, and;
- Will be solely responsible for wage withholding, workers compensation coverage, or any other required coverage and the District shall have no obligation for such actions or benefits, and;
- Is paid for services provided to students.

Examples of independent contractors include, but are not limited to: Nurses, Occupational Therapists, Physical Therapists, Assistive Technology Consultants, Orientation and Mobility Specialists, Behavioral Therapists, Speech and Language Pathologists, Social Workers, Clinicians, Psycho-Social Rehabilitation Specialists, Educational Consultants, etc.

Agreements
An agreement may be established with an independent contractor to meet the needs of students with disabilities. The agreement will describe the role and responsibilities of the independent contractor, the service to be provided, the frequency and duration of the service, documentation of the licensure/certification to perform the prescribed services compliant with the Idaho Special Education Manual, address issues of liability, terms of payment, and state the provisions for changes or termination of the agreement. The independent contractor will be paid according to the terms of the agreement.

Confidentiality
The independent contractor shall at all times maintain as confidential all records of service, including but not limited to, identifying student and service information, observations, evaluations and/or assessments pursuant to the Family Educational Records and Privacy Act (FERPA).

Protocols
In consideration of the health, safety and welfare of students, prior to contracting with an independent contractor, district administration shall research the licensure of the agency for quality control. In addition, the administration shall ensure that the contracted professionals have successfully passed a background check.

Legal References: Family Educational Rights and Privacy Act (FERPA)
Idaho Special Education Manual (2007)
Idaho Code - 35-506(1); 33-511; 33-512; 33-2001, et sep

Policy History
Adopted: May, 2007
Revised: N/A
CURRICULUM

The Board of Trustees of School District No. 25 recognizes that curriculum development and improvement are of primary importance and will be part of an ongoing process in the School District. The Board recognizes its legal and moral responsibility to provide a comprehensive curricular, instructional, and assessment program to serve the educational needs of all District students. The Board has the responsibility for establishing what students should learn; therefore, in adopting District curriculum, the desires of the community, the needs of society, the requirements of State and Federal law, and the standards and policies set by the State Board of Education will be considered. The District’s curriculum will align to and support the District’s Mission, Vision, Beliefs, and Student Learning Goals.

The Board supports the fundamentals of curriculum which include: state standards, units of study that define district curriculum, assessment, instructional activities and strategies, materials and equipment, and staff development. The Board assures that the following essential components are included in the District’s curriculum:

- Content which challenges the academic needs, interests and intellectual potential of all students including special populations, such as special education and gifted and talented;
- College and career readiness, including technology skills, information accessing, processing and communication skills;
- Acceptance, respect, and tolerance through multi-cultural, gender fair, non-sectarian, and disability awareness;
- A humane environment which fosters socially responsible and cooperative interactions as well as individuality and independent thinking;
- Sound instructional and assessment practices;
- Instruction in English language (IC 33-1601);
- Instruction in the United States Constitution, the pledge of allegiance, the national flag and colors, the words and music of the national anthem and “America”, and citizenship (IC 33-1602);
- Observance of Veteran’s Day during one class period (IC 33-512);
- Instruction in health and physical fitness, including the effects of alcohol, stimulants, tobacco, and narcotics (IC 33-1605);
- Instruction about Arbor Day in the month of April (IC 33-1606).

It shall be the responsibility of the Superintendent of Schools and his/her administrative staff to develop curriculum for School District No. 25. The Superintendent and his/her administrative staff are granted coordinating authority over the development, delivery, and assessment of the curriculum. In doing so, the standards and expectations of the Local and State Boards are primary considerations. The Superintendent will keep the Board of Trustees informed regarding current curriculum efforts and student achievement. The Superintendent or designee will establish a continuous curriculum review, development and evaluation process based on articulation, alignment, relevance and accountability. The philosophy, process, curriculum documentation and procedures will be outlined in the Curriculum Handbook.

The School District curriculum will be designed to assure that there is alignment between the written curriculum, taught curriculum and the assessed curriculum.

Written Curriculum

The Superintendent or designee shall maintain a systematic ongoing process for the development and adoption of the written curriculum. Staff members and parents/guardians are to be represented in development of the curriculum. Allocation of resources, time, and services are to be directed toward accomplishing the standards and expectations set forth in the written curriculum. The written curriculum is to be clearly communicated to the Board and the public.
CURRICULUM

Curriculum developed for the District's schools shall concentrate upon the essential skills and provide for consistency and clarity of an instructional focus among the schools. Common textbook adoptions and curricular material used to deliver the written curriculum shall be aimed at promoting consistency and clarity of an instructional focus (See Textbook Adoption Policy 6210).

The written curriculum shall be developed and revised in accordance with state guidelines, relevant federal mandates where applicable, and local needs. It shall be congruent with those subject areas and skills tested by the state and locally adopted criterion referenced or standardized assessments. Curriculum documents, inclusive of Total Instructional Alignment documents, where applicable, units of study, and/or syllabi are to be developed for each content area and made available to teachers and the public.

Taught Curriculum
The taught curriculum shall be aligned with the written curriculum to bring about a high degree of consistency. Teachers are charged with teaching the written curriculum set forth in the state achievement standards and the Pocatello/Chubbuck School District No. 25 curriculum documents. Building principals are charged with monitoring the delivery of the District curriculum to ensure that instruction delivered by teachers aligns to the defined curriculum.

A variety of instructional methods and strategies are to be used to promote student achievement and address the unique needs of learners during the delivery of the written curriculum. Curriculum documents represent clear expectations for the content to be taught. The instructional goal is to promote student achievement of the standards. Staff development is to be designed to prepare staff members to teach the written curriculum and use effective pedagogical practices.

Assessed Curriculum
The written and taught curriculum shall be assessed in accordance with the programs outlined by the Idaho State Legislature, the State Board of Education, the State Department of Education, and the Pocatello/Chubbuck School District No. 25. A variety of assessment approaches are to be used to determine the effectiveness of the written and taught curriculum. District and classroom assessments serve as benchmarks for achieving the state standards. Teachers and principals shall use assessments to monitor the status of student achievement, regroup students for instruction, identify trends, and modify instruction as warranted. Assessment results are also to be used by the Superintendent and his/her administrative staff to determine the effectiveness of the written and taught curriculum, and as a basis to make adjustments to the curriculum as warranted to ensure students are able to meet state and District standards. Assessment results will be shared with students, parents, and the public.

Policy History
Adopted: August, 1973
Revised: September, 2013
SECTARIAN INSTRUCTION FORBIDDEN

IDAHO CODE, SECTION 33-1603. Sectarian Instruction Forbidden – No sectarian or denominational doctrine shall be taught in the public school, nor shall any books, tracts, papers, or documents of sectarian or denominational character be used therein.

Policy History
Adopted: August, 1973
Revised: N/A
LESSON PLANS

All teachers employed by School District No. 25 will be expected to develop daily lesson plans for the classes they teach. Lesson plans need not be detailed, but they should be sufficiently complete to serve as an outline and guide to the regular classroom teacher and/or a substitute teacher in accomplishing the instructional objectives of the class.

Prior to the first day of the upcoming week, lesson plans should be written. A Teacher’s Daily Plan book will be provided for this purpose.

The lesson plans will be checked each week by an administrator.

Policy History
Adopted: August, 1973
Revised: November, 2004
CALENDAR FOR SCHOOL YEAR

The Board of Trustees will establish, upon recommendation of the Superintendent, an official school calendar for the ensuing school year. Tentative calendars for the next school year shall also be established. The regular calendar shall include the number of student contact days, number of workdays for staff members, and indicate holiday periods. The calendar adopted shall be consistent with existing statutes and State Board of Education directives. Parent, staff, and student input shall be sought as a component of the process.

The Superintendent is directed to establish a calendar committee to gather input.

Policy History
Adopted: August, 1973
Revised: September, 2007
EMERGENCY PREPAREDNESS

The Board of Trustees recognizes the importance of emergency preparedness and cooperation with Homeland Security and other local agencies to minimize injuries and loss of life which can occur as a result of disaster.

School Dismissal While Students Are at School
It shall be the policy of School District #25 that in the event of natural or man-made disasters, all employees and students shall remain in school until released by the building principal after communication with Superintendent or designee. Public announcement shall be made prior to dismissal of students after a District wide disaster.

Emergency Preparedness Plan
School District No. 25 shall maintain a District EMERGENCY OPERATIONS AND PROCEDURES HANDBOOK with procedures and guidelines to deal with different types of emergencies including, but not limited to, fire, bomb threat, earthquake, and explosion. This plan shall describe the response of staff and students when a natural or man-made disaster occurs during school time.

Each principal shall maintain a School Emergency Response Plan (SERP) which compliments and is consistent with District guidelines and procedures. The SERP identifies those procedures which may be unique to the school. Principals shall at least annually discuss the emergency procedures and protocols with their staff so that any and all personnel in each school understands the procedure and what is expected of them. Principals and teachers shall provide students with instruction in safety and emergency behavior.

All Supervisors shall be responsible to see that each employee has access to a copy of the LEVEL 1 – STAFF INFORMATION DISTRICT EMERGENCY CRISIS PLAN & PROCEDURE and building procedures (SERP) which are updated annually with current communications ladders.

Information to Parents
All principals shall provide an information bulletin to parents which includes, "Emergency Procedures--Parent Information."

Emergency School Closure While Students Are at Home
The Superintendent of Schools or designee, as representative of the Board, shall have the authority to close schools or alter schedules when fog, cold weather, snow, ice, or other hazardous or emergency conditions exist. Cold weather closure shall not be considered unless the reported temperature falls below -20 degrees Fahrenheit including wind chill.

The Superintendent shall maintain plans and procedures necessary to carry out alternate schedules, determine staff requirements during emergency closure and communicate to parents. (See EMERGENCY OPERATIONS AND PROCEDURES HANDBOOK for detail.)

Communication
A District plan of communication with Homeland Security and other local authorities throughout a disaster and/or drill shall be established and maintained.

District communication guidelines (and ladder) for emergency communication with staff shall be maintained. Each principal shall be responsible for maintaining written emergency communication guidelines (and ladder) for staff.
EMERGENCY PREPAREDNESS

Fire Drills
Fire drills shall be held in all schools within the first eleven (11) school days back to school and then at least once each month that school is in session pursuant to State of Idaho General Safety and Health Standards (IGSHS).

Other Evacuation Drills
At least 6 other practice drills shall be held in all schools each year for other types of emergencies such as lock downs, off-site evacuation, and bomb threat.

Instruction
Principals and teachers shall provide for safety and emergency instruction for students including specific curricular provisions in District curriculum guides and course syllabi. Teachers shall instruct students on disaster drill procedures and conduct periodic classroom drills.

Policy History
Adopted: August, 1973
Revised: September, 2011
EMERGENCY SCHOOL CLOSURES

Determination of Need
After having contacted resources such as law enforcement agencies, the weather service and pre-identified monitors, the Transportation Supervisor will determine road and weather conditions and report findings and recommendations to the Superintendent or designee for a determination to implement closure or an alternative schedule. Cold weather closure will be considered when the temperature falls below -20 degrees Fahrenheit including wind chill.

In the event of emergency conditions such as power failure, heating equipment failure, the Supervisor of Buildings and Grounds will report and make recommendations to the Superintendent or his designee for a determination to implement closure or an alternative schedule.

Notification of Students and Staff
After a decision has been made to implement an alternative schedule, the Superintendent or designee will notify local radio and television stations and ask them to broadcast the decision.

School administrators and central office staff will be notified through the District's COMMUNICATION LADDER (See the District Emergency Procedures Handbook or Administrative Guidelines 6112A). If it is not possible to notify an individual assigned on the COMMUNICATION LADDER, assume their calling responsibility.

Should an emergency occur when District personnel and when telephones cannot be used, the TELEPHONE OUTAGE COMMUNICATION LADDER will be used (See the District Emergency Procedures Handbook or Administrative Guidelines 6112A). During inclement weather, staff should listen to early morning broadcasts. Each school should have a cell phone emergency ladder for those who own cell phones.

Information to Parents
Principals should notify parents and students that announcements regarding alternative schedules will be carried by local television and radio stations. All principals shall provide an information bulletin to parents which includes the information in the EMERGENCY PROCEDURES--PARENT INFORMATION bulletin (from Procedure 6112) and request that parents maintain this information in a convenient place.

Extra-Curricular Activities
In the event school is cancelled, all extra-curricular activities or practices will be cancelled unless continuance is authorized by the Superintendent or designee. Staff members in charge of activities which may be cancelled must notify other Districts affected by our district’s closure.

Staff Work Requirements
When schools are closed due to emergency conditions, no school employee shall be required to report for duty except those required by the Superintendent or his designee.

The following staff shall report for duty:
- Principals (Report in A.M.)
- Warehouse Foreman
- Custodians with Snow Removal & Building Security Duties
- Maintenance & Operations Coordinator
- Grounds Crew
- Climate Control Specialist
EMERGENCY SCHOOL CLOSURES

- Payroll clerks on key payroll days
- Transportation Coordinator/Supervisor
- Dispatcher

If hazardous conditions make it unreasonably difficult for above staff to report for duty, the immediate supervisor may excuse staff and see that responsibilities are covered.

Principals and custodians may be excused from work when the safety and welfare of all students are reasonably assured and school facilities are secure. In addition, head custodians and maintenance personnel with snow removal duties may be excused from work when their emergency assignments are fulfilled.

Those required to report shall receive personal leave time as compensation on an hour for an hour basis, to be used at a time that is approved by the individual's supervisor. Comp time will not be provided for people who are not required to report for duty, but who voluntarily do so.

EMERGENCY PROCEDURES – PARENT INFORMATION

The safety of school children is a prime concern of School District No. 25. There are times when emergency conditions exist and, for the safety of students, school should not be held. To expedite efficiency and safety we provide the following guidelines:

Parent Basic Responsibility
The basic responsibility for the welfare and safety of each child remains with the family. Parents should assess their own individual circumstances and determine whether or not it is safe for the child to proceed to school.

School Cancellation While Students are at Home
Should emergency conditions raise serious doubt about the safety of students traveling to and from school, school will be cancelled or an alternative schedule will be announced before the buses commence picking up students in the morning. The decision to cancel school or initiate an alternative schedule will be made by the Superintendent or designee in consultation with support staff.

- **School Cancelled by 6:00 a.m.** – School will be held unless a decision is made to cancel. When a decision to cancel is made, announcement will usually be made by 6:00 a.m.
- **Public Announcement** – Once a decision to cancel school has been made, the District will notify radio and T.V. stations and ask them to broadcast the information. PLEASE DO NOT CALL THE BROADCAST STATIONS OR THE SCHOOL DISTRICT. PLEASE LISTEN FOR THE ANNOUNCEMENT ON RADIO OR TELEVISION.
- **Extracurricular Activities** – In the event school is cancelled, all extra-curricular activities or practices will be cancelled unless continuance is authorized by the Superintendent or designee.

Emergency While Students are in School
If emergency conditions arise while students are in school, the school day may conclude early and students be released to return home on the regular bus routes which will operate on an early schedule.

- **Announcement** – If the decision is made to conclude school early, radio and television stations will be notified.
- **Student Access to Home** – It is the family's responsibility to ensure student access to the home or other pre-arranged accommodations to assure his/her safety. It is the District recommendation that each family make plans for its own family emergency procedure.
EMERGENCY SCHOOL CLOSURES

- **Dismissal** – In the event that a disaster should occur during the school day such as an earthquake, toxic gas leak, fire, etc., the principal, after consultation with the Superintendent, shall determine whether or not students and staff members will be dismissed from the school campus. Students will remain at school in the custody of school officials unless it is determined that dismissal from school is in the best interest of the students.
  - Regular dismissal bus routes will be followed if children are dismissed to go home.
  - Radio and television stations will be notified to make public announcement.

- **Keeping Students in School** – Should the emergency condition be such that retaining students beyond the normal departure is warranted, school personnel will:
  - Notify radio and television stations to make public announcement.
  - Continue appropriate supervision until the emergency condition is abated.

**Parent Decision**
As indicated above, the Superintendent with staff assistance, will make decisions concerning emergency conditions. However, circumstances may vary throughout the District. If parents determine that the welfare or safety of a child is best met by not sending him/her to school, they should exercise that prerogative.

**Procedure History**
- Adopted: August, 1973
- Revised: November, 2004
FIRE SAFETY

The Board of Trustees of School District No. 25 recognizes the importance of fire safety in the schools. The policy of the District shall be to promote a fire safety program within the schools.

Fire Hazards
- Every precaution possible should be used in eliminating fire hazards from the school.
- Boiler room, storage spaces, closets, classrooms, and other places where fire could start should be inspected regularly.
- All students should be instructed of the value of and the necessity for fire drills for the protection of their lives.

Open Flames
- Open flames such as candles, fire batons, or flame producing chemical substances are especially dangerous and shall not be permitted in any school activity or building in School District No. 25, except as specifically required by the curriculum and under close laboratory supervision. When an open flame is used, adequate fire extinguishing equipment must be present.
- Candles are especially dangerous and shall not be permitted except as indicated above (B-1). Battery operated simulated candles are available and may be used.

Policy History
Adopted: January, 1999
Revised: N/A
ANIMALS IN SCHOOLS

For the safety of students and staff members, it is the general policy of the Pocatello/Chubbuck School District No. 25 Board of Trustees to prohibit the presence of animals in District schools or on school grounds with the exception of properly trained guide/assistance/law enforcement/service animals and those animals used by District teachers for educational purposes. Staff members are to consult with the building administrator to seek permission to have an animal on the school premises.

In the case of a staff member having a service animal at school the staff member shall follow the process outlined in Policy 7168/8168 – Service Animals in Schools. In the case of a student having a service animal at school, the IEP and/or the 504 plan of the student shall outline the need and Policy and Procedure 7168/8168 shall outline the protocols. The administration and/or law enforcement shall make the decision as to whether to have a law enforcement animal at school or on school grounds. Should a law enforcement animal be in a school or on school grounds, the building administrator shall notify the Superintendent/designee.

If the building administrator grants permission to allow an animal to visit the school for educational purposes the following shall be expected:

- The animal is not to be transported via school bus
- The animal is to be appropriately contained so as not to become loose in the school or on the grounds
- The animal shall have no prior history of aggression or injury to any person
- The animal shall be handled by the requesting staff member(s) and any designated student(s)
- Care for the health and safety of the students and the animal shall be the responsibility of the requesting staff member and the building administrator inclusive of, but not limited to, any precautions to be taken for persons having allergies to animals and training for the handling of the animal
- Restitution shall be made to the District by the requesting staff member and/or the animal’s owner if the individual is different from the requesting staff member for any damages to school property caused by the animal
- The requesting staff member and/or the animal's owner if the individual is different from the requesting staff member shall be responsible for any liabilities in case the animal harms any person on site

The Superintendent is directed to establish procedures pertinent to having animals in school facilities and/or on school grounds.

Policy History
Adopted: May, 2012
Revised: N/A
The following procedures are set forth to provide for a safe environment, which avoids the intentional or unintentional abuse, mistreatment, or neglect of animals, while allowing animals on school property and/or school grounds for necessary purposes, as described in Policy 6115 – Animals in Schools, and for educational purposes.

For the safety of students and staff the following animals shall be prohibited from being in the District 25 schools or on the school grounds:

- **Venomous animals including spiders, insects, and poisonous snakes, reptiles, amphibians and lizards;** allowable exceptions shall include instances when such animals are presented by professionals who have experience handling such animals, and/or the animals are displayed in containers which provide a physical barrier between the animal and the children

- **Hybrid offspring of wild animals (such as a wolf) as they may exhibit unpredictable behaviors in unfamiliar situations**

- **Wild animals including non-human primates as they pose a risk for transmitting rabies as well as other zoonotic diseases (diseases which can be transferred from animals to humans) and their behavior is unpredictable; allowable exceptions include those instances when wild animals are presented by professionals who have experience handling such animals, and/or the animals are displayed in containers which provide a physical barrier between the animal and the children; prohibited under all circumstances are bats, raccoons, skunks, wild carnivores and dead animals**

- **Stray animals shall be prohibited from being on school property at all times because of the unknown nature of the animal's health and vaccination status**

- **Baby chicks and ducks are prohibited due to the high risk of salmonellosis and campylobacteriosis**

- **Aggressive animals that are bred and/or trained to be aggressive toward humans/animals, or animals that have a history of aggressive behavior toward humans/animals are prohibited from being on school property; allowable exceptions include law enforcement animals and service animals**

- **Any animal that becomes aggressive or threatening shall be immediately removed from the premises.**

Safety precautions shall be adhered to when animals are allowed in the school or on the grounds for various purposes. They include the following:

- **Animals shall be clean, groomed, and healthy, that is, free of internal/external parasites such as fleas, ticks and mites to minimize the risk of disease transmission to students**

- **Animals shall be restricted to a specific and supervised location while allowed on school property**

- **Kittens and puppies shall be allowed to be on the premises for short visits**

- **The responsible staff member shall take any necessary precautions for children and/or adults who may be allergic/asthmatic due to animal dander/hair prior to allowing the animal’s presence on the premises**

- **The responsible staff member shall clean the room of allergens upon the departure of the animal**

- **Idaho requires that all dogs and cats over three months of age be currently vaccinated against rabies; prior evidence of current rabies vaccination shall be required for all dogs, cats, and ferrets brought onto the school premises; dogs and cats under three months of age and not vaccinated against rabies shall not be handled by children; dogs over three months of age shall be housebroken**
ANIMALS IN SCHOOLS

- A Health Certificate for dogs showing proof of current vaccination against canine distemper, hepatitis, leptospirosis, parainfluenza, parvovireus, bordetella, and rabies signed by a licensed veterinarian shall be required; prior proof of a negative fecal exam for internal parasites within the past six months shall be required.
- A Health Certificate for cats showing proof of current vaccination against feline panleukopenia, rhinotracheitis, calicivirus, chlamydia, feline leukemia, and rabies signed by a licensed veterinarian shall be required.
- Dogs or cats in estrus (heat) shall be prohibited from being on school property.
- Dogs used for pet therapy shall be trained and licensed as such; a copy of the licensure shall be provided to the building administrator prior to allowing the animal on the premises.
- When around livestock, students shall be supervised at all times; young children are prohibited from entering enclosed spaces containing livestock; older students shall only enter enclosed spaces that hold livestock when there is proper adult supervision; direct animal contact shall be limited.
- Coveralls or protective clothing shall be worn over "school clothes" whenever possible to reduce the risk of transmission of disease from animals to humans and the clothing shall be removed whenever possible after handling animals.
- Clothing that may become contaminated with feces or animal products shall be washed with soap and water.
- In the case of observing livestock, raw dairy products shall not be consumed and all other animal food products shall be properly prepared to reduce the risk of disease transmission.
- Students and staff shall wash their hands with liquid soap and water after any contact with animals and before eating, drinking, or putting something in their mouths.

Because animals may react strangely to school settings, it is essential to have a planned means to effectively and safely control them. Fear may cause animals to attempt to escape or even act aggressively in situations which are unusual to them. Appropriate restraint devices shall enable the holder to react quickly and prevent harm to students or escape of animals. The following practices shall be adhered to:

- Dogs, cats, and ferrets shall be wearing a proper collar and/or harness, and shall be on a leash when on school premises; rope, chain or string are not considered an appropriate restraint tool.
- The adult responsible for the animal shall stay with the animal at all times while it is on the school premises.
- No animal shall be allowed to roam unrestrained in the school or on the grounds.
- Birds shall not be allowed to fly free in a school building.
- In school facilities in which the eating area is also used as a gymnasium or multi-purpose room, animals shall be allowed in the area at times other than during meals if the following is adhered to:
  - Partitioning or self-closing doors separate the area from food storage or preparation areas.
  - Condiments, equipment, and utensils are stored in enclosed cabinets or removed from the area when animals are present.
  - Eating areas, including tables, countertops, and similar surfaces, are sanitized before the next meal is served.
  - Access to kitchen and food preparation areas is prohibited.
ANIMALS IN SCHOOLS

To provide for the safety of students and staff when around the following specific animals, the following special conditions shall be in effect:

- Psittacine birds (parrots, parakeets, budgies, and cockatiels) may be brought to school as long as their cages are clean and the birds’ wastes are contained, such as within a cage; they shall not be handled by children and they shall be maintained a distance away from children as they are known to bite unfamiliar people; psittacine birds permanently housed in cages on school property shall be examined by a veterinarian and tested through laboratory testing and if necessary treated prophylactically for psittacosis 45 days prior to entering the premises; written proof of such testing shall be required before the bird is allowed at school; birds showing any signs of illness shall not be brought to the school
- Ferrets shall be allowed to visit the school premises and shall be handled only by the person responsible for them; children shall not handle ferrets as they tend to bite when startled
- All reptiles and amphibians can carry salmonella bacteria, even when maintained as pets or for display; no turtles with a carapace length less than four inches are allowed in schools; children under 5 years of age shall be prohibited from handling reptiles and amphibians; children handling reptiles or amphibians shall be instructed to wash their hands thoroughly with liquid soap and water; ”wet wipes” shall be used only if liquid soap and water are unavailable
- Lymphocytic choriomeningitis virus (LCMV) is known to exist in feral rodents and may be transmitted to pocket pets; pocket pets (hamsters, guinea pigs, gerbils, rats and mice) can carry salmonella bacteria, even when maintained as pets or for display; children under 5 years of age shall be prohibited from handling pocket pets; children handling pocket pets shall be instructed to wash their hands thoroughly with liquid soap and water after handling; “wet wipes” shall be used only if liquid soap and water are unavailable
- Disposable gloves shall be worn when cleaning fish aquariums; used tank water shall be disposed of in sinks that are not used for food preparation or for obtaining water for human consumption.

To provide for student safety when students have contact with animals in school facilities or on school grounds the following shall be adhered to:

- All student contact with animals shall be highly organized and supervised.
- When around animals, children shall be kept in small groups to avoid the opportunity for animal to become frightened
- Rough play or teasing of animals shall be prohibited
- Children shall be prohibited from feeding pets directly from their hands
- Small animals such as rabbits, hamsters, gerbils, and mice shall be handled with leather gloves whenever possible
- Children shall be prohibited from “kissing” animals and from having them in close face to face contact
- The responsible staff member shall educate the children about proper hygiene around animals and hand washing after handling animals before, during, and after the presence of animals
- Animals shall not be allowed in or near sinks where children wash their hands; in any area where food is prepared, stored, or served; in areas used for the cleaning or storage of food utensils or dishes or in sandboxes where children play
- If engagement with animals occurs while on field trips staff members shall consider the necessary precautions to take in case of physical trauma to students and/or exposure to infectious diseases; the
ANIMALS IN SCHOOLS

responsible staff member is to take the necessary precautions with children for proper hygiene and hand washing

- Immunocompromised students may be especially susceptible to zoonotic diseases and consultation with the child’s parents about precautionary measures is advised

To provide for proper sanitary conditions the staff member responsible for the animal shall handle and dispose of animal wastes while animals are allowed in school facilities and on school grounds:

- Children shall be prohibited from taking animals to relieve themselves; they shall be prohibited from handling or cleaning up any form of animal waste (feces, urine, blood); animal waste shall be collected in a plastic bag or container with a lid and shall be disposed of where children cannot come in contact with it; food handlers are prohibited from being involved in the cleanup of animal waste
- Animal wastes shall not be disposed of, and visiting animals shall not be allowed to defecate in or near areas where children routinely play (sandboxes, playgrounds and grassy areas) or congregate
- Litter boxes for visiting animals shall be prohibited as there is risk to pregnant women of toxoplasmosis to an unborn child

In the event that a child or an adult is bitten or scratched by an animal the following wound care steps shall be implemented immediately:

- Bleeding shall be stopped as quickly as possible
- The wound shall be washed with liquid soap and water, dried and dressing applied
- Medical personnel shall be consulted to determine if further treatment is necessary

In the case of a service dog, any of the above prohibitions will be addressed on an individual basis.

Procedure History
Adopted: May, 2012
Revised: N/A
EDUCATION PROGRAMS AND CURRICULUM OFFERINGS

The Pocatello/Chubbuck School District is committed to providing rigorous and relevant educational and curriculum offerings for students that are research based and meet state standards and student interest. Thus, over time, new educational programs and course offerings will be introduced, and others may be expanded. New and expanded educational programs and course offerings must be reviewed from a resource perspective in order to ascertain the viableness of the program/course and the district’s ability to sustain the program/course. The Superintendent is directed to develop a process for adding and/or expanding educational programs and course offerings. Said process is to be documented in the Pocatello/Chubbuck School District Curriculum Handbook.

Policy History
Adopted: August, 1973
Revised: June, 2007
ADVANCED OPPORTUNITIES

The Pocatello/Chubbuck School District No. 25 Board of Trustees is committed to providing opportunities for students in grades 7 through 12 to begin earning credit for high school, college and vocational programs and/or to take advanced placement or other college credit-bearing or professional certificate examinations while attending school in the District.

Participation in the district’s advanced opportunities program requires parent/guardian and student agreement to program requirements and completion of the Advanced Opportunities Participation Agreement form which details the program requirements and parent/guardian and student responsibilities.

The district’s administration will establish a procedure outlining the timelines, requirements for participation, requirements for financial transactions, and transcription of credits, and ensure students are provided the opportunity to participate in advanced opportunity programs.

DEFINITIONS

- **Dual Credit** – credit awarded to a student on his or her secondary and postsecondary transcript for the completion of a single course. Students may be allowed dual credit when approved in advance.
- **Full Credit Load** – the maximum number of credits offered by the student’s school during the regular school day per school year for grades 7 through 12.
- **Overload Course** – a course taken that is in excess of a full credit load.
- **School Year** – the normal school year that begins upon the conclusion of the spring semester leading up to the break between grades and ends upon the beginning of the same break of the following year.

The district shall make reasonable efforts to ensure that any student who considers participating in the district’s advanced opportunities program understands the challenges and time necessary to succeed in the program. The District shall make such efforts prior to a student’s participation in the program.

A parent/guardian may enroll their student in any eligible course, with or without the permission of the district, up to the course enrollment limits described in procedure. The student’s transcript shall include the credits earned and grades received by the student for any courses taken. For an eligible course to be transcribed as meeting the requirements of a core subject, as identified in administrative rule, the course must meet the approved content standards for the applicable subject and grade level.

The District will collaborate with publicly funded institutions of higher education in Idaho to assist students who seek to participate in dual credit courses or graduate high school early by enrolling in postsecondary courses.

**Fast Forward Program**

The Fast Forward Program provides funding for students in grades 7 through 12 who are enrolled in overload courses, dual credits and eligible college credit-bearing or professional certificate examinations. The eligibility requirements and reimbursement amounts are outlined in Procedure 6121.

If a student fails to earn credit for any course for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for one similar course before any further reimbursements can be paid. If a student performs inadequately on an examination for which the State Department of Education has paid a reimbursement, the district’s administration shall determine whether the student must pay for and successfully pass the examination to continue receiving state funding. Repeated and remedial courses or examinations are not eligible for state reimbursement through this program.
ADVANCED OPPORTUNITIES

Challenge Courses
Students may challenge courses as outlined in Policy and Procedure 8110 – Student Placement, Retention, Credits, Promotion and Acceleration. If a student successfully meets the criteria, then the student shall be counted as having completed all required coursework for that course. The grade received on the examination shall be recorded on the student’s transcript as the course grade.

Advanced Opportunities Scholarship
Students who successfully complete grades 1 through 12 at least one year early may be eligible for an advanced opportunities scholarship. Students become eligible for a scholarship once they meet all of the district’s graduation requirements and complete grades 1 through 12 curriculum in eleven or fewer years.

If an eligible student requests an advanced opportunities scholarship, the student shall be entitled to such a scholarship which may be used for tuition and fees at any publicly funded institution of higher education in Idaho. The amount of the scholarship shall equal 35 percent of the statewide Average Daily Attendance (ADA) funding per enrolled pupil for each year of grades 1 through 12 curriculum the student avoids due to early graduation.

The District shall collaborate with publicly funded institutions of higher education in Idaho to assist early-graduating students in enrolling in postsecondary or advanced placement courses held in high school.

Legal Reference:
I.C. § 33-4601 Definitions
I.C. § 33-4602 Advanced Opportunities
IDAPA 08.02.03.106 Advanced Opportunities

Policy History
Adopted: January, 2017
Revised: N/A
ADVANCED OPPORTUNITIES

Fast Forward Program
The State’s Advanced Opportunities funding, known as the Fast Forward program, provides students in the District with $4,125 to use toward overload courses, dual credits, college credit-bearing examinations, and professional certificate examinations.

Students may access these funds in grades 7 through 12 for:
• Overload courses, in an amount which may not exceed $225 per overload course. A student must take and successfully be completing a full credit load within a given school year to be eligible for funding of an overload course. An overload course must be taken for high school credit to be eligible for funding.
• Dual credits, in an amount which may not exceed $75.00 per one dual credit hour.
• Eligible college credit-bearing or professional certificate examinations.

To qualify as an eligible overload course for the program, the course must be offered by a provider accredited by the organization that accredits Idaho high schools and be taught by an individual certified to teach the grade and subject area of the course in Idaho. Eligible courses include those for which funding flows directly to the institution providing the course. Eligible examinations include advanced placement (AP), international baccalaureate (IB), college-level examination program (CLEP), and professional-technical examinations.

Students and their parent/guardian are responsible for complying with all policies, procedures and deadlines. If the student and/or their parent/guardian do not comply with policies, procedures and deadlines, they are responsible for any tuition and fees incurred as a result of participation in courses or exams taken from a college, a university or other provider.

Students and their parent/guardian must create an account in the Advanced Opportunities Portal accessed through the Idaho State Department of Education’s website in order to request Fast Forward funds and to track expenditures of their allocations. The course selection, and the payment of funds are subject to district approval.

Creating a College and Career Plan
Students and their parent/guardian should meet with the guidance counselor, or college and career advisor to develop a college and career plan that will help them maximize the benefits of this program according to the student’s interests. Intentional selection of coursework is a critical element of these programs.

Challenge Test (Credit by Examination)
As outlined in Policy and Procedure 8110 – Student Placement, Retention, Credits, Promotion and Acceleration, students may petition for credits, up to a maximum of twelve (12) credits, in lieu of completing course requirements. Credits can be awarded for currently enrolled students who successfully pass challenge tests. A student wishing to challenge course work should do the following:
• Check with the school counselor to see if a test is offered for the course to be challenged.
• Check with the school counselor for test dates, applications, study guides, and registration deadlines.
• Pay the examination fee of $50 per test. The fee must accompany the application. Turn in the application and examination fee to the registrar.
• Take the examination on the specified date.
• The grade received on the exam will be recorded on the student’s transcript as the course grade.

Procedure History
Adopted: January, 2017
Revised: N/A
RESEARCH AND EXPERIMENTATION

The School District recognizes the need and value of educational and psychological research in developing, validating, and standardizing new programs and strategies in education.

School District No. 25 will participate in and cooperate with District approved research and experimental programs as outlined in Procedure 6127. Staff members are encouraged to participate in and cooperate with such projects.

Policy History
Adopted: August, 1973
Revised: N/A
RESEARCH AND EXPERIMENTATION

To avoid overlapping and duplication and to insure that results are available and adequately disseminated, all research and/or experimental projects involving either staff, pupils, or materials within the District must be approved by the Superintendent or his/her designee.

Any person or group wishing to conduct or participate in research or experimental projects will submit a written proposal to the Superintendent or his/her designee which briefly outlines the project stating the purpose and objectives, lists the population to be included, state the procedures to be used, and includes copies of tests, questionnaires, survey papers, special materials to be used, and impact on instructional time.

The Superintendent or his/her designee will approve or disapprove each proposal based on its merit and value to the District.

A copy of the results of all approved projects must be submitted to the Superintendent or his/her designee upon its completion.

Procedure History
Adopted: August, 1973
Revised: January, 2004
PROPOSALS TO FEDERAL, STATE OR OTHER FUNDING AGENCIES
FOR SUPPLEMENTAL FUNDING, PROGRAMS OR PROJECTS

The Board of Trustees of School District No. 25 desires to provide the maximum educational opportunities for students of the District. Therefore, the Board authorizes the Superintendent and appointed representatives to write program or project proposals, and to establish the necessary controls to participate in such programs or projects that are applicable to the District’s needs.

The Superintendent, or his/her designee will be the official representative of the District for federal, state, or other funding agency proposals in which the District elects to participate.

Proposals involving School District No. 25 or its schools must be approved by the appropriate administrators prior to the time that they are submitted to federal, state, or other funding agencies.

It will be the responsibility of the Superintendent or his/her designee, after review with the project writer, to determine who will direct the project and disseminate information about proposals approved by the District. The project Director will be responsible for implementing the project and monitoring the project for adherence to application and budget requirements.

This policy shall exclude all Federal Title Programs for which a full-time person of the district is employed expressly for that Title Program.

Policy History
Adopted: August, 1973
Revised: November, 2004
PROPOSALS TO FEDERAL, STATE OR OTHER FUNDING AGENCIES FOR SUPPLEMENTAL FUNDING, PROGRAMS OR PROJECTS

District employees desiring to write a proposal to federal, state, or other funding agencies for programs or projects may elect to submit the “Gaining Approval to Write a Grant” form to the district offices for Administrative approval. District employees desiring to write such a proposal must allow at least one week from the time of delivery for administrative approval.

District employees desiring to submit a proposal to federal, state, or other funding agencies for programs or projects are required to submit the proposal and the “Gaining Approval to Submit a Grant” form to the district offices for Administrative approval, prior to the proposal deadline. Applications arriving at the district offices within one week of the proposal deadline may not be processed in time for submission.

Any proposal that is to be submitted for funding must adhere to the following guidelines:

• If a program or project will include the use of technology, the applicant must obtain approval from the Technology Department by completing and obtaining the authorized signatures on the “Software/Hardware Adoption Procedures” form, before submitting the “Gaining Approval” form(s).
• If a program or project will include any alterations or constructions to be performed with respect to district facilities or grounds, the applicant must obtain approval from the Grounds and Maintenance Department by completing and obtaining the authorized signatures on the “District Volunteers Construction Project Application,” before submitting the “Gaining Approval” form(s).
• As required by the “Gaining Approval” forms:
  o The applicant must document how the proposed program or project aligns with the district’s mission, strategic plan, and school improvement plan and how it will improve student learning in the subject matter to be addressed.
  o The applicant must list the instructional outcome and objectives of the proposed program or project.
  o The applicant must specify any in-kind or on-going costs associated with the program or project, such as: equipment, computers, power, water, transportation, and staff.
  o The applicant must specify any alterations or construction to be performed with respect to district facilities or grounds.
  o The applicant must specify any technology software or hardware that will be utilized.
  o The applicant is responsible for obtaining their Principal’s or Supervisor’s signature before submitting the “Gaining Approval” form(s). All other administrative signatures will be obtained internally through administration.
  o The applicant is responsible for submitting an approximately 250-word summary of the application, for any application requiring School Board approval. The summary must be submitted in time to be included in the School Board’s minutes and packet.
  o The applicant must detail a budget either in the “Gaining Approval” form(s) or in the proposal. The detailed budget should include categories, such as: Salary, Stipends, Benefits, Training, Equipment, Supplies, Staff Travel, Student Transportation, Contracted Services, or Evaluation. All salaries, stipends, or benefits must adhere to the amounts established annually by the district’s Business Office.
• The applicant is required to include indirect costs in the budget for proposal requests that total more than $5,000. Indirect costs must adhere to the amount established annually by the district’s Business Office.
• The applicant listed on the “Gaining Approval” form will be responsible for providing the district’s Business Office or grant personnel with a copy of the award letter or notification letter and any legal or accounting documentation provided by the funding agency. The applicant must also clearly identify, for the district’s Business Office or grant personnel, when any fiscal or performance reports are due. The
PROPOSALS TO FEDERAL, STATE OR OTHER FUNDING AGENCIES FOR SUPPLEMENTAL FUNDING, PROGRAMS OR PROJECTS

- applicant must file any performance reports with the funding agency on time, and must provide a copy of the report to the district's Business Office or grant personnel.
- All provisions of the proposal must adhere to district policies and procedures.

Procedure History
Adopted: November, 1988
Revised: November, 2004
TUTORING AND CHARGING FEES FOR PRIVATE PRACTICE

School equipment, rooms, materials and time cannot be made available for tutoring or private practice.

School District No. 25 personnel are not to engage in tutoring for pay on school time.

Teachers are encouraged to offer individual help for students as needed.

Each employee shall abide by his professional code of ethics while engaged in tutoring or private practice.

Policy History
Adopted: August, 1973
Revised: N/A
SPECIAL EDUCATION FOR STUDENTS WITH DISABILITIES

School District No. 25 recognizes the unique needs of students with disabling conditions and their potential for significant educational development when receiving special services designed to meet their educational needs.

It is the policy of School District No. 25 to make reasonable effort to provide an appropriate special education program which best meets the needs of all students with disabilities attending school within the District. The District shall comply with the State Board of Education Rules and Regulations for Public Schools K-12, Idaho Code, applicable Federal Regulations outlined in the Individuals with Disabilities Education Improvement Act (IDEA 2004) and applicable regulations outlined in Section 504, U.S. Rehabilitation Act of 1973 regarding the provision of such services for students with disabilities.

This policy will embrace all students with disabilities as defined by law. Whenever a student's behavior violates the standards adopted by School District No. 25, action will be taken which may deny the privileges and rights of school attendance.

The procedures for implementing Policy 6410, Special Education For Students with Disabilities, are outlined in the “Idaho Special Education Manual.” Please refer to this publication for procedures relating to all phases of the Special Education Program.

(See Policy and Procedure 8210, Denial of School Attendance, District Policy and Procedure Handbook.)

Policy History
Adopted: August, 1973
Revised: July, 2005
FIELD TRIPS

The Board of Trustees of School District No. 25 recognizes that field trips are an educationally sound instructional device and an important part of the instructional program of the schools. Properly planned and executed field trips can supplement and enrich classroom curriculum by providing learning experiences in an environment outside the schools.

Provisions will be made for the planning and conduct of field trips.

Policy History
Adopted: August, 1973
Revised: January, 2000
FIELD TRIPS

The teacher planning for a field trip shall be responsible for the following details:

- Know from first-hand experience or a reputable source that the objectives of the field trip can be realized and that the field trip is safe.
- Align the objectives of the field trip and activities with the District’s curriculum.
- Have approval for the field trip from the school principal at least two weeks in advance.
- Have adequate supervision and a responsible person to supervise students on each bus.
- Seek parent involvement on the field trip where appropriate.
- Obtain a “Parent Approval for Field Trips” from each student participating in the field trip signed by the parent or guardian. The teacher should file the parent’s approval form until the end of the year. (A recommended sample “Parent’s Approval for Field Trips” form is provided).

The principal shall be responsible for the following field trip details:

- Certify that the teacher's field trip plans are adequate and that the trip is justified in terms of educational objectives to be achieved by personally signing the request submitted by the teacher for approval.
- Arrange with the district transportation department for the use for the bus at least two weeks prior to the field trip presenting the request in writing on the appropriate form.

Requests arriving in the Education Center will be honored as long as bus transportation can be arranged and the field trip is within budget, however, the District administration reserve the right to cancel field trip requests.

No field trips should be requested outside the Pocatello/Chubbuck community without prior approval from the appropriate Director of Education. (An “Outside of District Field Trip” approval request form is provided with this procedure).

(For Out-of-State Activities involving student overnight travel, see Board Policy and Procedure 8143 – Out-of-State Activities Involving Student Overnight Travel).

Elementary Specific Field Trip Procedures

- One classroom field trip per year shall be permitted that is funded by a fee assessed to students. The fee shall not exceed $10 and shall cover transportation costs and any activity/entrance fee. No student is to be excluded from a classroom field trip due to an inability to pay.
- Three field trips per classroom shall be permitted using district transportation or city busing and funded through student activity funds, building funds, outside sources, or any combination of the funding sources. Principals and PTA/PTO Boards shall be expected to communicate in the fall of each year as to what funds are available. Students may be assessed an admission fee. No student is to be excluded from a classroom field trip due to an inability to pay.
- Two sponsored field trips per grade level shall be permitted.
- All field trips shall be subject to approval by the principal.
- There shall be no limit on walking excursions approved by the principal.

Secondary Specific Field Trip Procedures

- Clubs, and special student groups, such as BPA (Business Professionals of America), Journalism, Yearbook and Student Council classes shall be permitted to self-fund field trips for workshops and/or competitions. At the Middle School level this shall include self-funded ski field trips.
- District approved grants that have a portion of the grant designated to fund curriculum-related field trips shall be permitted at no additional expense to the District.
FIELD TRIPS

- Students having parent/guardian permission to provide their own transportation to in-district class related enrichment activities shall be permitted.
- Self-funded end-of-year positive behavior field trips shall be permitted.
- Curriculum–related field trips that do not meet the above criteria shall not be permitted.
- Extra/co-curricular trips shall be either self-funded or partially funded by the District per the extra/co-curricular budget.
- All field trips, other than those mentioned in item #6 shall be paid for in advance per the cost of District transportation in a school bus.
- All field trips shall be approved by the principal and subject to any other approval per Board Policy.

Procedure History
Adopted: August, 1973
Revised: September, 2010
PARTICIPATION IN ESSAY, POSTER AND OTHER CONTESTS

The Pocatello/Chubbuck Schools will participate in contests such as essay writing, poster making and other contests after such contests have been approved by the Superintendent of Schools or his/her designee and/or the District Curriculum Committee.

Student and teacher participation in approved contests shall always be on a volunteer basis.

Policy History
Adopted: August, 1973
Revised: November, 2004
PRESENTATIONS BY OUTSIDE ORGANIZATIONS AND SPEAKERS

In general, the school principal, in consultation with the appropriate teacher(s), will determine if and when to use guest speakers or presentations by outside individuals or organizations. While acknowledging that many guest speakers or presentations are valuable, it is impractical to schedule the appearance of all speakers or presentations. Scheduling speakers or presentations merely to provide an audience for a speaker or organization to expound its views will not be allowed.

Any content of a controversial nature in lectures/speeches by guest speakers or in presentations should be referred to the District Curriculum Committee (DCC). The DCC will approve or deny the request.

Several factors will be considered in the use of guest speakers or presentations by outside groups:
- Low impact on instructional time.
- Appropriateness of material in relation to the curriculum.
- Appropriateness of material in relation to the maturity level of the students.
- Benefit to the students.

Policy History
Adopted: August, 1973
Revised: November, 2004
CHARTER SCHOOLS

A charter school is a public, non-religious, publicly funded school that is accountable for the provisions set forth in its charter petition as approved by the local board of trustees. The charter school shall operate independently and shall be responsible for its own operation, both fiscal and programmatic, including, but not limited to, personnel matters, preparation of a budget, and contracted services. A charter school shall be considered a public school for all purposes.

A charter school may be formed by creating a new school or converting an existing public school to charter status. The district cannot authorize the conversion of any private or parochial school to a charter school. A charter school cannot be operated for profit.

A charter school shall be subject to all federal and state laws including, but not limited to, laws concerning discrimination on the basis of gender, gender identity, sexual orientation, age, race, color, national or ethnic origin, exceptionality, religion, family relationship, or personal or political patronage. A charter school is exempt from the district’s policies with the exception of this Policy 6118 – Charter Schools, State Board of Education Rules and Title 33, Chapter 52, Idaho Code.

A charter school may be formed to accomplish any of the following:
- Improve student learning;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students;
- Include the use of different and innovative teaching methods;
- Utilize virtual distance learning and on-line learning;
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
- Hold the schools established under this chapter accountable for meeting measurable student educational standards.

PROCESS FOR SUBMISSION OF CHARTER SCHOOL PETITION

Public Charter School Petition Requirements
- Prepare a petition in accordance with this policy and State Board of Education Rules. An authorized chartering entity is defined as either the local board of trustees of a school district in this state, or the Idaho Public Charter School Commission per Idaho Code. A petition to establish a new public virtual school must be submitted directly to the public charter school commission. A petition to establish a new public charter school, other than a new public virtual school, shall first be submitted to the local board of trustees in which the public charter school will be located. If the petition is then sent to the public charter school commission, documentation of the reasonable and good faith effort between the petitioners and the local board of trustees must be submitted with the petition to the public charter school commission.
- Prior to filing a petition with an authorized chartering entity, submit the proposed draft petition to the State Department of Education for a sufficiency review to determine whether or not it was prepared in accordance with State Board of Education requirements, and contains the information required by state statute.
- The public charter school petition shall include the following information:
  - A completed and signed Charter School Petition Cover Page available on the district’s website
  - Authorized Chartering Entity
CHARTER SCHOOLS

- Elector petition forms with no less than 30 signatures of qualified electors and proof of elector qualifications
- Articles of incorporation and bylaws of the nonprofit corporation
- Detailed mission and vision statements
- Description of the school’s educational program and how learning will occur
- Description of the use of different and innovative teaching methods
- School goals that meet the Educational Thoroughness Standards as defined by Idaho Code.
- Measurable student educational standards which demonstrate that students have attained the skills and knowledge specified in the school’s goals.
- Various methods by which student progress is to be measured in meeting educational standards.
- A provision for the use of the same standardized tests as other Idaho public school students.
- A provision that ensures the charter school shall be accredited as required by State Board Rule.
- Detailed plans for financial management, including the budget for the first year of operation (IFARMS format).
- Description of the governance structure of the school, including the person(s) or entity that shall be legally accountable for the operation of the school including names, positions, and phone numbers.
- An outline of the qualifications to be met by individuals employed by the school.
- A provision that ensures all staff members will submit a criminal history check fingerprint card to the Office of Certification at the State Department of Education.
- A provision ensuring that all teachers and administrators will be issued a state approved written contract.
- Procedures to ensure the health and safety of students and staff.
- A plan for the denial of school attendance to any student who meets the definition of an habitual truant, for disciplinary reasons as defined in Idaho Code, or for any student who has been expelled from another school district.
- An outline of procedures for suspension, expulsion and reenrollment of students.
- Description of admission procedures, enrollment capacity, a plan to address over-enrollment, and the equitable selection processes for the initial year, and subsequent years of operation.
- Description of how waiting lists will be developed and renewed annually.
- Enrollment projections.
- Description of how citizens residing in the attendance area of the charter school will be notified of enrollment opportunities.
- Description of the process for conducting the annual financial and programmatic operations audits.
- A provision that ensures all staff members will be enrolled in and covered by all of the following:
  - Public Employee Retirement System (PERSI)
  - Federal Social Security
  - Unemployment Insurance / Worker’s Compensation
  - Health insurance
- Description of the transfer rights of any employee working in a charter school that is approved by the board of trustees of a school district, and the rights of such employee to return to any non-charter school in the district.
- A provision ensuring that charter school staff shall be considered a separate unit for the purposes of collective bargaining.
- A detailed outline for how special education services will be provided inclusive of the following:
  - Identification / Evaluation
  - Programming
  - Individual Education Plans (IEP)
    - Development
    - Review
CHARTER SCHOOLS

- Revision
  - Services
  - Discipline Policy
  - Budget
  - Transportation for special needs students (the charter school must provide transportation unless a special needs student is capable of getting to school in the same manner as other students)
    - An outline of transportation services for students, including estimated first year cost.
    - An outline of the child nutrition program inclusive of the following:
      - School Lunch Program
      - Determining eligibility for Free and Reduced Price Meals.
      - Verification reporting and recordkeeping
    - Description of the manner in which gifted and talented students will be served including a plan for identification and service.
    - Description of the manner by which Limited English Proficiency services will be provided.
    - Description of facilities to be used by the school and how they comply with applicable local, state, and federal codes and regulations.
    - An outline of the manner in which administrative services of the school are to be provided.
    - Description of potential civil liability effects upon the school and upon the chartering entity.
    - Documentation of organization under the Idaho Nonprofit Corporation Act.
    - Documentation regarding insurance for liability and property loss.
    - A plan for working with parents who have students who are dually enrolled pursuant to Idaho Code.
    - A plan for termination of the charter by the board of directors inclusive of the following:
      - Identification of who is responsible for dissolution of the charter school;
      - A description of how payment to creditors will be handled;
      - A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school; and
      - A plan for the disposal of the public charter school’s assets.
    - A provision that ensures a policy of internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with internet access that protects against access to obscene or harmful images as defined in the Children’s Internet Protection Act.

- After a sufficiency review has been facilitated by the State Department of Education and findings and recommendations have been addressed, charter representatives will submit an electronic copy of the public charter school petition to the Assistant Clerk of the Board of Trustees at the Education Service Center: 3115 Pole Line Rd., 83201, by September 1, no later than 4:30 p.m. A petition must be received by the initial authorizing charter entity no later than September 1 in order for the charter to be eligible to begin instruction the first complete school year following approval of the petition. Notify the State Board of Education that a petition has been filed with the Pocatello/Chubbuck School District No. 25. Board of Trustees. Upon approval by the authorized chartering entity, the petitioner is required to submit a signed copy of the Idaho Public Charter School Approval Form and a copy of the charter to the State Board of Education and the State Department of Education.

- Submit background checks on all founding members at the time the petition is filed with the Assistant Clerk for the Board of Trustees.

The Board of Trustees shall not be obligated to enter into service contracts with the public charter school for special services, transportation, or food service.
CHARTER SCHOOLS

General Powers and Responsibilities of the Charter School Board of Directors

- Upon approval of the petition, the charter school’s board of directors will be public agents responsible for their charter school.
- The charter school’s board of directors shall not receive compensation nor benefit monetarily from the charter school or have any other pecuniary interest per Idaho Code.
- The charter school’s board of directors shall act as public agents to control the charter school and have the same responsibilities and liabilities of any governing board of public education.
- The charter school must comply with all federal and state laws.
- The responsibility for identifying the essential laws and regulations, and complying with them, lies with the charter school and not the district.
- The charter school may not extend the faith and credit of the district to any third party or entity.
- The charter school may not contractually bind the district with any third party.
- The charter school shall keep complete and accurate board of directors’ meeting minutes and make them available to the public.
- The charter school’s board of directors shall be responsible for ensuring that the public charter school is adequately staffed and that such staff provides sufficient oversight of all operational and educational activities.
- The charter school’s board of directors shall be responsible for ensuring that the school is in compliance with all of the terms and conditions of the charter approved by the Board of Trustees or public charter commission as reflected in the final approved petition filed with the State Board of Education.
- The charter school’s board of directors shall annually submit a Performance Certificate to the Board of Trustees.
- The charter school’s board of directors shall be responsible for promptly notifying the Board of Trustees if it becomes aware that the public charter school is not operating in compliance with the terms and conditions of its charter.

District Liability and Charter School Insurance

Idaho law provides that neither a school district or its Board of Trustees will be held liable for any acts, omissions, debts or other obligations of a charter school, except as may be provided in an agreement or contract between the district and a charter school. The charter school shall defend, hold harmless and indemnify the Board of Trustees, the district and any agent or employee of the district against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney’s fees and court costs, arising out of the operation of the charter school and/or arising out of the acts or omissions of the agents, employees, invitees or contractors of the charter school. The charter school shall maintain a policy of general liability, errors and omissions, public officers, crime/fidelity, student transportation liability and any other type of insurance necessary to provide coverage for the potential losses. A charter school that converts an existing school within the district to a charter school shall list the district as an additional insured.

The charter school shall provide to the district proof of such insurance prior to the opening of the charter school and by the date stipulated in the petition.

Admission Procedures

Charter Schools must follow admission procedures as outlined in State Board of Education Rules.

Students attending public charter schools may dual enroll in school district classes and/or extra-curricular activities and are responsible for any applicable fees at the same rate as regular public school students. If enrollment in a specific program reaches the maximum for the program, priority for enrollment shall be
given to students who are currently enrolled full-time in the district.

**Process for Consideration of Authorization of a Charter School Petition**
Following receipt and detailed review of a charter petition the Board of Trustees shall hold a public hearing to solicit input regarding the merits of authorizing the charter. Following such hearing, the Board may either: (1) consider the petition and approve the charter; or (2) consider the petition and deny the charter; or (3) refer the petition to the Idaho Public Charter School Commission and notify the petitioners of this action.

A petition to convert an existing public school shall be signed by not fewer than 60% of teachers currently employed by the school district at the school to be converted and by one (1) or more parents/guardians of not fewer than 60% of the students currently attending the school to be converted.

The approval of a charter by the Board of Trustees does not provide the petitioners with any right to begin operating the public charter school during a particular school year unless it falls within the allowable number of new public charter schools that may be approved per year, per Idaho Code.

**Charter School Appeal Process**
If a petition is denied, the Board of Trustees will prepare a written notice of its decision to deny the charter. The written decision shall include the reasons for the denial, and an explanation of the criteria and standards considered by the Board of Trustees.

The petitioners may appeal the decision of the Board of Trustees within 30 (thirty) days of the written decision in accordance with the procedures described in State Board of Education Rules.

**Use of District Facilities**
A public charter school may contract with the district to provide facilities to the public charter school. If the public charter school utilizes a district facility, the parties will include in the contract, where applicable, but not limited to, the following:

- Identification of the facility
- Lease rate for the facility
- Outline of the condition of permissible use
- Provisions for joint inspection and notation of the initial condition of the building
- Limitations of the permissible alterations of the facility
- Allowance for district inspection of the facility
- Determination of the operational costs to be paid by the parties, including, but not limited to, utilities, insurance, maintenance and custodial services
- Determination of the manner in which the building must be restored at the end of the leasing period;
- provisions for alternative arrangements or termination of the charter school in the event the facility is damaged or destroyed
- Provisions for the terms, conditions and coverage of property and liability insurance

**Personnel**
- Public charter school employees are not employees of the district
- The staff of the public charter school shall not be included in the district’s collective bargaining unit
- Employees of a public charter school who desire to be employed by the district must apply through the district’s equal opportunity employment procedures
- Certificated teachers who are hired by the district from a charter school shall have their charter school experience count on the salary schedule the same as the certificated employees hired from other school
CHARTER SCHOOLS

FOLLOWING BOARD APPROVAL OF A CHARTER SCHOOL PETITION

Review of the Charter School
The Board of Trustees shall retain the right to review at least annually the degree to which the charter school is meeting the terms of the petition. The Board may direct the Superintendent to have a district representative or an independent evaluator complete the following:

- Visit the charter school
- Review the charter school’s records and data including student achievement data using current district format
- Directly survey the charter school’s parents/guardians, students, and employees
- Audit the charter school’s textbooks and/or curriculum
- Pursue any other reasonable means of determining accountability for the charter school contract

To enact any of the above measures, the Superintendent or designee must state the specific nature of the concern and the concern must be substantial. The request must be reasonable in terms of the timing and the amount or types of information required.

Annual Reporting Requirements
Any charter school authorized by the district shall annually submit the following reports to the district per the district’s Annual Reporting Schedule:

- Performance Certificate and Framework
- A fiscal operations Audit conducted by an independent auditing firm
- A programmatic operations Audit, inclusive of a report on student progress as outlined in the school’s petition. The annual programmatic audit shall also include student profile information including: socioeconomic data; mobility rates; enrollment and departures; number of special education students; types of disabilities; programs for and dollars spent on special needs students; number of minority students; student achievement and progress using current district format; and attendance rates
- A copy of the public charter school’s accreditation report
- Information regarding any changes or proposed changes to existing facilities including purchasing or leasing a new facility or acquiring land to build a new facility. Notification should be provided to the Clerk or Assistant Clerk of the Board of Trustees as soon as final arrangements have been made to purchase or lease a new facility or acquire land to build a new facility. The charter school facility must comply with all applicable state and federal laws.

Public Charter School Revisions
A public charter school may submit a reasonable request to revise its charter to the Board of Trustees, as authorized by Idaho Code and State Board of Education Rules.

A revision of the terms of the charter petition shall require the approval of the Board of Trustees and the charter school’s board of directors.

A charter for a public charter school approved by the board of trustees of a local school district may be transferred to, and placed under the chartering authority of the Idaho Public Charter School Commission if the board of trustees of such local school district, the public charter school commission, and the board of directors of the public charter school all agree to such transfer, including any revision to the charter that may be required in connection with such transfer. The same applies for transferring a charter school from the commission to the district. A request to transfer a charter may be initiated by the board of directors of a public charter school or by the authorizing charter entity of such public charter school.
CHARTER SCHOOLS

Termination and Non-renewal
The Board of Trustees may revoke a charter if it has reason to believe that the public charter school has done any of the following:

- Failed to substantially meet any of the student educational standards identified in the charter petition
- Committed a material violation of any condition, standard or procedure set forth in the charter petition
- Failed to meet generally accepted accounting standards of fiscal management
- Violated any provision of law
- Lost substantial support of the school’s parents, staff, and/or community
- Failed to submit required reports to the district
- Filed for bankruptcy or financial reorganization and is unable to pay its creditors

The Board of Trustees must provide the public charter school written notice regarding its intent to revoke the charter, and must include the reasons for such proposed action. In addition, such notice shall provide the public charter school with a reasonable opportunity to reply, which shall not be less than thirty (30) days after the date of such notice. The public charter school shall submit a corrective action plan to the Board of Trustees and the State Board of Education. The corrective action plan shall describe in detail the terms and conditions by which the public charter school will cure the defect at issue, including a reasonable time frame for completion.

The Board of Trustees shall conduct a public hearing with respect to its intent to revoke the charter. Such hearing shall be held no later than thirty (30) days after receipt of such written reply. If the public charter school does not reply by the date set in the notice, then such hearing shall be held no later than sixty (60) days after the date written notice was sent by the local school board.

Written notification of the hearing shall be sent to the public charter school at least ten (10) days prior to the hearing. The public hearing shall be conducted by the Board of Trustees or such other person(s) appointed by the board to conduct public hearings and receive evidence as a contested case in accordance with Section 67-5242, Idaho Code.

If the Board of Trustees determines that the public charter school has not complied with the corrective action plan and/or cured the defect at issue, the board may revoke the charter. Such decision may be appealed to the State Board of Education. The provisions of State Board of Education Rules shall govern the appeal.

Upon revocation or termination of the charter school, all records of students residing within the district’s boundaries shall be immediately transferred to the district.

The charter school shall pay its creditors, and transfer ownership of any remaining assets or property to the authorizing charter entity.

Legal References:
Idaho Code: Title 33: Chapter 52
Idaho Code: Title 33: Chapter 1612
State Board of Education 08.02.04 – Rules Governing Charter Schools

Policy History
Adopted: January, 1999
Revised: July, 2016
INSTRUCTIONAL MATERIALS

School District No. 25 will furnish all instructional materials including textbooks, workbooks, magazines, newspapers, and any other instructional classroom materials required by the School District for classroom use.

Students will be required to furnish paper, pencils, and other items which are obtained on an individual basis.

No collections will be made from students for instructional supplies.

Policy History
Adopted: August, 1973
Revised: November, 2004
TEXTBOOK ADOPTION

Section 33-118; 33-118A, Idaho Code, states in part that the State Board of Education shall determine how and under what regulations curricular materials shall be adopted for the public schools. The State Curricular Materials Selection Committee is charged with the responsibility of screening, evaluating, and recommending curricular materials and accompanying instructional materials for adoption to the State Board of Education.

As funding is available, Pocatello/Chubbuck School District No. 25 will adopt textbooks/instructional materials that coincide with the state’s adoption schedule.

School District No. 25 will supply basic instructional materials for all students enrolled. Teachers of School District No. 25 will use as their primary source the textbooks and instructional materials which are approved for use in the district except those that are used for reference-supplementary purposes.

Neither students nor parents of students are to be asked to purchase any books for use in connection with the school program unless such purchases are recommended by the Textbook Adoption Committee and approved by the Superintendent of Schools.

The term “textbooks” is to be understood to include both basic and supplementary books.

Policy History
Adopted: August, 1973
Revised: November, 2004
Selection of instructional materials in School District No. 25 is based on evaluation by committees using criteria which has been developed for this purpose. It is the function of the textbook adoption committees to read, analyze and rate books in terms of District approved criteria and need. A checklist for textbook evaluation, appropriately designed for the textbook being considered for adoption, will be prepared by the Director of Curriculum and made available to members of the adoption committee as a guide in the evaluation process.

**Timeline for Curriculum Development, Textbook Adoption and Program Implementation**

Curriculum development will follow the phases of the curriculum renewal process as outlined in the Curriculum Handbook:

- Phase I – Planning
- Phase II – Curriculum Development
- Phase III – Textbook/Instructional Materials Selection
- Phase IV – Implementation
- Phase V – Evaluation

**TEXTBOOK ADOPTION COMMITTEES**

The Director of Curriculum and the Curriculum Coordinator will coordinate the activities of textbook adoption committees. Representative teachers and supervisors, administrative personnel, Board members, and patrons will be involved in the evaluation and adoption process. A suggested summary of the committee structure and functions follows:

**Elementary Committee**

The elementary textbook adoption committee will be made up of:

- One teacher from each elementary school, with comparable representation from each grade level. Teachers will be recommended by their principal and appointed by the Director of Curriculum in cooperation with the Director of Elementary Education.
- One or two elementary principals recommended by the Director of Elementary Education and appointed by the Director of Curriculum.
- One Board member appointed by the Chairman of the Board.
- Two parents recommended by District PTA or principals and appointed by the Director of Curriculum.

**Middle School Committee**

The middle school textbook adoption committee will be made up of:

- Teachers for the given subject under consideration. Officially, two teachers from each building for each subject area where textbooks are being adopted will be voting members of the committee. Each grade level is to be represented in the committee membership. There will be a separate committee for each subject area. Teachers will be recommended by their building principal and appointed by the Director of Curriculum in cooperation with the Director of Secondary Education.
- One middle school principal or one middle school assistant principal recommended by the Director of Secondary Education and appointed by the Director of Curriculum.
- One Board member appointed by the Chairman of the Board.
- Two parents recommended by District PTA or principals and appointed by the Director of Curriculum.

**High School Committee**

The high school textbook adoption committee will consist of:

- Teachers for the given subject under consideration. Officially, two teachers from each building for each subject area where textbooks are being adopted will be voting members of the committee. Each grade
TEXTBOOK ADOPTION

level where the subject is being taught is to be represented in the committee membership. There will be a separate committee for each subject area. Teachers will be recommended by their building principal and appointed by the Director of Curriculum in cooperation with the Director of Secondary Education.

- One high school principal or one high school assistant principal recommended by the Director of Secondary Education and appointed by the Director of Curriculum.
- One Board member, appointed by the Chairman of the Board.
- Two parents recommended by District PTA or principals and appointed by the Director of Curriculum.

All textbook adoption committee appointments will be for one year.

The Director of Curriculum and Curriculum Coordinator are ex-officio members of all textbook adoption committees and act as coordinators of all activities related to the selection of textbooks. The Director of Curriculum or Curriculum Coordinator will notify committee members of their appointment by letter or email and will be responsible for scheduling all meetings. No more than one-half of the committee meetings are to be scheduled during the regular school day (8:00 a.m. to 4:00 p.m.). Additional functions of the committees are:

- To evaluate new textbooks and new editions of textbooks already under adoption that appear on the state adoption approved list.
- To recommend textbooks for adoption or re-adoption by the District.
- To recommend grade and subject placement of textbooks.
- To recommend future areas of textbook/instructional materials study.

Textbook adoption committee recommendations will be submitted to the Director of Curriculum. The recommendations will then be reviewed by the Superintendent of Schools. With the Superintendent’s approval, the recommendations will be presented to the Board of Trustees for adoption.

BUDGET

The Director of Curriculum and Curriculum Coordinator, in cooperation with the Director of Elementary Education and the Director of Secondary Education, will be responsible for recommending an annual textbook budget, which will include costs to be incurred by the textbook adoption committees.

Procedure History
Adopted: August, 1973
Revised: November, 2004
WORKBOOKS AND OTHER CONSUMABLE MATERIALS

Consumable material, such as workbooks, magazines, newspapers, and any other instructional classroom materials required by the School District for classroom use is the property of the School District and is not to be transferred with students who leave School District No. 25.

When a student transfers to another school within the District, workbooks and other consumable materials should be sent to the new school with the student’s other records.

Policy History
Adopted: August, 1973
Revised: August, 2004
CLASSROOM USE OF COMMERCIALLY-PRODUCED VIDEO RECORDINGS

The Pocatello/Chubbuck School District is committed to providing rigorous and relevant educational programs and curriculum offerings for students that are research based, meet state standards and appeal to student interest. To this end, as part of the delivery of instruction, on occasion teachers may use video recordings to meet the instructional objectives of particular lessons.

Because of the availability of a variety of movies, television programs, web based video and video recordings it is increasingly necessary to exercise judgement and prudence in selecting videos for classroom use. Video recordings shall be carefully previewed, selected for the direct relevance to the approved curriculum, and used for educational purposes only. Typically, only those segments of a video recording that illustrate the topic or curriculum content need be shown.

Video recordings shall be categorized as “produced for instructional purposes” or “produced for entertainment purposes.” Restrictions, requirements, and procedures for use in the Pocatello/Chubbuck School District shall be based on this designation.

Video recordings produced for instructional purposes may be used to initiate, enhance, or culminate teaching units. The instructional value of video recordings shall be weighed against the value of the academic time it consumes.

Instructional video recordings owned by the District shall be shown at the level for which they are approved. The following producer ratings, if available, shall be applied within the classroom for video recordings that have direct instructional relevance:

- K: Kindergarten
- Primary: Grades 1 - 3
- Intermediate: Grades 4 - 6
- Elementary: Grades 1 - 6
- Middle School: Grades 6, 7 & 8
- High School: Grades 9 - 12
- Adult: School District Staff Development

All video recordings produced for entertainment purposes shall be approved by the building principal prior to their use in the classroom (Form D-3). Building principals shall annually submit the completed permission forms to the Director of Elementary or Secondary Education.

There are some classes that lend themselves to occasional uses of short video clips to reach an intended curricular outcome which may be used by teachers without prior approval of the building principal. However, the building principal shall have the general knowledge that the teacher will be following this practice and the video clip shall be documented in the teacher's lesson plan.

Movies rated NC-17, X or NR (not rated/unrated) shall not be shown in school or at school sponsored activities. Scenes from any video recording that contain vulgarity, indecency, nudity and/or excessive violence or profanity are strictly prohibited in the classroom and at any school sponsored activity.

Upon occasion unique circumstances may warrant a teacher seeking permission from the building principal and Director of Elementary or Secondary Education (Form D-3) so that a portion of a produced for entertainment video recording can be shown to younger students. Approval shall be granted by the building principal and Director of Elementary or Secondary Education (Form D-3) followed by notification and approval of the student's parent/guardian (see Form D-2) according to the following:
CLASSROOM USE OF COMMERCIALLY-PRODUCED VIDEO RECORDINGS

- Permission is required at the high school level for PG-13 and R movies.
- Permission is required at the middle school level for PG-13 movies; R rated movies shall not be shown.
- Permission is required at the elementary level for PG movies; PG-13 and R rated movies shall not be shown.

All video recordings shall be used in compliance with applicable copyright laws and licensing agreements. Public performance rights do not permit duplication or broadcast of programs. Neither the rental nor the purchase of a movie carries with it the right to show the movie publicly outside the home, even with the principal’s approval, unless the site where the movie is used is properly licensed for public exhibition. However, with principal permission (see Form D-3), the Educational Exemption, also called “face-to-face teaching exemption,” is a precise activity that allows for the legal use of movies in certain types of teaching. In order for a movie to be considered an “Educational Exemption,” all of the following criteria shall be met:

- A teacher or instructor is present.
- The showing takes place in a classroom setting with only the enrolled students attending.
- The movie is used as an essential part of the core, current curriculum being taught. The instructor shall be able to articulate how the use of the movie contributes to the overall required course study and syllabus.
- The movie being used is a legitimate copy.

Below are the guidelines for “off-air taping for educational purposes”:

- The guidelines were developed to apply only to off-air recording by non-profit educational institutions.
- A broadcast program (including cable programs) may be recorded off-air and retained by a non-profit education institution for a period not to exceed the first forty-five (45) consecutive calendar days after the date of recording.
- Off-air recording may be used once by individual teachers in the course of relevant teaching activities, and repeated only once when instructional reinforcement is necessary in classrooms and similar places devoted to instruction within a single building, cluster, or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) day calendar day retention period. “School days” are school session days--not counting weekends, holidays, vacations, examination periods, or other school interruptions--within the forty-five (45) calendar day retention period.
- Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
- A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each additional copy shall be subject to all provisions governing the original recording.
- After the first ten (10) consecutive days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes. i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization.
- Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
- All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
- Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.
CLASSROOM USE OF COMMERCIALLY-PRODUCED VIDEO RECORDINGS

The showing of any video recording must be listed by the teacher in his/her weekly lesson plans, with the related instructional objective(s) identified and the video's Motion Picture Association of America rating noted or the producer's rating, if available, for District owned video recordings noted.

Parents of students who object to their student(s) viewing any video recording shall express their disapproval in writing. Upon receipt of the parent's desires the teacher shall assign a meaningful, related, alternative activity that meets the same lesson objective as the video.

A parent/patron or student who objects to a particular video being used in the District's curriculum may register his/her concern by completing the “Request for Instructional Materials Review” (Form S-59).

Guidelines Reference: Congressional Record, October 14, 1984, © 1995 by the Library, University of California, Berkeley.

Policy History
Adopted: August, 1996
Revised: May, 2011
MEDIA CENTER INSTRUCTIONAL MATERIALS SELECTION/REVIEW

The Board of Trustees recognizes that an effective media center is an important and integral part of the educational program in each school. The primary purpose of the media center is to enhance and foster the learning process by providing instructional materials and services that support, implement and enrich the curriculum. All instructional materials selected for use of students through the media centers and classroom distribution shall be consistent with the district’s mission, vision and beliefs within the scope of the curriculum as adopted by the Board of Trustees.

Definition
The term “instructional materials” means all materials designed for use by students and teachers as learning resources and which help students to acquire facts, skills, opinions, and to develop cognitive processes. Instructional materials may be print, non-print, district owned, rented or obtained without cost.

Selection Principles
The selection of instructional materials shall implement the following objectives:

- Provide a collection of materials which will implement, enrich, and support student learning within the scope of the curriculum adopted by the Board.
- Materials should encompass the varied abilities, socioeconomic backgrounds and maturity levels of students.
- Materials should represent opposing sides of controversial issues without unreasonable propaganda or bias so that students may develop, under guidance, the practice of critical reading and thinking. In controversial subject areas, such as race, sex, politics and religion, the school media center is under no obligation to present materials which represent extreme points of view.
- Materials selected should represent the mission, vision and beliefs adopted by the Board in carrying out the responsibility of helping students develop high standards of achievement and a broader background.
- Materials selected should provide a background of information which will enable students to make intelligent judgments which are within the generally accepted moral values of our community.
- Materials should be representative of racial, religious, ethnic, and cultural groups, emphasizing their valuable contributions to American Heritage and be free from stereotyping.
- Materials will be selected for values of interest and enlightenment within the scope of the curriculum.
- The materials should stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- Consideration should be given to factual accuracy, authoritativeness, balance and integrity.
- Media specialists, teachers, administrators, parents, and students where appropriate, may participate in the selection process.
- Requests from students and instructional staff should be considered.
- Selections shall reflect appropriate quantity and quality and be consistent with financial resources of the district.
- The designated media specialist, in consultation with the principal, is responsible for the selection of media center materials with each school. The principal is responsible for management of the process and the appointment of a building selection committee, as needed.
- The administration will utilize procedures which enable lay citizens and professional staff to register their reactions and suggestions regarding individual instructional materials. However, the administration shall have the responsibility of making final selection where differences of opinion regarding certain instructional materials exist.

Policy History
Adopted: February, 1984
Revised: September, 2018
MEDIA CENTER INSTRUCTIONAL MATERIALS SELECTION/REVIEW

The Director of Curriculum will oversee the selection process for all instructional materials procured by the district.

Instructional Materials Selection for District Media Center
Instructional materials for the District Media Center will be selected by the District Media Coordinator in cooperation with the individual building principals, media specialists and curriculum supervisors. Encouragement is given to the use of parents on the selection committee.

Building Media Center Instructional Materials Selection and Complaint Review
The principal is to appoint a selection committee composed of the building media person who will chair the committee, teachers, parents and the principal or designee. The selection committee will meet periodically to review the materials selection plan, lists of materials recommended for selection (or which have been purchased since the last meeting), and review specific materials as may be requested by the committee. They will also act as a committee to review complaints about instructional materials at the building level, and to refer unresolved complaints to the District Instructional Materials Review Committee. Minutes and records will be kept of all Committee action. The principles of selection established in the corresponding policy and the district’s mission, vision and beliefs will be used as the basis for decisions which are made by the Committee. The same general guidelines and form as used by the District Instructional Materials Review Committee will be used.

Selection recommendations will be reviewed by the principal who will refer any questioned materials back to the building selection committee for review.

District Instructional Materials Review Committee
A District Instructional Materials Review Committee will be appointed by the Superintendent or designee for the purpose of reviewing questioned instructional materials which are intended to be purchased at the district level or where referrals have been made for review of materials by a building committee. The District Committee will have representation from professional media personnel, teachers, administrators, parents, and students when appropriate. The Director of Curriculum will chair the Committee but will not vote except in the case of a tie. Minutes and records of Committee action are to be maintained.

Request for Instructional Materials Review
Any patron or district employee may initiate a concern regarding any instructional material or website in use or intended for use by completing the form “Request for Instructional Materials Review” or “Request to Block or Un-Block a Website.”

The principles for selection established in the corresponding policy and the district’s mission, vision and beliefs will be used as the basis for decisions made by review committees at the building level and at the district level. The Committees are authorized by the Board to remove instructional materials or websites, return to use, return to limited access or to accept, reject or place in limited access materials which are introduced for use.

Requests for review of instructional materials or websites will be answered in writing, stating the decision of the committee and list the reasons. Copies of the decision will be sent to the appropriate media center, technology personnel and to the person making the request.

In the event the requestor is not satisfied with the decision, they may follow the Public Complaint – Uniform Grievance procedure.
MEDIA CENTER INSTRUCTIONAL MATERIALS SELECTION/REVIEW

Procedure History
Adopted: February, 1984
Revised: September, 2018
COPYRIGHT

The Board of Trustees recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or using of audio, visual, or printed materials and computer software, unless the copying or use conforms to the "fair use" doctrine.

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or research.

While the district encourages its staff to enrich the learning program through the use of supplementary materials, it is the responsibility of staff to abide by the district’s copying policy and obey the requirements of the law. Under no circumstances shall it be necessary for staff to violate copyright requirements in order to perform their assigned duties. The district cannot be held responsible for any violations of the copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the district’s policy or is permissible under the law should contact the Director of Curriculum. The Director will assist staff in obtaining proper authorization to copy or use protected materials when such authorization is required.

Teachers will instruct students to respect copyright laws and to request permission when their use of material has the potential of being considered an infringement.

No information or graphics may be posted on any school system official website in violation of copyright laws. The district’s technology department is responsible to grant or deny permission for the use of copyrighted material on any school or district official website.

Legal Reference: 17 U.S.C. 101 to 110 Federal Copyright Act

Policy History
Adopted: July, 2018
Revised: N/A
**COPYRIGHT COMPLIANCE**

**Authorized Reproduction and Use of Copyrighted Material in Print**

In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an article from a newspaper or periodical; a short story, essay or poem; or a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper. A teacher may make multiple copies, not exceeding more than 1 per student for classroom use if the copying meets the tests of “brevity, spontaneity, and cumulative effect” set by the following guidelines. Each copy must include a notice of copyright.

**Brevity**
- A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
- Complete articles, stories, or essays of less than 2,500 words or excerpts from prose works less than 1,000 words or 10% of the work, whichever is less, may be copied; in any event, the minimum is 500 words. (Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph.)
- One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose, or poetic prose.

**Spontaneity**
- Should be at the “instance and inspiration” of the individual teacher.

**Cumulative Effect**
- Teachers are limited to using copied material for only 1 course in the school in which copies are made. No more than 1 short poem, article, story or 2 excerpts from the same author may be copied, and no more than 3 works can be copied from a collective work or periodical issue during 1 class term. Teachers are limited to 9 instances of multiple copying for 1 course during 1 class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

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

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations, or collective works. “Consumable” works include: workbooks, exercises, standardized tests, test booklets, and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers’ reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a “higher authority,” and students cannot be charged more than actual cost of photocopying. Teachers may use copyrighted materials in overhead projectors for instructional purposes.

**Authorized Reproduction and Use of Copyrighted Materials in the Library**

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

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to 1 article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of
COPYRIGHT COMPLIANCE

copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship, or research. Any other use may subject the person to liability for copyright infringement.

At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated in the first section of this procedure.

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

A teacher may make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song. Printed musical works which have been purchased may be simplified provided that the fundamental character of the work is not distorted and that lyrics are not added or altered.

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

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

Recording of Broadcast Programs
Television programs may be recorded and used for instruction for up to 10 days following recording. The recording may be retained for up to 45 days for teacher evaluation purposes. The recording may only be replayed for educational purposes in the classroom or a similar learning environment. No program may be recorded by or for the same teacher more than once and the recording may not be altered. A limited number of copies may be made for legitimate educational purposes. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded. The district will establish appropriate control procedures to maintain the integrity of these guidelines.

Authorized Reproduction and Use of Copyrighted Materials on Websites
No information or graphics may be posted on any school system official website in violation of any copyright laws. The district’s technology coordinator and third-party vendor are responsible for maintaining copies of permission granted for the use of copyrighted material on any school system official website.

Teacher Instruction to Students for Reproduction and Use of Copyrighted Material
Teachers will instruct students to respect copyright laws and to request permission when their use of material has the potential of being considered an infringement.

Legal Reference: 17 U.S.C. 101 to 110 Federal Copyright Act

Procedure History
Adopted: July, 2018
Revised: N/A
STANDARD CLASSROOM EQUIPMENT

The Pocatello/Chubbuck School District No. 25 Board of Trustees provides standard equipment for all classrooms inclusive but not limited to the following:

- Teacher’s desk and chair
- Locking file cabinet
- Window coverings where necessary to prevent distractions
- Cabinet space for teacher’s personal belongings
- Work station for each student
- Bookcase and book cart
- Doors and windows which lock
- Computer

School principals are responsible to see that itinerant teachers have access to this standard equipment.

Policy History
Adopted: September, 2011
Revised: N/A
The Board of Trustees of School District No. 25 recognizes that an effective instructional media center is an integral part of the instructional resources of each elementary and secondary school.

School District No. 25 will establish and maintain, within its means, adequate instructional media centers in the schools of the District.

Policy History
Adopted: August, 1973
Revised: November, 2004
A District Curriculum Library and Media Center has been established for the use of all District employees. These centers will be established and maintained by the District and serve as a resource for district staff.

Eligibility for Use
All School District personnel may use the Curriculum Library and District Media Center.

Materials and Services Available at the District Media Center
- Audio-visual materials for classroom use.
- Audio-visual materials and equipment for short term loan
- Teacher equipment and work areas for preparation of instructional materials

Materials and Services Available at District Curriculum Library
- Professional books and journals
- Professional training videos

Policy History
Adopted: August, 1973
Revised: November, 2004
TESTING PROGRAM

School District No. 25 will participate in testing programs overseen by the State Board of Education and State Department of Education. In addition, School District No. 25 will participate in planned District-wide testing. All students enrolled in School District No. 25 are required to participate in the testing programs.

The District-wide testing program will be evaluated and revised as deemed necessary to best meet the needs of the students and the District. The testing program will include achievement, proficiency, aptitude and ability tests as well as teacher-made test.

It is the policy of School District No. 25 to discuss freely the results of test scores with the student and the parent. The results of cognitive assessments are to be considered restricted information. When it is necessary to report the results of a cognitive assessment, it should be indicated in general terms (i.e. percentiles or grade equivalents). If a more detailed explanation of achievement, aptitude or ability tests is necessary, qualified testing personnel are to be consulted.

Purpose of the Testing Program
- The purpose of the testing program is to:
- Provide measurements of an individual student’s ability, aptitude and achievement in a given area at a given time for guidance and counseling purposes.
- Provide objective data from which to evaluate District curriculum offerings.
- Provide a standard measure for individual, school, and district use.
- Provide a measurement tool to ensure alignment between the written, taught, tested and reported curriculum.

Administration and Interpretation of Tests
- Principals, with the assistance of guidance counselors and other personnel, are responsible for the administration of district wide/state tests.
- Teaching personnel are sometimes used in administering and interpreting standardized tests.
- Trained paraprofessionals are sometimes used in administering tests.
- Administrators, elementary classroom teachers, and secondary counselors and/or teachers may interpret non-psychological test results for students and parents.
- Psychological test results are to be interpreted for students and parents by qualified certified personnel.

Psychological Testing
- Psychological testing utilizes psychometric instruments designed to measure intelligence, personality, social dynamics, school achievement, and learning difficulties. Psychological tests are administered on an individual basis, and must be administered by qualified certified personnel or under recognized supervisory practices with the prior permission of the student’s parents or guardian and proper referral to school evaluation team. (See School District No. 25 Administrative Handbook For Special Education for procedures regarding psychological testing practices.)

Policy History
Adopted: August, 1973
Revised: November, 2004
REPORTING STUDENT PROGRESS

The Pocatello/Chubbuck Board of Trustees believes that parents and the community play a vital role in a student’s educational success. Therefore, the District has taken measures to facilitate communication with parents about a student’s academic progress. Numerous communications tools are utilized to provide for ease in communications between school staff and parents/guardians, such as telephone, email, conferences and online access for parents to view students’ grades and periodic report cards.

Report cards are educational records and document a student’s academic record in terms of grade advancement at all levels and passage and credit awarded at the secondary level. It is the practice of the schools to issue report cards to students and parents at the end of each twelve week trimester. Generally, the report cards are issued within a week of the close of the previous grading period either by hand delivery to students or by mail to parents/guardians. It is the practice of the school district to notify parents/guardians that a student is not maintaining a passing grade prior to any report card issuance.

Policy History
Adopted: August, 1973
Revised: July, 2014
REPORTING STUDENT PROGRESS

Report cards will be either given to the students to take home or will be mailed home after each grading period.

Report cards will be issued as soon as possible following the end of each grading period, usually within one week.

Procedure History
Adopted: August, 1973
Revised: November, 2004
GENERAL POLICY FOR HIRING CERTIFICATED PERSONNEL

The Pocatello/Chubbuck School District No. 25 is an Equal Opportunity Employer as governed by federal law and/or Idaho Code. Any change in these laws will result in corresponding changes to Personnel policy and procedure.

The best qualified applicant will be selected for each position in accordance with the district’s non-discrimination policy. Recommendations from all sources, when used properly, may have a positive influence on consideration given to an application. The intent of the program is to ensure equal treatment of candidates in recruitment, employment, training, promotion and other personnel practices.

All applicants for teaching positions shall be required to provide evidence that state certification requirements have been met and to sign a statement authorizing the release of any and all records relating to job performance, job related conduct and previous personnel files, including those outside of the state of Idaho. Applicants who do not sign the release shall not be considered for employment. Applicants shall not be prevented from gaining employment if a current or past employer is prevented from, or refuses to release such records.

The employment of any certificated staff member is not official until the Contract is formally approved by the Board of Trustees and signed by the applicant.

In order to qualify for employment, each teacher or administrator must have, and maintain during the entire school year, a valid Idaho teaching/administrator certificate kept on file in the district office at the beginning of the school year. Salary may be withheld if a certificate cannot be verified by the district office by September 15th of the given year. If at any time a teacher/administrator’s certification lapses, is revoked, or suspended, the certificated employee may be subject to Board action declaring a contract violation and possible termination of employment.

Policy History
Adopted: August, 1973
Revised: January, 2018
RESPONSIBILITIES AND DUTIES

The Superintendent of School District No. 25 shall determine the general responsibilities and duties of certificated personnel.

Specific duties and responsibilities within individual schools shall be assigned by the principals provided that these do not conflict with the general responsibilities and duties as approved by the Superintendent.

Policy History
Adopted: August, 1973
Revised: June, 2006
RECRUITMENT AND SELECTION OF CERTIFICATED PERSONNEL

It is the responsibility of the Administrative staff to recruit and recommend candidates to the Board of Trustees. Only the Board of Trustees has the authority to enter into a contractual arrangement with Certificated Personnel.

Every person whose position requires certification shall be required to have and to hold a certificate issued under authority of the State Board of Education, valid for the service being rendered. It is the employee's responsibility to know the regulations governing certification.

It is the policy of the Board of Trustees to require the administration to confirm prior educational work experience and to check references for new employees. Exceptions would be those with no prior public school work experience or for new employees coming from out of state where the prior employer refuses to release personnel records.

Policy History
Adopted: August, 1973
Revised: August, 2012
RECRUITMENT AND SELECTION OF CERTIFICATED PERSONNEL

Application
In order for an applicant to be considered for a position with the School District, they must first file with the Human Resources Department an official School District No. 25 application form.

Every person whose position requires certification shall be required to have and to hold a certificate issued under authority of the State Board of Education, valid for the service being rendered. It is the employee’s responsibility to know the regulations governing certification. Teachers must be certified by the State of Idaho.

Interview
Before a personal interview will be conducted, the applicant must have on file a completed application. All persons involved in the interview process must submit to the Director of Human Resources a District “Interview Report and Rating” form for all candidates interviewed. Only those candidates who have been interviewed for a specific position will be notified when the vacancy has been filled. Notification of all applicants will be provided by the appropriate administrator.

Selection
After recommendation by the Administration for a position the applicant will be issued the appropriate teaching contract as outlined in Idaho Code. The district administrators in cooperation with the Director of Human Resources, will recommend the candidate of their choice to the Board of Trustees for employment. If the Board accepts the recommendations of the Administration, a copy of the completed contract with the necessary signatures of the Board of Trustees will be forwarded to the teacher accepted to fill the position.

In at attempt to avoid any action that might tend to encourage the prospective employee to default obligations to another employer, a statement will accompany the contract indicating the candidate is not under contract with another school district.

A contract may be rejected by the Board of Trustees for reasons which they consider to be in the best interests of the School District. Unsuccessful candidates will be notified in writing that the Board has not approved the contract.

Procedure History
Adopted: August, 1973
Revised: June, 2006
TEACHER AND CERTIFICATED PERSONNEL DEFINED

Teacher and Certificated Personnel as used in this Handbook shall be the same definition for a teacher as outlined in the Idaho Code.

Policy History
Adopted: August, 1973
Revised: June, 2006
The Board of Trustees of the Pocatello/Chubbuck School District No. 25 shall issue contracts to certificated professional personnel as outlined in Idaho Code. Certificated professional personnel shall sign and return their contract no later than 10 calendar days beyond the issuance of contracts. Should an employee fail to return the contract within 10 calendar days, the contract shall become null and void and the position will be declared vacant by the Superintendent.

Applicants for teaching positions with the district who are issued a contract and employees who are on contract should recognize that their contract with the district carries responsibilities.

Employees, including new employees who have just signed their first contract, will not be released from contract during the school year unless a suitable replacement can be found. The Board may make an exception to this rule for serious health problems.

Employees may, however, make a written request for release from contract during the school year or immediately prior to the start of the school year, stating the date of requested release. The request should be submitted to the Human Resources Department so that a search for a suitable replacement can be initiated. The request for release will be submitted to the Board at the time specified by the employee. If finding a replacement is not imminent, the Human Resources Department will advise the person submitting the request that the administration will recommend to the Board that the request be denied. The Human Resources Department will also give the person making the request the opportunity to hold the request until a suitable replacement can be found, at which time the resignation would then be submitted to the Board for approval. If no time is specified for the request to be submitted to the Board, it will be submitted when the administration believes a suitable replacement can be found. The person making the request will be advised of that action.

A determination of availability of a suitable replacement will be made by the administration before any recommendation for a release of contract can be presented to the Board. If, in the judgment of the administration, there is not a suitable replacement, a recommendation will be made that the Board NOT release the employee from the contract.

Policy History
Adopted: July, 1977
Revised: July, 2019
REQUIRED PERSONNEL RECORDS

It is the policy of the Pocatello/Chubbuck School District No. 25 to perform criminal history checks as required by Idaho Code. Employees are responsible for the cost of the criminal history check and fingerprinting. Employees must complete the fingerprinting process within six weeks of employment, or face termination.

It shall be the responsibility of each certificated and classified employee of the District to submit the following material to the Human Resources Department to be filed in his/her personnel file.

Transcripts of Credits
All certificated employees and classified employees whose positions require a degree or credit hours, must have on file a complete set of official transcripts no later than the third week of employment.

Withholding Tax Statement
Every employee of the District must fill out a Withholding Tax Statement (W-4). Federal income tax and state tax deductions will be withheld according to this statement. It is the responsibility of the individual employee to make any corrections or changes that occur during the time of his/her employment in the Pocatello/Chubbuck School District No. 25.

Policy History
Adopted: August, 1973
Revised: May, 2016
HEALTH EXAMINATION

The Superintendent of Schools or designee may request a complete medical examination by a physician or surgeon for any employee or potential employee if at any time he/she has reason to believe that the condition of health of the employee is detrimental to the welfare of the students or other employees.

The cost of the examination shall be borne by School District No. 25.

Policy History
Adopted: August, 1973
Revised: June, 2006
ASSIGN EMPLOYMENT RELATED DUTIES TO SUPERINTENDENT

The Board of Trustees recognizes that the Superintendent is the executive officer of the Board of Trustees with such powers and duties that the Board may prescribe. The Superintendent shall act as the authorized representative of the District whenever such is required, unless some other person shall be named by the Board of Trustees to act as its authorized representative. Therefore, the Board of Trustees hereby delegates all powers of the Board, which have not been specifically reserved by statute or Board policy, to the Superintendent.

The Board of Trustees recognizes that Idaho Code grants the power to the Board of Trustees to suspend, grant leave of absence, place on probation, or discharge certificated professional personnel for material violation of any lawful rules or regulations of the Board of Trustees or of the State Board of Education or for any conduct which could constitute grounds for revocation of a teaching certificate.

Through this policy, the Board of Trustees is delegating ongoing authority to the District’s Superintendent in the following regard:

- The Superintendent may grant any employee’s request for voluntary leave of absence.
  - If the Superintendent exercises this grant of authority, the Board shall ratify or nullify the action of the grant of leave of absence at the Board’s next regularly scheduled meeting.
- The Superintendent may place any employee on a period of involuntary leave of absence should the Superintendent believe that such action is in the best interest of the District.
  - If the Superintendent exercises this grant of authority, the Board shall ratify or nullify the action of the Superintendent at the next regularly scheduled meeting of the Board or at a special meeting of the Board should the next regularly scheduled meeting of the Board not be within a period of twenty-one (21) days from the date of the action.
  - The determination of whether or not a period of involuntary leave of absence for a certificated employee is with or without pay shall be determined by the applicable provisions of the Idaho Code.

As to all classified employees, the Superintendent shall be the person responsible for hiring, firing, disciplining, suspending, and any other action related to the employment of said classified employee, subject to right of grievance set forth in Idaho Code § 33-517. The Board reserves the right to review and change the decision of the Superintendent if the Board disagrees with the resolution of any employment issue.

Policy History
Adopted: December, 2006
Revised: February, 2015
TEACHER SUPERVISION AND EVALUATION OF CERTIFICATED AND PROFESSIONAL STAFF

The Board of Trustees is committed to improving the quality of instruction and increasing the levels of student learning. The primary focus for improving instruction and student learning is through the process of supervision and evaluation. This process also provides a sound basis for making decisions with regard to professional growth, continued employment, transfer options and other opportunities within the organization. Thus, the Board of Trustees is responsible for adopting a consistent process for supervision and evaluation of certificated and professional staff. This process shall be evaluated annually by the District Evaluation Committee and must meet or exceed the requirements for supervision and evaluation as set forth in Idaho Code and the general guidelines as established by the state board of education. In addition, this process must meet the timelines as set forth in Idaho Code 33-514.

Building administrators are responsible for the supervision and annual evaluation of the certificated and professional staff through a defined process. Each building administrator shall receive annual training in the supervision and evaluation process as presented by the district’s administration. Additionally, ongoing instruction shall be provided to building administrators during monthly leadership training meetings as written in the district’s Continuous Learning Plan. Subsequently, building administrators shall provide an annual review of the Danielson’s Framework for Teaching supervision model including the Individual Professional Learning Plan. Supplemental materials or other expenses for district and building training shall be allocated and paid through Teacher Quality, Title II funds. Certified staff performance and goal setting shall be collected and monitored by the Elementary and Secondary Directors. The Elementary and Secondary Directors shall be responsible to share annual results with their respective building principals in order to make informed decisions regarding ongoing training needs. Specifically, building administrators shall be responsible for collecting data about a staff member’s performance through observation made during any class period or activity in which the certificated/professional staff member is engaged and the building administrator has supervisory responsibility. This is inclusive of formal and informal classroom observations, visitations, and conferencing with the individual staff members. Building administrators may keep an anecdotal record of observations and visitations. The written evaluation will identify the sources of data used in conducting the evaluation. The evaluation instrument will be designed after Danielson’s Framework for Teaching 4 domains and 22 components. While each domain will be rated individually, the teacher will receive an overall value of “1” Unsatisfactory; “2” Basic; or “3” Proficient. The ratings for all teachers will be reported to the state department of education as required. The SDE will maintain the confidentiality of individuals, but may report and publish aggregate district data. Additionally, completed teacher evaluations will be reviewed by the district to determine any areas that necessitate improvement through further professional development and training. The funding will be allocated from Title II, Teacher Quality funds. Professional competencies will account for a majority of the teacher evaluation.

In addition to the professional competencies of the Danielson model addressed in the evaluation, IDAPA Rule 08.02.02.121.03 requires that parent/guardian input shall be included as a factor. IDAPA Rules also require a third measure of evaluation to include student growth in student achievement. The evaluation rating will be based in part on measurable growth in student achievement as defined in Idaho Code 33-1001 and may be calculated using current and/or immediate past year data and may use one or both years of data. It shall be based on multiple research based measures. All non-instructional certificated staff evaluations must include measurable student achievement or student success indicators as defined in Section 33-1001, Idaho Code, as applicable to the position. The Idaho statewide assessment for federal accountability shall be one measure and a district approved measure shall be the other measure of student growth. Teachers and professional staff must be given a copy of all evaluation reports prior to the report being placed in the teacher’s personnel file.

In accordance with the rules of the Idaho State Board of Education, IDAPA 08.02.02.120, the Board recognizes an individual’s right to file a rebuttal statement if they disagree regarding any part of the certificated
TEACHER SUPERVISION AND EVALUATION OF CERTIFICATED AND PROFESSIONAL STAFF

personnel evaluation. Within 7 days of the evaluation meeting with their supervisor, the employee may file a written rebuttal of any portion of the evaluation. The written rebuttal shall state the specific content of the evaluation with which the employee disagrees, a statement of the reason(s) for disagreement, and the amendment to the evaluation requested. Any rebuttal must be filed in the personnel file of the employee within 30 days of receipt. Permanent records of each certificated personnel's evaluation and any properly submitted rebuttal documentation will be maintained in the employee's personnel file within the parameters identified in state and federal law. Further, in accordance with the rules of the Idaho State Board of Education, monitoring and evaluations of the district's personnel evaluation system shall be done through periodic policy and procedure review initiated by the superintendent or designee. Any subsequent changes to the district's evaluation plan shall be resubmitted to the State Department of Education for approval.

The superintendent is responsible to oversee consistent implementation of the adopted supervision and evaluation process.

See the building administrator or the Director of Human Resources for the current instruments and evaluation rubric documentation utilized in conjunction with this policy.

The purpose of the Evaluation Procedures shall be to increase student learning through:
1. Improving teacher self-analysis skills
2. Promoting professional growth
3. Improving teacher effectiveness in the classroom
4. Providing documentation for personnel decisions
5. Fulfilling requirements of Idaho Code

CERTIFICATED STAFF – CONTRACT CATEGORIES

Annual Contracts: Categories 1, 2, and 3

Category 1:
Definition: A Category 1 Contract is for a certificated staff member who is hired after August 1st for the ensuing school year. They are on a one-year limited contract and no further notice is required to terminate the contract at the conclusion of the contract year.

Category 2:
Definition: A Category 2 Contract is for a certificated staff member who is in his/her first year (hired prior to August 1) or second full year of continuous employment with the district. No property rights are attached to a Category II Contract. Unsatisfactory performance or conduct of a Category II teacher shall be communicated by the principal to his/her Director before February 15th. The Director shall consult with the Director of Human Resources regarding remediation or possible nonrenewal. Upon the decision by a local School Board not to reemploy the person for the following year, the certificated employee shall be provided a written statement of reasons for non-reemployment by no later than May 25th. No property rights shall attach to a category 2 contract and therefore the employee shall not be entitled to a review by the local Board of the reasons or decision not to reemploy.

Category 3:
Definition: A Category 3 Contract is for a certificated staff member who is in the third year of continuous employment by the same School District. Category 3 may also include employees who come to the District having attained “Continuing Contract” status in another Idaho School District or from another state with experience that would otherwise qualify for a Category 3 contract. If performance or conduct concerns exist, the principal shall convey those concerns to his/her Director, who shall then communicate with the Director of Human Resources. If a certified employee's work is found to be unsatisfactory, a defined period of
probation shall be established by the Board, but in no case shall a probationary period be less than eight (8) weeks.

Renewable Contracts
Certificated staff that have completed three years of continuous employment with the same District will be placed on a renewable contract. The staff member shall have the right to automatic renewal of contract by giving notice, in writing, of acceptance of renewal. Such notice shall be given to the Board of Trustees of the School District then employing such person not later than the first day of June preceding the expiration of the term of the current contract. The Board of Trustees shall notify each person entitled to be employed on a renewable contract of the requirement that such person must give the notice hereinabove and that failure to do so may be interpreted by the Board as a declination of the right to automatic renewal or the offer of another contract. Such notification shall be made, in writing, not later than May 15th, in each year, except to those persons to whom the Board, prior to said date, has sent proposed contracts for the next ensuing year, or to whom the Board has given the notice.

TEACHER MENTOR PROGRAM
The Board of Trustees recognizes and confirms its obligation to provide support for teachers in their first two years in the profession as defined in Section 33-512, Idaho Code. The superintendent or designee shall establish a new teacher support program that outlines support in the following areas: administrative and supervisory support, mentoring, peer assistance and professional development.

Evaluation Process for all Certificated and Professional Staff
- The administrator shall conduct an Individual Professional Learning Plan conference with the certificated staff member, and complete Part I, sections A, B & C, on or before October 30th.
- The administrator shall conduct no less than one documented and dated observation on or before January 1st. In situations where certificated personnel are unavailable for two documented classroom observations, due to situations such as long term illness, or late year hire, one documented classroom observation is acceptable.
- Parent/guardian input for the formative evaluation shall be solicited using certificated and professional staff recommendations and random selections from current student lists.
- The administrator shall conduct a formative conference including a review of parent/guardian input and complete Part I, sections D, E & F on or before January 15th. During this conference the employee should be informed of how he/she has performed to date. If the employee is not meeting performance expectations, the employee should be informed of the steps necessary to improve performance to a desired level. This type of conference may be scheduled periodically at other times, as needed.
- The Individual Professional Learning Plan, Part I shall be submitted to the appropriate Director of Elementary/Secondary Education on or before February 1st.
- The administrator shall conduct no less than one additional documented and dated observation to be concluded on or before May 15th.
- The administrator shall conduct a summative evaluation conference and complete the Summative Evaluation form, Part II on or before, May 15th. The summative evaluation shall include in part a section addressing growth in student achievement per IDAPA Rules. The written evaluation shall be signed by both parties and a copy will be given to the certificated and/or professional staff member.
- The administrator shall submit signed, certificated staff Summative Evaluation forms to the appropriate Director of Elementary/Secondary Education prior to June 1st.
- The original written evaluation will be placed in the staff member’s personnel file.

Action
Should any action be taken as a result of an evaluation (improvement plan, probation, non-renewal of contract) the District will comply with the requirements and procedures established by state law.
TEACHER SUPERVISION AND EVALUATION OF CERTIFICATED AND PROFESSIONAL STAFF

PROBATION
Category 1 and Category 2 certificated staff members are on limited contracts and therefore, shall not be granted probationary status. Only the Board of Trustees has the authority to place a Category 3 employee or a renewable contract employee on probation. A defined period of probation shall be established by the Board, but in no case will be less than eight (8) weeks. This process is based upon the recommendation from the building principal and appropriate Director, to the Director of Human Resources, following unsatisfactory performance or conduct. The employee shall be entitled to prior notice of the reason for a meeting or interview and shall be entitled to representation from the Association or another witness of their choosing concerning any matter which could adversely affect the continuation of their office, position, employment or salary.

During the process of Probation, the following components must be addressed:
- The concerns are identified and described to the employee
- The expectation for change is stated by the supervisor
- The corrective action(s) to be taken is identified
- The criterion which shall be used to measure the progress is identified
- The needed assistance and resources to be provided are identified
- The timelines and monitoring procedures are identified

Following the completion of the probationary time period, the Director of Human Resources, with the assistance of the supervisor and/or the appropriate Director, may recommend any of the following to the Board of Trustees:
- Remove the Category 3 or renewable contract employee from probationary status, but monitor the area(s) of concern for up to one year;
- Recommend continued employment at the end of the contract year, but under probationary status;
- Recommend non-renewal at the end of the current contract or immediate discharge.

Policy History
Adopted: August, 1973
Revised: January, 2018
PROFESSIONAL ADVANCEMENT

All certified personnel employed by School District No. 25 are encouraged to continue their professional education.

Successful completion of approved college or university courses will be recognized when advancement is authorized by the Board of Trustees.

Written application must be made for advancement to an interim step on the salary schedule.

An official transcript is required, unless there are extenuating circumstances documented by the institution of higher education.

Staff members may apply to the School District’s Human Resources Office for financial assistance to further their education for recertification. Any financial award for credits shall be limited to three (3) credits maximum during each five (5) year recertification period. Course work, including online courses, shall be taken from an accredited college or university.

Reimbursement shall be contingent upon two (2) criteria:
• The staff member shall provide the District with a receipt from the college or university showing payment for the course.
• The staff member shall provide the District with a transcript showing completion of the course with a “C” or above or a “Pass” in a pass/fail class.

Policy History
Adopted: August, 1973
Revised: September, 2011
PROFESSIONAL ADVANCEMENT

Application for Advancement
- Written application must be made for advancement to an interim step on the salary schedule. The deadline for submitting an application is **September 1st**.
- The Director of Human Resources or designee shall approve or disapprove all applications for advancement to an interim step on the salary schedule.

Credit Defined
All credit hours must be college or university credit and will be accounted for advancement in “semester” hour units. One quarter hour is required to obtain 2/3 of a semester hour.

College Credit
Certificated personnel who acquire college or university courses for the purpose of advancement on the salary schedule will be responsible for submitting an official transcript, which shows satisfactory completion of courses taken. Transcripts may be submitted at any time; however, the deadline for submitting an application for advancement to an interim step on the salary schedule is **September 1st** and the deadline for submitting official transcripts for the purpose of effecting a contract change during the current school year is **September 15th**. Any extenuating circumstances regarding inability to issue transcripts in accordance with District timeline shall be documented by the institution of higher education.

Advancement Beyond the B.A.
- Idaho Code will dictate placement on the salary schedule.
- Master’s Degrees in an area for which there is Idaho State Professional Certification or endorsement will be counted for advanced placement on the basic salary schedule.
- To advance from the B.A.+24 to the M.A., the teacher must have been awarded the degree upon which the interim step is based.
- All credit hours claimed beyond the degree must have been earned after the degree was earned.
- Any credit hours must be verified by official transcripts. Transcripts must be filed with the Director of Human Resources at the Education Center.
- Credit hours must be from a college or university approved and accredited by the State Board of Education, or by correspondence study accredited and approved by the State Board of Education.
- No credit will be accepted which is a duplication of credit for courses previously taken.
- All credit shall be earned by **August 31st** of any given year.

Procedure History
Adopted: August, 1973
Revised: June, 2015
EXPERIENCE REQUIREMENT FOR ADVANCEMENT ON SALARY SCHEDULE

Certificated employees of the Pocatello/Chubbuck School District No. 25 can fulfill the experience requirement and be eligible to advance one increment step on the salary schedule by being a contracted employee of the district for a minimum of 120 consecutive contract days and fulfilling all state requirements.

Increments will be made on an annual basis only and will go into effect upon the issuance of the ensuing contract to the employee.

Policy History
Adopted: August, 1972
Revised: September, 2017
NEGOTIATIONS

The Board of Trustees of School District No. 25 shall enter into negotiations as outlined in Idaho Code.

Policy History
Adopted: August, 1973
Revised: June, 2006
ASSIGNMENT AND TRANSFER

The assignment and transfer of certificated personnel shall be the responsibility of the Superintendent. The Superintendent shall establish practices of assignment and transfer. Such practices shall be approved by the Board of Trustees.

Policy History
Adopted: August, 1973
Revised: N/A
ASSIGNMENT AND TRANSFER

Assignment of Personnel
Except in accordance with the regulations of the State Board of Education and for good cause shown, certificated personnel will not be assigned outside the area of their academic preparation, certification and highly qualified status.

The District will endeavor to provide notification of assignment for the ensuing school year before the close of the school year. The District acknowledges that movement of a teacher without adequate lead time carries with it a certain amount of anxiety and should be avoided whenever possible. When a change of assignment occurs that does not allow adequate lead-time, a teacher will be given assistance in transporting his/her educational material upon request.

Teaching schedules and placement shall be made without regard to race, color, religion, sex, sexual orientation, gender, gender identity age, national origin, disabilities, place of residence or membership in any teacher organization.

TRANSFERS
Adjustment transfers and personnel shifts are periodically made necessary by increase or decrease in the enrollment of grades, classes, schools, or organizational levels, and by vacancies, which may exist.

Involuntary Transfers and Reassignments
The Board and Administration recognize that adjustment difficulties may arise when involuntary transfers occur. Therefore, involuntary transfers will not be initiated without administrative study and deliberation. Certificated personnel may be transferred upon recommendation of the Superintendent or his/her designee from one school position or grade level to another if such transfer is within the area of the person's academic preparation, certification and highly qualified status whenever possible.

Voluntary Transfers and Reassignments
Personal adjustment transfers are made when a more satisfactory assignment appears both desirable and possible.

A list of all current vacancies by school, grade level and/or subject matter, shall be posted on the district's website for a period of not less than one (1) week. It is the intent to have the employee who desires a transfer be responsible to periodically check the district’s website for current openings.

Renewable and Category 3 Contract Transfers
Certificated personnel who desire a transfer to another teaching position within their building shall make written application to the building principal.

Certificated personnel who desire a transfer to another building shall submit a request through the district’s website. Only personnel who qualify for the open position will be given interviews with principals or supervisors. It will be the employee’s responsibility to then contact the principal or supervisor for an interview. A request for transfer is valid only for the position requested and will expire once that particular opening has been cancelled or filled. Transfer requests can be submitted or cancelled by the employee up to, and including, the closing date of each posted position.

Voluntary transfers will not be made after June 30 of each year. However, between June 30 and August 1, exceptions for transfer may be granted when an agreement is reached between the principals of the schools affected. It will be the responsibility of the teacher interested in transfer to contact both principals
to obtain approval to interview. As with all recommendations for hire, final approval will be left to the Director of Human Resources.

**Category 1 and 2 Transfers**
Nonrenewable certified teaching personnel, Category 1 and Category 2, shall only be granted opportunity for a voluntary transfer when offered a contract or letter of intent on or before June 30th, for the ensuing school year.

When the preceding condition applies, Category 1 and Category 2 teachers will be required to adhere to the transfer timeline and process for renewable certified teaching staff.

A list of all current vacancies by school, grade level and/or subject matter, shall be posted on the district’s website for a period of not less than one (1) week. For positions that occur after August 1, the one (1) week requirement may be waived. It is the intent to have the employee who desires a transfer be responsible to periodically check the district’s website for current openings.

**Priorities**
Assignment and transfer of certificated personnel will be made after consultation with the principals involved and careful consideration of the following in this order of priority:

- Certification – inclusive of highly qualified status
- Qualifications for the position

In determining qualifications for the position, the Superintendent or his/her designee will consider the following criteria:

- Program needs of the District
- Program needs in the individual school
- Balance of staff
- Extracurricular requirements
- Success in previous assignments

**Notification**
Notification of the disposition of transfer shall be provided to all candidates by the appropriate administrator after approval by the Director of Human Resources.

**Procedure History**
Adopted: August, 1973
Revised: September, 2013
REDUCTION IN FORCE – ADMINISTRATIVE/CERTIFICATED STAFF

The Pocatello/Chubbuck School District No. 25 Board of Trustees is accountable for the operation of a public school system in accordance with the applicable state and federal laws, rules, policies and procedures that meets the educational needs of the children living within the school District boundaries. In doing so, the Board of Trustees, from time to time, may need to eliminate administrative certificated staffing positions using a fair and orderly process. The Board has the sole and exclusive authority to determine the appropriate number of administrative certificated employees and to eliminate administrative certified staff positions consistent with the provisions of state law. A reduction in force of administrative certified employees may occur as a result of, but not be limited to the following conditions that may necessitate reductions:

- Decrease in student enrollment;
- Changes in instructional programming;
- Financial conditions or limitations of the District.

When a Reduction in Force (RIF) is necessary, such reduction will take place in accordance with Procedure 7135 – Reduction in Force – Administrative/Certificated Staff.

Policy History
Adopted: June, 2012
Revised: December, 2013
REDUCTION IN FORCE – ADMINISTRATIVE CERTIFICATED STAFF

Statement of Philosophy
In any deliberations concerning a reduction in force, partial or full, the Board will study every section of the budget for possible reductions and/or cost savings measures.

The Board of Trustees recognizes that School District #25 exists for the purpose of educating children, and that administrators play a vital role in that learning process.

Procedure for Reduction in Force – Administrative Certificated Personnel
Administrative contracts are typically one year only and consequently not considered renewable; therefore, a Reduction in Force procedure for administrative certificated personnel is unnecessary. However, in order to minimize the impact of any involuntary administrative staff reductions, the District respects and acknowledges the responsibility of maintaining certain educational standards and will attempt to accomplish required administrative reductions through retirements and attritions whenever possible.

As part of the overall reduction in force process, subsequent to the determination of open administrative positions occurring as a result of attrition and as a result of a reduction in administrative certificated personnel, the Board delegates to the District Superintendent the responsibility for reassigning and transferring administrative personnel to vacant positions for which remaining administrative personnel are qualified.

Should the Board of Trustees determine that the number of administrative certificated personnel be reduced, the Superintendent shall submit a list of the administrative certificated personnel recommended for release or reassignment and provide notice to those employees.

Per Section 33-515(4), Idaho Code, should the Board of Trustees accept a recommendation from the District Superintendent or designee to reassign an administrative employee who, prior to being employed as an administrative employee was employed pursuant to a renewable continuing contract to a nonadministrative position, the Board of Trustees, may employ an administrative employee on a nonadministrative, grandfathered renewable continuing contract. Once a reassignment to a nonadministrative teaching assignment has been determined, the staff member will then be subject to the reduction in force procedure that governs nonadministrative certified staff, Procedure 7136.

Procedure History
Adopted: June, 2012
Revised: N/A
REDUCTION IN FORCE – NONADMINISTRATIVE CERTIFICATED CONTRACT TEACHERS

The Pocatello/Chubbuck School District No. 25 Board of Trustees is accountable for the operation of a public school system in accordance with the applicable state and federal laws, rules, policies and procedures that meets the educational needs of the children living within the school District boundaries. In doing so, the Board of Trustees, from time to time, may need to eliminate certificated staffing positions using a fair and orderly process. The Board has the sole and exclusive authority to determine the appropriate number of certificated employees and to eliminate certified staff positions consistent with the provisions of state law. A reduction in force of certified employees may occur as a result of, but not be limited to the following conditions that may necessitate reductions:

- Decrease in student enrollment;
- Changes in instructional programming;
- Financial conditions or limitations of the District.

When a Reduction in Force (RIF) is necessary, such reduction will take place in accordance with Procedure 7136 – Reduction in Force – Certificated Staff.

Policy History
Adopted: May, 1980
Revised: December, 2013
Statement of Philosophy
In any deliberations concerning a reduction in force, partial or full, the Board will study every section of the budget for possible reductions and/or cost savings measures.

The Board of Trustees and the Association recognize that the Pocatello/Chubbuck School District #25 exists for the purpose of educating children, and that the classroom teacher plays a vital role in the learning process.

This particular procedure is to be implemented solely in case a reduction in force, partial or full, of continuing contract teachers is necessary due to a substantial decrease in enrollment and/or there is a substantial decrease in the educational fund revenues of the School District.

With all contract categories, a probationary period is not required in the case of a reduction in force per Section 33-515 (6-8), Idaho Code. Should due process proceedings be required by Idaho Code, they shall be implemented accordingly.

Procedure for Reduction in Force – Certificated Teaching or Other Nonadministrative Contracted Personnel
When, in the opinion of the Board of Trustees, a reduction in the number of certificated teaching and/or other nonadministrative contracted personnel, partial or full, and/or a reduction in the salary of certificated, nonadministrative contracted personnel is necessitated by a decline in enrollment or lack of funds.

The Board of Trustees may choose to implement a RIF through:
- The elimination of an entire program or portions of programs;
- The elimination of positions in certain grade levels only;
- The elimination of positions in an overall review within a building;
- The elimination of positions in an overall review of the District;
- The elimination of positions through other considerations and implementation decisions;
- The elimination of a portion or percentage of a position(s) or;
- Any combination of the above.

Procedure
- In order to minimize the impact of any involuntary teaching and/or other certificated, nonadministrative contracted personnel reduction, yet at the same time respecting the District’s responsibilities to certain curricular requirements, the Board will attempt to accomplish the required reduction through natural attrition.
- In the event that the necessary teaching and/or other certificated, nonadministrative contracted personnel reduction(s) cannot be adequately accomplished by attrition, the Board shall first determine which, if any, programs will be eliminated from the curriculum, including extra-curricular and extra-duty type of assignments. Teachers or other certificated, nonadministrative contracted personnel from programs that are eliminated will have the opportunity to be retained in other areas of their certificate endorsement for which they are highly qualified.
- Reductions in force will be calculated at the building level. Staff identified for a Reduction in Force shall be placed in the pools identified in Employee Groups, and positions will be assigned as available.
  - Employee Groups - for the purpose of implementing a reduction in force under this policy, personnel shall be grouped using system-wide employee groups as follows:
    - Pre-K – 5 school teachers;
    - 6-8 middle school teachers;
REDUCTION IN FORCE – NONADMINISTRATIVE CERTIFICATED CONTINUING CONTRACT TEACHERS

- 9-12 high school teachers;
- K-12 teachers grouped separately by special subject certification areas;
- Professional-technical education teachers.

Certified employees on Board approved leaves of absence shall be subject to all provisions of this policy. Personnel returning from leave will be ranked according to their most recent evaluation.

In the event a reduction-in-force is required, certified staff who are retained pursuant to this procedure may be reassigned if suitable position openings are available in instructional areas for which they are certified and Highly Qualified and for which the principal has approved transfer as per Idaho Code requirements.

If the funding for specially funded positions is reduced or eliminated, certified staff paid by the special funds may be reduced or retained in other areas of their certificate endorsement for which they are highly qualified.

In the Board of Trustees’ determination as to the individuals to be released pursuant to the Reduction in Force, consideration may be given to the following criteria:

- Certified staff evaluation, including components required by state statute to be encompassed in certified staff evaluation.
- Area(s) of certification for which the certified staff is Highly Qualified and are classified by the District as Hard to Fill positions.
- Number of areas of certification for which the certified staff is Highly Qualified.
- Educational/Degree Status.
- National Certifications Held.
- Position as a lead teacher, department head, or building leadership team member.
- Contribution and/or involvement in extra-curricular or co-curricular positions with students.
- Compliant with Professional Standards and District policies.
- For the purpose of this procedure, seniority is defined as years of continuous employment in the Pocatello/Chubbuck School District #25 as a professional educator from the initial date of hire. Any approved leave of absence will not disrupt continuous employment, however, leave time will not count as credit towards seniority.

The Board of Trustees’ intention is that the applicable criteria be given a point value for consideration in the implementation of this RIF procedure. The appended Certified Staff Profile rubric, which is adopted and incorporated as part of this procedure, identifies the specific point values for each of these areas of consideration.

For each certified staff subject to RIF consideration based upon the Board of Trustees method of implementation, the Human Resource Department will apply point values based upon the criterion to each respective area on the Certified Staff Profile.

The factors for consideration shall be reviewed on an annual basis by the District’s Administration to determine whether factors should be added or eliminated, or weighted differently. Such recommendations for modification will then be brought before the Board of Trustees for consideration.

The Human Resource Department shall provide advanced notice of the possible Reduction in Force to all certified staff who may be released, in whole or in part, and the school programs, certified staff positions or categories of positions that may be affected.

With this notification, the Human Resource Department shall provide a copy of the Certified Staff Profile, utilizing the established point system, and the steps certified staff should take if they believe that there is an error in their individual Certified Staff Profile.

If certified staff receiving a Certified Staff Profile believe that an error has been made on their individual profile, the certified staff shall notify the Human Resource Department of their concern in writing, by the close of the school day on the third school day after the Certified Staff Profile has been delivered to the certified staff or the certified staff’s mailbox. This written notice shall specifically identify what element(s) of the Certified Staff Profile is believed to be erroneous and
REDUCTION IN FORCE – NONADMINISTRATIVE CERTIFICATED CONTINUING CONTRACT TEACHERS

explain specifically why the element(s) is believed to be in error. (The date of delivery does not count as day one.)

- If the Human Resource Department receives notice of possible error, each such written notice, timely received, shall be individually reviewed for possible reconsideration or evaluation of the information used to create the Certified Staff Profile. This may include a member of the District’s or School’s Administration communicating directly with the certified staff to obtain more information or documentation relating to the alleged error.
  - If the Director of Human Resources determines that an error was made in completion of the Certified Staff Profile, a new profile will be created and forwarded to the certified staff in question.
  - If the Director of Human Resources determines that no error was made in completion of the Certified Staff Profile, the certified staff shall be notified of this determination.
  - The certified staff shall have a period of three school days to file written notice of an appeal of this decision to the District’s Superintendent. Thereafter, the Superintendent or designee of the Superintendent shall review the dispute, in whatever manner the Superintendent/designee deems appropriate for the circumstance, and make a final decision on the issue of the appeal and questioned error of the Certified Staff Profile.

- Should the Board of Trustees determine that a RIF in fact will be implemented, the Superintendent shall submit a list of the certified staff recommended for release, and shall make recommendation to the Board as to what due process, if any, the Board needs to implement for each individual personnel situation.

- All releases shall be done in conformance with the applicable provisions of the Idaho Code and all affected certified staff will be promptly notified, in writing, of the Board of Trustees’ decision or actions that need to be taken by the Board relating to applicable due process activities, if any.

Procedure History
Adopted: May, 1980
Revised: October, 2013
CERTIFICATED STAFF – GRIEVANCE PROCESS

The Pocatello/Chubbuck School District No. 25 Board of Trustees believes that the certificated staff shall have an opportunity to solve problems at the lowest possible administrative levels and therefore sets forth the opportunity for certificated staff to follow a defined grievance process. Moreover, there shall be no retaliation on the part of the District toward any employee who files a grievance. Further, if a grievance is filed there shall be no stoppage or suspension of work.

Definitions

- A "grievance" is an alleged violation or a misinterpretation/misapplication of any provision of the Negotiated Agreement between the Pocatello Education Association and the Pocatello/Chubbuck School District No. 25 Board of Trustees.
- A “grievant” is a certificated employee.
- "Days" means working business days. “Days” may be extended if both parties to the grievance mutually agree.

PROCESS

Level 1
Before filing a formal, written grievance, the grievant shall attempt to resolve the problem by identifying the problem and meeting informally with his/her direct supervisor/designee. The supervisor/designee shall document that meeting.

Level 2
If the grievance is not resolved at Level 1, then within fifteen (15) days after the event leading up to the grievance a written “Statement of Grievance” shall be filed on the appropriate form and submitted to the grievant’s direct supervisor/designee, who shall arrange for a meeting to take place within five (5) days after receipt of the “Statement of Grievance”. The supervisor/designee shall also provide written notice to the grievant designating the time and place of the meeting and shall inform the grievant of the right to have a representative present at the meeting. The "Statement of Grievance" shall name the party involved, state the facts giving rise to the grievance, identify the elements of the Negotiated Agreement that have alleged to have been violated, indicate the relief requested, and shall be signed by the grievant. The grievant and the supervisor/designee shall be present for the meeting. Following the meeting, the supervisor/designee shall have five (5) days in which to provide a written decision with reasons to the grievant.

Level 3
If the grievant is not satisfied with the disposition of the grievance at Level 2, or if no decision has been rendered within five (5) days after the meeting with the direct supervisor/designee, the grievant may within three (3) additional days refer the “Statement of Grievance” and the Level 2 response to the Superintendent/designee, who shall arrange for a meeting to take place within five (5) days after receipt of the grievance. The Superintendent/designee shall also provide written notice to the grievant designating the time and place of the meeting and shall inform the grievant of the right to have a representative present at the meeting. Following the meeting, the Superintendent/designee shall have five (5) days in which to provide a written decision with reasons to the grievant.

Level 4
If the grievant is not satisfied with the disposition of his/her grievance at Level 3, or if no decision has been rendered within five (5) days after the meeting with the Superintendent/designee, the grievant may within three (3) additional days refer the “Statement of Grievance” and the Levels 2 and 3 responses to the Superintendent for referral to the Board of Trustees, which shall arrange for a hearing to take place within five (5) days to ten (10) days after receipt of the grievance. The Superintendent shall provide written notice
CERTIFICATED STAFF – GRIEVANCE PROCESS

to the grievant designating the time and place of the hearing and shall inform the grievant of the right to have a representative present at the hearing. Following the hearing, the Board of Trustees shall have five (5) days in which to provide a written decision with reasons to the grievant.

The decision of the Board of Trustees shall be the final decision on the grievance.

Policy History
Adopted: September, 2011
Revised: N/A
CRIMINAL HISTORY CHECKS

In alignment with the mission of the Pocatello/Chubbuck School District to provide a safe, supportive and orderly learning environment for all to learn and work, the District requires criminal history checks (CHC) for employees, volunteers and contracted service providers. Per Idaho Code 33-512 and 33-130, Districts require all persons hired for the first time to undergo a comprehensive criminal history check including, (1) Statewide Criminal Identification Bureau, (2) Federal Bureau of Investigation (FBI), (3) National Crime Information Center, and (4) statewide sex offender register.

Break in Service
When an employee has a break in service, however short, he/she must complete a new CHC. Substitute teachers are exempt from this requirement since they are on the statewide substitute teacher list for five (5) years. After five (5) years, a new CHC is required for substitute teachers.

Staff
- **Certified Employees**
  Any individual licensed as a teacher, administrator, personnel specialist or school nurse shall be required to undergo a nationwide criminal records check and fingerprinting upon licensure.
- **Non-certificated Employees**
  Any individual newly hired into a position having direct, unsupervised contact with students and not requiring licensure shall be required to undergo a nationwide criminal records check and fingerprinting. “Unsupervised contact” with students, as defined by Idaho Administrative Rule is defined as, “an individual, who works directly with students on a continuing basis, provides contracted educational services, student teaching/internships or interacts with students in scheduled school activities that occur outside of the school and/or outside of normal hours.”

Student Teachers
Any individual registering for student teaching, practicum or internship as a teacher, administrator or personnel specialist shall be required to undergo a nationwide criminal records check and fingerprinting with TSPC. The college/university from which that individual is enrolled shall ensure all student teacher candidates undergo a CHC. The State Department of Education shall make a preliminary determination of eligibility. The decision will be forwarded to the college/university. Candidates who are not eligible may request a review from the Professional Standards Commission. Ultimately, the final decision as to whether or not an individual will be permitted to participate in the program at the school district will be left to the sole discretion of the District.

Contracted Services
Idaho Code 33-512(16), requires contractors and others who have irregular contact with students to be checked against the Sex Offender Registry. Routine maintenance contractors shall be checked against the sex offender registry by the School Plant Coordinator. For larger projects requiring bids, contractors shall be required to confirm in writing, per the bidding process, that they have screened their employees and subcontractors, against the sex offender registry.

The final decision as to whether or not a contractor or employee will be permitted to work on District property will be left to the sole discretion of the District, with consideration of student health, safety and welfare being the primary consideration.

Volunteer Services
District volunteers shall be governed by the conditions as set forth in Policy 7154.
CRIMINAL HISTORY CHECKS

Prior Convictions and Charges
If a criminal history check reveals that an employee has been convicted of a felony crime enumerated in section 33-1208, Idaho Code, it shall be grounds for immediate termination, dismissal or any other personnel action taken by the district. It shall be the right of the district to evaluate whether an individual convicted of one (1) of these crimes and having been incarcerated for that crime shall be hired. However, an individual convicted of any crime listed in subsection 2 of 33-1208, shall not be hired.

With regard to individuals convicted of crimes not specifically enumerated in Idaho Code 33-1208, it shall be within the District’s sole discretion to determine whether or not such individual will be hired. The primary consideration in making this determination will be the health, safety and welfare of the District students.

Limited Time for Completion of CHC
All employees shall obtain a criminal history check within five (5) days of starting employment with the District.

Costs Associated with CHC
Fees charged for criminal history checks are set by local law enforcement agencies and the State Department of Education. The applicant is responsible for all fees associated with a CHC.

Policy History
Adopted: December, 2008
Revised: N/A
CODE OF ETHICS


A copy of the current Code of Ethics shall be available at the District Office and at each elementary and secondary school in the District.

Electronic copies are also available at the following websites:

Idaho State Department of Education:
https://www.sde.idaho.gov/site/psc/ethics.htm

Pocatello/Chubbuck School District No. 25
www.sd25.us

Policy History
Adopted: September, 1976
Revised: March, 2015
EMLOYEE STANDARDS OF CONDUCT

To maintain a suitable working and learning environment, certain standards of conduct must be followed by all Pocatello/Chubbuck School District No. 25 personnel. Any person who acts in a manner contrary to the best interest of the District, or is unable to continually maintain appropriate conduct, may subject himself/herself to corrective disciplinary action, suspension or revocation of a certificate, or termination of employment. District personnel are expected to be aware of current Board Policy and shall annually review various policies as directed by the administration through the District's Annual Policy Review process.

While comprehensive, the following list does not include all instances which may result in any form of disciplinary action, inclusive of suspension, revocation of a certificate, or termination of employment. This list is not intended to replace the provisions set forth in the “Code of Ethics for Idaho Professional Educators.” The intent is to give examples of inappropriate conduct to help guide personnel to successfully perform his/her job for the District.

MISCONDUCT

The following are examples of misconduct on the part of district personnel that may result in disciplinary action up to and including termination of employment dependent on the nature of the offense:

- **Absenteeism and Tardiness** – Improper use of sick leave, excessive absenteeism and continual tardiness.

- **Inappropriate Dress or Appearance** – District personnel are expected to maintain a neat, clean, professional appearance while at work.

- **Tobacco** – District personnel are prohibited from smoking or using tobacco products including, but not limited to e-cigarettes and vapors on School District property or in district vehicles.

- **Gratuities** – District personnel may not solicit gratuities from students, families, or visitors for personal gain.

- **Personal Activities** – Use of work time, phones and/or technology for personal work or activities.

- **Inability to Work with Others** – Conflict with district personnel, students, parents or visitors and the inability to resolve those conflicts.

- **Threats** – Direct or indirect offensive or threatening statements or gestures made toward district personnel, students, parents or visitors.

- **Work Performance** – Performing at a level below set work standards.

- **Discrimination and/or Bullying, Intimidation, Hazing or Harassment** – Violation of the Statement of  Equal Employment Opportunity and Anti-Harassment Policies.

- **Safety** – Disregard of safety practices and regulations. Disregard for the safety of others.

- **Discourtesy** – Discourteous or abusive treatment of others, including gossiping and rumors.

- **Negligence** – Inability to apply common sense or to exercise reasonable judgment which results in poor or careless work or which jeopardizes or creates an undue hardship on other district personnel and students.

- **Insubordination** – Willful refusal to comply with legitimate requests or instruction of supervisors or other designated authority during work hours.

- **Fighting** – Striking another person while on School District property or while on duty for the District except in self-defense against unprovoked assault.
EMPLOYEE STANDARDS OF CONDUCT

- **Immorality** – Immoral and indecent acts or conduct against others to include the use of foul or obscene language or gestures.

- **Destruction of Property** – Willful or deliberate damage to School District or other's personal property, inclusive of intellectual property, files and documents.

- **Falsifying Records** – Including but not limited to time records, work reports and/or official documents.

- **Theft** – Stealing School District or another’s property.

- **Weapons** – Unauthorized possession of weapons on School District premises, property or in district vehicles.

- **Intoxication** – Reporting to work or working under the influence of alcohol, illegal drugs, and/or the misuse of prescription and over the counter drugs. Possession of alcohol and illegal drugs on district property is prohibited.

**Policy History**
Adopted: July, 1978
Revised: July, 2016
Reporting Violations of Standards of Conduct
When a district employee violates the Employee Standards of Conduct, the immediate supervisor will investigate the incident. A report of the investigation is to be completed by the supervisor and forwarded to the Superintendent to be placed in the employee’s personnel file. The report will indicate the date, place, a description of the violation, and will list any actions taken.

Supervisors should carefully consider the nature of the violation(s) with their respective director, the Director of Human Resources, or the Superintendent and take action appropriate for the circumstances. Sanctions include but are not limited to, reprimand, probation, suspension, or termination for violations of Employee Standards of Conduct. Law enforcement agencies will be notified when the conduct appears to conflict with the law.

Treatment Programs
Employees with identified substance abuse problems may be suspended with or without pay and may be required to show evidence of completing an approved treatment program prior to returning to work. The Director of Human Resources maintains a list of approved treatment programs available to supervisors and employees upon request. The district is not responsible for the cost of substance abuse treatment programs for employees.

Inservice and Training
New employees shall receive a copy of Policy 7302 – Employee Standards of Conduct during New Employee Orientation. Employees are required to review this policy at least annually. It is the responsibility of all supervisors to assure that employees are aware of the harmful effects of drugs and alcohol. Assistance to supervisors for inservice programs is available through the Director of Human Resources.

The Director of Employee Services will share the Employee Assistance Program (EAP) report with the Board and administration as available, along with any recommendation for improvement.

Procedure History
Adopted: July, 1978
Revised: December, 2017
NEPOTISM

It shall be against the policy of the Pocatello/Chubbuck School District No. 25 for any employee to be in a position of direct supervision over a relative, a person with whom the supervisor is in a dating or live-in relationship, or a roommate.

“Relative” is defined as a spouse, child, parent, brother, sister, father-in-law, mother-in-law, brother-in-law, daughter-in-law, son-in-law, foster child, grandparent, grandchild, aunt, uncle, nephew, niece, cousin, or any “step” relationship.

Policy History
Adopted: June, 2006
Revised: N/A
The relationship between the staff and the student should be one of cooperation, understanding and mutual respect. The staff has a responsibility to provide an atmosphere conducive to learning, and motivate each student to perform to his/her capacity.

The staff shall strive to secure individual and group discipline, and should be treated with respect by the students. Staff should extend to students the same respect and courtesy which they, as staff members, have a right to demand.

Policy History
Adopted: August, 1973
Revised: June, 2006
SUBSTITUTE TEACHERS

Teachers are to call the substitute calling system to obtain a substitute for sick leave. Teachers should call the system as soon as possible when it is known that a substitute is needed. Substitutes need at least one hour notice in the morning before they are needed for duty.

The principal or his/her designee will utilize the substitute calling system to obtain substitutes for all other leave such as personal, professional and jury duty.

If a teacher wishes a substitute to discontinue teaching before the time originally requested, the principal should be notified before 3:00 p.m. the afternoon before the teacher plans to return so that the substitute may be notified.

Substitute teachers should report to the office of the building where they are called to teach and be given a folder with details of the classroom routine, duties and special daily activities. The principal or designee should do all they can to make the substitute teacher's day in the building a learning experience for the students.

Policy History
Adopted: August, 1973
Revised: June, 2006
SUBSTITUTE TEACHERS/INSTRUCTIONAL AIDES

Substitute Teachers
When it is necessary for a teacher to have a substitute, the teacher should call the principal of the school concerned as soon as it is known that a substitute is needed. The principal will notify the Substitute Clerk of the need for a substitute teacher as soon as he/she is aware the regular teacher is going to be absent indicating the school, grade level or subject area and any other pertinent information. The Substitute Clerk will assign an appropriate substitute for the teacher who has been reported absent. The Substitute Clerk will accept requests for substitute teachers from authorized personnel only.

If a teacher wishes a substitute to discontinue teaching before the time originally requested, the principal should be notified before 3:00 p.m. the evening before the teacher plans to return so that the substitute teacher may be notified.

Upon reporting to the building, the substitute teacher shall report to the principal, or his/her designee, who will orient the substitute teacher to the day’s assignment by going over the duty roster, special daily bulletins and lesson plans. The principal, or his/her designee, should do all he/she can to make the substitute teacher’s day in the building a profitable learning experience for the students.

The employment of substitute teachers is to be reported by the principal on the regular monthly payroll.

Instructional Aides
Instructional aides may be used as substitute teachers at times when the principal determines that such use would be in the best interests of children in the classroom where a teacher is absent. Such substitution will probably occur only in the building and the classroom where the aide normally works.

Aides will receive a $10.00 stipend in addition to their aide pay when they substitute for a teacher.

The school will report the use of the instructional aide as a substitute teacher in the comments section of the Mass Payroll Update (MPU) reports that is submitted to data processing.

Procedure History
Adopted: August, 1973
Revised: February, 2017
The Board of Trustees for the Pocatello/Chubbuck School District No. 25 recognizes the importance of right of notice and representation for teachers. Therefore, any teacher who is to appear before his/her employer for a matter that may involve any potential disciplinary action shall be entitled to prior written notice of the reason for such a meeting or interview and shall be entitled to have present at the request of the teacher a representative of his/her choosing to advise him/her during such a meeting. If in the event any preventative or corrective action is taken, a notice will be placed in the employee's personnel file. Nothing in this policy is interpreted to preclude the meeting of a teacher and principal or other administrator in routine school affairs and favorable evaluations.

Policy History
Adopted: September, 2011
Revised: November, 2014
TEACHER INVOLVEMENT IN DISTRICT COMMITTEES

The Board of Trustees for the Pocatello/Chubbuck School District No. 25 is committed to providing opportunities for teachers to be involved in various District standing and ad hoc committees. Those standing committees which shall have teacher involvement include but are not limited to the following:

- District Leadership Committee
- Curriculum Committee
- Instructional Technology Committee
- Textbook Adoption Committee
- Insurance/Wellness Committee
- Calendar Committee
- Budget Committee
- Safety Committee
- Key Communicators

In addition, teachers shall serve on various ad hoc committees which are formed for specific District purposes.

Policy History
Adopted: September, 2011
Revised: N/A
DESIGNATION OF LOCAL EDUCATION ASSOCIATION AND NEGOTIATIONS

The Pocatello/Chubbuck School District No. 25 Board of Trustees recognizes the statutory responsibility of the Pocatello Education Association (Association) to certify to the Board of Trustees that the local Association has been selected and designated as the local education association or organization for the professional employees of the district. The Association shall certify such representation in writing that a majority of the professional employees have chosen and selected the Association as their representative organization. Majority means 1 certificated professional employee more than 50% or greater of the professional employees in the district. The count of certificated professional employees will exclude administrative personnel.

Commencing Negotiations
Either the Board or the Association can initiate the negotiations process and may do so by providing the other party notice of such interest, in writing.

Identification of the Number of Professional Employees Required for Negotiations
Upon notification of interest in commencing negotiations, whether such is by the Board or by the Association, the district’s administration shall prepare a list of all professional employees of the district currently on contract, excluding those serving as administrative personnel.

The district shall notify the Association of the representation number necessary to meet the 50% plus one statutory requirement. This notification shall be in writing or via email, so as to maintain the written record of such communication.

If an employee is a partial administrative FTE and a partial teaching FTE, and is counted as such on the district’s state reporting, the district may include the partial teaching FTE, only to the extent of the percentage of the partial teaching FTE, in the listing and calculation for representative status.

If any question arises as to the number of professional employees required to reach the 50% plus one representative status, a meeting shall be held between a district representative(s) and representation of the Association to review the manner in which the figure was reached.

Obtaining Authorizations and Representative Status
The Association’s process for obtaining authorization for representative status for the purposes of negotiations must include the following:

- Representation authority for the purpose of negotiations must be documented in writing.
- Representation authority for the purpose of negotiations must be associated with the current or immediate previous school year in question, even if such is contended to be continuing or rolling. The current or immediate previous school year’s representation authority status shall be noted on the written authorization from the professional employee.
- For representation status for the purpose of negotiations, the subject employee need not be a member, dues paying or otherwise, of any official labor organization, association or union.

Neutral Party Selection
The district and the Association will meet to create a list of at least three neutral individuals from which one will be selected by the parties to serve as the “neutral party”, the individual responsible for reviewing and determining if the Association has met the representative status of 50% plus one as required by statute.

The list shall be prepared in writing and all such parties on the list shall have been contacted to assure their willingness and capability to perform such duties and shall meet the following criteria:
DESIGNATION OF LOCAL EDUCATION ASSOCIATION AND NEGOTIATIONS

- The individual shall not be or have been a former employee with the district and shall not have a spouse, parent, child, or grandchild who is or has been a former employee of the district.
- The individual shall not be or have been a former employee, or member of any affiliated state organization or fellow local organization affiliated with a state organization associated with the local organization seeking representative status, and likewise shall not have a spouse, parent, child or grandchild who is or has been a former employee or member of the affiliated state organization or a fellow local organization associated with the state organization.
- The Neutral Party list shall be generated from a review of local current and/or former public officials and public citizens who serve the community. Examples include but are not limited to: local city council members or employees, local mayor or mayor’s office employees, local legislators, employees of the State Department of Education, employees of the State Board of Education, local judges or county clerk’s, officials or officers at a local banking institution.
- A meeting shall be held between a district representative(s) and representatives of the Association. The neutral party will be selected by random drawing from the list and will be responsible for determining if the organization has met the representative status of 50% plus one as required by statute.
- Subsequent to selection of the neutral party, both the district and the Association shall sign a written notification regarding the selection and neither the district nor the Association shall have communications, directly or indirectly, with the neutral party, absent the consent and participation of the other party.
- A representative from the Association and from the district will be present while the review takes place to answer any questions from the neutral party.

Neutral Party Review
The district and the Association shall jointly provide the Neutral Party with the following information to ascertain representative status:

- The district shall provide in writing, a list of all professional employees on contract, excluding administrative personnel;
- The Association shall provide in writing, all current authorization documents, with none being older than two years, from each professional employee who has signed such documenting the Association’s authority to act as a representative for the purposes of negotiations;
  o The Association is not required to provide the authorization documentation to the district, or its administration, but may choose to do so if it desires.
- The district shall provide a copy of this policy, as well as a copy of Section 33-1272, Idaho Code to the neutral party;
- The district shall pay for the monetary cost of the neutral party review;
- Materials may not be copied and must be returned to the provider at the conclusion of the review.

The neutral party shall then compare the list provided by the district and the current authorizations from the Association. Any authorizations that are undated or older than two years shall not be counted in the establishment of representative status. Upon completion of the comparison, the neutral party shall prepare a written letter indicating the exact percentage of District Professional Employees, to the second decimal, that have provided written authorization to the Association to serve as a representative for negotiations purposes. This letter shall be notarized and jointly provided to the district and the Association.

Final Steps
If representative status of 50% plus one has been obtained, the parties may initiate the negotiations process. If such representative status has not been met due to failure to meet the statutory required levels, negotiations shall not commence.
DESIGNATION OF LOCAL EDUCATION ASSOCIATION AND NEGOTIATIONS

If no new organization seeks to obtain representative status for the purpose of negotiations and to be deemed the local education association, in due course the District’s Board may establish compensation and benefits and other working conditions as it deems appropriate.

Employee and Employer Rights
Both parties shall keep in mind a number of additional considerations from the Code of Ethics for Idaho Professional Educators, and the Idaho Right to Work laws which indicate:

- The district nor its employees will not interfere with the free participation of employees in professional associations.
- The right to work shall not be subject to undue restraint or coercion.
- The right to work shall not be infringed or restricted in any way based on membership, affiliation, or financial support of a labor organization or the refusal of the same.
- No person shall be required as a condition of employment, or continuation of employment:
  - To resign or refrain from voluntary membership in, affiliation with, or financial support of a labor organization; or
  - To become or remain a member of a labor organization; or
  - To pay any dues, fees, assessments or other charges of any kind to a labor organization; or
  - To pay to any charity or third-party, in lieu of such payments, any amount equivalent to a pro-rata portion of dues, fees, assessments or any other charges regularly required of members of a labor organization; or
  - To be recommended, approved, referred or cleared by or through a labor organization.
- It is unlawful to deduct from the compensation of any employee any fees, assessments, or other charges paid over to a labor organization, unless the employee has first provided the district with a signed written authorization. When receiving an electronic data file from the Association to begin payroll deduction of dues, it is assumed by the district that written authorization from each employee has been secured and the district reserves the right to confirm any or all authorizations. The employee may revoke the authorization for withholding at any time by giving written notice of such revocation to the district. The district will not challenge any revocation of dues.
- It is unlawful for any person, by any threatened or actual intimidation or by any damage or threatened damage to the property of an employee/prospective employee or the family of an employee/prospective employee, to compel or attempt to compel an employee to join, affiliate, or financially support a labor organization or to refrain from doing so.
- It is unlawful to cause or attempt to cause an employee to be denied employment or discharged from employment because of support or nonsupport of a labor organization by inducing or attempting to induce any other person to refuse to work with an employee.

Association Privileges
The Association that represents the majority of the professional staff shall have the following privileges to assist it in conducting its business, which in turn is helpful for the district to conduct its business:

- The Association and its affiliates shall have the privilege to transact Association business on school property at all reasonable times, provided that it shall not disrupt normal school operations. Association representatives shall notify the building principal/designee prior to transacting business.
- The Association and its representatives shall have the privilege to use school facilities to conduct its business in accordance with Policy 5202 – Community and Employee Use of School Buildings and Equipment.
DESIGNATION OF LOCAL EDUCATION ASSOCIATION AND NEGOTIATIONS

- The Association shall have the privilege to use school equipment to conduct its business provided that the equipment is otherwise not in use. In doing so, the Association shall furnish all materials and supplies related to such use. Usage shall not include long distance charges through use of the telephone or fax machine. The principal/designee shall be notified prior to such use.
- The Association shall have the privilege to use the district’s email system to communicate with its bargaining unit, in accordance with the district’s procedures for email use, which are delineated in Policy and Procedure 7317 – Staff Use of District Owned Electronic Devices, Software and Network Equipment. The district’s email system shall not be used to promote or support any political activity or to affect the outcome of any election. The district’s email system is a public system and emails are subject to the Idaho public records law.
- The Association shall have the privilege to post notices of activities and matters of Association concern on designated bulletin boards in each school building.
- The Association shall have the privilege to use the school mail boxes located at the Education Center and the mail boxes located in the schools for the purpose of communicating with its bargaining unit.
- The Association shall have the privilege to make announcements at faculty meetings upon prior request of the principal/designee.
- The Association shall have the privilege to be on the new teacher orientation agenda to explain Association activities. Time on the agenda shall be arranged through the district’s administration.
- Designated representatives of the Association shall be allowed to receive telephone messages and other communiqués concerning Association business at any time during the school day. Such shall not be disruptive to the student day.

Policy History
Adopted: September, 2011
Revised: April, 2019
TEACHER WORK DAY

The Pocatello/Chubbuck School District No. 25 Board of Trustees values the professionalism of the teaching personnel and recognizes the need for a standard work day for the certificated nonadministrative instructional staff/teachers. Therefore, the following establishes the teacher work day:

- The work day shall be seven hours and thirty minutes. The administration shall have the right to set the work day hours.
- Teachers shall be given a minimum of fifty consecutive minutes of individual preparation time on a daily basis either during the student instructional day or before or after the student instructional day. Arrangements for individual preparation time shall be determined at the building level by the building principal. From time to time due to schedule changes, a teacher may not have his/her individual preparation time on a given day.
  - A part-time teacher shall receive the same percentage of individual preparation time as his or her percentage of the full time contract. The principal at the secondary level shall have the discretion to schedule the part-time teacher’s preparation time at any time during the part-time teacher’s contract day, whether before the teacher begins his or her student contract time, after the teacher completes his or her instruction time with students, or during the teacher’s instructional day.
  - When specialists are responsible for the classroom instruction at the elementary level the classroom teacher shall not be required to remain in the classroom for classroom management purposes and may use the time for instructional planning. However, there may be times when teachers are expected to implement part of the curriculum initiated by the specialist and required to be present for that reason. This exception shall be prearranged with the knowledge of the building principal.
- Teachers shall have a 30 minute duty free lunch which shall not be included in the work day.
- Teachers shall not be required to report to school on emergency closure days.

Policy History
Adopted: September, 2011
Revised: February, 2013
TEACHER WORK YEAR

The Pocatello/Chubbuck School District No. 25 Board of Trustees values the professionalism of the teaching personnel and recognizes the need to annually set the work year/contract for the certificated non-administrative instructional staff/teachers. The work year for all other personnel is based on the teacher work year. The daily student contact time may be lengthened as needed to meet or exceed the number of instructional hours mandated by Section 33-512, Idaho Code, for each grade level of public school student. The Superintendent is directed to maintain the detail of the certificated non-administrative instructional staff/teachers work year as a procedure and is directed to update that procedure annually based on the decisions of the Board of Trustees.

Policy History
Adopted: September, 2011
Revised: March, 2013
MOTOR VEHICLE RECORD

The policy of School District No. 25 is that any employee who operates a district vehicle in the course of their duties must maintain an acceptable motor vehicle record, which will be reviewed and evaluated on at least an annual basis.

Any employee operating a district vehicle must be in compliance with the laws of the State of Idaho and in accordance to the standards of the District and its liability carrier.

Discipline may occur for any district employee for major violations, within the last five years, or minor violations within the last three years, as defined by the District’s liability carrier, which has become evident during the annual review process, or by employee informing their supervisor of the violation.

Policy History
Adopted: February, 2006
Revised: N/A
PROHIBITION OF WEAPONS

The Pocatello/Chubbuck School District No. 25 Board of Trustees is committed to providing a safe, supportive and caring learning and working environment for students and staff to assure that all students are successful. As such, the possession, use or storing of firearms, or other deadly or dangerous weapons, objects or substances used or capable of being used as a weapon or which pose a threat to the health and safety of other students, staff members or visitors, or are disruptive of the educational process while on school district property or at any district event, regardless of location, is prohibited.

The district will not tolerate the presence of weapons on school district property. This policy applies regardless of whether or not the weapon is brought upon school grounds, a school bus or is brought to a school-sponsored activity, regardless of location.

- Each incident will be dealt with on an individual basis in accordance with existing student discipline or employee code of conduct policies.
- The administration retains the discretion to advance any student to an expulsion hearing should the administration believe that the student has possessed or used an item as a weapon which poses, or could potentially pose a threat to the health, welfare and safety of other students, staff members or visitors and/or is disruptive to the educational process.

Definitions

- **Firearm** – Firearm includes:
  - Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel any projectile by the action of an explosive;
  - Any frame or receiver of any such weapon;
  - Any firearm muffler or firearm silencer;
  - Any destructive device, including any explosive, incendiary or poison gas bomb, grenade, rocket having propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than ¼ ounce, minor, or device similar to any of these devices;
  - Any type of weapon which will or may readily be converted to expel a projectile by the action of any explosive or other propellant, and which has any barrel with a bore of more than 1/2 inch in diameter; or
  - Any combination of parts either designed or intended for use in converting any device into a destructive device and from which a destructive device may readily be assembled.

- **Deadly or Dangerous Weapon** – A deadly or dangerous weapon is defined as any device, instrument, material or substance that is used for, or is readily capable of causing death or serious physical injury to any person on school or district property, on the school bus or at any school-sponsored event regardless of location. Such items may include but not necessarily be limited to:
  - Knives of any and all kinds – If the blade is less than 2-1/2 inches and the knife is not used as a weapon, discretion may be used as to the consequence. If the blade is 2-1/2 or more inches, regardless of use, the student is subject to expulsion.
  - Martial Arts weapons;
  - Bows/Arrows;
  - Clubs;
  - Brass/Metal knuckles;
  - Sharp edged utensils;
  - Razors;
  - Any explosive;
  - Any incendiary device;
  - Any poison;
PROHIBITION OF WEAPONS

- Any combustible or flammable liquid or other item such as hair spray or deodorant spray.

**Possession** – Includes both actual and constructive possession:
- **Actual Possession** – the individual has knowingly exercised direct physical control over an object
- **Constructive Possession** – the individual is not in actual physical possession at the time but knowingly has the power and intent at a given time to exercise control or dominion over an object, either directly or through other persons.

Examples of when a weapon is in a student’s or staff member’s possession include but are not limited to time when weapons are found in the following locations:
- On the student’s or staff member’s person;
- In the student’s or staff member’s personal property including clothing, purse or backpack;
- In the vehicle driven by the student or staff member when parked on school district property;
- In a student’s or staff member’s desk;
- In a student’s locker;
- Any other school-related location.

**School District Property** – includes, but is not limited to:
- School district buildings;
- Parking lots;
- Athletic fields;
- School buses or district-provided transportation;
- Any school or district sponsored event/activity regardless of location;
- Any property owned or operated by the school district.

Prohibitions

Students and staff are prohibited from the following:
- Possessing, carrying, using, and/or threatening to use objects/substances which are manufactured, used or intended for use as a “weapon” or any reproduction thereof, on any school property, on any school bus, or at any school sponsored activity held at any location.
- Possessing, carrying, using, and/or threatening to use any normally non-dangerous or non-traditionally considered “weapon” with the threat, intent or result of causing harm to another person or property, while on any school property, on any school bus, or at any school sponsored activity held at any location.
- Knowingly assisting other person(s) to possess, carry or use any “weapon” while on any school property, on any school bus or at any school sponsored activity held at any location.
- Possessing, carrying or storing a weapon on school district property, regardless of whether or not the individual or staff member has a concealed weapons license. This includes storing a weapon in any vehicle parked on school district property or at any district sponsored event, regardless of location.

Any person, including students and staff, who willfully threaten by word, electronic means or act to use a firearm or other deadly or dangerous weapon to do violence to any person on school grounds or to disrupt the normal operations of an educational institution by making a threat of violence is guilty of a misdemeanor.

Any person, including students and staff, who knowingly has in their possession a firearm or other deadly or dangerous weapon, or who makes, alters or repairs any firearm or other deadly or dangerous weapon, in the furtherance of carrying out a threat made by word, electronic means or act to do violence to any person on school grounds or to disrupt the normal operations of an educational institution by making a threat of violence is guilty of a felony.
PROHIBITION OF WEAPONS

Applicable State and Federal Laws
Section 18-3302D, Idaho Code, makes it unlawful to possess a firearm or other deadly or dangerous weapon while on the property of a school or in those portions of any building, stadium or other structure on school grounds which, at the time of the violation, were being used for an activity sponsored by or through a school of this state, or while riding in school-provided transportation. It is also unlawful for a student to possess such a firearm or other deadly or dangerous weapon while attending or participating in any school sponsored activity, program or event regardless of location.

The definition of “weapon” for purposes of expulsion pursuant to this code section includes only those items defined under Idaho Code 18-3302D. However, failure of any weapon to be listed under the definition in this code does not prohibit or prevent the district from expelling or otherwise disciplining a student.

Should the Principal have reason to believe that there has been a violation of Idaho Code 18-3302D, after consultation with the appropriate Director; a report shall be made to the School Resource Officer. The district will cooperate with any investigation by the agency, including but not limited to delivering to the law enforcement agency any confiscated item(s).

The Gun Free Schools Act is applicable when it is found by district personnel or law enforcement personnel that an individual has carried a dangerous weapon as defined by 18 U.S.C. 921, onto school property.

The definition of weapon for purposes of expulsion pursuant to this Code section include firearms or destructive devices which may be readily converted to and expels a projectile by the action of an explosion or other propellant. BB guns, air soft guns, pellet guns and paint ball guns fall into this category.

Exemptions
The Board of Trustees has the discretion to exempt prohibited weapons on school property per Idaho Code 18-3302D. Starter guns, weapons carried by the Honor Guard for Veteran’s Day Ceremonies and prop weapons for drama presentations shall be exempt from the list of prohibited items described above. Also, replica non-firing antique firearms and rifles which are intended solely for educational or cultural purposes are specifically excluded from this definition. However, the exemptions listed above do not apply to students unless they have obtained specific preapproval from the Superintendent/designee. If preapproval is not obtained, students may still be subject to discipline, up to and including suspension and/or expulsion.

Investigation and Disciplinary Actions
Any adult employee or staff member of the district who observes any firearm or weapon of any nature or kind or observes any other object used as a weapon shall immediately notify the building administration. Thereafter, the building principal or designee shall immediately consider all elements of safety and if possible, confiscate any item identified, used or threatened to be used as a firearm or weapon.

The administrator may seek immediate assistance from law enforcement to confiscate any firearm, weapon or any object used as a weapon.

The building principal shall notify the Superintendent and the School Resource Officer (SRO) of the events and immediately commence an investigation.

The student in question shall immediately meet with the principal to address any immediate disciplinary actions. Students reasonably believed to have been in possession of, having used or having intended to use any firearm or weapon as outlined above, may be suspended from school until such time as an investigation is completed and/or further disciplinary action is taken.
PROHIBITION OF WEAPONS

Any conduct by a student which is determined to violate this policy may result in disciplinary action up to and including formal suspension and/or expulsion.

The Board of Trustees shall expel a student, as allowed by Idaho Code, when it is determined that the student's actions violate state or federal laws regarding the prohibition of weapons. Any expulsion pursuant to this policy and Idaho Code shall be for a period of not less than 1 calendar year, however the Board may consider modifying the term of an expulsion on a case-by-case basis.

A student shall be expelled for violations of this policy unless the Board votes otherwise after considering the totality of the circumstances. An expulsion may be based upon this policy or state or federal law as incorporated in this policy.

Any conduct by a staff member which is determined to violate this policy may result in disciplinary action, up to and including formal suspension, revocation of certificate or termination of employment.

Right to Search
Employees of the district shall have the right to search all students or other minors found to be on school property, including their personal belongings and lockers, when such individuals are reasonably believed to be in violation of state law or any school rule or regulation regarding the possession of a firearm or other deadly or dangerous weapon.

Students with Disabilities
Disciplining students with disabilities, as defined through IDEA and Section 504, under this policy will follow all applicable federal guidelines.

Denial of Enrollment
The district will reserve the option of denying enrollment to any student who has been expelled from this district, another school district, private school or charter school, for a violation of statute, regulation or policy which prohibits a student from possessing, using or storing any firearm or deadly or dangerous weapon on school or district property.

If a student wishes to challenge that decision, he or she is entitled to a Due Process Hearing before the Board of Trustees, pursuant to Idaho Code 33-205.

Legal References:
- I.C. 18-3302D Possessing Weapons or Firearms on School Property
- I.C. 183302I Threatening Violence Upon School Grounds
- I.C. 33-205 Denial of School Attendance

Policy History
Adopted: September, 2007
Revised: July, 2019
DRUG AND ALCOHOL FREE WORKPLACE

The Pocatello/Chubbuck School District No. 25 Board of Trustees recognizes that the use of illegal substances and the misuse of alcohol and prescription and/or over the counter drugs is a very significant problem that impacts not only the private life of employees but also negatively impacts employee and student safety, worker health, productivity and product quality, public liability and the role model status that educators have with the children under their charge. The District is committed to ensuring that the workplace, all District property and learning environment, regardless of location, are free from illegal drugs, alcohol and the misuse of prescription and/or over the counter drugs. This includes school busses and District vehicles. All District staff are expected to annually review and acknowledge this policy including all extra-curricular activity supervisors, whether paid or volunteer. It is a condition of employment that employees comply with this policy.

The unlawful manufacture, distribution, dispensation, possession or use of any controlled substance, alcohol or drug paraphernalia or being under the influence of any controlled substance or alcohol is prohibited on all District property, and at all student related activities inclusive of extra-curricular activities from beginning to ending, whether on or off of District property.

Definitions:

- **Alcohol** – Includes any beverage that contains alcohol, including but not limited to beer, malt beverages, wine, wine coolers, hard cider, and distilled spirits.
- **Controlled Substance** – Includes, but is not limited to opiates, opium derivatives, hallucinogenic substances, cocaine, cannabis, synthetic equivalents of the substance contained in the plant, any material, compound, mixture or preparation with substances having depressant effect on the central nervous system, and stimulants as defined in 21 USC Section 812. (For further clarification, see Principle III of the Code of Ethics. Any look-alike or counterfeit version of any of the above qualifying items shall likewise be considered a controlled substance.
- **Conviction** – A finding of guilt, including a no contest plea, or imposition of a sentence, or both, by any judicial body charged with the responsibility to determine violations of state or federal criminal drug statutes.
- **Criminal Drug Statute** – Any federal or state criminal statute involving the manufacture, sale, distribution, dispensation, use or possession of any controlled substance.
- **Distribution** – To share and/or sell, or give to another.
- **Drug Paraphernalia** – Any equipment, product or material of any kind which are used, intended for use, or designed for use, in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling or otherwise introducing into the human body a controlled substance as defined in this policy.
- **Employee** – Any faculty, staff or student receiving any form of compensation, whether salary, wages or other type of stipend from or on behalf of the Pocatello/Chubbuck School District No. 25.
- **Possession** – To have such items on one’s person or within the area of the employee’s control, including but not limited to car, desk, locker, purse or clothing while at the workplace.
- **Use** – Any time an employee has consumed, taken or is otherwise under the influence of alcohol or any controlled substance in a manner other than as prescribed by a licensed physician.

Reasonable Suspicion

- Any employee who is made aware of or has reason to suspect a prohibited act has taken or is taking place shall report the matter to his or her immediate supervisor. Upon reporting this reasonable suspicion to the immediate supervisor, the employee shall refrain from gossiping and discussing the matter with co-workers and should address such with the same seriousness as they would any other personnel matter.
DRUG AND ALCOHOL FREE WORKPLACE

- Employees reasonably suspected of any act in violation of this policy will be immediately reported to the District’s Human Resources Department, wherein an appropriate District investigation will commence to address the alleged conduct of the employee for determination of possible employment ramifications.

Violation of Drug or Alcohol Statute
- Any employee charged and/or convicted of any criminal drug statute violation is required to provide his/her immediate supervisor, the Director of Human Resources or the District’s Superintendent, in writing, notification of the charge and/or conviction within five (5) days of the charge and/or conviction.
- Any employee who operates any District owned vehicle is required to provide his/her immediate supervisor, the Director of Human Resources, or the District’s Superintendent, in writing, with notice of any charge and/or conviction of any criminal statute violation associated with the operation of any motor vehicle while under the influence of alcohol or any drug. Such notice must be provided within five (5) days of the conviction.
- Upon notification of an event triggering a reporting obligation identified above, the District shall commence an appropriate investigation into the conduct of the employee for determination of possible employment ramifications.

Education and Information
Pursuant to the Drug–Free Workplace Act, the District will establish a drug-free awareness program to inform employees of:
- The dangers of drug abuse in the workplace which include accidents and injuries; reduced productivity; absenteeism and increased health care costs; loss of public confidence in the District; and potentially adverse effects on the abuser, family, friends, students and co-workers.
- The District’s policy of maintaining a drug free workplace.
- The District's Department of Human Resources maintains and provides information regarding available drug counseling, rehabilitation and the Employee Assistance Program (EAP).
- The penalties that may be imposed upon employees for drug use violations.

As appropriate, drug-free awareness information will be disseminated to employees via in-service programs and/or published in the District’s online Policy Manual or provided with personnel documentation.

Each existing and new employee of the District will be required to electronically sign a Drug and Alcohol Free Awareness Form, indicating their understanding and awareness of the District’s drug and alcohol free workplace policy and the possible consequences for violation of this policy. A copy of this Form will be maintained in the personnel file for each employee.

Violation
- Any employee found to have violated any provision of this policy is subject to strict disciplinary measures, up to and including possible discharge or termination and where appropriate, reporting to law enforcement officials the possible violation of state or federal drug/alcohol Statutes.
- Any certificated employee found to have violated any provision of this policy is subject to appropriate reporting to the Idaho State Department of Education’s Professional Standards Commission for potential violations of the Code of Ethics for Idaho Professional Educators.

Policy History
Adopted: October, 2007
Revised: August, 2015
TOBACCO FREE WORKPLACE

In compliance with state law and Idaho State Board of Education resolution, smoking is prohibited on all school grounds.

In order to promote the health and safety of all of our staff, students and patrons, promote the cleanliness of our school facilities and to promote a positive no-smoking role model for students, the Pocatello/Chubbuck School District No. 25 Board of Trustees prohibits the use of any and all tobacco products, inclusive of electronic cigarettes, electronic nicotine delivery systems or vaporizer smoking devices in all school buildings, on all school grounds and in all school vehicles (including school buses).

Any employee who violates this policy may receive disciplinary action, up to and including possible discharge or termination.

Policy History
Adopted: September, 2007
Revised: January, 2014
EMPLOYEE DRESS CODE

The Pocatello/Chubbuck School District No. 25 recognizes and values the role that District employees have as mentors and models for students. District employees are expected to maintain a neat, clean, professional appearance while at work. Therefore, the following dress code will apply to all District employees.

Employee clothing and grooming shall be appropriate, professional and shall not disrupt or interfere with the educational process when an employee is on any school premises or at any school sponsored activity, regardless of location. Supervisors may require employees to remove piercings that pose a safety hazard or create disruption and/or cover tattoos that are disruptive.

Policy History
Adopted: August, 2013
Revised: N/A
STAFF USE OF PERSONAL ELECTRONIC COMMUNICATION DEVICES

The Pocatello/Chubbuck School District No. 25 Board of Trustees realizes that instructional staff members may from time to time choose to use personal electronic communication devices for instructional purposes. Those who choose to do so are expected to adhere to the following:

- Staff shall ensure that effective and updated antivirus protection is installed.
- Staff shall only connect to the Internet using the school-supplied WiFi Internet connection for educational purposes.
- Staff shall not bypass Internet content filtering by using other WiFi or cellular data networks for educational purposes.
- Staff shall be responsible to ensure that their devices are functioning properly and devices will not be supported by District personnel.
- Staff should ensure their devices are fully charged before arriving at school.
- Staff shall ensure that no software or hardware shall be installed on staff devices that could potentially cause disruption or harm to the District network or other devices.
- Staff shall be responsible for securing their own devices through password protection.

The School District shall not be responsible for damage or theft of staff members' personal devices.

**Personal Use of Cell Phones While at Work**

Reasonable use of personal cell phones and other electronic devices is allowed for minimal duration and in appropriate locations, provided there is no disruption to the educational process or employee productivity.

The personal use of cell phones and other electronic devices is expressly prohibited during instructional time and during school meetings, except in the case of an emergency.

Employees are prohibited from using cell phones and other electronic devices for personal digital photography, personal games, or other like personal functions during the school work day.

Cell phone ringers, beepers, and/or pagers should be turned off or set to vibrate upon entering the building. When placing or receiving phone calls, move immediately to an area which ensures minimal disruption to the educational process. Be courteous to others by reducing voice levels to a low volume. Use of cell phones in a loud or disruptive manner is prohibited.

**Policy History**

Adopted: April, 2005
Revised: March, 2016
The Pocatello/Chubbuck School District No. 25 Board of Trustees intends that the purpose of staff use of all District owned electronic devices, software, systems and network equipment shall be to maximize learning for all students through the instructional program by facilitating resource sharing, innovation and communication rather than for personal use. The protocols set forth in this policy and procedure are not intended to encompass all required or prescribed behaviors by users. It is clearly intended that any user who does not adhere to the protocols set forth in the policy and/or procedure shall be subject to the loss of privileges, disciplinary action and/or appropriate legal action.

In order for staff to access the District’s devices, software, systems and networks, staff shall take responsibility for appropriate behavior and lawful uses of this access. The District reserves the right to monitor, log, and archive all usage.

In accordance with this policy and the Board’s philosophy to ensure the safety of all students and staff, the District shall provide an appropriate planned instructional component for Digital Citizenship and Internet safety which shall be integrated into the District’s regular instructional program. Use of the District’s network shall be consistent with the curriculum adopted by the Board of Trustees, as well as the varied instructional needs, learning styles, abilities and developmental levels of students, and shall comply with the selection criteria for instructional and media materials. The District’s electronic network is part of the curriculum and is not a public forum for general use.

The inventory of District owned devices available for staff use is varied and access to the devices is under the supervision of the administration. Devices will be available for check out in accordance with District check out procedures. Staff who damage or lose devices shall be responsible for restitution.

**Acceptable Uses of the Network for Educational and Business Purposes**

Use of the District’s network shall be in support of education and/or research, and in furthering the District’s educational goals. Use is a privilege, not a right. Users have no expectation of privacy in any materials that are stored, transmitted or received via the District’s network or on District owned devices. The District reserves the right to monitor, inspect, copy, review and store, at any time and without prior notice, any and all internet use and information transmitted or received on the District’s network.

All documents and files stored on District servers and devices shall be protected from unauthorized access.

All devices including computers, printers, switches, WiFi access points and routers, shall be preapproved by the Technology Coordinator, and/or designee.

All software to be installed on district devices shall be preapproved by the Technology Coordinator, and/or designee. Such software shall be owned and licensed by the District. Unlicensed or pirated software is prohibited.

**Unacceptable Uses of the Network**

The following are examples of unacceptable use of the District’s network and constitute a violation of this policy. Unacceptable use includes, but is not limited to:

- Any use that violates the law or encourages others to violate the law, including but not limited to transmitting offensive or harassing messages, offering for sale and/or use of any substance or item that the possession and/or use of is prohibited by District policy, local, state or federal law.
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- Viewing, transmitting or downloading pornographic materials or materials that encourage others to violate local, state or federal law; or uses that adversely affect the safety and well-being of students or staff members while in school; intruding into the networks or computers of others; downloading or transmitting the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials is prohibited.
- Any use that may cause harm to others or damage to their property, person or reputation, including but not limited to engaging in defamation or harming another’s reputation with untruthful statements; employing another’s password or some other user identifier that misleads message recipients into believing that someone else is communicating, or otherwise using his/her access to the network or the Internet; uploading a worm, virus, or other harmful form of programming or vandalism; participating in “hacking” activities or any form of unauthorized access to other computers, networks, or other information.
- Any use amounting to harassment, sexual harassment, bullying or cyber-bullying defined as using a computer, computer system, mobile device or electronic network to convey a message in any format, such as audio, video, text, graphics, photographic or any combination, that is intended to harm another individual.
- Any use that jeopardizes the security of student and staff access, the computer network and/or other networks on the internet.
- Any use for commercial transactions, such as buying and selling items, other than conducting the official business of the District.
- Any use that damages, destroys or deletes public records and/or District work-related files, regardless of originator.
- Sending, receiving, viewing or downloading obscene materials, materials harmful to minors and materials that depict the sexual exploitation of minors.
- Software shall not be loaded on any device that is connected to the network that could harm or impede performance of the District’s network.

Network Maintenance
All service and maintenance of the District’s network shall only be performed by authorized technology personnel. District staff members are responsible to report all network problems to the District’s Technology Help Desk.

Internet Safety
Each District owned electronic device with Internet access shall have 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.

Each school shall 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:
- Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- 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;
- 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 being one or both of the following:

- 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:
  - Appeals to the prurient interest of minors as judged by the average person, applying contemporary community standards; and
  - 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:
    - Intimate sexual acts, normal or perverted, actual or simulated; or
    - 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.

- 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 eighteen (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/filtered. This list shall be updated as necessary:

- Nudity/pornography – prevailing U.S. standards for nudity, provocative semi-nudity, sites which contain pornography or links to pornographic sites
- 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
- Violence – sites which promote violence, images or description of graphically violent acts, graphic autopsy or crime-scene images
- Crime – information of performing criminal acts such as, drug or bomb making, computer hacking, illegal file archives, such as software piracy
- Drug Use – sites which promote the use of illegal drugs, material advocating the use of illegal drugs, such as, marijuana, methamphetamine or abuse of any drug, with the exception of any material that has a valid educational use
- Tastelessness – images or descriptions of excretory acts, such as vomiting or urinating; graphic medical images outside of a medical context
- Language/Profanity – passages or words too coarse to be softened by the word filter, profanity within images/sounds/multimedia files or adult humor
- Discrimination/Intolerance – material advocating discrimination, such as racial or religious intolerance; sites which promote intolerance, hate or discrimination
- Interactive Mail/Chat – sites which contain or allow inappropriate email correspondence, sites which contain or allow inappropriate chat areas
- Inappropriate Banners – advertisements containing inappropriate images or words
- Gambling – sites which allow or promote online gambling
- Weapons – sites which promote illegal weapons, sites which promote the use of illegal weapons
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- Body Modification – sites containing content on tattooing, body piercing, branding and cutting
- Judgment Calls – whether a page is likely to have more questionable material in the future, such as sites under construction whose names indicate questionable material

The building administrator is responsible to oversee that the staff monitor student Internet access.

Internet filtering software, streaming media content, or other technology-based protection systems may be disabled by a designated staff member or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students eighteen (18) years of age and older.

Review of filtering technology and software shall be done on a periodic basis and is the responsibility of the administration. It shall be the responsibility of the administration to bring to the Board of Trustees 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 permission of a parent/guardian or adult student. Users shall not give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and social security numbers. The administration may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities. Staff members shall prohibit student access to confidential data and student information. See legal references.

Acceptable Use Agreement – District Owned Electronic Devices, Software, Systems and Network Equipment User Agreement
At the onset of employment, each staff member shall be required to sign and return to the District’s Human Resource Office an Acceptable Use Agreement prior to using the District’s network, devices and/or software.

Use of the District’s network, devices and software is a privilege and is subject to revocation if District policies and procedures are not followed.

Warranties/Indemnification
The District makes no warranties of any kind, express or implied, in connection with its provision of access to the use of its electronic 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 electronic 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/guardian agrees to cooperate with the District in the event of the school’s initiating an investigation of a user’s use of access to the electronic network and the Internet.

Violations
If a staff member violates this policy and/or procedure the staff member’s access to the District’s network will be denied or withdrawn and the staff member may be subject to additional disciplinary action. The administration shall make decisions regarding whether or not a staff member has violated this
STAFF USE OF DISTRICT OWNED ELECTRONIC DEVICES, SOFTWARE, SYSTEMS AND NETWORK EQUIPMENT

policy/procedure. Actions which violate local, state or federal law may be referred to the local law enforcement agency.

Legal References:  
Idaho Code 33-133 – Definitions, Student Data, Use and Limitations, Penalties
The Family Educational Rights and Privacy Act (FERPA)  

Policy History
Adopted: August, 2014
Revised: February, 2016
STAFF USE OF DISTRICT OWNED ELECTRONIC DEVICES,
SOFTWARE, SYSTEMS AND NETWORK EQUIPMENT

In order to access electronic devices, software, systems and network equipment owned by the Pocatello/Chubbuck School District No. 25, a staff member must first obtain an individual account. The staff member will be asked to comply with all applicable state and federal laws and district policies, and must sign the Acceptable Use Agreement. A copy of the agreement will be maintained in the staff member’s personnel file.

Acceptable Use
All district equipment and systems are to be used to support education and research consistent with the educational objectives and goals of the district. Use of the district’s electronic services and equipment is not intended for personal use for online shopping, gaming, advertising, political lobbying or complaints. Transmission of information or materials shall comply with all federal, state and local laws, and district regulations. Viewing or transmitting objectionable materials, copyrighted material, threatening or obscene material, or material protected by trade secret is strictly prohibited.

Privileges
All staff members are given access to the district’s wide area network for delivery of educational programs, however, all district etiquette and discipline policies are to be followed in order to maintain access. Staff members agree to keep all individual user IDs and passwords confidential. Systems should not be left unattended by any individual while logged into their individual user account. Attempting to access network services through another individual’s user ID and password is strictly forbidden. System administrators have the discretion to suspend or cancel access to the district’s systems, network or equipment for inappropriate use at any time.

Privacy
Information stored on school district equipment is subject to state and federal public record laws. There is no assumption of privacy.

Etiquette
Any staff member or individual using the district’s network is expected to abide by generally accepted rules of network etiquette. Users agree to refrain from using inappropriate language or vulgarity, and agree to keep personal addresses or phone numbers of district staff and students confidential. Using an outside system to adversely affect students or staff whether on, or off of district property is prohibited. Any information or content involving illegal activities will be reported to law enforcement. The district reserves the right to remove access, and/or discipline any student or staff member for violation of the Acceptable Use Agreement.

Storage of Data
Staff members are responsible for maintaining the confidentiality of any data protected by state or federal law which is stored on district equipment or devices under their care. Protected information includes student and staff personal information and records including 504s, IEPs, discipline records and any record protected by FERPA and/or HIPAA. Confidential information is prohibited from being stored in personal cloud storage systems.

Responsibility
The district is not responsible for damages suffered by an account holder including, loss of data resulting from delays, non-deliveries, delivery errors, or service interruptions caused by negligence, omissions or virus. Staff members are responsible for the appropriate use of information obtained via the district’s
network service. The district is not responsible for the accuracy or quality of information obtained through the network service.

**User Fees and Costs**
There is currently no user fee for the use of the district’s network. However, any additional costs which are incurred by an individual user on the district’s network is the responsibility of that staff member. This includes the purchase of any service or program, on the district’s network. Any costs associated with a service other than the provision of the basic network are not authorized and will not be paid by the district.

**Network Supervision**
Generic logins may be allowed for use of the wide area network for educational program delivery, however, use of individual user accounts is preferred whenever possible. Staff members have an individual account in order to access the internet. User accounts are not transferable from person to person. Account users are responsible for any damage caused to hardware, software, data or security on any of the district’s equipment, local area networks, or wide area networks and will be charged restitution.

**Account Application**
Staff members who wish to access the district’s wide-area network, internet or email system will first submit the appropriate application and sign the Acceptable Use Agreement. No account will be issued until the application has been completed and forwarded to the network system operator. Accounts may be cancelled or suspended at any time for cause.

When an account is established the staff member will be notified of their individual user ID and password.

**Approved Software and Equipment**
The district will only provide support for previously approved equipment and software programs. District owned mobile devices will only include the pre-loaded and pre-approved applications that serve an educational purpose. Applications for personal or private use will not be downloaded or installed on district owned devices.

**Public Records**
All information, data, documents and emails prepared, received, stored or transmitted on a district owned device are subject to state and federal public record laws and may be subject to production.

**Pocatello Education Association (PEA) Use of District-Owned Electronic Communication System**
The Pocatello/Chubbuck School District No. 25 provides the Pocatello Education Association (PEA) with access to, and use of its electronic mail system. The district’s electronic mail system, devices and network are supported through taxpayer dollars and are therefore subject to the following:

- The PEA has unlimited use of the district’s electronic mail system for contacting individual, PEA bargaining unit members. The Association shall be responsible for creating and maintaining email groups for such communications.
- PEA building representatives have unlimited use for contacting individual, PEA bargaining unit members in their building.
- The PEA is expected to follow the same district protocols as all district staff with regard to emails distributed to the “District Staff” email group, inclusive of the following:
  - Any mass email to the District Staff email group will be routed to authorized district personnel for approval. If approved, the email will be distributed. The Association will be notified when an individual email has not been approved.
STAFF USE OF DISTRICT OWNED ELECTRONIC DEVICES, SOFTWARE, SYSTEMS AND NETWORK EQUIPMENT

- If no action is taken to approve or deny a request to distribute emails to District Staff, the email will not be distributed. This may occur when authorized district personnel are not available to respond to requests.
- Use of the district’s electronic mail system for member recruitment, election activity, political activity or lobbying activities is prohibited.

Procedure History
Adopted: August, 2014
Revised: March, 2018
USE OF SOCIAL MEDIA

The Pocatello/Chubbuck School District No. 25 Board of Trustees respects the need for staff to communicate with students and colleagues using various means of communications. The District likewise respects that school personnel are entitled to a private life. In furtherance of these interests, the Board of Trustees provides guidance to the District’s personnel who choose to engage in social media and electronic communications to improve awareness of the employee engaging in conduct which could result in negative consequences to employment and licensure status. For the purpose of this policy, social media communications is defined to include, but may not necessarily be limited to the interaction among people in which they create, share or exchange information and ideas in virtual communities and networks, including group internet-based applications that allow the creation and exchange of user-generated content. Social media communications may occur in many different forms including, but not limited to, use of cell phones, magazines, internet forums, weblogs, social blogs, microblogging, wikis, and social networks.

Public school employees are generally held to a higher moral standard than the public at large. They are expected to be role models for students. They are expected to conduct themselves within enumerated legal and ethical boundaries and are expected to demonstrate sound professional judgment. The Code of Ethics for Idaho Professional Educators does not yet have a specific ban prohibiting or limiting social media or electronic contacts with students. However, several principles indicate limited prohibitions on certain types of communications with students.

In addition to the Code of Ethics and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014, an educator must keep in mind that federal regulations including but not limited to those found in the Family and Educational Rights Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA) and the American Health Insurance Portability and Accountability Act (HIPAA) play a significant role in what can and cannot be publicly or privately shared by an educator. The “Free Speech” rights of public school employees are more limited in this regard. School employees can speak out as citizens on “matters of public concern” and may also speak out if their speech does not disrupt the workplace. However, free speech that involves purely personal or private things, speech that disturbs the workplace or speech that is in violation of the above privacy limitations is not generally protected under the First Amendment.

It is for the above reasons that the Board cautions its employees from communicating with students through social media or electronic communications. The Board further cautions employees from discussing confidential student and colleague issues through the use of social media/electronic communications or engaging in postings/communications that will negatively portray the employee and/or the District.

If a District employee seeks to use social media or electronic methods to communicate with students, such individuals are recommended and advised of the following, whether using privately owned devices or District owned devices:

- If using the District’s computer equipment, network, servers, or email address, recognize that the communication is likely a public record which may have to be produced upon request to any member of the public or the press.
- If using the District’s computer equipment, avoid leaving the equipment open and unattended for others to view.
- Block private content and maintain closed, private settings on personal social network sites to aid in preventing purely private discussions from becoming public.
- Ask a colleague or administrator to review the appropriateness of a web-site designed for a class or designed for the purpose of student interactions; obtain feedback from colleagues, administration and parents and review the employee’s posting rules with participants.
USE OF SOCIAL MEDIA

- In social media or electronic communications with students, address only school related issues and copy any student correspondence to parents, and/or the school’s administration.
- Maintain all conversations with students and parents as professional; whether on social media, through use of other electronic means or personally.
- Refrain from “friending” or “following” any student or parent of a student on private social media sites and explain to any students or parents about applicable provisions of the Code of Ethics and privacy laws which might impact a decision to not “friend” or “follow”.
- Refrain from any harassment, intimidation, bullying, sexual comments, illegal actions, mention of use of alcohol or drugs or other such similar postings or electronic communications that are inappropriate for student viewing and depict oneself, the District, a District student or employee negatively.
- If an employee becomes aware of any colleague whose social media use or electronic communications are in violation of the Code of Ethics, the employee has an ethical obligation to report such violation to the Professional Standards Commission. Failure to report a known violation of the Code of Ethics is itself a violation of the Code and could result in certification consequences.
- It is recommended that an employee report to the administration any known inappropriate posts by students on a school employee’s social media site. This will allow the administration to attempt to stop inappropriate student and/or employee postings.
- Refrain from posting negative comments, criticism or confidential information about any student, parent or colleague, even in a general sense such that would allow individuals to figure out who is being discussed.
- Adhere to District policies, the Code of Ethics and applicable state and federal regulations.

When using social media for personal postings and comments on the sites of others, even when a student may not be “friended” or directly included in the communication, be advised that an employee has very limited control over what occurs with these postings. Often times such private postings and electronic communications become “public” and could cause an employee embarrassment or could cause unintended certification/licensure issues and unintended employment consequences. Inappropriate postings on social media sites could lead to discipline, up to and including termination and could lead to a certificated employee’s suspension or loss of a teaching credential.

Policy History
Adopted: June, 2014
Revised: March, 2015
COMMUNICABLE DISEASES

It is the intent of the Board of Trustees of Pocatello/Chubbuck School District to attempt to protect students and employees from exposure to diseases while they are attending school or actively working for the school district. Students and staff are encouraged to wear protective gloves when handling any bodily fluids in the performance of their education-related tasks. Students and staff who have, or are suspected of having a communicable disease shall be dealt with according to appropriate medical practices.

Policy History
Adopted: September, 1987
Revised: June, 2006
EMPLOYEES WITH DISABILITIES AND REASONABLE ACCOMMODATIONS

EMPLOYEES WITH DISABILITIES
It is the policy of this District that there will be no illegal discrimination against any individual on the basis of a disability. A person with a disability is one who:

- Has a physical or mental impairment that substantially limits one or more of the major life activities of the individual;
- Has a record of having such an impairment; or
- Is regarded as having impairment.

Impairment may include visual, speech, and hearing impairments, emotional illness, learning disabilities, HIV or AIDS, past drug addiction, and alcoholism. Major life activities include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Reasonable Accommodations
If the employee or applicant is considered to be disabled but is otherwise qualified to perform the essential functions of the position, the District will make reasonable accommodations to assist in the performance of required tasks. Within the parameters of the law, the District has complete discretion and authority to determine the scope of reasonable accommodations.

- “Essential functions” are the fundamental job duties of the position which the individual is or would be holding, and are determined on a case-by-case basis.
- “Reasonable accommodations” are modifications or adjustments to the work environment, the manner in which work is performed, or to the job application process itself, which would enable the employee or applicant to enjoy the same benefits and privileges of employment as individuals without disabilities. Reasonable accommodations do not include assigning job duties or responsibilities to other individuals or an overall rewriting of the job description.

Privacy
District administration shall make all reasonable efforts to protect the privacy of employment records and other information concerning personnel matters, and shall limit the number of persons who are made aware of the employee or applicant's disability status, including HIV or AIDS status, whenever possible.

Service Animals
ADA defines a service animal as any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability.

The Superintendent is charged with developing the operating procedures that manage reasonable accommodation requests by employees.

Policy History
Adopted: August, 2008
Revised: March, 2013
The Pocatello/Chubbuck School District No. 25 acknowledges its responsibility to permit a staff member with disabilities to be accompanied by a “service animal” in school buildings, classrooms and at school functions, as required by the Americans with Disabilities Act, 28 C.F.R. Part 35, and Title I ADA Revised Requirements 2010 subject to the following conditions. A service animal is generally a dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability.

All employee requests for an individual with a disability to be accompanied by a service animal shall be addressed in writing to the Director of Human Resources and shall detail accommodations as are necessary to enable the employee to perform the essential functions of the job. Written requests shall be submitted to the designated personnel at least ten (10) business days prior to having the service animal at school or at a school function and shall adhere to the following:

- Accompanying the written request shall be the animal’s current vaccination documentation.
- Service Dog owners shall provide annual proof of the following vaccinations to the Human Resources Department: DHLPPC (Distemper, Hepatitis, Leptospirosis, Parainfluenza, Parvovirus, Coronavirus), Bordatella, and Rabies.
- Service miniature horse owners shall provide annual proof of the following vaccinations: Equine Infectious Anemia (Coggins Test), Rabies, Tetanus, Encephalomyelitis, Rhinovirus, Influenza, and Strangles.
- All service dogs shall be spayed or neutered.
- All service dogs shall be treated for and kept free of fleas and ticks.
- All service animals shall be kept clean and groomed to avoid shedding and dander.
- Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.

Requests to permit a miniature horse to accompany an adult with a disability will be handled on a case-by-case basis in accordance with the factors set forth in 28 CFR 35.136.

No other species of animal, whether wild or domestic, shall be permitted in schools as a “service animal”.

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

- The animal is out of control and the animal’s handler does not take effective action to control it.
- The animal is not housebroken.
- The animal’s presence would “fundamentally alter” the nature of the service, program, or activity.
- The animal presents a direct threat to students, staff or other individuals.

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

The school and/or School District is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal’s need to relieve itself.

- The school and/or School District is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- Employees with service animals are expected to care and supervise their animals. In the case of an employee with disabilities who is unable to care for or supervise his/her service animal, the employee is responsible for providing a solution for the care and supervision of the service animal.
SERVICE ANIMALS IN SCHOOLS – STAFF

- Issues related to the care and supervision of service animals will be addressed on a case-by-case basis by the Director of Human Resources in conjunction with the building principal.

In cases where there is an incident involving a service animal in the school building, classrooms or at a school function, the building principal shall be responsible to document the interactions of the service animal.

Policy History
Adopted: May, 2012
Revised: March, 2015
The Pocatello/Chubbuck School District No. 25 Board of Trustees is committed to ensuring the safety of all staff when visiting a private facility and/or residence within the scope of their employment including, but not limited to; homebound teachers, community resource workers, nurses, counselors and teachers.

In order to ensure the safety of all staff when visiting a private facility and/or residence the Superintendent shall ensure proper safety procedures are in place and enforced.

Policy History
Adopted: September, 2012
Revised: N/A
STAFF VISITING AND/OR ENTERING A PRIVATE FACILITY OR RESIDENCE

Various staff members in the Pocatello/Chubbuck School District No. 25 may be requested or required to enter a private facility and/or residence within the scope of their work. The following protocols shall be followed in order to ensure the safety of all staff, including but not limited to, homebound teachers, community resource workers, nurses, counselors and teachers.

Pre-Check
If a facility/residence has never been visited, law enforcement should be requested to check the status of any problematic issues near or inside the location prior to any staff member visiting the location. This check should include, but is not limited to, such issues as sex offenders and felons.

Once the Pre-check has occurred, information regarding the address/location, reason for the visit, staff members making the visit, time for the visit, and any other information obtained from the pre-check must be included on the visitation form for approval by either building or district administration. (See form M-13).

Administrative Approval
The administration will approve visitation, keeping safety in mind. Including, but not limited, to the following questions:
- Is there a cell phone available for the staff member?
- Will it work at this location?
- Would it be wise to have law enforcement partner with us for this visit?
- Is it wise to send two staff members for this visit?
- Is there a valid reason for visiting this home/location?

The administration will NOT approve a staff member entering a private facility or residence for non-district related reasons. Staff should NOT enter any facility or residence under questionable circumstances, but rather should immediately call law enforcement for assistance. Incidents such as this should also be immediately reported to the Superintendent.

Staff should feel free to leave any location if the status changes or if he/she begins to feel unsafe.

When visitation is approved, whether ongoing or not, a staff member should always notify the appropriate administrator when making a private facility/residence visit both when leaving and returning in order to ensure someone else is knowledgeable of their whereabouts. Should law enforcement help be needed, the location of the staff member is critical.

Check-In
Upon completion of the visit the staff members shall check-in with the appropriate supervisor. Any and all information regarding the visitation should be logged on form M-13 including any comments that may be helpful for an administrator approving future visits to this address.

Procedure History
Adopted: September, 2012
Revised: N/A
VOLUNTEERS

The Pocatello/Chubbuck School District will utilize the services of volunteers, who may be certificated or non-certificated.

Assignment of volunteers shall be under the direction of the Pocatello/Chubbuck School District administrators and/or volunteer services coordinator. Assignments of duties shall be restricted to those types of activities which the volunteer, in the opinion of the administrator or volunteer services coordinator, is competent to perform. This includes, but is not limited to assisting in classrooms, coaching, clerical work, checking of student assignments and hall, playground, and lunchroom supervision.

All volunteers will be subject to district background checks if they work on an individual basis with children. The appropriate administrator in consultation with the volunteer services coordinator will make the decision regarding background checks.

- All coaches and chaperones (level II) must have criminal background checks.
- One adult/one child situations will be minimized as much as possible.

Policy History
Adopted: June, 2006
Revised: August, 2008
NON-DISCRIMINATION

The Board of Trustees of the Pocatello/Chubbuck School District No. 25 is committed to an environment of non-discrimination in relation to race, religion, sex, sexual orientation, gender, gender identity, age, national origin, physical or mental handicap or disability, economic or social conditions, actual or potential marital or parental status, and other human differences. This policy will prevail in all matters concerning staff, students, the public, educational programs and employment practices.

Inquiries regarding discrimination should be directed to the district’s Title IX Coordinator: the Director of Human Resources for staff, and the Director of Student Support Services for students. An individual alleging discrimination shall follow the process outlined in the district’s Uniform Grievance procedure.

Title IX Coordinators:  Director of Human Resources
                        (208) 235-3259
                        Director of Student Support Services
                        (208) 235-3253

Address:  3115 Pole Line Road
          Pocatello, ID 83201

Cross Reference:  Policy 3307 – Public Complaints
                  Procedure 3307-P – Public Complaints – Uniform Grievance

Legal Reference:  I.C. 67-5909 – Acts Prohibited
                  20 U.S.C. 1681, et seq. – Title IX of the Educational Amendments
                  42 U.S.C. 6103 – Age Discrimination Act
                  42 U.S.C. 12134 – Americans with Disabilities Act

Policy History
Adopted: June, 1992
Revised: August, 2018
The Pocatello/Chubbuck School District No. 25 Board of Trustees is committed to providing a safe, supportive, caring and respectful environment which is critical to teaching and learning for students and staff. Communication and cooperation between the district, home, school and community are critical steps toward suicide prevention and intervention. Thus, the Board of Trustees promulgates this policy as a means to take proactive steps towards the prevention, assessment and intervention in response to self-harm and/or suicidal tendencies.

In accordance with Idaho Code neither the school district nor a school employee has a duty to warn a parent or a protective agency of suicidal tendencies absent the district’s or employee’s knowledge of direct evidence of such suicidal tendencies. However, the district will provide help, guidance and referral for treatment at no cost to the district when a student or staff member exhibits signs of self-harm or suicidal tendencies.

The Superintendent is responsible to draft and implement procedures relating to suicide prevention, intervention and postvention. Procedures will include, but are not limited to the following:

**Prevention**
- Offering and providing help and assistance including early identification;
- Support and/or counseling for low risk students and staff;
- Providing information and resources for outside services for moderate and high-risk students and staff;
- Designation of appropriate contact persons regarding suicide prevention, intervention and postvention;
- Encouraging students and staff to report any individual they believe may be at risk of self-harm or suicide;
- Providing annual suicide prevention training for all staff members who work closely with students;
- Offering resources to parents/legal guardians and/or immediate family members regarding suicide prevention.

**Intervention**
- Contacting parents/legal guardians or emergency contacts of students or staff who have been identified as an imminent risk;
- Contacting emergency services to assist a student or staff member who is at imminent risk or self-harm or suicide;
- Providing first aid until emergency personnel arrive, as appropriate;
- Relocating students away from the immediate area of an attempted or actual suicide on district property or at a district-related event.

**Postvention**
- Providing after-care support for students and staff following a sudden death;
- Provide a Crisis Team, consisting of district office administrators and school counselors, to support the school community in the event of suicide;
- Notification of the appropriate district office administrator including the Director of Student Support Services, the Director of Elementary and/or Secondary Education and the Director of Human Resources;
- Providing information regarding mental health services and resources, at no cost to the district, to students or staff who may be strongly affected by a recent death;
- Appointing a spokesperson to handle inquiries related to a suicide or unexpected death.

District personnel shall attend to the rights of the student, staff member and their families.
SUICIDE PREVENTION

The district shall comply with all state law and administrative rules relative to suicide prevention and awareness training for staff.

Failure of a school employee to report known instances of suicide ideation, or threats of self-harm is a violation of this Policy which may result in disciplinary action, up to and including, possible termination. Further, with regard to any certificated individual, failure to report is also a breach of the Code of Ethics for Idaho Professional Educators, Principle IX, Duty to Report, and could have negative consequences upon such employee’s certification and ability to be employed in any public school setting.

Legal Reference:
- I.C. 33-136  Suicide Prevention in Schools
- I.C. 33-512B  Suicidal Tendencies – Duty to Warn
- IDAPA 08.02.03.160  Safe Environment and Discipline

Policy History
Adopted: March, 2011
Revised: April, 2019
SUICIDE PREVENTION

PREVENTION

District Policy Implementation
Implementation of the district’s suicide prevention policy, procedure and response will be the responsibility of building administrators at the building level, and the Director of Student Support Services, Elementary Education, Secondary Education and Human Resources at the district-level.

Professional Development
The district shall annually provide a state approved suicide prevention, intervention and postvention training to all staff members who work closely with students.

Youth Suicide Prevention Curriculum
The district will provide age appropriate and student-centered education materials on suicide prevention in all K-12 health classes. The content should include:

- The importance of safe and healthy choices and coping strategies;
- How to recognize risk factors and warning signs of mental disorders and suicide in oneself and others;
- Help-seeking strategies for students, including how to engage school resources and refer friends for help.

In addition, schools may provide supplemental small group suicide prevention programming for students.

INTERVENTION

Reporting Requirements

Staff Members
- Any staff member who may have knowledge that a student intends self-harm or has suicidal tendencies shall immediately report the information to the building principal or school counselor. If there is no principal or counselor in the building, the staff member should contact a director at the district office;
- Any tangible document including written notes, journal entries or other item evidencing the ideation of suicide or self-harm shall be brought to the attention of the administrator at the time of reporting;
- The at-risk student shall be accompanied by an adult to the school counselor or principal’s office at the time of the reporting;
- After making a verbal report, the reporting employee shall immediately complete the Suicide Ideation/Threats of Self-Harm – Verification of Reporting form and provide a copy to the school counselor and building administrator;
- If for any reason the employee believes that the report was not received or processed, the employee shall independently report the concern to law enforcement;
- Should a staff member become aware of any suicidal tendencies or ideation during non-school hours through a homework assignment, journal entry, social media post or any other method, the employee shall immediately contact the school administrator for assistance in reporting to law enforcement or the Department of Health and Welfare;
- Upon arrival at school the next day school is in session, the employee shall assist the building administrator in completing the Suicide Ideation/Threats of Self-Harm – Verification of Reporting form.

Administrators
- An administrator who has received a report of suicide ideation and/or self-harm shall immediately contact the child’s parent/legal guardian or the employee’s emergency contact, the school’s SRO, other law enforcement personnel or the Department of Health and Welfare;
SUICIDE PREVENTION

- The administrator shall consult with the parent/legal guardian or emergency contact to determine if transportation of the individual to a medical or mental health facility is warranted. The administrator will provide information on available resources.
- When the school's administrator or counselor receives a completed Suicide Ideation/Threats of Self-Harm – Verification of Reporting form, a copy will be provided to parent/legal guardian or emergency contact, maintained by the administrator for the school’s records, and submitted to the Director of Student Support Services.
- The administrator shall report any situation involving suicidal ideation/threats of self-harm to the Superintendent and seek assistive resources.
- Addressing reports of suicidal ideation or threats of self-harm shall take priority over any other matter. If necessary, the administrator shall contact the district’s administration for assistance or backup if multiple emergency situations are occurring at the same time.
- At all times during the process of reporting, investigation and seeking assistance, the individual who has verbalized suicidal ideation or threats of self-harm shall be supervised by another adult.
- In the event that there is concern for a staff member, the process for returning to work, and need to know, will be managed on a case-by-case basis.

Assessment and Referral

Students

When a student has been identified by a staff member as potentially suicidal, through a verbal threat, self-harm, a third-party report, self-referral or other overt risk factors such as agitation or intoxication, the student should be seen by a counselor within the same school day for a risk assessment and possible referral.

If there is no counselor available, a school staff member will accompany and observe the student until a counselor can be brought in or emergency services are engaged. For youth at risk:

- School staff will continuously supervise the student to ensure their safety until their care is transferred to the parents/legal guardian or emergency services. In situations where the student is deemed to be at high risk of suicide, the student should not be left alone;
- The administrator and Director of Student Support Services will be made aware of the situation as soon as reasonably possible;
- The counselor or administrator will contact the student's parent/legal guardian, and will assist the family with urgent referral. When appropriate, this may include calling the Idaho Suicide Prevention Hotline (1-208-398-4357) or emergency services;
- Staff will ask the student’s parent/legal guardian for written permission to discuss the student’s health with outside care, if appropriate.

In-School Suicide Attempts

In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

- First aid will be rendered until professional medical treatment and/or transportation can be received, following district emergency medical procedures;
- School staff will supervise the student and attempt to ensure their safety, provided doing so does not threaten the safety of the staff member or others;
- Staff will move all other students out of the immediate area as soon as possible;
- If appropriate, staff will immediately request a mental health assessment for the student;
- The counselor or administrator will contact the student's parent/legal guardian;
- Staff will immediately notify the principal or Director of Student Support Services regarding any in-school suicide attempt;
SUICIDE PREVENTION

- The school may contact the district’s administration to assess whether additional steps should be taken to ensure student safety and well-being.

Re-entry Procedure
For students returning to school after a mental health crisis, such as a suicide attempt or psychiatric hospitalization, a school counselor and administrator will meet with the student’s parent/legal guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student’s readiness for return to school. The return to school should address the following:

- A counselor or other designee will be identified to coordinate with the student, their parent/legal guardian and any outside mental health care providers;
- The parent/legal guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others;
- The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns, including academic or social issues;
- The administration will disclose to the student’s teachers and other relevant staff (without sharing specific details) that the student is returning after a hospitalization/medical treatment and may need adjusted deadlines for assignments. The counselor will also be available to teachers to discuss any concerns they have regarding the student after re-entry;
- Safety plans which are implemented upon a student’s re-entry to school shall include regular check-ins by the school counselor with the student and communication to the parent/legal guardian as determined during the re-entry meeting.

Out of School Suicide Attempts
If a staff member becomes aware of a suicide attempt by a student that is in progress in an out of school location, the staff member will make reasonable efforts to:

- Call the police and/or emergency medical services, such as 911;
- Inform the student’s parent/guardian;
- Inform the principal and Director of Student Support Services;
- If the student contacts the staff member and expresses suicidal ideation, the staff member shall make a reasonable effort to maintain contact with the student (either in person, online, or on the phone). The staff member can then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

Parent/Emergency Contact Notification
The administrator or counselor will contact the student’s parent/legal guardian or employee’s emergency contact as soon as reasonably possible. If the administrator or counselor believe there is further risk of harm, or would endanger the health or well-being of the individual by contacting the parent/legal guardian or emergency contact, they may delay such contact as appropriate while identifying appropriate resources, and contacting law enforcement or child protective services. If contact is delayed, the reasons for the delay shall be documented.

POSTVENTION

Development and Implementation of an Action Plan
The district will develop an action plan to guide school response following a death by suicide that has a significant impact on the school community. The appropriate district level directors will meet to implement the action plan immediately following the news of a death by suicide. If the death has not yet been confirmed to be a suicide, the team will still meet while this is being confirmed.
The district’s action plan will include the following:

- **Verify the death.** Staff will confirm the death and determine the cause of death through communication with a coroner’s office, local hospital, the student’s parent/legal guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it shall not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students;
- **Alert the Director of Student Engagement, Career & Technical Readiness at the State Department of Education about the death;**
- **Assess the situation.** The administrative team will meet to prepare the postvention response, consider who is most likely to be affected, and whether or not any other recent traumatic events have occurred within the school community;
- **Share information.** Before a death is officially classified as a suicide by the coroner’s office, it should be reported to staff, students, and parents/guardians that an unexpected death has occurred. Building administrators will inform their staff that an unexpected death has occurred, preferably in a staff meeting. The district’s administrative team will draft a statement for staff members to share with students and parents. The statement should include the basic facts of the death and known funeral arrangements, recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. School-wide assemblies should be avoided;
- **Avoid suicide contagion.** Building principals will explain in a staff meeting that one purpose of trying to identify and provide services to other high-risk students is to prevent another death. Staff should review the suicide warning signs and procedures for reporting students who generate concern;
- **Initiate support services.** Students identified as being more likely to be affected by the death will be assessed by a counselor to determine the level of support needed. The district will provide additional supports for staff as needed, such as additional counselors or administrators, or providing information about the district’s Employee Assistance Program;
- **Develop memorial plans.** On-campus physical memorials or shrines including pictures and/or flowers, memorial services, or flying the flag at half-mast are not appropriate memorial plans as they may sensationalize the death and encourage suicide contagion. Any school-based gatherings or discussions will include a focus on how to prevent future suicides, available resources and healthy coping mechanisms;
- **Schools will avoid canceling school for a funeral, but will reasonably accommodate students or staff who wish to attend.**

**External Communication**

The Communications and Community Relations specialist will be the sole media spokesperson for the district. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

- Keep the Superintendent and district administration informed of school actions relating to the death;
- Prepare a statement for staff and parent/legal guardians including postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information;
- Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson will request that reporters follow safe messaging guidelines and best practices such as not making it a front-page story, not including pictures of the victim, not using the word “suicide” in a headline or phrases like “epidemic”, and not describing the method of the suicide. They should also be encouraged not to link bullying to suicide and not to speculate about the reasons for a suicide. The spokesperson will ask the media to include information about community suicide prevention resources including the Idaho Suicide Prevention Hotline number.
SUICIDE PREVENTION

DEFINITIONS

- **At risk** – a student who is defined as high risk for suicide is one who has made a suicide attempt, has threatened suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures

- **Crisis team** – a multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response and recovery. Crisis team members often include someone from the administrative leadership, school psychologist, school counselors, social workers, resource police officer, and others including support staff and/or teachers. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports

- **Mental health** – a state of mental, emotional and cognitive health that can impact perceptions, choices and actions that affect wellness and functioning. Mental health problems include mental health conditions such as depression, anxiety disorders, PTSD, and substance use disorders. Mental health can be impacted by the physical health, genes, the home and social environment, and early childhood adversity or trauma

- **Postvention** – suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community

- **Risk assessment** – an evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff, inclusive of a school psychologist, counselor, or social worker. This assessment is designed to elicit information regarding the student’s intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors

- **Risk factors for suicide** – characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment. Risk is highest when several risk factors are present and when the individual has access to lethal means

- **Self-harm** – behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Self-harm can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide

- **Suicide** – death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner’s or medical examiner’s office must first confirm that the death was a suicide before any school official may state this as the cause of death

- **Suicide attempt** – a self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt

- **Suicidal behavior** – suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life
SUICIDE PREVENTION

- **Suicide contagion** – the process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.

- **Suicidal ideation** – thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one’s life is still considered suicidal ideation and should be taken seriously.

RESOURCES
Idaho Suicide Prevention Hotline
(208)398-4357
[www.idahosuicideprevention.org](http://www.idahosuicideprevention.org)

Idaho Suicide Prevention Program
(208)334-4953
[https://spp.dhw.idaho.gov](https://spp.dhw.idaho.gov)

Idaho Suicide Prevention Coalition
(208)577-4430
[https://www.idahospcc.org](https://www.idahospcc.org)

SPAN Idaho
(208)860-1703
[https://www.spanidaho.org/school-support](https://www.spanidaho.org/school-support)

Idaho Lives Project

American Federation of Suicide Prevention
(503)951-3012

Procedure History
Adopted: April, 2019
Revised: N/A
NOTIFICATION OF THREATS OF VIOLENCE OR HARM

The Pocatello/Chubbuck School District is committed to providing a safe and supportive learning and working environment for students and school employees. Staff members shall not be required to perform a duty or act outside their normal responsibilities which threaten the staff members’ or students’ wellbeing. In times of emergency or emergency drills staff members shall be expected to follow emergency safety procedures. A component of providing that environment is to notify, in a timely manner, any student(s) and/or school employee(s) of any threats of violence or harm made against them. For any student who is notified of a threat of violence or harm, his/her parent/guardian shall also be notified. The timing of the notice shall be subject to the discretion of the administration pending the circumstances of the threat of violence or harm. In addition, the detail to be released will be as extensive as possible yet adhering to the federal statute, Family Educational Rights and Privacy Act (FERPA), and other legal limitations. Individual-directed threats of violence or harm are defined as those which cause fear of physical harm to a specific individual or individuals. Individual directed threats of violence or harm may be communicated by any means either directly or indirectly.

Building-directed threats of violence or harm are those with an intent to cause damage to a school building or school property or to harm students, employees, volunteers, patrons, or visitors. Building-directed threats of violence or harm may be communicated by any means either directly or indirectly.

The administration will investigate and address threats of violence or harm in a manner consistent with the District’s safety policies and comprehensive safe school plans.

Persons found to have made threats of violence or harm against students, employees, others, or District property will be subject to the District’s discipline policies and will be referred to any appropriate community agencies, such as law enforcement and mental health services as appropriate. As needed, the District administration shall work with various professionals internally and externally to address the needs of those threatened, the threats themselves, and those making the threats. Necessary information about the person making the threat shall be communicated by the administration to teachers and other staff, including any school resource officers on a “need to know” basis.

Any person who knowingly provides notice of a false threat is subject to appropriate District discipline and may be referred for prosecution.

The District is responsible for training all staff with regard to all elements of this policy and its procedures. School staff shall be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of harassment, intimidation, bullying, hazing and/or initiation.

Students shall be provided with age-appropriate information on the recognition and prevention of harassment, intimidation, bullying, hazing, and/or initiation and their rights and responsibilities under this and other District policies and rules.

The Superintendent is directed to develop and implement procedures consistent with this policy.

Policy History
Adopted: August, 2007
Revised: September, 2011
NOTIFICATION OF THREATS OF VIOLENCE OR HARM

Staff, students, volunteers, and others involved in school activities have the responsibility to report any serious threats of violence or harm to administration, who shall notify the Superintendent. Administration shall assess the significance and credibility of the threat and, if needed, shall consult with internal and external professionals for their input. Administration shall report the threat to law enforcement based on that assessment.

Based on the assessment of the threat, administration will notify the person(s) threatened. In the case of students, parents/guardians will also be notified. It is up to the discretion of the administration as to the timeliness of notice.

In accordance with the Family Educational Rights and Privacy Act (FERPA), the District may not, except under limited conditions, release student records to any party without parent/guardian or adult student permission. This includes any student information about any student involved in a threat of violence or harm. For that reason, the District will not identify students who have made threats of violence or harm, except for limited releases under the following conditions:

- The parent/guardian or adult student has given permission to disclose to the threatened person the identity of the student who made the threat and/or other information.
- The identity of the student and the details of the threat are being disclosed to relevant District staff who have been determined to have legitimate “need to know” educational interest in the information.
- The identity of the student who made the threat or the details of the threat are being released because the release of the information is necessary to protect the health, safety, or welfare of that student or other individuals. This exemption is to be strictly adhered to pursuant to applicable state and federal regulations.
- The District is responding to a court order or subpoena. Generally the District must make a reasonable effort to notify the parents of the student or adult student who made the threat of the subpoena in advance of complying, so that the family can seek protective action.

In accordance with the Family Educational Rights and Privacy Act (FERPA), the District may not, except under limited conditions, release student records to any party without parent/guardian or adult student permission. This includes any student information about any student involved in a threat of violence or harm. For that reason, the District will not identify students who have made threats of violence or harm, except for limited releases under the following conditions:

- The parent/guardian or adult student has given permission to disclose to the threatened person the identity of the student who made the threat and/or other information.
- The identity of the student and the details of the threat are being disclosed to relevant District staff who have been determined to have legitimate “need to know” educational interest in the information.
- The identity of the student who made the threat or the details of the threat are being released because the release of the information is necessary to protect the health, safety, or welfare of that student or other individuals. This exemption is to be strictly adhered to pursuant to applicable state and federal regulations.
- The District is responding to a court order or subpoena. Generally the District must make a reasonable effort to notify the parents of the student or adult student who made the threat of the subpoena in advance of complying, so that the family can seek protective action.

Relevant information about the threat that does not improperly identify a student shall be provided to the person who is the subject of the threat, and s/he shall be advised if law enforcement is involved in the matter. The law enforcement agency may have more information that may be shared with the person, as law enforcement personnel are subject to other statutes other than FERPA.

To promote the safety of all concerned, the principal shall determine if classroom teachers, school staff, and others working with or in proximity of the student(s) involved in making the threat, should be notified. Subject to the confidentiality provisions cited above the principal shall consider all available information when determining the extent of information to be shared including prior disciplinary records, official juvenile court records, and any documented history of violence.

When considering the appropriate discipline for a student who made a threat of violence or harm, the student’s prior disciplinary records shall be taken into account. Supervision and/or expulsion shall be considered, based on the credibility and significance of the threat. Discipline shall only be imposed on students with disabilities consistent with policy and the legal requirements for special education.

If the threat made by a student is significant and credible enough to warrant expulsion, the student may only be readmitted to the District through the readmission application process provided for in District policy. The readmission application process shall include meeting District readmission criteria established at the time of expulsion and should include completion of an assessment by an appropriate professional, at
NOTIFICATION OF THREATS OF VIOLENCE OR HARM

no cost to the District, with a report to the District when the District determines such an assessment is necessary.

Discipline against District staff for making threats of violence or harm shall be consistent with District policy and procedure regarding staff discipline, and any relevant collective bargaining requirements. Administrators shall properly document all notifications of threats of violence or harm.

Procedure History
Adopted: August, 2007
Revised: N/A
PROHIBITION OF HARASSMENT, INTIMIDATION, BULLYING, HAZING AND/OR INITIATION

The Pocatello/Chubbuck School District No. 25 Board of Trustees is committed to providing a safe, supportive and orderly learning and working environment free from any form of harassment, intimidation, bullying, hazing or initiation for all students, employees, volunteers and patrons in any school building, on District property, or at any District sponsored event, regardless of location. No act of harassment, intimidation, bullying, hazing or initiation will be tolerated. Such behavior will result in disciplinary action.

Idaho Code 18-917A indicates that a student may be guilty of a criminal infraction for engaging in acts of harassment, intimidation or bullying and indicates specifically that:

- No student or minor present on school or District property shall intentionally commit, or conspire to commit, any act of harassment, intimidation or bullying against another student;
- Harassment, intimidation and bullying means any intentional gesture, or any intentional written, verbal or physical act or threat by a student that:
  - A reasonable person under the circumstances should know will have the effect of:
    - (i) Harming a student; or
    - (ii) Damaging a student's property; or
    - (iii) Placing a student in reasonable fear of damage to his or her person; or
    - (iv) Placing a student in reasonable fear of damage to his or her property; or
  - Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for a student.
- An act of harassment, intimidation or bullying need not occur directly in person, through actions or conversation but also may be committed through the use of landline, car phone or wireless telephone or through the use of data or computer software that is accessed through a computer, computer system or computer network.

An act of harassment, intimidation bullying, hazing or initiation can include any intentional written, verbal or physical act, and may be motivated by characteristics such as race, color, religion, ancestry, national origin, gender, sexual orientation, mental or physical disability, physical appearance, clothing or apparel, socioeconomic status, gender identity, or marital status.

Nothing in this section requires the affected person to actually possess a characteristic that is a basis for the harassment, intimidation, bullying, hazing or initiation.

Harassment, intimidation, bullying, hazing and initiation can take many forms including slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions.

Intentional acts refer to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, bullying, hazing and initiation may still be prohibited by other District, school or program policies or procedures.

Reporting
If an individual believes he or she has been subjected to any form of harassment, intimidation, bullying, hazing and/or initiation, the individual is encouraged to firmly and clearly tell the person engaging in the behavior that it is unwelcome, offensive and should stop at once. The individual shall also report any such
PROHIBITION OF HARASSMENT, INTIMIDATION, BULLYING, HAZING AND/OR INITIATION

behavior to the immediate supervisor, a director, or any other administrator. As a matter of policy, it is also required that any individual who becomes aware of any such objectionable conduct involving another employee, student, supervisor or administrator shall report the behavior to the immediate supervisor, a director, or any other administrator. Any false reporting constitutes violation of this policy and may be grounds for immediate disciplinary action up to and including suspension, expulsion, discharge or termination of employment.

Investigation
Any allegation of harassment, intimidation, bullying, hazing and/or initiation shall be investigated promptly in accordance with the process outlined in the Procedure and will be conducted in a confidential manner by the administration so as to protect the privacy of all persons involved. Confidentiality will be maintained throughout the investigatory process to the extent practicable and appropriate under the circumstances. A timely resolution of each complaint will be reached and communicated to the individual making the claim and any other parties involved.

Involvement of Law Enforcement
Depending upon the frequency and severity of the conduct, law enforcement shall be involved to remediate the impact on the victim and the climate of the learning or working environment and to remediate the behavior of the perpetrator.

Retaliation
Retaliation against any individual who makes a complaint or brings such objectionable conduct to the District's attention or who assists or participates in any investigation, proceeding or litigation pertaining to harassment, intimidation, bullying, hazing or initiation is prohibited. Any such retaliation constitutes grounds for immediate disciplinary action up to and including suspension, expulsion, discharge or termination of employment.

Procedures
The Superintendent is directed to develop and implement procedures consistent with this policy.

Staff Training
The District is responsible for training all staff with regard to all elements of this policy and its procedures. School staff shall be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of harassment, intimidation, bullying, hazing and/or initiation.

Student Training
Students shall be provided with age-appropriate information on the recognition and prevention of harassment, intimidation, bullying, hazing, and/or initiation and their rights and responsibilities under this and other District policies and rules.

Policy History
Adopted: July, 1992
Revised: February, 2016
The Pocatello/Chubbuck School District No. 25 expects that all staff and students shall act in accordance with the vision and mission of the district to nurture and sustain a working and learning environment which provides for the health, safety and welfare of all. To this end the environment is to be safe and civil and free from any form of harassment, intimidation, bullying, hazing and initiation. Harassment is inclusive of those areas protected by federal law, such as, race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical disability. Harassment, intimidation and bullying is also inclusive of the definition as stated for Students pursuant to Idaho Code 18-917A.

Reporting
Should an individual have reason to feel that s/he has been subjected to any form of harassment, intimidation, bullying, hazing and/or initiation the individual is encouraged to firmly and clearly tell the person engaging in the behavior that it is unwelcome, offensive and should cease at once. The individual should report any alleged harassment, intimidation, bullying, hazing and/or initiation to his/her immediate supervisor, principal/assistant principal, any director or any other administrator. Further, any individual who becomes aware of any such conduct involving another employee, student, supervisor, or administrator, whether directly form a student's reporting or any other indirect source, this individual shall follow the same reporting process. All staff are also responsible for directing complainants to the formal complaint process. This reporting is essential so that a prompt investigation is undertaken followed by any appropriate, preventive, corrective and/or disciplinary action. The administrator who receives the information is to report such to the appropriate elementary/secondary director and the human resources director (employees) or the pupil personnel services director (students). Any school employee who receives information about any alleged harassment, intimidation, bullying, hazing and/or initiation and has reason to believe the behavior may be child abuse is obligated by law to report it to law enforcement or the Department of Health and Welfare within 24 hours. Moreover, the administration shall report such behavior to the school's SRO or designated SRO. Any individual that knowingly makes a false claim of harassment, intimidation, bullying, hazing and/or initiation will be subject to corrective action, up to and including suspension, expulsion, discharge or termination.

Investigation
An allegation of harassment, intimidation, bullying, hazing, and/or intimidation will be promptly investigated in a confidential manner by the administration or a designee of the administration so as to protect the privacy of all persons involved. The human resource director (employees) or pupil personnel director (students) shall provide the investigating administrator or designee a framework in which to conduct the investigation. Confidentiality will be maintained throughout the investigatory process to the extent practical and appropriate given the circumstances.

Complaints may be investigated and resolved through either the informal or formal complaint process.

Informal Complaint Process
The informal complaint process is voluntary. Its intent is to bring the parties together with a resolve to stop the alleged harassment, intimidation, bullying, hazing and/or initiation. A formal complaint may be filed at any time before, during or after any informal process is used. The informal complaint process does not have rigid steps. Rather, the process depends on the preferences of the complainant and includes any of the following:

- Talking directly with the harasser stating the behavior is unwelcome and unwanted and must cease.
- Using a neutral party such as a director, principal, assistant principal, supervisor, teacher or student mediator to talk with the harasser to get the alleged behavior to cease.
PROHIBITION OF HARASSMENT, INTIMIDATION, BULLYING, HAZING AND/OR INITIATION

- Using a mediator to meet with the harasser and complainant.
- Writing a letter to the harasser identifying the incident and how it made the complainant feel.
- Sending a copy of the district’s harassment policy to the harasser.

The administrator involved in resolution of an informal complaint shall document the complaint, the process utilized for any resolution, and the results. Resolution of the complaint shall be filed with the appropriate elementary or secondary director and the human resource director (employees) or the pupil personnel director (students). FERPA shall be adhered to through all phases of receiving the complaint, investigating the complaint, and resolving the complaint.

Formal Complaint Process
This formal complaint process is voluntary. Its intent is to investigate the alleged complaint with a resolve to stop any alleged harassment, intimidation, bullying, hazing and/or initiation. The formal complaint does have rigid steps to be followed. The investigator or designee shall strive to have the complainant trust the investigator. The following process shall be adhered to when addressing a formal complaint:

- All formal complaints of harassment, intimidation, bullying, hazing and/or initiation shall be filed in writing on the proper form. Formal complaints shall set forth the specific acts, conditions or circumstances alleged to have occurred that may constitute the behavior. This document should include the date of the alleged event(s) as well as the identification of any known witness(es) to the event(s). The investigating administrator or designee may draft the complaint for the complainant based on the report of the complainant, for the complainant to review and sign.
- Complainants shall not be promised confidentiality at the onset of an investigation.
- Regardless of the complainant's interest (or lack thereof) in filing a formal complaint, the investigating administrator or designee (upon consultation), may conclude that the district needs to file a formal complaint based upon the information provided to the administrator.
- The investigating administrator or designee shall investigate all formal, written complaints of alleged harassment, intimidation, bullying, hazing and/or initiation with a resolve to have the alleged behavior cease through the process of resolution.
- When the investigation is completed the investigating administrator shall compile a full written report of the complaint and the results of the investigation. If the matter has not been resolved to the complainant's satisfaction, the report shall be forwarded on appeal to the human resource director (for employees) or the pupil personnel director (for students) who shall take further action to resolve the complaint.
- Corrective measures deemed necessary will be instituted as quickly as possible unless the accused is appealing the imposition of discipline and the District is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.
- As corrective action is taken, only those who have a need to know shall have knowledge of the disposition of the complaint.
- Resolution of the complaint shall be filed with the appropriate elementary or secondary director and the human resource director (employees) or the pupil personnel director (students).
- FERPA shall be adhered to through all phases of receiving the complaint, investigating the complaint, and resolving the complaint.

Resolution
A timely resolution for each complaint will be reached and communicated to the individual making the claim and any other parties involved. Appropriate action, up to and including suspension, expulsion, discharge, or termination will be taken against any individual engaging in harassment, intimidation, bullying, hazing or initiation.

Retaliation
PROHIBITION OF HARASSMENT, INTIMIDATION, BULLYING, HAZING AND/OR INITIATION

Retaliation against any individual who makes a complaint or brings such objectionable conduct to the administration's attention or who assists or participates in any investigation, proceeding or litigation pertaining to harassment, intimidation, bullying, hazing and/or initiation is prohibited. Any such retaliation constitutes grounds for immediate disciplinary action up to and including suspension, expulsion, discharge, or termination of employment.

Procedure History
Adopted: August, 2007
Revised: N/A
The Pocatello/Chubbuck School District strives to maintain a learning and workplace environment which fosters mutual employee, administrator, teacher and student respect and promotes harmonious, productive working relationships. The District shall do everything in its power to provide students a learning environment free of unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct or communications constituting sexual harassment, as defined and otherwise prohibited by state and federal law.

The District prohibits sexual harassment of students, employees, and approved volunteers. Sexual harassment occurs when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or educational environment
- Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual
- Such conduct has the purpose or effect of substantially interfering with the individual’s work or educational performance or creating an intimidating, hostile, or offensive environment

Sexual harassment prohibited by this policy includes but is not limited to visual, verbal or physical conduct of a sexual nature. The terms “intimidating”, “hostile”, or “offensive” include but are not limited to conduct which has the effect of humiliation, embarrassment or discomfort. Claims of sexual harassment will be evaluated in light of all of the circumstances.

Examples of sexual harassment can include, but are not limited to the following:

- Verbal – Demanding sexual favors in exchange for favorable reviews, assignments, promotions, continued employment or promises of the same for staff; and demanding sexual favors in exchange for favorable grades, assignments, athletic playing time, positions in school organizations or teams, or promises of the same for students; sexual innuendo, suggestive comments; insults; threats; jokes about gender specific traits; sexual propositions
- Non-Verbal – Making suggestive or insulting noises; leering, whistling, making obscene gestures / posting or distributing obscene, suggestive or otherwise inappropriate pictures or materials / wearing apparel depicting obscene, suggestive, or otherwise inappropriate pictures, statements of themes
- Physical - Touching; pinching; brushing the body; coercing sexual intercourse; assault

Sexual harassment occurs adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female.

A violation of this policy may result in discipline. The discipline for an employee engaging in sexual harassment of a student and/or co-worker could include discharge or termination. The discipline for a student engaging in sexual harassment could include suspension and/or expulsion. Further, dependant upon the conduct, a report could be made to the appropriate legal or governmental authorities.

Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action, including potential discharge of employees and potential expulsion of students.

Aggrieved persons who feel comfortable doing so, should directly inform the person engaging in the sexually harassing conduct or communication, that such conduct or communication is offensive and must stop.
PROHIBITION OF SEXUAL HARASSMENT IN THE
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Employees and students who believe they may have been sexually harassed or intimidated should contact the appropriate Title IX coordinator or any District administrator, counselor or teacher who will assist them in filing a complaint. Any District employee who is knowledgeable of an informal or formal complaint or report of sexual harassment is accountable for informing the administration of the complaint and for directing the complainant to the administration.

The administration shall promptly initiate an investigation of all complaints that come to the attention of the administration, whether formally or informally. Allegations or criminal misconduct shall be reported to law enforcement and suspected child abuse shall be reported to law enforcement or the Department of Health and Welfare per Idaho Code. Persons found to have been subjected to sexual harassment shall have appropriate School District services made reasonably available to them and adverse consequences of the harassment shall be reviewed and remedied, if appropriate.

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and disciplinary action will be taken against anyone engaged in retaliation.

The superintendent is directed to develop and implement procedures consistent with this policy. The procedures shall address a process for informal and formal investigations, inclusive of receiving reports of sexual harassment, investigation, resolution of complaints or reports of sexual harassment, timelines for resolution and delineate that administration is responsible for the investigation.

The District is responsible for training all staff and students (age appropriate) with regard to all elements of this policy and its procedures.

Policy History
Adopted: August, 2007
Revised: September, 2011
PROHIBITION OF SEXUAL HARASSMENT IN THE WORKPLACE AND THE LEARNING ENVIRONMENT

The Pocatello/Chubbuck School District expects that all staff and students act in accordance with the vision and mission of the district to nurture and sustain a working and learning environment which provides for the health, safety and welfare of all.

Reporting
Should an individual believe that s/he has been subjected to any form of sexual harassment, the individual is encouraged to firmly and clearly tell the person engaging in the harassing that it is unwelcome, offensive and should stop immediately. The individual should report any harassment to his/her immediate supervisor, building administrator, or district-level director. Further, any individual who becomes aware of any such conduct involving another employee, student, supervisor, or administrator shall follow the same reporting process. Staff members are responsible for directing complainants to the Formal Complaint – Sexual Harassment Form. This reporting is essential so that a prompt investigation is undertaken followed by any appropriate, preventive, corrective and/or disciplinary action. The administrator who receives the information is to report such to the Director of Elementary or Secondary Education, the Director Human Resources for staff, and the Director of Student Support Services for students. Any school employee who receives information about alleged sexual harassment and has reason to believe the harassment may be child abuse, is obligated by law to report it to law enforcement or the Department of Health and Welfare within 24 hours. Any individual that knowingly makes a false claim of sexual harassment will be subject to corrective action, up to and including suspension, expulsion, discharge or termination.

Investigation
An allegation of sexual harassment will be promptly investigated in a confidential manner by the building administrator or direct supervisor to protect the privacy of all persons involved. The Director of Human Resources or Student Support Services will provide the investigating administrator or supervisor, a framework in which to conduct the investigation. Confidentiality will be maintained throughout the investigatory process to the extent practical and appropriate given the circumstances.

Complaints may be investigated and resolved through either the informal or formal complaint process.

Informal Complaint Process
The informal complaint process is voluntary. Its intent is to bring the parties together with a resolve to stop any alleged sexual harassment. A formal complaint may be filed at any time before, during or after any informal process is used. The informal complaint process does not have rigid steps. Rather, the process depends on the preferences of the complainant and includes any of the following:

- Talking directly with the harasser stating the behavior is unwelcome and unwanted and must cease.
- Using a neutral party such as a director, principal, assistant principal, supervisor, teacher or student mediator to talk with the harasser to get the alleged behavior to cease.
- Using a mediator to meet with the harasser and complainant.
- Writing a letter to the harasser identifying the incident and how it made the complainant feel.
- Putting a copy of the district’s harassment policy in the harasser’s mailbox.

The administrator or supervisor involved in the resolution of an informal complaint shall document the complaint of sexual harassment, the process utilized for any resolution and the outcome. Resolution of the complaint shall be filed with the appropriate Director of Elementary or Secondary Education, and the Director of Human Resources or the Director of Student Support Services.
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Formal Complaint Process
The formal complaint process is voluntary. Its intent is to investigate the alleged complaint with a resolve to stop any alleged sexual harassment. The formal complaint does have rigid steps to follow. The investigator shall strive to establish the complainants’ trust. To the extent practicable, the following process shall be adhered to when investigating a formal complaint.

- All formal complaints of sexual harassment shall be filed in writing on the proper form. Formal complaints shall set forth the specific acts, conditions or circumstances alleged to have occurred that may constitute the sexual harassment. This document should include the date of the alleged event as well as the identification of any known witnesses to the event. The investigating administrator or supervisor may draft the complaint for the complainant, based on the report of the complainant, for the complainant to review and sign.
- Complainants shall not be promised confidentiality at the onset of an investigation.
- Whether or not a complainant has requested to file a formal complaint, the investigating administrator or supervisor may conclude that a formal complaint should be filed based upon the information provided.
- The investigating administrator or supervisor shall investigate all formal, written complaints of alleged sexual harassment with a resolve to stop the alleged sexual harassment through the resolution process.
- Within 30 days of the complaint being filed, the Director of Human Resources or the Director of Student Support Services shall provide in writing to the complainant and the accused a status report of the investigation by stating one of the following:
  - The investigation is incomplete to date and will be continuing; or
  - The District intends to take corrective action; or
  - The District does not have adequate evidence to conclude that sexual harassment occurred.
- When the investigation is complete the investigating administrator or supervisor, shall compile a full written report of the complaint and the outcome of the investigation. If the matter is not resolved to the complainant’s satisfaction, the report shall be appealed to the Director of Human Resources or the Director of Student Support Services who shall take further action to resolve the complaint.
- Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than 30 days following the written status report, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or other lawful order from imposing discipline until the appeal process is concluded.
- Only those who have a need to know shall have knowledge of the complaint, the outcome of an investigation or any corrective action taken.
- Resolution of the complaint shall be filed with the appropriate Director of Elementary or Secondary Education and the Director of Human Resources or the Director of Student Support Services.

FERPA
Investigators shall adhere to FERPA laws through all phases of receiving the complaint, investigating the complaint, and resolving the complaint.

Resolution
A timely resolution for each complaint will be reached and communicated to the individual making the claim, and any other parties involved. Appropriate action, up to and including termination or expulsion, will be taken against any individual engaging in sexual harassment.

Retaliation
Retaliation against a complainant, reporting individual, or an administrator or supervisor who assists or participates in any investigation, proceeding or litigation pertaining to sexual harassment, is prohibited. Any
PROHIBITION OF SEXUAL HARASSMENT IN THE WORKPLACE
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such retaliation constitutes grounds for immediate disciplinary action up to and including suspension, expulsion, discharge or termination of employment.

Procedure History
Adopted: August, 2007
Revised: April, 2019
FRINGE BENEFITS – CERTIFICATED ADMINISTRATION

For the purposes of this policy, administrative employees include certificated staff members who are issued Administrative Contracts as approved by the State Department of Education.

GROUP MEDICAL/DENTAL/HOSPITAL/VISION/LIFE INSURANCE

Coverage
The Board of Trustees will pay medical, dental, vision and life insurance premiums for employees who are employed full time. The Board will pay a pro-rated amount for those employees who work less than full time and will be based on the employee’s Full Time Equivalency (FTE). The employee will be responsible to pay for the balance of any premium. Part time employees may waive the offered insurance if they desire, however, the employee will forfeit the value of any waived insurance premiums. The insurance package provided for administrative staff will not be less than that provided to other staff members. For life insurance, the Board will pay for a policy that is valued at twice that of other employee classifications.

Dependents
Dependent insurance coverage (where available) may be obtained by employees at the time they are hired. Such coverage will be at the employees’ own expense through payroll deduction.

FAMILY AND MEDICAL LEAVE
Employees who have worked for at least one year, and for 1,250 hours over the previous 12 months will be eligible for 12 weeks of job-protected leave as outlined in the Family and Medical Leave Act of 1993 (FMLA). An employee is limited to 12 weeks of FMLA each school year.

This leave will be granted for the following reasons:
• To care for the employee’s child after birth, or placement for adoption or foster care; (leave must conclude within 12 months of the birth or placement)
• To care for the employee’s spouse, son or daughter, or parent, who has a serious health condition; or
• For a serious health condition that makes the employee unable to perform the employee’s job.

If an employee has accrued sick leave, vacation or personal leave days, those days may be used as FMLA leave. For employees that do not have accrued days, FMLA leave will be without pay.

Retirement Coverage/Termination of Coverage
Employees who retire or terminate employment while covered by district health, dental and/or life insurance plans have conversion privileges to individual policies being offered by the district’s carriers. Such conversion must take place within thirty (30) days following retirement or termination of employment.

Change or Termination of Insurance
The Board of Trustees reserves the right to change or terminate insurance provided by the district at any time.

LEAVE OF ABSENCE
Upon approval of the Board or their designee, administrative employees may be granted leave of absence for a period not to exceed one year. A leave of absence shall be granted only for the purposes which are in the best interest of the district.
FRINGE BENEFITS – CERTIFICATED ADMINISTRATION

SICK LEAVE

Number of Days
Administrative employees will earn fourteen (14) days of sick leave annually. Sick leave may accumulate to an amount as determined by the district. It should be noted that accumulated sick leave days can be used to pay insurance premiums at the time of retirement at the rate of the employee’s current daily wage multiplied by one-half the accumulated days as provided in Idaho Code.

The Board shall require proof of illness adequate to protect the district against malingering and false claims of illness.

Basis for Sick Leave – Definition
Sick leave will be allowed for (a) illness of the employee, (b) illness of a member of the employee’s family and (c) bereavement.

Sick leave may be allowed at the discretion of the Board or designee, for other extenuating circumstances.

SICK LEAVE BANK
Administrative employees who are eligible to receive sick leave day benefits shall be eligible to join a Board of Trustees approved Sick Leave Bank.

PARENTING LEAVE
Administrative employees may be granted a leave of absence for parenting purposes of up to two (2) years without pay. An employee can continue on insurance if they pay the premiums while on leave. This includes leave for parenting a child born to or legally adopted by the employee.

MILITARY LEAVE
Same as Policy 7504.

LEAVE FOR JURY DUTY
Same as Policy 7506.

PERSONAL LEAVE
Administrative employees will be eligible to receive five (5) days personal leave each year. New employees will be allocated a prorated number of personal leave days based upon the number of months between the eligibility date and the month in which their contract ends.

Personal leave may be taken for any reason deemed necessary by the employee. Personal leave will be in addition to sick leave and vacation provisions. Personal leave will not accumulate. Personal leave may be taken as full or half days, thus, allowing up to five (5) full days or ten (10) half days or any combination resulting in a total of not more than five (5) full days.

Salary Deductions for Personal Leave
There will be no salary deduction for any day of personal leave taken.

Payment for Personal Leave Not Used
All administrative employees eligible to receive personal leave will receive an annual payment for unused days/hours. The payment will be for days/hours which are unused on June 30. Payment will be made on the July paycheck.
FRINGE BENEFITS – CERTIFICATED ADMINISTRATION

VACATION FOR TWELVE-MONTH ADMINISTRATIVE EMPLOYEES
All administrative employees who are assigned a twelve-month work schedule will receive annual paid vacation, in addition to legal and school holidays, in accordance with the following schedule:

- 5 through 14 years of service  5
- 15 or more years of service  10

It is the intent of this policy that vacation time be used during the year in which it is earned. The vacation year runs from July 1 to June 30 each year. Vacation leave may not accumulate beyond ten (10) working days. Vacation days will not accrue any monetary value.

Administrators shall submit vacation requests to their immediate supervisor and must receive approval prior to using vacation leave.

Administrative employees will be eligible to receive remuneration for unused accumulated vacation days at the time service with the district is terminated only after 12 months of continuous service has been completed.

HOLIDAY LEAVE
The district calendar will determine the holiday schedule for administrative employees. Idaho Code states that school holidays must include the following: New Year’s Day, Memorial Day, Independence Day, Thanksgiving Day and Christmas Day. Twelve-month administrative staff will receive ten (10) paid holidays per year, and all other administrative staff will receive five (5) paid holidays per year. Employees who terminate prior to a paid holiday will not be eligible to receive pay for such holiday unless at least one day of employment follows the holiday.

The paid and unpaid holidays will be determined by the administration after the board of trustees has approved the annual calendar.

PROFESSIONAL LEAVE
Professional Leave shall be limited and must be approved by the Superintendent.

The Superintendent is responsible for the practical application of this policy.

Policy History
Adopted: September, 2004
Revised: June, 2018
FAMILY AND MEDICAL LEAVE
Family and medical leave (FMLA) shall be subject to the requirements of the Family and Medical Leave Act of 1993.

LEAVE OF ABSENCE
A leave of absence will be governed by the following regulations and procedures:

- A written request for a leave of absence must be submitted to the Director of Human Resources, and requires Board approval. Requests must be received no less than 5 days prior to the next regular board meeting.
- Any administrative employee who has been granted a leave of absence and wishes to return must notify the Director of Human Resources in writing no later than February 1 in order to be considered for assignment for which the employee is qualified.
- Sick leave days established at the time of departure on an approved leave of absence shall be restored when the person returns to employment.
- Employees on leave of absence may continue insurance coverage by paying the premiums on a schedule as determined by the Business Office.

SICK LEAVE
Administrative employees will earn 14 days of sick leave per year. Sick leave days will be prorated for those partial months as determined by the approved school calendar. Sick leave days are prorated in half-day increments. On July 1 employees will be awarded the number of sick leave days which they would normally earn during the year between July 1 and June 30. New employees will be awarded the number of sick leave days to which they are entitled for the period between the commencement of employment and July 1. Sick leave days may be taken in two hour increments.

Any administrative employee who must be absent from duty must notify his/her immediate supervisor as soon as possible after the necessity for absence is known. The reason for the absence and anticipated length of absence must be reported.

Sick leave for extenuating circumstances, which is allowed at the discretion of the Board of Trustees, or designee, as described in Policy 7501, must be requested in writing in advance of such absence. A written response will be made to such requests by the Superintendent, or designee.

PREGNANCY/CHILD BEARING
Pregnancy/child bearing will constitute illness only during such period when the employee is physically unable to perform duties as certified by the employee's physician. The employee will be expected to return to work as soon after the baby's birth as physical condition will permit as certified by a physician or take parenting leave.

BEREAVEMENT
Up to 5 days leave may be taken by employees for the purpose of attending funerals of members of the immediate family including spouse, child, (or spouse's child), parent, or sibling. An extension of this leave may be granted at the discretion of the Superintendent or designee. Time for attending the funeral of a close friend, associate or relative may be allowed at the discretion of the Superintendent or designee. Extension of bereavement leave or time to attend the funeral of a close friend, associate or relative is to be requested in advance of absence in writing to the Superintendent. Days used for bereavement leave will be deducted from the employee's sick leave entitlement.
MILITARY LEAVE
Same as Procedure 7504-P.

LEAVE FOR JURY DUTY
Same as Procedure 7506-P.

PERSONAL LEAVE
Administrative employees who wish to take personal leave should notify their immediate supervisor of their intention a minimum of 48 hours in advance. In an emergency when 48 hours cannot be given, permission to use such leave shall be left to the discretion of the immediate supervisor.

VACATION
The practical application of the vacation policy shall rest with the employee’s immediate supervisor. Annual vacation should be scheduled during a time that is most convenient to the work schedule of the department or building, however, the supervisor will make every reasonable effort to accommodate vacation requests in any amount up to the total of earned vacation days.

PARENTING LEAVE
Parenting leave is an extended leave of absence granted employees for the purpose of caring for or raising their child.

Requests for parenting leave of absence must be submitted in writing to the Director of Human Resources with a copy to the employee’s immediate supervisor at least 15 days prior to the time the leave is to commence.

The maximum amount of parenting leave will be 2 years.

Administrative employees who are on parenting leave and wish to return to active service must submit a written request to the Director of Human Resources at least 30 days prior to the time such employee intends to return to work. The employee will return to the position held prior to the leave or to another position for which such employee is qualified.

UNPAID LEAVE
For employees who are on unpaid leave, all sick, personal and vacation leave days will be awarded on the day the employee returns from unpaid leave. Leave days will be awarded on a prorated basis, based on the employee’s returns date.

Procedure History
Adopted: September, 2004
Revised: June, 2018
STIPENDS

Additional salary and/or stipend payments to employees are identified in the Extracurricular Salary Schedule as established and amended from time to time by the District.

Miscellaneous stipends are also paid to various employees from time to time from federal/state grants, from the general fund and from student activity funds. Any additional salary and/or stipend payments shall be within the scope of the existing budget for educational purposes and shall be approved by the appropriate Program Director and Superintendent/designee.

All stipends paid to employees which are not identified in the Extracurricular Salary Schedule and are $500.00 or more shall be approved by the Board of Trustees.

Policy History
Adopted: March, 2005
Revised: April, 2009
LEAVE FOR CONTINUING EDUCATION FOR CERTIFICATED EMPLOYEES
HAVING TWELVE MONTH DUTY ASSIGNMENTS

It is the desire of the Board of Trustees of School District No. 25 that all staff members continue their education.

All certificated employees who are on contract requiring twelve months' duty may be granted eight to ten weeks of leave without loss of salary each three years to continue their formal education. The Superintendent shall determine the specific amount of leave to be granted and the order of eligibility of staff members.

Policy History
Adopted: August, 1973
Revised: N/A
MILITARY LEAVE

Employees are entitled to military leave under the Uniformed Services Employment and Re-Employment Act of 1994. Military leaves of absence are granted to personnel to fulfill required military obligations in the Armed Forces of the United States. Upon return to the District, they are assigned to positions with full privileges and without loss of financial status, being allowed credit for their military service with respect to retirement and salary benefits.

Policy History
Adopted: January, 1976
Revised: June, 2006
MILITARY LEAVE

Military leave is a leave granted without pay to employees who enlist in or are inducted into the military service of the United State or to employees who are members of the National Guard or any component of the military forces of the State or Reserve forces of the United States who are ordered to duty for training or active service in the time of war or other emergency or who are mobilized to meet local emergency situations.

Employees must notify their principal or immediate supervisor and submit a written request to the Superintendent of Schools for military leave immediately upon receiving orders to report for duty or training. The Superintendent will make a written response to the employee.

Members of a reserve unit or the National Guard shall attempt to arrange active duty assignments or training sessions at times when school is not in session in order not to disrupt classes, in the best interests of the students in the District.

Employees who have been granted an extended leave of absence for military service and desire to return to the District upon discharge, shall send written notification of their intentions to the Director of Personnel as far in advance as possible and not later than April 1st of the year preceding the school year they will be available for an assignment.

The District shall not be required to reemploy an employee who is discharged from military service under conditions other than honorable.

The Superintendent or Board of Trustees reserves the right to deny extensions of military leave to employees who choose to remain in the military service beyond the compulsory date following the emergency for which they were inducted.

Procedure History
Adopted: January, 1976
Revised: N/A
SICK LEAVE

Number of Days
Certificated employees will be allocated sick leave per the negotiated agreement. Sick leave may accumulate to the current amount listed in the negotiated contract for certificated employees.

The Board may require proof of illness adequate to protect the district against malingering and false claims of illness.

Basis for Sick Leave – Definition
Sick leave is defined as:
- Illness of the employee
- Illness of a member of the employee’s family, including spouse, employee or spouse’s child, parents, brother or sister when living in the same household as the employee
- Bereavement.

Sick leave may be allowed at the discretion of the Superintendent, or designee, for illness of family members including spouse’s child, parent, brother or sister, not living within the same household.

Transfer of Sick Leave
Transfer of Sick Leave will be allowed per Idaho Code.

Policy History
Adopted: August, 1973
Revised: June, 2006
LEAVE FOR JURY DUTY

Employees are not to be penalized financially while on jury duty. Nor will they benefit financially by receiving full pay from the District plus pay for jury duty.

Policy History
Adopted: August, 1973
Revised: June, 2006
LEAVE FOR JURY DUTY

If a school employee is absent from work for the purpose of jury service the following procedure should be followed:

- Provide a substitute where necessary.
- Show the person as being absent on the payroll form.

Those persons serving on jury duty shall be reported as having served. A record will be kept in the Business Office of those employees who have served on jury duty. Employees receiving jury duty payment will have a deduction made in the amount paid for days served as indicated by the Court. The deduction will usually be made on the next regular pay date after verification by the Business Office Insurance Clerk of days served and payment amount.

The amount to be deducted will be for time served for jury duty only. Personal expenses, meals, and/or travel are not to be included in the deduction.

Procedure History
Adopted: August, 1973
Revised: June, 2006
RETIREMENT

All new employees must complete the necessary forms to initiate enrollment into the retirement system. The forms are available at the Human Resource Department. The completed forms should be filed with the Director of Human Resources.

Deductions from employees’ monthly salary will be withheld each month in accordance with established rates for Social Security and Idaho Public Employee Retirement System.

**Idaho Public Employee Retirement System**
Membership in the Idaho Public Employee Retirement System is mandatory, but contingent upon being an employee of the State or one of the participating political subdivisions in a job or position where service, normally in excess of twenty (20) hours per week and a minimum of five (5) consecutive months, is performed.

Information about the system and benefits can be obtained from the Idaho Public Employee Retirement System publications or directly from their Pocatello office.

**Social Security**
All employees of School District No. 25 are covered by Social Security. Social Security for all teachers went into effect January 1, 1958, and membership is mandatory.

**Retirement Sick Leave Severance Allowance Certified and Classified**
Upon separation from public school employment by retirement an employee is eligible for an insurance premium after retirement. The amount of the benefit is one-half the employee’s daily pay rate at the time of retirement times the number of unused sick leave days accumulated since July 1, 1976. Such benefits shall be credited by the Idaho Public Employee Retirement Board to the employee’s account and used to pay premiums for group health, accident and life insurance programs as may be maintained by the school district, to the extent of the funds credited to the employee’s account.

In the event of employee illness, the unused sick leave accumulated by the employee prior to July 1, 1976, will be deducted first.

**Policy History**
Adopted: August, 1973
Revised: June, 2006
SOCIAL SECURITY

All employees of School District No. 25 are covered by Social Security. Social Security for teachers went into effect January 1, 1958, and membership is mandatory.

Employees become eligible for benefits as soon as they qualify.

Policy History
Adopted: August, 1973
Revised: N/A
WORKER'S COMPENSATION

All employees of School District No. 25 are covered by Worker’s Compensation Insurance for bodily injury, disease, or death caused by accident arising out of and in the course of their employment. The District is required by law to carry this insurance with the State Insurance Fund. Premiums for this coverage are paid by the District.

Policy History
Adopted: August, 1973
Revised: June, 2006
WORKER'S COMPENSATION

In case of injury of any employee of the District during service, notice of the injury shall be reported to the Business Office of the District at the Education Center as soon as possible.

A claim for compensation must be prepared by the employee and submitted to the District Business Office. The Business Office will forward the claim to the State Insurance Fund for approval and processing.

Claim forms are available at the Business Office in the Education Center or on the District website.

Procedure History
Adopted: August, 1973
Revised: June, 2006
TAX SHELTERED ANNUITY/DEFERRED COMPENSATION PLANS

It is the policy of School District No. 25 to participate in tax sheltered annuity or deferred compensation programs for employees who request the service. Several companies have been authorized to write tax sheltered annuity/deferred compensation contracts for School District No. 25. The names of these companies can be secured from the District Business Office. Other companies wishing to write tax shelter annuities may be added to the authorized list by presenting a minimum of fifteen (15) employee applications to the Business Office. The Director of Business may request detailed information from companies writing annuities or deferred compensation plans.

If a plan falls below the set minimum, the District will notify the company and allow them 60 days to increase the number of participants to their plan to the set minimum. If they are unable or unwilling to do so, their name will be removed from the authorized list of vendors, and will be added only when they again can present enough applications to reach the minimum.

Policy History
Adopted: August, 1973
Revised: January, 1999
EMPLOYMENT AND TERMINATION OF EMPLOYMENT – CLASSIFIED

The authority to employ and to terminate employment of classified employees is delegated by the Board of Trustees to the Superintendent with the following exceptions: any decision to employ, terminate, or re-classify employees in an administrative position, including any administrative coordinator, department head, supervisor, business manager, director or any of their assistants, is subject to approval by the Board of Trustees.

The Board shall approve the creation of all exempt, non-certificated (classified) staff positions in sufficient number to accomplish the District's goals and objectives. Before any new exempt, classified position is established, the Superintendent will present for the Board’s approval a job description for the position that specifies the desired qualifications and responsibilities.

Employees will be selected on a merit basis with the most qualified candidate chosen for each position.

Prospective employees must file applications for employment at the Education Center with the Director of Human Resources. The Human Resource Department will process personnel applications.

Orientation
- All new classified employees shall be given a basic orientation of their assignment which may include, but not be limited to the following:
  - Details regarding location of assignment and working hours.
  - A personal introduction to the employee’s supervisor.
  - Short term on-the-job orientation with the person whom they will be replacing when possible and when it serves the best interest of the employee and the District.
  - A copy of the applicable job description and specifications, if available, for the position.

Employment Status
All original appointments or promotions shall be subject to investigations, ratings, background checks/fingerprinting, and examinations to determine whether the appointee is qualified for the position.

Rehires Status
Rehires shall be treated as new employees and benefit accrual shall commence on the effective date of re-employment.

Status Upon Return From Leave of Absence
Rehires returning from an authorized leave of absence shall have reinstated all longevity and sick leave credits established at the time of departure on the leave of absence.

Demotion / Suspension / Dismissal
Continued employment of classified employees is at the discretion of the Superintendent. All classified employees not under contract are employed at will. When an employee has used all sick leave days, unused vacation days will be deducted for employee absence due to illness, then unused personal leave days will be deducted prior to leave without pay (see Policy 7530). Where District payment of insurance premiums ceases the employee will be permitted conversion privileges to individual policies being offered by the District's insurance carriers or to obtain insurance as determined by Federal COBRA regulations. Demotion, suspension or dismissal procedures will be processed by the Human Resources Department.
EMPLOYMENT AND TERMINATION OF EMPLOYMENT – CLASSIFIED

Promotion
In so far as is practical and consistent with the best interests of the District, consideration shall be given to qualified employees in filling a vacancy in a higher job classification. The Human Resources Department will manage the application procedure.

Voluntary Termination
An employee intending to resign is requested to give a minimum of two weeks notice and is not eligible to take vacation or personal leave the last week of employment.

Involuntary Termination
Employees who are involuntarily separated from employment with the District shall have their file noted as follows:

- The file of any employee who is dismissed for failing to meet the minimum standards expected of the employer during the first one hundred eighty days of employment shall be noted as "terminated during initial one hundred eighty days of employment".
- The file of any employee who is dismissed after the initial one hundred eighty days of employment shall contain the reason/s for such dismissal.
- The file of any employee who is dismissed as a result of the financial condition of the District shall be noted as “Financial Termination” as the cause or reason for dismissal.

Changes in Employment Status
All principals and/or department heads must notify the Human Resources Department of changes in employment status for all employees. Examples include: termination, resignations, promotions, etc.

Policy History
Adopted: January, 1974
Revised: April, 2009
CLASSIFICATION OF CLASSIFIED POSITIONS

Each classified position shall be classified according to responsibilities and duties as described in the job description and grouped with all other positions of comparable worth based upon the job description.

The Superintendent or designee shall be responsible for assessing substantial increases or decreases of responsibilities and/or duties of classified positions. When responsibilities and/or duties substantially increase or decrease, the Superintendent or designee shall evaluate the classification of the position in terms of the kinds and levels chart and make the appropriate adjustment, which may include an increase or decrease in compensation for the position.

Classified salaries shall be based upon the employee's current position classification according to the Classified Employee Kinds and Levels Salary Schedule, as may be amended from time to time.

Combination of Positions
The combining of two or more part-time classified positions into the workload of a single employee shall not be permitted unless such a combined position is planned in the budgeting process and the cost of fringe benefits to the employer is calculated and approved by the Superintendent or designee. (See Policy 7605 – Fringe Benefits – Classified for benefit eligibility.)

Policy History
Adopted: January, 1974
Revised: September, 2018
CLASSIFICATION OF CLASSIFIED POSITIONS

Reclassification Appeal
The purpose of the appeals procedure is to assist in maintaining accurate and current job descriptions. An employee who feels that his/her job description has changed substantially, a supervisor or the administration may originate an appeal to make changes in the job description or create a new job description.

To initiate an appeal an employee (or supervisor) should obtain a current copy of the job description and an appeal form from the Human Resources Department. The completed appeal form and current job description with the proposed changes should be submitted to the Human Resources Department on or prior to the deadlines established for appeals. An employee initiated appeal form must be reviewed by the employee’s supervisor and evaluated for worthiness. In no case, however, should a supervisor stop an appeal.

Appeal Announcement
During the first two weeks of January, opportunity will be given for employees to submit appeals of job descriptions.

Appeals Committee
The Appeals Committee will be composed of two administrators and two classified employees appointed by the Superintendent or designee. The committee will be chaired by the Director of Human Resources or designee. The committee will review appeals to determine if concerns are valid and relate to the job description.

The Appeals Committee will also review recommendations for lane placement. If disapproved, the matter will be referred to the Director of Human Resources. If approved, the Director of Human Resources will take the appropriate action.

Desk Audit
If the Appeals Committee determines that the appeal concerns are valid and relate to the job description, a desk audit will be conducted by the Human Resources Department to verify facts of the appeal and clarify the appeal statement. The desk audit will result in a tentative job description that appears to represent the changed situation.

Administrative Analysis
This tentative job description will be reviewed with the supervisor and other appropriate administrators for approval or denial. If approved, evaluation will be made for possible lane placement. If denied, notification will be given the Appeals Committee and the appellant’s supervisor for review with the appellant.

Procedure History
Adopted: January, 1974
Revised: June, 2006
PERFORMANCE EVALUATION – CLASSIFIED

Administrators and/or supervisors are encouraged to evaluate employees more frequently than annually. However, a written performance evaluation shall be completed for all classified employees on an annual basis.

The written evaluation must be completed on the approved School District No. 25 Performance Evaluation Report.

Policy History
Adopted: January, 1974
Revised: April, 2009
PERFORMANCE EVALUATION – CLASSIFIED

The performance evaluation report will be made with copies going to the employee, the immediate supervisor, and the Director of Human Resources at the Education Center.

Evaluation forms are available from the Director of Human Resources at the Education Center.

The building principal is responsible for the completion of the performance evaluation for the teacher aides assigned to the building. Classroom teachers using aides will participate in the evaluation of an aide assigned to the teacher.

Completion of the performance evaluation for custodians, maintenance personnel, mechanics, bus drivers, food service workers, secretaries, clerks, and other classified office personnel will be the responsibility of the immediate supervisor in cooperation with the building principal where one is assigned.

Procedure History
Adopted: January, 1974
Revised: June, 2006
CLASSIFIED EMPLOYEES WORK SCHEDULE

The standard workweek for most full-time classified employees is forty (40) hours per week. The work schedule for some classifications will vary.

**Overtime**

Overtime will be permitted only as provided for in the budget. Overtime within the department budget must be authorized in advance by the immediate supervisor. Overtime is divided as time worked in excess of forty (40) hours in a five-day workweek and shall be paid at the rate of one and one-half times the regular hourly rate of the employee. Classified employees that are on annual contract are considered exempt employees and are not eligible for overtime.

An hourly classified employee who works overtime without prior approval from their supervisor may be subject to disciplinary action.

**Compensatory Time**

Compensatory time is defined as that time which an hourly classified employee, with advance permission of the supervisor, works in excess of the work time scheduled in a day and for which the employee may take an equivalent time off work. To accomplish this, such time should be taken within the week during which the compensatory time obligation was incurred and the work week must not exceed forty (40) hours.

Compensatory time not utilized in the week it incurs, is determined at a rate of not less than one and one-half hours for each hour of employment for which overtime compensation is required. District employees may, subject to individual manager discretion, accrue up to a total of sixty (60) hours of compensatory time (40 hours of actual overtime worked).

Accrued compensatory time must used by the end of the school year or within four (4) months from the date it was earned, whichever comes first.

Use of accrued compensatory time must be scheduled and approved by the employee’s immediate supervisor. Supervisors will try to accommodate employee requests but practical application will include but is not limited to:

- The normal schedule of work
- Anticipated peak workloads based on past experience
- Emergency requirements for staff and services
- Availability of qualified substitute staff.

The Fair Labor Standards Act (FSLA) requires that any employee who accrues compensatory time in excess of two-hundred forty (240) hours (160 hours of actual overtime worked), be paid overtime compensation.

**Record Keeping**

All accrual and use of compensatory time and overtime must be reported on the weekly payroll report that is sent to the business office. The appropriate supervisor must approve all overtime and compensatory time in advance.

The District’s Human Resources and Business Offices shall maintain a record of overtime and compensatory time for classified employees. Should such department personnel believe that overtime and compensatory time is being utilized in excess, specifically in situations where the District is in a serious financial condition and/or when it is believed that the use of such time will negatively impact upon the overall budget of the
CLASSIFIED EMPLOYEES WORK SCHEDULE

subject department, such activity will be brought to the attention of the District Superintendent for review and possible action.

Policy History
Adopted: January, 1974
Revised: April, 2009
FRINGE BENEFITS – CLASSIFIED EMPLOYEES

Classified employees who are employed nine or more months per year for at least 20 hours per week will be eligible to receive fringe benefits as detailed for each area of fringe benefit. Positions in which the work time is flexible and which may at times be more than 20 hours per week and at other times less than 20 hours per week shall not be eligible for the fringe unless determination is made prior to the start of school year (or at the commencement of the position) that the position is intended to be at least a 20 hour per week position.

GROUP MEDICAL/DENTAL/HOSPITAL/VISION/LIFE INSURANCE

Coverage
The Board of Trustees pays medical/dental/hospital/vision/life insurance premiums for employees who are employed at least 32 ½ hours per week for a nine month period each year. The Board will pay ½ the premium for employees who are employed between 20 and 32 ½ hours per week for at least a nine month period if the employee elects to pay the other half through payroll deduction. Insurance premiums will also be paid on the same basis for such employees during the summer vacation if employment is continued the following year. Employees who do not receive a check during the summer, for whom summer insurance premiums have been paid, who fail to return to employment in the fall, and work at least one full pay period, will be required to reimburse the district for summer insurance premiums paid by the district.

Dependent
Dependent insurance coverage (where available) may be obtained for employees at the time they are hired if they are employed at least 20 hours per week for at least a nine month period each year. Such coverage will be at employees’ expense through payroll deduction. Such coverage may be continued during summer vacation if employees notify the Human Resource Office by June 1st of each year and pay the insurance premium on the schedule provided by the Human Resource Office.

FAMILY AND MEDICAL LEAVE
Employees who have worked for at least one year, and for 1,250 hours over the previous 12 months will be eligible for 12 weeks of unpaid, job-protected leave as outlined in the Family and Medical Leave Act of 1993 (FMLA). An employee is limited to 12 weeks of FMLA each school year. This leave will be granted for the following reasons:
- To care for the employee’s child after birth, or placement for adoption or foster care (leave must conclude within 12 months of the birth or placement);
- To care for the employee’s spouse, son or daughter, or parent, who has a serious health condition;
- For a serious health condition that makes the employee unable to perform the employee’s job.

Employees will be required to use accrued sick leave, vacation and personal leave days as FMLA leave. If an employee has not accrued leave days as outlined above, FMLA leave will be without pay.

RETIREMENT COVERAGE/TERMINATION OF COVERAGE
(See Policy 7601 -Employment and Termination of Employment)
Employees who retire or terminate employment while covered by district health, dental and/or life insurance plans have conversion privileges to individual policies being offered by the district’s carrier. Such conversion must take place within 30 days following retirement or termination of employment.

Change or Termination of Insurance
The Board of Trustees reserves the right to change or terminate insurance provided by the district at any time.
FRINGE BENEFITS – CLASSIFIED EMPLOYEES

LEAVE OF ABSENCE
Upon approval of the Superintendent or designee, classified employees who are employed for 20 or more hours per week on at least a nine month basis may be granted leave of absence for a period not to exceed one year. A leave of absence shall be granted only for the purposes which are in the best interest of the district.

SICK LEAVE

Number of Days
Classified employees who are employed at least 20 hours per week on at least a nine month basis will earn sick leave annually. Sick leave may accumulate to an amount allowed to be accumulated by a professional teaching staff employee. It should be noted that accumulated sick leave days can be used to pay insurance premiums at the time of retirement at the rate of the employee’s current daily wage multiplied by one-half the accumulated days as provided in Idaho Code.

The Board may require proof of illness adequate to protect the district against malingering and false claims of illness.

Basis for Sick Leave – Definition
Sick leave will be allowed for:
- Illness of the employee
- Illness of a member of the employee’s family, when living in the same household as the employee, including: spouse, employee (or spouse's) child, parents, brother or sister when living in the same household as the employee
- Bereavement.

Sick leave may be allowed at the discretion of the Superintendent, or designee, for illness of family members including the employee's (or spouse's) child, parent, brother or sister not living within the same household.

SICK LEAVE BANK
Classified employees who are eligible to receive sick leave day benefits shall be eligible to join a Board of Trustees approved Sick Leave Bank.

As of April 30, 2002, classified staff, with approval of the Pocatello Education Association (PEA) and the Board of Trustees, shall be eligible to join the Teacher's Sick Leave Bank subject to procedures approved by the Superintendent and the President of the PEA. Being a member of the PEA shall not be a prerequisite for belonging to the Bank.

In the event the Pocatello Education Association, or the Board of Trustees, or the classified employees determine that classified employees shall no longer be allowed to be members of the Teacher’s Sick Leave Bank, then classified employees may establish a Classified Employees Sick Leave Bank. Guidelines for the administration of the bank shall be subject to approval of the Board of Trustees.

PARENTING LEAVE
Classified employees who are employed at least 20 hours per week for at least a nine month period each year may be granted a leave of absence for parenting purposes of up to 2 years without pay. This includes leave for parenting a child born to, or legally adopted by the employee.

MILITARY LEAVE
Same as Policy 7504.
FRINGE BENEFITS – CLASSIFIED EMPLOYEES

LEAVE FOR JURY DUTY
Same as Policy 7506.

PERSONAL LEAVE
All classified employees who are employed at least 20 hours per week on at least a nine month basis will be eligible to receive 5 days personal leave each year after completing 7 months employment with the district. After completion of 7 months employment, new employees will be allocated a prorated number of personal leave days based upon the number of months between the eligibility date and the following July 1.

Personal leave may be taken for any reason deemed necessary by employee. Not more than 10 percent of the staff in the work location may be on personal leave at any one time. Personal leave will be in addition to present sick leave and vacation provisions. Personal leave will not accumulate beyond 5 days. Personal leave may be taken in 2 hour increments.

- Salary Deductions for Personal Leave – There will be no salary deduction for any day of personal leave taken.
- Payment for Personal Leave Not Used – All classified employees eligible to receive personal leave may receive an annual payment for unused days or hours which are unused on June 30. Payment will be made to active employees in June of each year on each employee’s last scheduled check.

VACATION FOR TWELVE MONTH CLASSIFIED EMPLOYEES
All twelve month classified employees who are employed and worked at least 20 hours per week and are assigned a twelve month work schedule will receive annual paid vacation in addition to legal and school holidays according to the following schedule:

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>Days of Vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 through 5 years</td>
<td>10</td>
</tr>
<tr>
<td>6 through 10 years</td>
<td>13</td>
</tr>
<tr>
<td>11 through 15 years</td>
<td>15</td>
</tr>
<tr>
<td>16 through 20 years</td>
<td>18</td>
</tr>
<tr>
<td>21 through 25 years</td>
<td>20</td>
</tr>
<tr>
<td>26 or more years</td>
<td>25</td>
</tr>
</tbody>
</table>

New twelve month classified employees will be allocated 10 vacation days after 12 continuous months of service. On July 1 of the year following 12 continuous months of service, a prorated amount of vacation earned between the employment anniversary and the following July 1 will be allocated to the employee for vacation use.

Vacation time with pay may accumulate to a maximum of 30 working days.

Classified employees will be eligible to receive remuneration for unused accumulated vacation days at the time service with the district is terminated only after 12 months of continuous service has been completed.

UNPAID LEAVE
For employees who are on unpaid leave, all sick, personal and vacation leave days will be awarded on the day the employee returns from unpaid leave. Leave days will be awarded on a prorated basis, based on the employee’s return date.

HOLIDAY LEAVE
Holiday leave with full pay shall be granted all classified employees who are employed at least 20 hours per week for at least a nine month period each year. The Board of Trustees will designate paid and non-paid holidays to be observed each year when the annual school calendar is approved. Idaho Code states that
FRINGE BENEFITS – CLASSIFIED EMPLOYEES

School holidays must include the following: New Year's Day, Memorial Day, Independence Day, Thanksgiving Day and Christmas Day.

Employees who terminate prior to a paid holiday will not be eligible to receive pay for such holiday unless at least one day of employment follows the holiday.

Twelve Month Employees
Classified employees who are employed at least 20 hours per week for a twelve month period will receive 10 paid holidays as specified by the administration and Board in the annual calendar.

These holidays will include those specified in Idaho Code. Other holidays scheduled shall be without pay.

Nine Month Employees
Classified employees who are employed at least 20 hours per week for at least a nine month period each year will receive 5 paid holidays as specified by the administration and Board in the annual calendar. These holidays will include those specified in Idaho Code that fall between regular work days up to the limit of 5. Other holidays scheduled shall be without pay.

School Calendar
Work days and school holidays (days when students are not scheduled for attendance) may be arranged at the discretion of the Board and administration so that part (or all) of the classified staff are on duty while others are on leave without pay.

Policy History
Adopted: January, 1974
Revised: August, 2018
CLASSIFIED EMPLOYEE DISCIPLINE

The Board of Trustees of the Pocatello/Chubbuck School District No. 25 is committed to developing and maintaining successful employees. To accomplish this goal, the Pocatello/Chubbuck School District No. 25 utilizes the Classified Employee Discipline Policy to communicate an expectation of change and improvement when problems occur and offer guidance to its employees for improvement. This policy is not and does not serve as a progressive discipline policy or program. Nothing stated herein is intended to diminish the District's right to control its work force, but rather to offer an explanation of the different methods of discipline that may be used.

The District will investigate each performance or behavior problem and evaluate each individual case to determine if discipline is necessary. Discipline may consist of using one or more of the methods listed below, which in its own discretion is most appropriate. These methods are not intended to follow any form of progressive discipline pattern, rather the best course of action as deemed appropriate by Administration.

The Pocatello/Chubbuck School District No. 25 is an “at will” employer and reserves the right to terminate an employee at any time and for any or no reason, just as an employee has the right to terminate employment with the School District at any time and for any or no reason. The District is in no manner constrained to follow the below listed disciplinary methods prior to making a termination decision.

The following are disciplinary methods that may be used by the District for classified personnel:

- **Oral Warning** – An oral warning is a private conversation between a supervisor and an employee aimed at correcting a performance or discipline problem. The goal is to make certain that the employee understands that his/her behavior or performance is below standard or creating a problem and to help the employee produce the desired change.

- **Written Warning** – A written warning may begin with a conversation between the supervisor and employee followed by a written letter. The letter should summarize the conversation and/or address the problem and offer solutions to help correct the problem. A copy of the written warning is filed for future reference in the employee’s personnel file, and the ongoing performance is monitored.

- **Suspension** – Suspension with or without pay may begin with an oral and/or written warning or neither option depending on the situation. Suspension can give the employee time away from work to evaluate the problem and focus on making needed corrections.

- **Intensified Supervision** – While the District strives to provide adequate training for its employees, there are some situations where an employee may require additional supervision or instruction to bring their performance up to standard. For these types of situations, classified personnel may be placed on Intensified Supervision to help achieve this goal.

Intensified Supervision consists of a letter written to the employee outlining the areas that need improvement and stating the duration of the Intensified Supervision period. A copy of the letter is placed in the employee’s file for future reference, and the ongoing performance is monitored. The existence of an Intensified Supervision period does not in any manner alter the “at-will” status of the employee or prevent or prohibit the District from terminating the employee while on an Intensified Supervision period.

During the Intensified Supervision period, the employee may receive additional supervision and training from their supervisor and is encouraged to request any training he/she feels would benefit them.

During or at the completion of the Intensified Supervision period the following outcomes may result:

- The employee may be removed from Intensified Supervision after completing the Intensified Supervision period and conforming to the outlined requirements.
CLASSIFIED EMPLOYEE DISCIPLINE

- The Intensified Supervision period may be extended.
- The employee may be terminated from employment with the Pocatello/Chubbuck School District No. 25.

Termination of Employment
While the Pocatello/Chubbuck School District No. 25 seeks to hire only qualified candidates who will function well within the organization, occasionally, the District may determine that an employee does not adequately fulfill the duties associated with their position. In these situations, the District reserves the right to release such employees from employment for poor performance, misconduct or any other reason they feel is in the best interest of the Pocatello/Chubbuck School District No. 25.

Policy History
Adopted: June, 2006
Revised: November, 2014
GRIEVANCE PROCEDURE FOR CLASSIFIED EMPLOYEES

The grievance policy for non-certificated employees of School District 25 shall be as outlined in Idaho Code.

Policy History
Adopted: February, 1989
Revised: June, 2006
PROFESSIONAL CONTRACTED AGENCY EMPLOYEES

Non-certificated and certificated individuals employed by the Pocatello/Chubbuck School District No. 25 in positions requiring a college degree, where their employment is a result of a contract between the district and a contracting agency, such as, the State Department of Health and Welfare, will be paid based on their placement on the district’s professional staff salary schedule. The expense of such employees will be part of the agency contract. Individuals employed, as a result of such contract between the district and the agency, shall be at-will employees.

Policy History
Adopted: September, 2000
Revised: August, 2018
Paraprofessional personnel will be employed to complement student learning and management. They may be used as an adjunct to teachers.

Paraprofessionals, teachers’ aides and paraeducators are defined under federal law as an individual who is employed in a preschool, elementary or secondary school under the supervision of a certificated or licensed teacher, and includes persons employed in language instruction educational programs, special education programs and migrant education programs.

Paraprofessional personnel may be used in classroom activities under the supervision of a teacher. They may also be engaged in supervisory activities under the direction of a teacher or principal.

Paraprofessionals with instructional duties that are newly hired in a Title I school or program shall have met the required standard of quality, and can demonstrate through a formal state or local academic assessment the knowledge of and ability to assist in the instruction of reading, writing, mathematics, or the instruction of readiness in these subjects.

Responsibilities which are reserved for teachers, and may not be assigned to paraprofessionals or teachers’ aides, include: analyzing the instructional needs of students; prescribing the educational activities to meet student needs; evaluating the outcome of educational activities in light of the instructional needs of individual students; and certain supervisory responsibilities consistent with established state and federal law and Board policy. Responsibilities, other than those listed above, may be assigned to a paraprofessional or teachers’ aides at the discretion of the teacher and/or building administrator.

Teachers working with paraprofessionals, either in or out of the classroom, must rely upon their own professional judgment when assigning duties. Paraprofessional personnel shall be given direct supervision by certificated personnel in duties which are instructional in nature. Duties which are not primarily instructional may be performed by paraprofessional personnel without the direct supervision of certificated personnel and without a certificated person in attendance.

The building administrator is responsible for the supervision of the school and entire staff. It is the responsibility of the building administrator and teacher to provide adequate training for paraprofessionals. Training should take into account any unique situations in which the paraprofessional works and should be designed to cover general contingencies that might pertain to that situation. During the first 30 days of employment, the supervising teacher and administrator shall continue to assess the skills and abilities of the paraprofessional to assist in reading, writing and mathematics instruction. Paraprofessionals shall be evaluated annually and results shall be a factor in future employment decisions.

**Legal Reference:**

20 USC § 6312 – Local Agency Plans, as amended by ESSA of 2015
20 USC § 6314 – School Wide Programs, as amended by ESSA of 2015
20 USC § 7011 and § 7801 – Definitions, as amended by ESSA of 2015

**Policy History**
Adopted: December, 1984
Revised: September, 2018
SUBSTITUTES FOR SECRETARIES OR CLERKS

Substitute Secretaries or Clerks
In the event school secretaries or clerks are absent due to illness or for any other reason, the principal may secure a substitute to perform the duties upon administrative approval.

Policy History
Adopted: January, 1974
Revised: June, 2006
School District 25 Policy 7121 requires a drug free workplace. Possession, Use, or Distribution of Illegal Drugs or Alcohol is strictly forbidden. This policy outlines additional requirements for bus drivers employed by the district. The district will take whatever measures it considers appropriate to detect and eliminate drug and alcohol abuse.

**Prescription Medication**
Drivers must notify supervisor when they use prescription medication which contains a WARNING LABEL stating that the use of that medication may impair the ability to safely operate equipment or machinery.

An employee may be allowed to work while using such prescription medication when the drug is prescribed by a licensed medical practitioner who is familiar with the employee's medical history and who has advised the employee that the prescribed drug will not adversely affect ability to safely perform the required job. Verification of this must be completed by the physician and be submitted to the district in writing.

**Alcohol and Other Drug Testing Required of Bus Drivers**
Bus drivers may be tested in the following situations: Pre-employment, reasonable cause, baseline, random and post accident.

**Pre-Employment Testing**
Bus driver applicants who the district intends to offer employment will be required to submit to alcohol or other drug testing as part of the application process prior to being offered employment.

**Reasonable Cause Testing**
The district will require a driver to be tested for the use of alcohol or other drugs if the employee's physical appearance or pattern of behavior gives officials specific reason to believe that the employee may be under the influence of alcohol or other drugs.

The basis of suspicion may be a specific, contemporaneous event or conduct evidencing impairment observed over a period of time. District officials will make arrangements to insure that drivers who are required to take a reasonable cause test will be transported to a clinic for the alcohol or other drug testing.

**Baseline Testing**
In initiating the provisions of this policy, the district may require employees to submit to testing for the presence of illegal drugs.

**Random Testing**
All drivers will be subject to random testing. A random test is one that is unannounced and results in every employee having an equal chance of being selected for testing at any given time. The random selection method used by the district will be determined by the drug services testing contractor and will be conducted in a manner that insures the testing will be spread throughout the work season.

**Post-Accident Testing**
A driver involved in a work related accident will be tested for the use of illegal drugs and alcohol as soon as possible after the accident. An employee who is seriously injured and cannot provide a specimen for testing will be required to authorize the release of relevant hospital reports or other documentation that would indicate whether there were drugs or alcohol in their system at the time of the accident.

**Self-Referral**
Drivers who consider themselves to be alcohol or other drug dependent and voluntarily identify themselves
DRUG ABUSE AND TESTING FOR BUS DRIVERS

will be encouraged to seek treatment with the assistance of a substance abuse counselor. The district will provide informational assistance in locating professional counseling to any employee who requests it.

Drivers who undergo drug or alcohol rehabilitation will be expected to do so at their own expense, (other than expenses covered by the district insurance program), on their own time, or during a non-paid leave of absence approved by the district prior to beginning rehabilitation.

Arrangements may be made to allow an employee to use accrued vacation or sick leave during any such leave of absence. A request for rehabilitation may not be made in order to avoid the consequence of a positive drug test. Drivers may return to work after taking and passing an alcohol and/or other drug test at their expense. Any such employee returning to work after treatment will be expected to comply with all aspects of district policy.

Policy History
Adopted: August, 1992
Revised: N/A
DRUG ABUSE AND TESTING FOR BUS DRIVERS

Specimen Collection
Personnel that have been properly trained will supervise all specimen collections and testing will be done in accordance with approved procedures. When a prospective or present employee is instructed to submit to alcohol or other drug testing, they will be given instructions regarding the testing.

Adulteration or Submission of Concealed Specimen
If the collection monitor detects an effort to adulterate or substitute a specimen, a second specimen will be required. Both specimens will be tested. If the request for an additional specimen is refused, the monitor will notify the District. Such substantiated conduct will be considered equivalent to a positive test and will result in a prospective employee not being offered employment or present employees are subject to sanctions in Policy 7121.

Drivers who are involved in a work related accident requiring medical attention are to inform their supervisor of the accident as soon as possible so that any needed drug or alcohol test may be promptly conducted in conjunction with medical treatment.

Drug Testing and Confirmation
Specimens are tested for the presence of illegal drugs. A positive test for alcohol of 0.04 BAC, or greater, is considered a test failure. The District may test a driver for the presence of any drugs that it has reason to believe that the employee may be abusing. Testing will be conducted by laboratory that is properly certified.

Any specimen that screens positive for illegal drugs will be confirmed by an alternate confirmation method. An employee who tests positive for drugs or alcohol may request the same specimen be retested at the driver's expense. This request must be in writing within 48 hours of the employee being notified of the positive test result.

Refusal
A driver who refuses to be tested, or fails to release or provide information as directed under the provisions of district policy, will be terminated from further employment.

Notification of Test Results
All laboratory results will be forwarded through the drug testing services contractor to the district. Test results will be reported to individuals authorized by the district to receive them. Positive test reports will include the employee's identity and the drug(s) involved.

Prospective and present drivers taking prescription medication have opportunity to make this known at the time their specimen is collected. If a positive test results from prescription medication, the prescribing physician will be contacted for verification.

The district will afford a driver the opportunity to discuss a positive test result with the servicing agency prior to taking disciplinary action. The servicing agency may follow up on such information as deemed necessary. If there is not sufficient reason for doubt of the validity of a positive test the service agency will report the finding to the district for disciplinary action. The service agency will communicate a positive result directly to the district if the driver declines the opportunity to discuss the results of the test or fails to contact the service agency in a timely manner.
DRUG ABUSE AND TESTING FOR BUS DRIVERS

Effect of Testing Positive
Any prospective employee who tests positive for the presence of illegal drugs will not be offered employment with the district. Any present employee who tests positive for the presence of alcohol or other drugs will be subject to sanctions of Policy 7121.

Procedure History
Adopted: August, 1992
Revised: August, 2013
ATTENDANCE OF STUDENTS

The Pocatello/Chubbuck School District No. 25 Board of Trustees provides a safe, supportive and caring learning and working environment for students and staff to ensure that all students meet or exceed state academic standards. In doing so, when practicable, the District desires to work in partnerships with parents and the community. To assist in meeting the goal of providing a safe, supportive and caring learning and working environment in which all students succeed academically, the District and its schools expect parents/guardians to have their children in attendance daily and on time. Parents/guardians and students are expected to make every effort to maximize student attendance and to minimize student absences and student tardiness. School officials will attempt to inform parents/guardians of student absences.

Compulsory Attendance
Children between the ages of 7 and 16 residing in the Pocatello/Chubbuck School District No. 25 boundaries are required to attend school as outlined in Idaho Code 33-202.

Part-Time Enrollment
Conditions for part-time enrollment are addressed in Policy 8102 – Part-Time Enrollment/Attendance of Students.

Attendance Records
School officials are responsible for maintaining a comprehensive system of student attendance records, inclusive of daily attendance records for each student. Teachers are responsible for accurate reporting of daily student attendance. Building administrators are responsible for submitting accurate attendance information to the Superintendent.

Responsibility to Inform School Regarding Student Absences
Parents/guardians are expected to contact school officials when their children are to be absent. When parents/guardians know about an absence in advance of the event/day, they are asked to pre-notify school officials.

Lack of Attendance
School officials expect parents/guardians to ensure their children attend school daily and on time. Consequences for excessive absences or tardies are outlined in Procedure 8101-P.

DEFINITIONS

- **Tardy** – An attendance code for a student who is late, or unaccounted for during a brief period of the school day
- **Unexpected Absences** – An attendance code for a student with unexpected absences, including illness or personal reasons
- **Excessively Absent** – A discipline code for a student who misses 10% or more of the available class time (secondary), or 10% or more of the school day (elementary)
- **Truant** – An attendance code for a secondary student who is unaccounted for during the school day, leaves without explanation, or has excessive absences or tardies
- **Truancy** – A discipline code for a secondary student who is unaccounted for during the school day, leaves without explanation, or has excessive absences or tardies

Policy History
Adopted: August, 1973
Revised: June, 2019
ATTENDANCE OF STUDENTS

School officials are responsible for maintaining a comprehensive system of student attendance records, inclusive of daily attendance records for each student. Teachers are responsible for accurate reporting of daily student attendance. Building administrators are responsible for submitting accurate attendance information to the Superintendent.

REPORTING ABSENCES

School officials shall record student absences utilizing the codes listed below. All bolded codes accumulate toward total excessive absences and tardies.

- **Absent (A):** Absence without documented reason
- **Illness (ILL):** Absence for illness reported to the school by parent/legal guardian
- **Personal (PER):** Absence for personal reason reported to the school by parent/legal guardian, inclusive of funerals and family events
- **Truant (TRU):** Student is not in assigned area during the school day or has excessive absences or tardies
- **Tardy (TDY):** Arrives at school late or leaves early
- **Leave Early (LE):** Leaves before the end of the school day. Accumulates as a tardy at the elementary level.
- **Homebound (HBD):** Absence when student has been formally placed on homebound services
- **In-School Suspension (ISS):** Absence from the classroom, but remaining at school for disciplinary reasons
- **Legal (LGL):** Absence for court related obligations
- **Medical (MED):** Absence for time missed due to illness and/or an appointment with a medical professional. Medical documentation must include verification from a physician or medical professional and must include the dates for the absence. Such documentation must be received within 3 school days upon return from the absence
- **Suspension (SUS):** Absence when removed from school for disciplinary reasons
- **School Related (SCH):** Absence for school sponsored activity

A parent/guardian has 3 school days to provide medical documentation to the school following a medical visit in order to verify the absence, otherwise the absence will remain coded as “absent.”

STUDENT SIGN-IN AND SIGN-OUT

**Elementary and Middle School**

Other than at the regular beginning of the school day and at the regular end of the school day, all students shall sign in and out of the school office if students are to leave school for any part of the school day. Students will only be permitted to sign in and out with parent’s/guardian’s permission. Further, when parents/guardians check their children out of school during the school day, they are to come into the office and show ID. When returning students to school, parents/guardians are expected to escort their children to the office.

**STUDENT ABSENCES AT THE ELEMENTARY LEVEL**

School officials expect parents/guardians to have their children attend school regularly. Parents/guardians are expected to contact school officials when their children are absent. When parents/guardians know about an absence in advance of the event/day, they are asked to pre-notify school officials.

When a student has excessive absences, consequences and interventions may be applied. These may include referral to Building Attendance Committee, referral to Attendance or Truancy Court, or referral to the School Resource Office or the local police department.
ATTENDANCE OF STUDENTS

Any student who has a history of excessive absences, having missed 10% or more of the required school days in the previous year, may be referred to Attendance Court, Truancy Court, School Resource Officer or the local police department without promulgated procedure.

At any given time in the academic school year, a student who is absent 10% of the available school days may be referred to Attendance Court, Truancy Court, School Resource Officer or the Local Police Officer.

**Interventions/Consequences for Absences at the Elementary Level**

<table>
<thead>
<tr>
<th>Absence #5</th>
<th>School officials may assign a consequence.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parent/guardian notified of the absences and applied or future interventions and consequences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Absence #10</th>
<th>School officials may assign consequences.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parent/guardian notified of the absences and applied or future interventions and consequences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Absence #11-15</th>
<th>Parent/guardian assigned to meet with the Building Attendance Committee. Student may be requested to attend the meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parent/guardian notified of the stated outcomes of the meeting.</td>
</tr>
<tr>
<td></td>
<td>Referral may be made to Attendance Court, Truancy Court, School Resource Officer or the local police department.</td>
</tr>
</tbody>
</table>

| Absence #18         | Student will be considered habitually truant and shall be referred to Attendance Court, Truancy Court, School Resource Officer, or local police department. |

**STUDENT TARDINESS AT THE ELEMENTARY LEVEL**

In order to minimize classroom disruptions, students are expected to arrive at school on time and to remain throughout the entire school day. Tardiness at the elementary level is a condition for which a student misses a brief portion of the day (less than 1 ½ hours) by arriving late, or leaving early.

Students who have a history of excessive tardies may be referred to Attendance Court, Truancy Court, School Resource Officer or local law enforcement without promulgated procedure.

**Interventions/Consequences for Student Tardiness at the Elementary Level**

<table>
<thead>
<tr>
<th>Tardy #2-5</th>
<th>School officials notify parent/guardian of accumulated student tardies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tardy #6-8</td>
<td>School officials notify parent/guardian of accumulated student tardies.</td>
</tr>
<tr>
<td></td>
<td>Referral may be made to Building Attendance Committee, Attendance Court, Truancy Court, School Resource Officer, or local police department.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tardy #10</th>
<th>School officials notify parent/guardians of truancy.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student may be assigned to a supervised after school detention session.</td>
</tr>
<tr>
<td></td>
<td>Referral may be made to Building Attendance Committee, Attendance Court, Truancy Court, School Resource Officer, or local police department.</td>
</tr>
</tbody>
</table>

| Tardy #15           | School officials notify parents/guardians of truancy. |
ATTENDANCE OF STUDENTS

<table>
<thead>
<tr>
<th>Tardy #20</th>
<th>School officials notify parent/guardian of truancy.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student may be assigned a supervised after school detention session.</td>
</tr>
<tr>
<td></td>
<td>Student referred to Attendance Court, Truancy Court, School Resource Officer, or local police department as habitually truant.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tardy #20+</th>
<th>School officials notify parent/guardian of truancy.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student referred to Attendance Court, Truancy Court, School Resource Officer, or local police department.</td>
</tr>
</tbody>
</table>

STUDENT ABSENCES AT THE SECONDARY LEVEL

A parent/guardian has 3 school days following any absence to report the reason for the absence, or the absence will be coded as “truant”.

**Attendance Standard for 6th grade Through 15 Years of Age**

<table>
<thead>
<tr>
<th>Absence #1 – 5</th>
<th>Students are allowed up to 5 absences per class per trimester with no consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence #6 (excessively absent)</td>
<td>Truancy issued, parent notified of possible loss of credit</td>
</tr>
<tr>
<td>Absence #7</td>
<td>Truancy issued, parent notified of possible loss of credit, may be referred to Friday Night School or other school consequence</td>
</tr>
<tr>
<td>Absence #8</td>
<td>Truancy issued, parent notified, loss of credit for class, referral to School Resource Officer, student may still be required to attend class, may be referred to District Disciplinary Review Committee, may be unenrolled from the class</td>
</tr>
</tbody>
</table>

**Attendance Standard for 16 Years of Age and Older**

<table>
<thead>
<tr>
<th>Absence #1 – 5</th>
<th>Students are allowed up to 5 absences per class per trimester with no consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence #6 (excessively absent)</td>
<td>Parent and student notified of possible loss of credit</td>
</tr>
<tr>
<td>Absence #7</td>
<td>Parent and student notified of possible loss of credit</td>
</tr>
<tr>
<td>Absence #8</td>
<td>Parent and student notified of loss of credit for class, student unenrolled from class and required to be off campus pending an administrative appeal</td>
</tr>
</tbody>
</table>

NEW HORIZON CENTER PROCEDURES

**Attendance Standard for Kinport Middle School (trimester schedule)**

| Absence #1 – 5 | Students are allowed up to 5 absences per class per trimester with no consequences |
ATTENDANCE OF STUDENTS

<table>
<thead>
<tr>
<th>Absence #6 (excessively absent)</th>
<th>Truancy issued – Warning (parent notification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence #7</td>
<td>Truancy issued – Possible make-up time scheduled after school (parent notification)</td>
</tr>
<tr>
<td>Absence #8</td>
<td>Truancy issued – Possible make-up time scheduled after school, possible referral to School Resource Office, possible referral to District Disciplinary Review Committee (parent notification)</td>
</tr>
</tbody>
</table>

Attendance Standard for New Horizon High School (block schedule)

| Absence #1 – 3 (in a class) | Parent notification – Students are allowed up to 3 absence per class per block with no consequences (Parent/guardian is responsible to contact the office if their child is going to be absent. Parent/guardian will be called by attendance clerk/office staff everyday their child is absent if they have not notified the office.) |
| Absence #4 (excessively absent) | Parent and student will be notified that on the students next absence (fifth absence) they will be un-enrolled from the classes with five absences. Student must be off campus during the classes they are un-enrolled from. |
| Absence #5 | Parent and student will be notified that the student will be unenrolled from classes with 5 absences. Student is not allowed to be on campus during the classes they are unenrolled from. If the student is 15 years of age or younger they will also be referred to law enforcement. |

*Medical Absences for Kinport students: After a student has six absences, Medically Necessary Forms must be used in lieu of a note from the doctor’s office.

*Medical Absences for New Horizon students: After a student has three absences, Medically Necessary Forms must be used in lieu of a note from the doctor’s office.

APPEALS/MAKE-UP PRIVILEGES

Appeal Process for Loss of Credit Due to Excessive Absences
If a parent/guardian/adult student wishes to appeal the loss of credit due to excessive absences the following procedure applies:
- The parent/guardian/adult student has 5 school days from the date of the 8th absence to appeal the loss of credit due to excessive absences.
- At the end of the trimester, the appeal process starts with an informal review by the building administrator or designee. Review findings will be given to the parent/student in writing within 5 days of the trimester end.
- An adverse decision may be appealed to the District Loss of Credit Review Committee. The parent/guardian/adult student will be given an opportunity to provide evidence that credit should be awarded.
- At each step of the Appeal Process, the parent/guardian/adult student has the right to explain and provide evidence that absences were reasonable and credit should not be denied. The parent/guardian/adult student does not have the right to be physically represented by an attorney,
ATTENDANCE OF STUDENTS

however written documentation from an attorney may be submitted as evidence. The decision of the District Loss of Credit Review Committee is final and no further appeals will be granted.

Make-Up Privileges
Regular daily attendance is expected for all secondary students. Students will be expected to make up work missed as a result of absences, including school sponsored events. Time allowed for this is based on the number of days the student was absent plus one more school day. Teachers do have the discretion to extend the number of days allowed on a case by case basis. Make up work should be completed outside of instructional time. Students that are truant/suspended may only make up work at the discretion of the teacher and/or an administrator.

Finals
Students absent on the day of a final will receive a zero on the final. Request to make up a final must be made within one school day. Requests will be granted at the discretion of school administration. No early finals will be given. Extenuating circumstances will be considered for the third trimester.

STUDENT TARDINESS AT THE SECONDARY LEVEL

Students who arrive late disrupt the learning environment of the classroom. Tardiness at the secondary level is a condition for which a student arrives less than 15 minutes after the start of class. Any student who is tardy beyond 15 minutes of class time may be reported as absent. Teacher/Attendance Clerk is responsible for monitoring and recording student tardiness.

Corrective action for student tardiness is within the scope of student discipline. Should a student be under the jurisdiction of juvenile authorities, student tardiness shall be reported to the student’s probation officer.

Interventions/Consequences for Student Tardiness at the Secondary Level

<table>
<thead>
<tr>
<th>Tardy #1</th>
<th>Student is warned by the teacher about the disruption.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tardy #2</td>
<td>Second warning given and parent/guardian may be contacted.</td>
</tr>
<tr>
<td>Tardy #3</td>
<td>Third warning given and detention may be assigned.</td>
</tr>
<tr>
<td>Tardy #4</td>
<td>School official contacts parent/guardian and may assign other consequences.</td>
</tr>
<tr>
<td>Tardy # 5+</td>
<td>School official issues a truancy. Parent/guardian will be notified. Student is issued an absence for the class. Every subsequent 5th tardy equals 1 absence for that class.</td>
</tr>
</tbody>
</table>

Procedure History
Adopted: November, 2016
Revised: December, 2019
PART-TIME ENROLLMENT/ATTENDANCE OF STUDENTS

It is the expectation of the Idaho State Department of Education that public schools are funded for the time that students are enrolled in public school. Further, the State Department of Education does not fund in excess of a single ADA per student, regardless of whether the student is attending classes at multiple public schools or only attending public school for a limited number of courses and is otherwise schooled in a non-public school setting. Thus, in order for a student to enroll at the District, the District must receive the proportional enrollment funding associated with the education of the student, whether Full-Time, Half-Time, Part-Time Non-Public Home-Schooled or Part-Time Dual enrolled.

At no time will the District agree to waive its right to funding as part of any dual enrollment with a student attending any other Idaho public school program. Should the student desiring to enroll in the District be in attendance at any other Idaho public school educational program which is receiving full ADA for that student, the Pocatello/Chubbuck School District No. 25 shall bill that public school for payment of partial enrollment. Should the other Idaho public school refuse to share ADA as part of a Public Dual Enrollment of a student, it is the responsibility of the student/family to work with the other public educational provider to obtain agreement to shared ADA with the District. Until such arrangement has been made, the student will not be enrolled at the District. Further, the District may communicate with the State Department of Education seeking to have a pro-rata allocation of ADA funding directly distributed between the two public school programs. For proper record keeping and to expedite the enrollment process, the student seeking to engage in Public Dual Enrollment will commence the process at the Education Service Center District Office.

Definitions for use in this Policy and any related Attendance or Enrollment Policy are as follows:

- **Non-Public Home-Schooled Student** – is any student in the State of Idaho who is educated through means of a non-public school setting such as a private school, parochial school or via education at home through a non-public organized curriculum or a non-public virtual school program.

- **Part-Time Public Dual Enrolled Student** – is any student in the State of Idaho who is educated through participation in two or more Idaho Public School programs inclusive of attending two or more Idaho Public School Districts or attending an Idaho Public School District and an Idaho Public Charter School, including home-based Virtual Public Charter School.

- **Full-Time Student** – is a student who attends the Pocatello/Chubbuck School District No. 25 for a minimum of 240 minutes per day per IDAPA 08.02.01.250.03.

- **Half-Time Student** – is a student who attends the Pocatello/Chubbuck School District No. 25 for a minimum of 150 minutes per day per IDAPA 08.02.01.250.03.

- **Part-Time Non-Public Home-Schooled Student** – is any student who is enrolled in one or more courses at the Pocatello/Chubbuck School District, amounting to less than a minimum of 150 minutes per day, and who obtains the remainder of his/her education through means of a non-public school setting such as a private school, parochial school or via education at home through a non-public organized curriculum or a non-public virtual school program.

In order for a student to qualify as a Part-Time Home-Schooled Student, the Pocatello/Chubbuck School District must be able to obtain financial reimbursement from the Idaho State Department of Education associated with the time/course(s) the Part-Time Non-Public Home-Schooled Student is attending at the Pocatello/Chubbuck District.

If a Part-Time Non-Public Home-Schooled Student, a Part-Time Public Dual Enrolled Student or a Half-Time Student participates in released-time religious instruction, the released-time religious instruction shall not be counted as a component of enrollment with the District. A high school student who is enrolled for full days, and who has a period of released-time religious instruction shall not be considered Part-Time.
PART-TIME ENROLLMENT/ATTENDANCE OF STUDENTS

Any student enrolling in any capacity other than as a Half-Time or a Full-Time Student, depending on grade level, shall be enrolled only through the respective Director of Elementary or Director of Secondary Education, both of whom can be contacted at the Education Service Center District Office. Enrollment through the Directors must occur for the following reasons:

- To provide consistency in the application of this Policy.
- To provide a single source for tracking students who are less than Half-Time or Full-Time enrollees to aid with funding.
- To review and consider less than Full-Time student enrollment in situations where a student may need less than Half-Time or Full-Time enrollment in order to qualify for graduation yet is not otherwise educated pursuant to Section 33-202, Idaho Code.
- To provide information to students/families for alternative placements should the class the student seeks to enroll in be at capacity.
- To confirm and appropriately identify the status of the student as per the aforementioned definition as the use of the term "home schooled" has historically been misunderstood in the context of home-based public virtual programs as well as due to the fact that different funding provisions are applicable to different categories of enrollees.
- To provide assurance of correct grade level placement for Non-Public Home-Schooled Students as well as addressing issues of standardized testing obligations, IDEA, Section 504 and transcription of credits.
- To provide for appropriate and centralized discussion with other Idaho public education programs relative to: identification of majority provider for funding, assurance of proper coding for District funding reimbursement, responsibilities for standardized testing, IDEA, Section 504, Senior Projects and transcription of credits.
- To provide contractual arrangements with majority provider for shared ADA, whether such be by use of the annually State Department calculated tuition rates or some other figure and when such payments will be received by the majority provider.
- Where necessary, to engage in discussion with personnel at the State Department of Education to assure pupil funding and/or shared ADA funding, as appropriate.
- Consideration of IHSAA regulations and discussion of the same with the student/family, activity sponsor and the respective Director.

Once initial intake activities with the Director have been completed, the Director will forward a written referral to the selected school to complete the enrollment process with specific class selection being done with the School Administration, elementary school secretary, secondary school registrar and student/family at the individual school the student will be attending for class.

- The District expects honest and truthful cooperation from applicants during the intake and enrollment process. If it is discovered that there was dishonesty in the intake and enrollment process such will serve as an appropriate basis for denial or termination of the dual enrollment.
- Non-Public Home-School Students and their parents will be expected to attest that they are not students at any other public school program.
- All applicants will be expected to attest that they are not under the term of expulsion from any other educational program, whether inside or outside of the state of Idaho.
- Transportation is the responsibility of the parent unless established bus routes have space to accommodate the student. Students are to arrive immediately before classes begin and leave school grounds immediately after classes are completed.
- Classes into which enrollment is requested must not exceed administrative guidelines for class load or exceed student equipment/work station capability.
- Less than Full-Time students who wish to graduate from the Pocatello/Chubbuck School District No. 25 must first meet all graduation requirements prescribed by the Board of Trustees.
PART-TIME ENROLLMENT/ATTENDANCE OF STUDENTS

- The student must meet the guidelines of the IHSAA to be eligible to participate in athletic activities.
- Attendance standards in public school classes must be maintained for the duration of enrollment:
  - Should a student fail to meet the District’s enrollment standards for attendance in any educational program pursuant to this Policy, the District reserves the right to deny a student enrollment in any subsequent requested class or educational program based on prior failure to follow attendance requirements and/or pursue a possible expulsion before the Board for truancy.
- The student will be subject to rules and regulations of the School District including those in the Policy 8210 - Student Discipline.
- The student will be responsible to be informed about schedules through regular channels.
- Students who are currently attending one school in District 25 and want to transfer Part-Time to another school in District 25, or are currently suspended, expelled or otherwise have disciplinary action pending from any other public or private school or District must secure permission of the appropriate Director before being enrolled.

Policy History
Adopted: November, 1973
Revised: July, 2014
ENTRY OF STUDENTS

Admission Age
Services of School District 25 are extended to any acceptable person of school age. "School age" is defined as including all persons resident of the district, between the ages of five (5) and twenty-one (21) years. The age of five (5) years shall be attained when the fifth anniversary of birth occurs on or before the first day of September of the school year in which the child is to enroll in kindergarten. For a child enrolling in the first grade, the age of six (6) years must be reached on or before the first day of September of the school year in which the child is to enroll. A student who has completed kindergarten in a program that is accredited by a state accrediting agency and has been taught by a teacher who holds a valid kindergarten certificate may be enrolled in the first grade.

For resident children with disabilities who qualify for special education and related services under public law 94-142 and subsequent amendments thereto, and applicable state and federal regulations, "school age" shall begin at the attainment of age three (3) and shall continue through the semester of school in which the student attains the age of twenty-one (21) years.

Certified Copy of Birth Certificate Required per Idaho Code 18-4511
(2) Upon enrollment of a student for the first time in "a School District No. 25 "elementary or secondary school, the school shall notify in writing the person enrolling the student that within thirty (30) days he must provide 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."

(a) Upon the failure of a person enrolling a student to comply with subsection 2 of this section, the school shall immediately notify the department of law enforcement or local law enforcement agency of such failure, and shall notify the person enrolling the student, in writing, that he has ten (10) additional days to comply.
(b) The school shall immediately report to the department of law enforcement any documentation or affidavit received pursuant to subsection 2 of this section which appears inaccurate or suspicious in form or content.

Missing Child Records
Upon notification by department of law enforcement of a missing child report, the school will flag the record of any such child in a manner that will identify the record as being the record of a missing child. The school shall immediately report to the department of law enforcement when a copy or any information is requested regarding such flagged record or knowledge as to the whereabouts of such missing child.

Request for Records
(3) Within fourteen (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 record. The requesting school shall exercise due diligence in obtaining the copy of the record requested. Any elementary or secondary school which is requested to forward a copy of a transferred student's record to the student's new school shall comply within ten (10) days of receipt of the request, unless the record has been flagged pursuant" to POLICY 8112, ENTRY OF STUDENTS, subheading MISSING CHILD RECORDS and Idaho Code 18-4511, subsection 1. If the record has been flagged, the copy shall not be forwarded and the school shall notify the department of law enforcement of the request for a flagged record.

Policy History
ENTRY OF STUDENTS

Adopted: August, 1973
Revised: April, 1993
ENTRY OF STUDENTS

Admission Age
The principal is responsible for the verification of legal school age, or completion of an accredited kindergarten program, by parents/guardian of kindergarten and first grade students entering school for the first time, prior to their admittance, except that if circumstances seem to justify an extension of time, the principal may, at his discretion, enter the child and grant an extension of time not exceeding thirty (30) days.

Certified Copy of Birth Certificate Required per Idaho Code 18-4511
It is the responsibility of the principal or designee in each building to notify the person enrolling the student for the first time in a School District No. 25 elementary or secondary school that within thirty (30) days he must provide 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.

Upon failure of a person enrolling a new student to comply, the principal or designee shall immediately notify the department of law enforcement and notify the person enrolling the student, in writing, that he has ten (10) additional days to comply.

The principal or designee shall immediately report to the department of law enforcement any documentation or affidavit received that appears suspicious in form or content.

Missing Child Records
Upon notification by department of law enforcement of a missing child report, the principal or designee will place the record of any such child in a manila envelope with the child's legal name on the horizontal edge of the envelope and the words "MISSING CHILD" written in large letters on both sides of the envelope. The envelope will be sent to the appropriate director for filing. If the school has no record for the child, the missing child message will be relayed to the appropriate director.

If the whereabouts of the missing child or other information which may be relevant is known, the department of law enforcement will be notified.

Request for Records
Within fourteen (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 the student's record. The requesting school shall exercise due diligence in obtaining the copy of the record requested.

Any elementary or secondary school which is requested to forward a copy of a transferred student's record to the student's new school shall comply within ten (10) days of receipt of the request, unless the record has been flagged "MISSING CHILD" and the record sent to the Central Office. In such case the appropriate director will be notified. The copy shall not be forwarded and the department of law enforcement will be notified of the request for a flagged record.

Procedure History
Adopted: August, 1973
Revised: April, 1993
A non-resident student is one whose parents or legal guardian, or the person having legal custody of the student, lives outside the boundaries of School District No. 25.

IDAHO CODE, Section 33-1403 (as amended) Transfer of Pupils By Initiative Of The Board of Trustees.

Whenever the board of trustees of any school district shall determine that it is in the best interest of any of its pupils to attend a school in another district within this state, the boards of trustees of the districts may annually agree, in writing; that such pupil or pupils shall be transferred to and attend the designated school or schools of the other district party to the agreement. In such case neither the home district nor the parents nor guardian of the pupil involved shall be liable for any tuition charges.

IDAHO CODE, Section 33-1406 (as amended) Bills of Tuition.

Bills of tuition for non-resident pupils shall be rendered by each creditor district (a district in which non-resident pupils are in attendance) and for non-resident pupils attending any school of the creditor district under the provisions of sections 33-1402A, 33-1403 or 33-1404, IDAHO CODE, the bill of tuition shall be submitted to the home district of such pupils. In all other cases, the creditor district may submit to the parent or guardian of any non-resident pupil attending school in its district a bill of tuition of such pupil, and such parent or guardian shall be liable for the payment of said tuition, if so billed.

Non-resident students must fill out an attendance application blank. Their attendance will depend upon the payment of tuition to School District No. 25, unless by agreement, as outlined in IDAHO CODE, Section 33-1403 has been reached by the boards of trustees of the districts or a waiver of tuition is approved.

Policy History
Adopted: August, 1973
Revised: August, 1977
FOREIGN EXCHANGE STUDENTS

The Board of Trustees of School District No. 25 believes there are benefits to students, schools and the community in general when foreign exchange students are allowed to attend the public schools. Foreign exchange students will be permitted to enroll and attend schools in the district under certain conditions.

Foreign Exchange Student
A foreign exchange student is formally sponsored by exchange organizations with entry regulated by standards of the Council on Standards for International Education Travel, and with preference given to programs with current outward bound students from the district.

Up to one foreign exchange student may be enrolled for each 400 regularly enrolled students and may take classes that do not exceed class capacity. Students who are accepted must be enrolled in the boundary high school of the host family, and the student shall remain in that high school throughout the exchange experience. Notification of intent to enroll must be given at least 15 days prior to expected enrollment. Priority enrollment will be given to foreign exchange students who are matched with outward bound students from the district. Other foreign exchange students will be placed in rank order by date of notification on an acceptance list. When the school's exchange quota has been filled subsequent foreign exchange students requesting enrollment will be notified that their acceptance is subject to a current exchange request dropping off the acceptance list, or if an exchange student fails to qualify for enrollment.

Foreign exchange students shall not be over 19 years of age at date of entry. They are expected to abide by all regulations governing District students. Failure to do so may warrant immediate suspension from school.

Foreign exchange students may be entered only at the beginning of a trimester with an expectation of attendance for not less than the trimester.

Foreign exchange student groups will be accepted on short term visitations under specific arrangements made for such visits with the approval of the building administrator and the Director of Secondary Education.

Policy History
Adopted: April, 1989
Revised: February, 2019
FOREIGN EXCHANGE STUDENTS

Entry and continued enrollment of foreign exchange students shall be subject to exchange students adhering to the rules and guidelines established by the district.

Entry/Exit Requirements
Foreign exchange students must provide the Pocatello/Chubbuck School District No. 25 with the following information in English:

- Academic records
- Immunization and health records
- Visa information and identification
- Insurance coverage information (including health and accident)
- Copy of the exchange student's passport
- A letter on the sponsoring agency's letterhead indicating the foreign exchange student returned to their home country at the conclusion of the experience.

Evidence of compliance with entry requirements will be checked prior to enrollment.

English proficiency must be verified through a transcript showing attendance at a school where classes are taught in English or by providing evidence of passing the Test Of English as a Foreign Language (TOEFL) with a score of 480 or more:

- Information on this test may be secured from the American Consul in the country where the student resides or by contacting the Educational Testing Service, TOEFL Registration Office, CN 6152, Princeton, New Jersey 08541-6152, USA.

Approval will be given only to foreign exchange students who are sponsored by exchange organizations which have Teenager Exchange Visitor Programs designation as listed by the United States Information Agency and/or the Council on Standards for International Educational Travel and who meet the standards established by the International Educational Travel Programs' Council. Agencies which place a student who does not meet the English, academic or behavior standards may not be allowed to place future students in the Pocatello/Chubbuck School District No. 25.

Guidelines for Continued Attendance

- After a four to five week adjustment period, the building administrator should notify the Director of Secondary Education and the local sponsor/guardian if any foreign exchange student is not achieving and/or has not reached acceptable proficiency in English. It is the responsibility of the sponsoring organization and/or the guardian to provide tutors, or any additional educational support to ensure the foreign exchange student meets acceptable standards. If this cannot be accomplished, the foreign exchange student will need to be relocated.

- Foreign exchange students are expected to pay the standard tuition rate established for the district unless a waiver is approved. A waiver may be requested by the sponsor/guardian for foreign exchange students attending a U.S. school in exchange for an American student attending a foreign school receiving a tuition waiver. Foreign exchange students are not eligible to receive any free services from the district, including, but not limited to, yearbooks, activity cards or meals.

- Foreign exchange students will be expected to participate in classes as regular high school students. They will not be enrolled on a non-credit or audit basis. They are required to take examinations and do the work required by teachers of the classes in which they enroll. They will be held accountable for their compliance with district attendance and discipline policies.

- To participate in athletics, foreign exchange students must meet eligibility requirements as established by the Idaho High School Athletic Association.
FOREIGN EXCHANGE STUDENTS

- Foreign exchange students may walk across the stage and receive a certificate of attendance prior to formal graduation ceremonies commencing.

Procedure History
Adopted: April, 1989
Revised: February, 2019
The Board of Trustees of the Pocatello/Chubbuck School District No. 25 will determine the boundaries of attendance areas and provide for assignment of students to a particular school. Therefore, school boundaries and attendance areas are designated to provide for the orderly management of the number of students assigned to a particular school. Recruitment of students from one school’s attendance areas to another is expressly forbidden.

**Attendance Areas**

A student’s attendance area is the area in which his/her domicile or residence is located. The student’s domicile or residence is the home where the student’s parent/legal guardian has a permanent residence and is the primary nighttime residence of the student. If a student’s parents live in different attendance areas, and if by court decree the parents share physical custody of the student, the student’s residence will be with the parent who resides in the attendance area where the student attended school during the preceding school year. For a student who has not previously attended school in the district, the parents must identify one of their homes as the student’s primary residence. That attendance area shall be the student’s attendance area for as long as that parent resides at that residence and shares physical custody of the student. A student cannot have more than one domicile or primary residence and cannot reside in more than one attendance area.

A student who is new to the district shall register at the school in the attendance area in which he/she resides. Should a student desire to transfer to a school other than the school in his/her attendance area, the parent/legal guardian, or adult student will follow the transfer process and complete the appropriate form.

**Student Transfer**

It is recommended that a student attend the school located in his/her primary attendance area unless the student has been transferred by the district.

**Open Enrollment Transfer Requests**

Per Idaho Code, parents/legal guardians may request a transfer of schools if they determine that it is in the best interest of their student and if they follow the district's existing transfer process. Parents/legal guardians must submit an application in accordance with the process and timeline outlined in the corresponding procedure. Factors that would prohibit a school or district from honoring a transfer request include, but are not limited to, overcrowding at the requested school which could adversely impact the district's building capacity guidelines, inadequate staffing, attendance, academic or behavior issues, or if the student requesting transfer has been suspended or expelled from any other school or district.

The parent/guardian of the student requesting a transfer to a school or program outside of the regular attendance area is responsible for transportation of the student to and from school, or to an appropriate bus stop.

**Non-Resident Students**

Non-resident students may apply to attend school in the Pocatello/Chubbuck School District by submitting the appropriate form by February 1 of the preceding school year.

Students requesting transfer residing within the district’s boundaries shall be given priority over transfer requests from non-resident students.

Transportation to or from school is the responsibility of the parent/guardian for any student who wishes to transfer outside his/her attendance boundary and for all non-resident students enrolled in the district.
Non-Open Enrollment Transfer Request orRequests During the School Year
The Board of Trustees recognizes there may be times during the school year when a parent/guardian believes it is in the best interest of the student to transfer schools. The parent/legal guardian and the student may submit a request to the Director of Elementary Education for elementary requests, and to the Director of Secondary Education for secondary requests. Directors may approve or deny the request and will notify the parent/guardian of the decision, and state the reason for denial.

High School Athletic Participation Restriction
High school students who transfer to, or attend a high school outside of his/her attendance area without physically relocating to the high school’s boundaries shall be ineligible to participate in interscholastic high school athletics or activities for a period of 365 days beginning on the first day of the student’s enrollment at the transfer school. Participation means any involvement in athletics or activities at, or for that school; including but not limited to practice, traveling with a team, uniform issue, or participation in a contest or performance.

If, for whatever reason, a student wishes to attend their original boundary school after an out of boundary school transfer has been granted, they shall be ineligible to participate in interscholastic high school athletics or activities for a period of 365 days beginning on the first day of the student’s enrollment. Participation means any involvement in athletics or activities at, or for that school; including but not limited to practice, traveling with a team, uniform issue, or participation in a contest or performance.

Incoming 9th grade students who submit an Open Enrollment Transfer Application in accordance with the process and timeline established in the procedure, and whose transfer is approved, will not be subject to an athletic penalty.

The Superintendent is directed to develop procedures to implement the Open Enrollment Transfer Request process.

Policy History
Adopted: January, 1975
Revised: October, 2019
DISTRICT ATTENDANCE AREAS AND STUDENT TRANSFER

Student Eligibility Requirements for All Transfer Requests
A student who is under suspension or expulsion from any other school or district is ineligible for transfer unless it is determined by district personnel that the transfer is in the best interest of the student or the district. A student’s transfer request may be denied or revoked at any time if a student is determined to have attendance, academic or behavior issues. Should a student’s transfer be denied or revoked, the Director of Elementary or Secondary Education will notify the parent/legal guardian in writing stating the reasons for denial and/or revocation.

Grandfathering Rules for High School Attendance Areas
For the 2019-20 school year 8th grade students with siblings in the 9th, 10th or 11th grade may attend their sibling’s high school or their boundary school. The sibling letter must be returned to the Director of Secondary Education by February 1st, otherwise, the student will be enrolled in their boundary high school. Students who return the sibling letter following February 1st will be required to follow the In-District Transfer Request During the School Year process outlined in this Procedure.

For the 2020-21 school year 8th grade students with siblings in the 9th, 10th or 11th grade may attend their sibling’s high school or their boundary school. The sibling letter must be returned to the Director of Secondary Education by February 1st, otherwise, the student will be enrolled in their boundary high school. Students who return the sibling letter following February 1st will be required to follow the In-District Transfer Request During the School Year process outlined in this Procedure.

High School Athletic Participation Restriction
Incoming 9th grade students whose Open Enrollment Transfer Form is received by February 1st and is subsequently approved, will not be required to sit 365 days with regard to participation in athletics and/or activities.

Incoming 9th grade students who miss the Open Enrollment deadline, and current high school students who transfer to, or attend a high school outside of their attendance area without physically relocating to the high school’s boundaries shall be ineligible to participate in interscholastic high school athletics or activities for a period of 365 days beginning on the first day of the student’s enrollment at the transfer school. Participation means any involvement in athletics or activities at, or for that school, including but not limited to: practice, traveling with a team, uniform issue, or participation in a contest or performance.

Incoming 9th grade students who miss the open enrollment deadline, but transfer schools prior to the start of the year must sit 365 days with regard to participation in athletics and/or activities. The student may practice with the team, only if approved by the coach. The student is not to be in uniform on the bench.

Transportation
Transportation to and from school, or an appropriate bus stop, shall be the responsibility of the parent/legal guardian of the student whose transfer request is approved.

BUILDING CAPACITY / SPACE / STAFFING
Transfer requests will only be approved if the requested school has adequate capacity, space and staffing.

Limited Capacity/Space/Staffing – Elementary
When overcrowding requires that transfers be limited, students that have previously been transferred and are attending that school shall be given first priority. A student, who applies and is accepted for transfer to a school and fails to attend that school, shall be ineligible to again apply for transfer.
DISTRICT ATTENDANCE AREAS AND STUDENT TRANSFER

A transfer is a privilege the district grants to elementary students under the following conditions:

- The parent/legal guardian accepts full responsibility for transporting students to and from school each day;
- Students are required to regularly attend school, including arriving and departing at the time specified by the school;
- Students will follow all school rules and procedures with no major discipline violations;
- Parents/guardians are required to ensure their contact information is updated and current.

Elementary Transfer Requests will have four designations:

- **Overload Transfer** – Request from a school when there is no room to place a neighborhood student.
- **Zone Waiver** – Requests from students who have attended the same school on a transfer for two consecutive years.
- **In-District Transfer** – Requests for students to attend a school outside of their neighborhood boundary.
- **Out of District Transfer** – Requests from students not residing in Pocatello/Chubbuck District 25 boundaries.

Transfers will be considered based on the following priorities if space is available:

- Overloads
- Zone Waivers based on application date
- Kindergarten students whose family holds a Zone Waiver based on application date
- In-District Transfer Requests based on application date
- Out of District Transfer Requests based on application date

The following secondary enrollment capacities have been established by the Board of Trustees: Alameda Middle School – 840; Franklin Middle School – 800; Hawthorne Middle School – 900; Irving Middle School – 850; Century High School – 1,200; Highland High School – 1,500; Pocatello High School – 1,300. Enrollment capacity is subject to change with approval by the Board of Trustees.

**Limited Capacity/Space/Staffing – Middle School**

Should there be limited capacity in the middle school requested, the following preferential order along with date of application will be followed:

- Students who reside within the district’s boundaries that have an older sibling(s) in the same household who is currently enrolled in the 6th or 7th grades in the requested school;
- Students who reside within the district’s boundaries;
- Students who reside outside the district’s boundaries that have an older sibling(s) in the same household who is currently enrolled in the 6th or 7th grades in the requested school; and
- Students who reside outside the district’s boundaries

**Limited Capacity/Space/Staffing – High School**

Should there be limited capacity in the high school requested, the following preferential order will be followed:

- Students who reside within the district’s boundaries that have an older sibling(s) in the same household who is currently enrolled in the 9th, 10th, or 11th grade(s) in the requested school;
- Students who reside within the district’s boundaries;
- Students who reside outside the district’s boundaries that have an older sibling(s) in the same household who is currently enrolled in the 9th, 10th, or 11th grade(s) in the requested school; and
- Students who reside outside the district’s boundaries
DISTRICT ATTENDANCE AREAS AND STUDENT TRANSFER

If more transfer requests are received than there is space available in the high schools, the district will utilize a lottery system to determine approval based on the preferential order listed above.

OPEN ENROLLMENT TRANSFER REQUESTS

Elementary Applications
An Elementary Open Enrollment Application Form for an elementary school transfer must be submitted annually to the Director of Elementary Education, prior to February 1 for enrollment during the following school year on the appropriate State Department of Education or district form. The Director of Elementary Education will notify the applicant in writing by April 1 whether the application is approved or denied. If the application is denied, the notification shall include written explanation of the denial.

Secondary Applications
A Secondary Open Enrollment Application Form for a secondary school transfer must be submitted to the Director of Secondary Education prior to February 1 for enrollment during the following school year on the appropriate State Department of Education or district form. The Director of Secondary Education shall notify the applicant in writing by April 1 if the application is approved or denied. When the application is denied, notification shall include written explanation of the denial. A secondary student receiving an approved transfer is not required to submit an open enrollment transfer application in subsequent years once the transfer is approved.

IN-DISTRICT TRANSFER REQUESTS DURING THE SCHOOL YEAR

Elementary Requests
An elementary parent/guardian requesting a transfer during the school year shall submit the request to the Director of Elementary Education for approval. The Director may approve or deny the request and will notify the parent/guardian of the decision, and state the reason for denial.

Secondary Requests
Parents/legal guardians shall submit in-district transfer requests to the Director of Secondary Education at least one week prior to the start of the requested trimester. The Director may approve or deny the request and will notify the parent/guardian of the decision, and state the reason for denial.

Procedure History
Adopted: February, 2017
Revised: July, 2019
ADMISSION AND ATTENDANCE – AIDS INFECTED STUDENTS

For the purpose of the guidelines set forth in this policy, the term "infected student" is defined to be those students who have been diagnosed as having AIDS or ARC (AIDS Related Complex) and students who are asymptomatic carriers who have a virologic or serologic evidence of infection.

Attendance of Infected Student
Because of the improbable risk of transmission of the AIDS virus from an infected student to others, infected children should, whenever possible, be allowed to attend school in an unrestricted setting.

The nonprecedential determination of placement shall be made by an IEP or 504 Team. The interim decision, pending the Team’s decision, of whether an infected student is to be temporarily placed on homebound, provided an alternative education setting, or allowed to continue in the current education setting will be made by the Superintendent or designee after consulting with medical authority.

Infected students who lack control of their bodily secretions, or who display behavior such as biting, vomiting, etc., and infected students who have uncoverable, oozing lesions, shall not be permitted to attend classes or participate in school activities with other students.

If an infected student is not permitted to attend classes or participate in school activities with other students, the District will make every reasonable effort to provide such student with an alternative education. The educational alternative shall be established on a case-by-case-basis by the IEP or 504 Team.

Policy History
Adopted: September, 1987
Revised: December, 2004
ADMISSION AND ATTENDANCE – AIDS INFECTED STUDENTS

Evaluation Team
An Evaluation Team will be convened for each infected student that desires attendance in a District No. 25 school. The Evaluation Team will be composed of public health personnel, the student’s physician, the student's parents or guardian, school district legal counsel, and appropriate school personnel as determined by the Superintendent. The Evaluation Team will be notified and convened by the principal when a student is identified that has AIDS or when a student with AIDS desires to enroll.

The Evaluation Team will make determination on a case by case basis as to whether an infected student shall be permitted to attend classes and participate in school activities with other students. In making the determination the team shall consider:
• Medical evidence upon which the diagnosis of the infection was made;
• The behavior, neurological development, and physical condition of the student;
• The expected type of interaction with others in the school setting;
• The risks and benefits to the infected student and others in the school setting.

Confidentiality
School personnel involved in the care and education of infected children shall respect the infected child’s right to privacy, including maintaining confidential records. The number of personnel who are aware of the child’s condition shall be kept to the minimum needed to assure proper care of the child, to detect situations where the potential for transmission may increase (e.g., bleeding injury), and to report to the public health agency.

Monitoring
In schools where an infected student is admitted the principal or designee will assign to an appropriate staff person the responsibility to regularly monitor the child's behavior (e.g., biting), health condition, and be aware of outbreaks of childhood diseases in order to protect the child, other children, and staff. A mechanism should be established for consultation with the school nurse, district health officer, parent, and the child's physician to answer emergent questions such as when the infected child should be excluded from attendance because of personal danger from childhood diseases.

Procedure History
Adopted: September, 1987
Revised: N/A
The Board of Trustees for the Pocatello/Chubbuck School District No. 25 values school officials and parents/guardians working together for the best interests of children.

Proper Grade Placement
Proper grade placement of each student in the district maximizes the potential for the student to learn at high levels of achievement. The decision with regard to grade level placement or retention will be made by the school’s administration after thorough review with the parent/guardian, the teacher(s), other school officials, and with the assistance of the student’s Individual Education Plan (IEP) Team when necessary.

Such decisions may be appealed first to the principal and then to the Director of Elementary or Secondary Education.

Placement in Required Intervention Services
The district is committed to providing interventions for students who have not mastered essential skills. Schools have the discretion to place students in intervention services.

District Academic Progress Committee (DAPC)
The District Academic Progress Committee (DAPC) will convene to monitor the academic progress of secondary students who are not on track to promote to high school, or to graduate. The DAPC may develop an Academic Contract in conjunction with the student and family of the student and may consider placement at the New Horizon Center, or summer school where appropriate.

Whole Grade/Subject Acceleration
The district is committed to adhering to high academic standards which will promote the maximum academic, social, emotional, and physical development of each student.

Whole-grade acceleration is possible for an appropriately qualified student. Participation in acceleration is based on individually identified needs and is considered on a case-by-case basis as set forth in the Procedure. A student must earn a total score of at least 46 points on the Iowa Acceleration Scale (IAS) to be considered for whole-grade acceleration. An application for whole-grade acceleration may be initiated by the school administrator, a teacher, student, or parent/guardian.

Subject acceleration is available for an appropriately qualified student. Subject acceleration for courses offered within a school will be addressed by the school administration. Subject acceleration for courses not offered within a school may be available on a case-by-case basis and is subject to approval by the Director of Elementary or Secondary Education.

Credit Awarded
If a student completes any required high school course with a grade of C or higher before entering the ninth grade, and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement for such course. If the teacher holds a 6-12 certification for the course being taught, the student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student’s high school transcript. Notwithstanding this requirement, the student’s parent/guardian may elect to not have the credits and grade transferred to the student’s high school transcript. If a student takes a course through the state-sponsored Advanced Opportunities program, the grade and number of credit hours must be transferred to the student’s high school transcript as directed by IDAPA Rule. Courses taken in middle school appearing on the student’s high school transcript shall count for the purpose of high school graduation. The
STUDENT PLACEMENT, RETENTION, CREDITS, PROMOTION AND ACCELERATION

student must complete the required number of high school credits in all high school core subjects in addition to the courses completed in middle school.

Correspondence Credit/Online Credit
The Board of Trustees will accept credits from schools accredited by any Northwest Accreditation Commission schools member and respective member schools located only within the original states of the Middle States Association of Colleges and Schools, North Central Association of Schools and Colleges, New England Association of Schools and Colleges, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges. Credits shall also be accepted from third-party schools that are accredited by the Northwest Accreditation Commission through official third-party agreement with those agencies. The student’s final term enrollment shall determine from which school the student will graduate. Schools hold the ultimate decision when determining credit acceptance toward student recognition, such as valedictorian and honors recognition.

Each correspondence or online credit should receive prior counselor approval to ensure credits apply toward district graduation requirements. Verification of successful completion of correspondence or online credit must be provided to the school prior to graduation. Such verification is the responsibility of the student. Letter grades for correspondence or online courses will be averaged in the GPA.

Credit by Examination/Challenge Tests
The Board will award up to a total of 12 credits to students in grades nine through twelve who have achieved course competency based on the assessment results of approved Challenge Tests. Challenge Tests must cover mastery of the content included in a regular course in that subject. The grade received on the exam will be recorded on the student’s transcript as the course grade and will contribute to the student’s GPA.

Middle School Promotion
To be eligible for advancement from seventh to eighth grade and from eighth grade to ninth grade, each seventh and eighth grade student must pass all 3 trimesters of math and ELA classes. In addition, students are expected to pass 3 trimesters of science classes, and 10 elective classes per year. Placement for a special education student will be determined by the IEP Team.

A middle school student who does not earn the required number of credits to advance from seventh to eighth grade and eighth to ninth grade will be scheduled for District Academic Progress Committee (DAPC) Hearing and may be assigned to summer school or considered for an alternative placement for the following year as determined by the DAPC.

Retention K-8
Students may be retained at any grade level K-8. Reasons for considering retention include, but are not limited to, poor attendance, immaturity, lack of academic achievement, or parent/guardian request. Retention, regardless of grade level, shall take place only after thorough consideration of all factors by a building review committee as set forth in the corresponding Procedure.

Graduation Requirements
In order to graduate, each student shall complete all requirements of the Idaho State Board of Education and the Pocatello/Chubbuck School District No. 25 as set forth in Policy 8203 – Graduation Requirements.

Policy History
Adopted: August, 1973
Revised: July, 2018
STUDENT PLACEMENT, RETENTION, CREDITS, PROMOTION AND ACCELERATION

Whole Grade Acceleration
A student, parent/guardian, teacher, or administrator may initiate whole-grade acceleration procedures by submitting a Request for Whole-Grade Acceleration form which is available on the district’s website. For consideration, an application for acceleration shall be submitted to the school administrator, who shall submit it to the district between January 1st and March 15th.

The Iowa Acceleration Scale (IAS) shall be used to screen the eligibility of a student for whole-grade acceleration consideration. The IAS is a research-based decision making procedure that considers the social, emotional, physical, academic, and intellectual development the student. The following steps outline the procedure for whole-grade acceleration:

- Complete the Request for Whole-Grade Acceleration form and submit to the school administrator. The school administrator shall initiate the process for requesting whole-grade acceleration by sending a copy of the form to the Curriculum Coordinator.
- The Curriculum Coordinator shall review the Request for Whole-Grade Acceleration application which includes critical items and student achievement data. If any of the following critical items apply, whole grade acceleration is not recommended.
  - The student’s ability (measured by IQ) is less than one standard deviation above the mean (115).
  - Student would be accelerated into the same grade as an older sibling.
  - Student presently has a sibling in the same grade as he or she.
  - Student indicates that s/he does not want to be whole-grade accelerated.
  - Student would be by-passing a grade that is considered a transition year.
- If a student qualifies for acceleration consideration, the parent/guardian shall be notified by the school administrator. For a student who qualifies, the school administrator shall be sent the IAS forms by the Curriculum Coordinator.
- For a student who qualifies for consideration of whole-grade acceleration, an Acceleration Committee or Student Teacher Assistance Team (STAT) meeting shall be scheduled by the school administrator for the purpose of assessing the student’s suitability for acceleration using the IAS. Committee members may include: the school administrator, current teacher, receiving/former teacher, school counselor, parent/guardian and GATE Facilitator if applicable. Committee members shall be sent the Request for Acceleration Application for review prior to the meeting. The Acceleration Committee or STAT shall meet and complete section I – VI of the IAS. The IAS requires scores from the following three assessments:
  - **Assessment of Ability** – The WISC-IV shall be administered to the student by the school psychologist. The WISC-IV measures general ability (such as intelligence or IQ) and is a reliable and valid indicator of a student’s potential to be successful in a school setting. A score of 126 or above best predicts successful acceleration.
  - **Assessment of Aptitude** – The Woodcock Johnson IV or Wechsler Individual Achievement Test Second Edition (WIAT II) or ACT EXPLORE shall be administered to predict if a student will continue to have above-level achievement at the grade-level being considered for acceleration. The Woodcock Johnson IV or the WIAT II shall be administered by a GATE facilitator who shall enter the raw score at the grade-level being considered for accelerated placement. Successful acceleration is best predicted by a score in the 75th percentile or above.
  - **Assessment of Achievement** – The Idaho Standards Achievement Test (ISAT) can be used as a measure of a student’s learning in a specific content area. A score at the 95th percentile or above best predicts successful acceleration.
- Upon completion of all required assessments, the Acceleration Committee or STAT shall reconvene and complete sections VII - X of the IAS. The Acceleration Committee or STAT shall make a recommendation based on the IAS total score, which shall be at least 46 points to be recommended for whole-grade acceleration.
STUDENT PLACEMENT, RETENTION, CREDITS, PROMOTION AND ACCELERATION

If the Acceleration Committee or STAT recommends whole-grade acceleration, it shall complete the Whole-Grade Recommendation and Implementation Plan form. The IAS and Whole-Grade Acceleration Plan shall be sent to the Curriculum Coordinator for review who shall submit them to either the Director of Elementary or Secondary Education for final approval.

- If approval is given by the Director of Elementary or Secondary Education, a parent/guardian agreement form shall be sent to the school administrator and shall be signed by the parent/guardian and placed in the student's cumulative file.
- If approval is granted for whole-grade acceleration, within six to eight weeks the school administrator or school counselor shall review the student’s progress. If the student is making adequate academic and social progress, the current plan shall continue. If there are academic or social concerns, the Acceleration Committee or STAT shall meet to make the necessary modifications to the plan.
- If the whole-grade acceleration request is denied, notification shall be sent to the parent/guardian.
- If a student is not considered for whole-grade acceleration, the Acceleration Committee or STAT shall develop a plan that shall provide for greater academic challenge for the student. This plan may include subject acceleration.

Credit Award by Examination/Challenge Tests
The Superintendent/designee shall develop and maintain Challenge Tests for core curricular areas and ensure their alignment to state achievement standards and district curriculum. Study guides shall be available through the high school counseling department for each test. The Curriculum Department shall schedule three Challenge Testing sessions (November, April, June) per year. Challenge Test dates shall be communicated to high school counseling departments annually.

A currently enrolled student may petition for up to a maximum of 12 credits to be counted in lieu of completing course requirements if that student successfully passes the Challenge Tests. A student interested in challenging course work shall do the following:

- Check with the school counselor to see if a test is offered for the course to be challenged.
- Check with the school counselor for test dates, applications, study guides, and registration deadlines.
- Submit the application and examination fee to the registrar at least two weeks prior to the test date.
- Take the examination on the specified date.
- The grade received on the examination shall be recorded on the student’s transcript as the course grade.

Middle School Promotion
To be eligible for advancement to ninth grade, each seventh and eighth student must pass all 9 credits of ELA and Math. Students are also expected to pass 3 credits of science and 10 elective credits per year. Placement for a special education student shall be an IEP Team decision.

A middle school student who does not earn the required number of credits to promote to eighth or ninth grade may be assigned to summer school at no cost to the district and/or be considered for an alternative placement for the following year. The District Academic Progress Committee (DAPC) shall review any extenuating circumstances before this placement is made.

To help provide for a successful middle school experience, any combination of the following practices will be observed:

- A student at risk of failure and his/her parent/guardian shall sign a contract acknowledging the expectations for middle school promotion, including options available to the student for assistance with academic performance, credit recovery, and possible consequences.
- A seventh grade student considered at risk of failure upon entering seventh grade shall be assigned a staff member as a mentor, who shall monitor the student’s performance.
The parent/guardian of a student with missing assignments and/or below average grades shall be contacted to partner with the school as to the required school-based interventions for his/her child. These required interventions may include an alternative placement and/or attendance at summer school at no cost to the district.

If necessary, the DAPC shall review any extenuating circumstances which shall be considered before the assignment of an alternative placement and/or attendance at summer school at no cost to the district.

Retention K-8
Retention, regardless of grade level, shall take place only after thorough consideration of all factors by a Building Review Committee. The committee shall examine the needs of the child and impacts to the child’s development. The following measures shall be weighed when considering retention:

- When the school administrator is considering retention, the parent/guardian shall be notified at least 4 weeks before the end of the school year by the school administrator.
- The school administrator shall refer the student to the Building Review Committee. The teacher’s professional judgment shall be provided to the principal and to the Building Review Committee.
- The parent/guardian shall be notified about the possibility of retention.
- Additional evaluation of the student shall be conducted if necessary.
- The student’s teacher shall complete the ‘Modified Lights Retention Scale.’
- The Building Review Committee shall review all available data on the student and make a recommendation.
- The parent/guardian shall be notified of the school’s final decision, including the professional judgment of the teacher, the principal and the Building Review Committee.
- Any change of placement is to occur at the time designated by the Building Review Committee.
- If the parent/guardian is opposed to the school administrator’s final decision, the parent/guardian shall be provided an opportunity for appeal by the Director of Elementary or Secondary Education, then the Superintendent, and finally the Board of Trustees. Prior to any appeal, the parent/guardian shall write a letter stating his/her reasons for a placement different from that of the school administration, which shall be retained in the student’s cumulative file.
- If through the appeal process, the student is placed at a level other than that advised by the school administrator, the parent/guardian shall be notified of the placement and the reasons for such. That letter shall be maintained in the student’s cumulative file.
- The Director of Elementary or Secondary Education is responsible for conducting an assessment of this placement 1 year, or sooner if warranted, following the student’s retention. The assessment is to be based upon the professional judgment of the principal and teacher of record and the parent’s/guardian’s perspective.

Procedure History
Adopted: November, 1983
Revised: July, 2018
PLACEMENT OF STUDENTS IN CLASSROOMS

It is the goal of the Pocatello/Chubbuck School District to ensure equitable student placement in classrooms. Every attempt will be made to create and maintain balanced classrooms that are safe and productive learning environments for all students. The building administrator is responsible for classroom assignment using a process that will consider academic performance, gender, behavior, and the special needs of students.

Policy History
Adopted: August, 2007
Revised: N/A
Procedure 8202-P – Placement of Students in Classrooms is currently being drafted and will be adopted at a future date.
GRADUATION REQUIREMENTS

All students desiring to graduate from high school in the Pocatello/Chubbuck School District No. 25 with a diploma shall meet all State of Idaho and Pocatello/Chubbuck School District No. 25 requirements. To be eligible to graduate from high school in the Pocatello/Chubbuck School District No. 25 with a diploma, a student must earn the minimum number of credits identified in the table below.

- Students must participate in ISAT testing as a condition of graduation. If a student does not meet the participation requirement on the ISAT, he/she must successfully fulfill the requirements of the alternate route to graduation as approved by the Board of Trustees, or the Individual Graduation Plan developed by the IEP team, in order to graduate.
- Students must successfully complete a Senior Project as outlined in the English 12B curriculum that includes a research paper and oral presentation. Consequently, students graduating with a diploma from School District 25 must complete English 12B, English 101, or AP Lit/Comp.
- Students must pass the Civics Test, which must be reflected on the high school transcript.
- Students must take one of the following college entrance examinations prior to the end of the eleventh grade year: ACT or SAT. Students receiving special education services through a current Individualized Education Plan (IEP) may utilize the ACCUPLACER placement exam in lieu of the SAT or ACT. A student may elect an exemption in their eleventh grade year from the college entrance requirement if the student is: 1) Receiving special education services through a current Individual Education Plan (IEP) that specifies the student meets the alternate assessment eligibility criteria; 2) Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or 3) Transferring from out of state to an Idaho high school in grade twelve (12).

Students in grades 9, 10, 11, and 12 will be required to register for a five-period day with the option of an approved release. The student’s final term shall be from the school at which the student will graduate. Schools hold the ultimate decision when determining credit acceptance toward student recognition, such as valedictorian and honors recognition.

Adapted courses may be provided for students, by the regular teacher with support from the special education staff, when approved by the IEP team. The decision to provide an adapted course must be made prior to the student’s initial enrollment in the adapted class. When a course has been adapted, a notation will be placed on the student’s transcript so indicating. When the disabling condition is so severe that adapted regular curriculum course offerings are not educationally appropriate, an educational course is designed by the IEP team which meets the individual needs of the student.

All required credits must be totally completed prior to graduation exercises. The minimum trimester credits required for graduation from grades 9 through 12 are as follows:

<table>
<thead>
<tr>
<th>REQUIRED SUBJECTS:</th>
<th>Class of 2019 and 2020 REQUIRED CREDITS:</th>
<th>Class of 2021 and Beyond REQUIRED CREDITS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9th – 12th grade</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Each year will consist of language study, composition and literature and be aligned to the Idaho Core Standards for the appropriate grade level, a minimum of 2 credits per year (*), culminating with successful completion of a Senior Project.</td>
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<tr>
<td>Speech</td>
<td>1</td>
<td>1</td>
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<tr>
<td>A trimester of debate may be substituted for speech requirement; a trimester of Communications 101 taken the</td>
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</table>
**GRADUATION REQUIREMENTS**

<table>
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<tr>
<th>Junior or senior year may be substituted for speech requirement.</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
</table>
| **Mathematics**  
*Class of 2019, 2020:* Math credits must include at least 3 credits Algebra I or equivalent, 2 credits Geometry or equivalent and 2 credits of the student’s choice; 2 credits of the required 7 credits must be taken in the last year of high school in which the student intends to graduate.  
(**) High school math credits (Algebra I and above) completed in middle school shall count for the purposes of this section.  
*Class of 2021 and beyond:* Math credits must include at least 3 credits Integrated Mathematics I or equivalent, 3 credits Integrated Mathematics II or equivalent and 2 credits of the student’s choice; 2 credits of the required 8 credits must be taken in the last year of high school in which the student intends to graduate.  
(**) High school math credits (Algebra I or Integrated Mathematics I and above) completed in middle school shall count for the purposes of this section.  |
| **Science**  
Credits must include:  
9th Grade: Physical Science-Physics, Physical Science-Chemistry;  
10th Grade: Biology-Cells or Processes/Interactions, Biology-Systems or Inheritance/Diversity; and 2 credits of the student’s choice.  
Secondary sciences include instruction in the following areas: Biology, Physical Science or Chemistry, Earth, Space, Environment, or approved Applied Science.  
For students entering the District after their freshman year, building level administration may substitute up to two (2) science credits in lieu of Physical Science-Physics, Physical Science-Chemistry.  |
| **Social Studies**  
U.S. History I  
U.S. History II  
US Government: 12th Grade  
Economics: 12th Grade  
For students entering the District after their freshman year, building level administration may substitute up to two (2) social studies credits in lieu of US History I.  |
| **Arts and Humanities** (Fine Arts; Performing Arts; Foreign Language)  |
| **Health**  
Two trimesters of Fundamentals of Health Professions I can be substituted for Health requirement.  |
| **Electives** (CHS/HHS/PHS)  
**20**  
**Electives** (NHHS)  
**14**  |
| **6**  
(4 of the 6 science credits will be lab based)  
**6**  
(4 of the 6 science credits will be lab based)  |
GRADUATION REQUIREMENTS

| Total Credits Required for CHS/HHS/PHS | 52 | 52 |
| Total Credits Required for NHHS *** | 46 | 46 |

Transcripts of students transferring into the District shall be evaluated and considered on an individual basis with appropriate course substitutions applied.

*Students may waive the English 12B requirement if all of the following conditions are met:
- The student successfully completes each trimester of AP English Language and Composition during the junior year of high school;
- The student attains an ACT English score of 31 or higher OR SAT Writing score of 700 or higher OR AP English Language and Composition score of 5;
- The student successfully completes the Senior Project independently under the direction of a senior English teacher during the senior year.
- The student must have earned 8 credits of English as noted above including one credit the senior year to fulfill a senior English requirement.

**Note: Students who earn eight (8) or more high school credits of mathematics and complete Algebra II (Class of 2019, 2020) or Integrated Mathematics III (Class of 2021 and beyond) or higher level mathematics course, are exempt from taking mathematics during their last year of high school.

No later than the end of the eighth grade year each student shall develop a parent-approved student learning plan for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the School District’s standards.

The NCAA Clearinghouse has specific guidelines for awarding academic credit. It is recommended students apply to the NCAA Clearinghouse at the end of their junior year. Parents of students and/or students planning to attend a post-secondary institution under the conditions of NCAA should seek required credit information from their high school counselor and the college/university of interest.

School districts shall use a regular diploma for students who are eligible for special education at the completion of their secondary program. Students may meet the regular graduation requirements, may meet comparable graduation requirements which may include accommodations to meet a student’s needs as identified on the Individualized Education Plan (IEP), but that are as rigorous as the established regular graduation requirements, or may meet high school graduation requirements with adaptations as determined by the IEP Team.

If the graduation criteria is established by the IEP team, the student will meet the criteria as outlined on his/her IEP. The IEP team will specifically address completion of the student’s secondary program by adapting the regular graduation requirements by:
- Adapting the course content, course objectives, instructional strategies, grading, assessments; and/or
- Identifying alternative methods for demonstrating competence; and/or
- Waiving specific required courses when educationally appropriate.

When a student meets the regular or comparable graduation requirements for receipt of a regular high school diploma, the student’s entitlement to a free appropriate public education (FAPE) ends. If a student is
GRADUATION REQUIREMENTS

granted a high school diploma for completing requirements that are not comparable to regular graduation requirements, the student is entitled to receive FAPE through the semester/trimester in which they turn 21 years of age or complete requirements that are comparable to regular graduation requirements, whichever comes first.

Policy History
Adopted: August, 1973
Revised: January, 2019
EARLY GRADUATION

The Board of Trustees for the Pocatello/Chubbuck School District recognizes the need to provide various options for students who meet all graduation requirements regarding the timing of matriculation from high school. Thus, Early Graduation is allowable under various conditions, inclusive of that as allowed by the State Board of Education. In many cases, Early Graduation provides students an opportunity to begin the next phase of their lives earlier than would have otherwise been possible.

Generally, Early Graduation is allowed at the end of the second trimester of a student’s senior year. Students completing high school at the end of the second trimester tend to have plans to enroll in a post secondary educational institution before the fall of the next school year, have a military departure date, have obtained employment, and/or are moving. On occasion, there are students who are ready to complete their high school education at the end of the first trimester and these students are also ready to begin the next phase of their lives. In special cases, sophomores or juniors who have completed all District graduation requirements may also be eligible for Early Graduation.

Early Graduation applications will be considered on a case-by-case basis and will be evaluated in accordance with the following criteria: Completion of State and District graduation requirements; completion of State testing requirements; Post-secondary plans; and parental recommendation.

The administration shall review all Early Graduation applications and provide a recommendation to the Board of Trustees for consideration of approval.

Students enrolled in an alternative high school program graduate at the conclusion of the trimester in which all graduation requirements have been met regardless of the time of year.

Policy History
Adopted: December, 2009
Revised: June, 2015
EARLY GRADUATION

All Early Graduation applications shall be considered on their own merits and shall be evaluated in accordance with the following criteria:

- Scope of secondary completion
- Post secondary plans
- Parental recommendation

Administration shall review all Early Graduation applications and provide a recommendation to the Board of Trustees, which shall approve all Early Graduation applications. Prior to any approval of Early Graduation, all correspondence or on-line course work shall be completed and transcribed. In addition, students who change their minds about graduating early shall be allowed to remain in school and complete high school through the conclusion of the third trimester.

Application

- Early Graduation applications are available in the counselors’ office.
- Applications shall be completed in full and submitted to the student’s assigned counselor along with the required signatures.
- Students shall submit along with the completed application a typed letter discussing eligibility for Early Graduation and post secondary plans.
- Students shall submit a transcript of secondary completion along with the completed application. Transcripts may be requested from a student’s counselor.

Review Process

- A review committee specific to each high school consisting of counselor(s) and administration shall review the Early Graduation applications.
- Any application that, in the opinion of the committee, requires further research shall be considered in a separate conference between the student, parents, and a representative of the committee.
- Committee recommendations shall be forwarded to the building principal who shall submit the recommendations to the Director of Secondary Education.
- All recommendations for Early Graduation shall be reviewed by the Superintendent and presented to the Board of Trustees for consideration.

Eligibility for Commencement Exercises

- Students who complete high school in a trimester other than the third trimester shall be eligible to participate in commencement exercises.
- Students are responsible to seek out commencement information and calendar those commitments.
- National Honor Society recognition shall be afforded early graduates who have met the necessary requirements.
- Diplomas will be awarded at the conclusion of the commencement exercises.
- Early graduates who do not participate in rehearsal for commencement shall not participate in the exercises.

Check Out for Early Graduates

- Students approved for Early Graduation shall check out of school through the registrar on the student’s last full day of school to clear all records.

Procedure History
Adopted: December, 2009
Revised: N/A
NON-DISCRIMINATION

The Board of Trustees of the Pocatello/Chubbuck School District No. 25 is committed to an environment of non-discrimination in relation to race, religion, sex, sexual orientation, gender, gender identity, age, national origin, physical or mental handicap or disability, economic or social conditions, actual or potential marital or parental status, and other human differences. This policy will prevail in all matters concerning staff, students, the public, educational programs and employment practices.

Inquiries regarding discrimination should be directed to the district’s Title IX Coordinator: the Director of Human Resources for staff, and the Director of Student Support Services for students. An individual alleging discrimination shall follow the process outlined in the district’s Uniform Grievance procedure.

**Title IX Coordinators:**
- Director of Human Resources
  - (208) 235-3259
- Director of Student Support Services
  - (208) 235-3253

**Address:**
3115 Pole Line Road
Pocatello, ID 83201

**Cross Reference:**
- Policy 3307 – Public Complaints
- Procedure 3307-P – Public Complaints – Uniform Grievance

**Legal Reference:**
- I.C. 67-5909 – Acts Prohibited
- 20 U.S.C. 1681, et seq. – Title IX of the Educational Amendments
- 42 U.S.C. 6103 – Age Discrimination Act
- 42 U.S.C. 12134 – Americans with Disabilities Act

**Policy History**
- Adopted: June, 1992
- Revised: August, 2018
SUICIDE PREVENTION

The Pocatello/Chubbuck School District No. 25 Board of Trustees is committed to providing a safe, supportive, caring and respectful environment which is critical to teaching and learning for students and staff. Communication and cooperation between the district, home, school and community are critical steps toward suicide prevention and intervention. Thus, the Board of Trustees promulgates this policy as a means to take proactive steps towards the prevention, assessment and intervention in response to self-harm and/or suicidal tendencies.

In accordance with Idaho Code neither the school district nor a school employee has a duty to warn a parent or a protective agency of suicidal tendencies absent the district’s or employee’s knowledge of direct evidence of such suicidal tendencies. However, the district will provide help, guidance and referral for treatment at no cost to the district when a student or staff member exhibits signs of self-harm or suicidal tendencies.

The Superintendent is responsible to draft and implement procedures relating to suicide prevention, intervention and postvention. Procedures will include, but are not limited to the following:

Prevention
- Offering and providing help and assistance including early identification;
- Support and/or counseling for low risk students and staff;
- Providing information and resources for outside services for moderate and high-risk students and staff;
- Designation of appropriate contact persons regarding suicide prevention, intervention and postvention;
- Encouraging students and staff to report any individual they believe may be at risk of self-harm or suicide;
- Providing annual suicide prevention training for all staff members who work closely with students;
- Offering resources to parents/legal guardians and/or immediate family members regarding suicide prevention.

Intervention
- Contacting parents/legal guardians or emergency contacts of students or staff who have been identified as an imminent risk;
- Contacting emergency services to assist a student or staff member who is at imminent risk or self-harm or suicide;
- Providing first aid until emergency personnel arrive, as appropriate;
- Relocating students away from the immediate area of an attempted or actual suicide on district property or at a district-related event.

Postvention
- Providing after-care support for students and staff following a sudden death;
- Provide a Crisis Team, consisting of district office administrators and school counselors, to support the school community in the event of suicide;
- Notification of the appropriate district office administrator including the Director of Student Support Services, the Director of Elementary and/or Secondary Education and the Director of Human Resources;
- Providing information regarding mental health services and resources, at no cost to the district, to students or staff who may be strongly affected by a recent death;
- Appointing a spokesperson to handle inquiries related to a suicide or unexpected death.

District personnel shall attend to the rights of the student, staff member and their families.
SUICIDE PREVENTION

The district shall comply with all state law and administrative rules relative to suicide prevention and awareness training for staff.

Failure of a school employee to report known instances of suicide ideation, or threats of self-harm is a violation of this Policy which may result in disciplinary action, up to and including, possible termination. Further, with regard to any certificated individual, failure to report is also a breach of the Code of Ethics for Idaho Professional Educators, Principle IX, Duty to Report, and could have negative consequences upon such employee’s certification and ability to be employed in any public school setting.

Legal Reference:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.C. 33-136</td>
<td>Suicide Prevention in Schools</td>
</tr>
<tr>
<td>I.C. 33-512B</td>
<td>Suicidal Tendencies – Duty to Warn</td>
</tr>
<tr>
<td>IDAPA 08.02.03.160</td>
<td>Safe Environment and Discipline</td>
</tr>
</tbody>
</table>

Policy History
Adopted: March, 2011
Revised: April, 2019
SUICIDE PREVENTION

PREVENTION

District Policy Implementation
Implementation of the district’s suicide prevention policy, procedure and response will be the responsibility of building administrators at the building level, and the Director of Student Support Services, Elementary Education, Secondary Education and Human Resources at the district-level.

Professional Development
The district shall annually provide a state approved suicide prevention, intervention and postvention training to all staff members who work closely with students.

Youth Suicide Prevention Curriculum
The district will provide age appropriate and student-centered education materials on suicide prevention in all K-12 health classes. The content should include:

- The importance of safe and healthy choices and coping strategies;
- How to recognize risk factors and warning signs of mental disorders and suicide in oneself and others;
- Help-seeking strategies for students, including how to engage school resources and refer friends for help.

In addition, schools may provide supplemental small group suicide prevention programming for students.

INTERVENTION

Reporting Requirements

Staff Members
- Any staff member who may have knowledge that a student intends self-harm or has suicidal tendencies shall immediately report the information to the building principal or school counselor. If there is no principal or counselor in the building, the staff member should contact a director at the district office;
- Any tangible document including written notes, journal entries or other item evidencing the ideation of suicide or self-harm shall be brought to the attention of the administrator at the time of reporting;
- The at-risk student shall be accompanied by an adult to the school counselor or principal’s office at the time of the reporting;
- After making a verbal report, the reporting employee shall immediately complete the Suicide Ideation/Threats of Self-Harm – Verification of Reporting form and provide a copy to the school counselor and building administrator;
- If for any reason the employee believes that the report was not received or processed, the employee shall independently report the concern to law enforcement;
- Should a staff member become aware of any suicidal tendencies or ideation during non-school hours through a homework assignment, journal entry, social media post or any other method, the employee shall immediately contact the school administrator for assistance in reporting to law enforcement or the Department of Health and Welfare;
- Upon arrival at school the next day school is in session, the employee shall assist the building administrator in completing the Suicide Ideation/Threats of Self-Harm – Verification of Reporting form.

Administrators
- An administrator who has received a report of suicide ideation and/or self-harm shall immediately contact the child’s parent/legal guardian or the employee’s emergency contact, the school’s SRO, other law enforcement personnel or the Department of Health and Welfare;
SUICIDE PREVENTION

- The administrator shall consult with the parent/legal guardian or emergency contact to determine if transportation of the individual to a medical or mental health facility is warranted. The administrator will provide information on available resources.
- When the school’s administrator or counselor receives a completed Suicide Ideation/Threats of Self-Harm – Verification of Reporting form, a copy will be provided to parent/legal guardian or emergency contact, maintained by the administrator for the school’s records, and submitted to the Director of Student Support Services.
- The administrator shall report any situation involving suicidal ideation/threats of self-harm to the Superintendent and seek assistive resources.
- Addressing reports of suicidal ideation or threats of self-harm shall take priority over any other matter. If necessary, the administrator shall contact the district’s administration for assistance or backup if multiple emergency situations are occurring at the same time.
- At all times during the process of reporting, investigation and seeking assistance, the individual who has verbalized suicidal ideation or threats of self-harm shall be supervised by another adult.
- In the event that there is concern for a staff member, the process for returning to work, and need to know, will be managed on a case-by-case basis.

Assessment and Referral

Students

When a student has been identified by a staff member as potentially suicidal, through a verbal threat, self-harm, a third-party report, self-referral or other overt risk factors such as agitation or intoxication, the student should be seen by a counselor within the same school day for a risk assessment and possible referral.

If there is no counselor available, a school staff member will accompany and observe the student until a counselor can be brought in or emergency services are engaged. For youth at risk:

- School staff will continuously supervise the student to ensure their safety until their care is transferred to the parents/legal guardian or emergency services. In situations where the student is deemed to be at high risk of suicide, the student should not be left alone;
- The administrator and Director of Student Support Services will be made aware of the situation as soon as reasonably possible;
- The counselor or administrator will contact the student's parent/legal guardian, and will assist the family with urgent referral. When appropriate, this may include calling the Idaho Suicide Prevention Hotline (1-208-398-4357) or emergency services;
- Staff will ask the student’s parent/legal guardian for written permission to discuss the student’s health with outside care, if appropriate.

In-School Suicide Attempts

In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

- First aid will be rendered until professional medical treatment and/or transportation can be received, following district emergency medical procedures;
- School staff will supervise the student and attempt to ensure their safety, provided doing so does not threaten the safety of the staff member or others;
- Staff will move all other students out of the immediate area as soon as possible;
- If appropriate, staff will immediately request a mental health assessment for the student;
- The counselor or administrator will contact the student's parent/legal guardian;
- Staff will immediately notify the principal or Director of Student Support Services regarding any in-school suicide attempt;
SUICIDE PREVENTION

- The school may contact the district's administration to assess whether additional steps should be taken to ensure student safety and well-being.

Re-entry Procedure
For students returning to school after a mental health crisis, such as a suicide attempt or psychiatric hospitalization, a school counselor and administrator will meet with the student's parent/legal guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school. The return to school should address the following:

- A counselor or other designee will be identified to coordinate with the student, their parent/legal guardian and any outside mental health care providers;
- The parent/legal guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others;
- The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns, including academic or social issues;
- The administration will disclose to the student's teachers and other relevant staff (without sharing specific details) that the student is returning after a hospitalization/medical treatment and may need adjusted deadlines for assignments. The counselor will also be available to teachers to discuss any concerns they have regarding the student after re-entry;
- Safety plans which are implemented upon a student's re-entry to school shall include regular check-ins by the school counselor with the student and communication to the parent/legal guardian as determined during the re-entry meeting.

Out of School Suicide Attempts
If a staff member becomes aware of a suicide attempt by a student that is in progress in an out of school location, the staff member will make reasonable efforts to:

- Call the police and/or emergency medical services, such as 911;
- Inform the student's parent/guardian;
- Inform the principal and Director of Student Support Services;
- If the student contacts the staff member and expresses suicidal ideation, the staff member shall make a reasonable effort to maintain contact with the student (either in person, online, or on the phone). The staff member can then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

Parent/Emergency Contact Notification
The administrator or counselor will contact the student's parent/legal guardian or employee's emergency contact as soon as reasonably possible. If the administrator or counselor believe there is further risk of harm, or would endanger the health or well-being of the individual by contacting the parent/legal guardian or emergency contact, they may delay such contact as appropriate while identifying appropriate resources, and contacting law enforcement or child protective services. If contact is delayed, the reasons for the delay shall be documented.

POSTVENTION

Development and Implementation of an Action Plan
The district will develop an action plan to guide school response following a death by suicide that has a significant impact on the school community. The appropriate district level directors will meet to implement the action plan immediately following the news of a death by suicide. If the death has not yet been confirmed to be a suicide, the team will still meet while this is being confirmed.
The district’s action plan will include the following:

- Verify the death. Staff will confirm the death and determine the cause of death through communication with a coroner’s office, local hospital, the student’s parent/legal guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it shall not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students;
- Alert the Director of Student Engagement, Career & Technical Readiness at the State Department of Education about the death;
- Assess the situation. The administrative team will meet to prepare the postvention response, consider who is most likely to be affected, and whether or not any other recent traumatic events have occurred within the school community;
- Share information. Before a death is officially classified as a suicide by the coroner’s office, it should be reported to staff, students, and parents/guardians that an unexpected death has occurred. Building administrators will inform their staff that an unexpected death has occurred, preferably in a staff meeting. The district’s administrative team will draft a statement for staff members to share with students and parents. The statement should include the basic facts of the death and known funeral arrangements, recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. School-wide assemblies should be avoided;
- Avoid suicide contagion. Building principals will explain in a staff meeting that one purpose of trying to identify and provide services to other high-risk students is to prevent another death. Staff should review the suicide warning signs and procedures for reporting students who generate concern;
- Initiate support services. Students identified as being more likely to be affected by the death will be assessed by a counselor to determine the level of support needed. The district will provide additional supports for staff as needed, such as additional counselors or administrators, or providing information about the district’s Employee Assistance Program;
- Develop memorial plans. On-campus physical memorials or shrines including pictures and/or flowers, memorial services, or flying the flag at half-mast are not appropriate memorial plans as they may sensationalize the death and encourage suicide contagion. Any school-based gatherings or discussions will include a focus on how to prevent future suicides, available resources and healthy coping mechanisms;
- Schools will avoid canceling school for a funeral, but will reasonably accommodate students or staff who wish to attend.

**External Communication**

The Communications and Community Relations specialist will be the sole media spokesperson for the district. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

- Keep the Superintendent and district administration informed of school actions relating to the death;
- Prepare a statement for staff and parent/legal guardians including postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information;
- Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson will request that reporters follow safe messaging guidelines and best practices such as not making it a front-page story, not including pictures of the victim, not using the word “suicide” in a headline or phrases like “epidemic”, and not describing the method of the suicide. They should also be encouraged not to link bullying to suicide and not to speculate about the reasons for a suicide. The spokesperson will ask the media to include information about community suicide prevention resources including the Idaho Suicide Prevention Hotline number.
SUICIDE PREVENTION

DEFINITIONS

- **At risk** – a student who is defined as high risk for suicide is one who has made a suicide attempt, has threatened suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.

- **Crisis team** – a multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response and recovery. Crisis team members often include someone from the administrative leadership, school psychologist, school counselors, social workers, resource police officer, and others including support staff and/or teachers. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.

- **Mental health** – a state of mental, emotional and cognitive health that can impact perceptions, choices and actions that affect wellness and functioning. Mental health problems include mental health conditions such as depression, anxiety disorders, PTSD, and substance use disorders. Mental health can be impacted by the physical health, genes, the home and social environment, and early childhood adversity or trauma.

- **Postvention** – suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.

- **Risk assessment** – an evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff, inclusive of a school psychologist, counselor, or social worker. This assessment is designed to elicit information regarding the student’s intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.

- **Risk factors for suicide** – characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment. Risk is highest when several risk factors are present and when the individual has access to lethal means.

- **Self-harm** – behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Self-harm can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.

- **Suicide** – death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner’s or medical examiner’s office must first confirm that the death was a suicide before any school official may state this as the cause of death.

- **Suicide attempt** – a self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.

- **Suicidal behavior** – suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one’s life.
SUICIDE PREVENTION

- **Suicide contagion** – the process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
- **Suicidal ideation** – thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one’s life is still considered suicidal ideation and should be taken seriously.

RESOURCES

Idaho Suicide Prevention Hotline  
(208)398-4357  
[www.idahosuicideprevention.org](http://www.idahosuicideprevention.org)

Idaho Suicide Prevention Program  
(208)334-4953  
[https://spp.dhw.idaho.gov](https://spp.dhw.idaho.gov)

Idaho Suicide Prevention Coalition  
(208)577-4430  
[https://www.idahospc.org](https://www.idahospc.org)

SPAN Idaho  
(208)860-1703  
[https://www.spanidaho.org/school-support](https://www.spanidaho.org/school-support)

Idaho Lives Project  

American Federation of Suicide Prevention  
(503)951-3012

Procedure History  
Adopted: April, 2019  
Revised: N/A
NOTIFICATION OF THREATS OF VIOLENCE OR HARM

The Pocatello/Chubbuck School District is committed to providing a safe and supportive learning and working environment for students and school employees. Staff members shall not be required to perform a duty or act outside their normal responsibilities which threaten the staff members’ or students’ wellbeing. In times of emergency or emergency drills staff members shall be expected to follow emergency safety procedures. A component of providing that environment is to notify, in a timely manner, any student(s) and/or school employee(s) of any threats of violence or harm made against them. For any student who is notified of a threat of violence or harm, his/her parent/guardian shall also be notified. The timing of the notice shall be subject to the discretion of the administration pending the circumstances of the threat of violence or harm. In addition, the detail to be released will be as extensive as possible yet adhering to the federal statute, Family Educational Rights and Privacy Act (FERPA), and other legal limitations. Individual-directed threats of violence or harm are defined as those which cause fear of physical harm to a specific individual or individuals. Individual directed threats of violence or harm may be communicated by any means either directly or indirectly.

Building-directed threats of violence or harm are those with an intent to cause damage to a school building or school property or to harm students, employees, volunteers, patrons, or visitors. Building-directed threats of violence or harm may be communicated by any means either directly or indirectly.

The administration will investigate and address threats of violence or harm in a manner consistent with the District’s safety policies and comprehensive safe school plans.

Persons found to have made threats of violence or harm against students, employees, others, or District property will be subject to the District’s discipline policies and will be referred to any appropriate community agencies, such as law enforcement and mental health services as appropriate. As needed, the District administration shall work with various professionals internally and externally to address the needs of those threatened, the threats themselves, and those making the threats. Necessary information about the person making the threat shall be communicated by the administration to teachers and other staff, including any school resource officers on a “need to know” basis.

Any person who knowingly provides notice of a false threat is subject to appropriate District discipline and may be referred for prosecution.

The District is responsible for training all staff with regard to all elements of this policy and its procedures. School staff shall be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of harassment, intimidation, bullying, hazing and/or initiation.

Students shall be provided with age-appropriate information on the recognition and prevention of harassment, intimidation, bullying, hazing, and/or initiation and their rights and responsibilities under this and other District policies and rules.

The Superintendent is directed to develop and implement procedures consistent with this policy.

Policy History
Adopted: August, 2007
Revised: September, 2011
NOTIFICATION OF THREATS OF VIOLENCE OR HARM

Staff, students, volunteers, and others involved in school activities have the responsibility to report any serious threats of violence or harm to administration, who shall notify the Superintendent. Administration shall assess the significance and credibility of the threat and, if needed, shall consult with internal and external professionals for their input. Administration shall report the threat to law enforcement based on that assessment.

Based on the assessment of the threat, administration will notify the person(s) threatened. In the case of students, parents/guardians will also be notified. It is up to the discretion of the administration as to the timeliness of notice.

In accordance with the Family Educational Rights and Privacy Act (FERPA), the District may not, except under limited conditions, release student records to any party without parent/guardian or adult student permission. This includes any student information about any student involved in a threat of violence or harm. For that reason, the District will not identify students who have made threats of violence or harm, except for limited releases under the following conditions:

- The parent/guardian or adult student has given permission to disclose to the threatened person the identity of the student who made the threat and/or other information.
- The identity of the student and the details of the threat are being disclosed to relevant District staff who have been determined to have legitimate “need to know” educational interest in the information.
- The identity of the student who made the threat or the details of the threat are being released because the release of the information is necessary to protect the health, safety, or welfare of that student or other individuals. This exemption is to be strictly adhered to pursuant to applicable state and federal regulations.
- The District is responding to a court order or subpoena. Generally the District must make a reasonable effort to notify the parents of the student or adult student who made the threat of the subpoena in advance of complying, so that the family can seek protective action.

Relevant information about the threat that does not improperly identify a student shall be provided to the person who is the subject of the threat, and s/he shall be advised if law enforcement is involved in the matter. The law enforcement agency may have more information that may be shared with the person, as law enforcement personnel are subject to other statutes other than FERPA.

To promote the safety of all concerned, the principal shall determine if classroom teachers, school staff, and others working with or in proximity of the student(s) involved in making the threat, should be notified. Subject to the confidentiality provisions cited above the principal shall consider all available information when determining the extent of information to be shared including prior disciplinary records, official juvenile court records, and any documented history of violence.

When considering the appropriate discipline for a student who made a threat of violence or harm, the student’s prior disciplinary records shall be taken into account. Supervision and/or expulsion shall be considered, based on the credibility and significance of the threat. Discipline shall only be imposed on students with disabilities consistent with policy and the legal requirements for special education.

If the threat made by a student is significant and credible enough to warrant expulsion, the student may only be readmitted to the District through the readmission application process provided for in District policy. The readmission application process shall include meeting District readmission criteria established at the time of expulsion and should include completion of an assessment by an appropriate professional, at
NOTIFICATION OF THREATS OF VIOLENCE OR HARM

no cost to the District, with a report to the District when the District determines such an assessment is necessary.

Discipline against District staff for making threats of violence or harm shall be consistent with District policy and procedure regarding staff discipline, and any relevant collective bargaining requirements. Administrators shall properly document all notifications of threats of violence or harm.

Procedure History
Adopted: August, 2007
Revised: N/A
PROHIBITION OF HARASSMENT, INTIMIDATION, BULLYING, HAZING AND/OR INITIATION

The Pocatello/Chubbuck School District No. 25 Board of Trustees is committed to providing a safe, supportive and orderly learning and working environment free from any form of harassment, intimidation, bullying, hazing or initiation for all students, employees, volunteers and patrons in any school building, on District property, or at any District sponsored event, regardless of location. No act of harassment, intimidation, bullying, hazing or initiation will be tolerated. Such behavior will result in disciplinary action.

Idaho Code 18-917A indicates that a student may be guilty of a criminal infraction for engaging in acts of harassment, intimidation or bullying and indicates specifically that:

- No student or minor present on school or District property shall intentionally commit, or conspire to commit, any act of harassment, intimidation or bullying against another student;
- Harassment, intimidation and bullying means any intentional gesture, or any intentional written, verbal or physical act or threat by a student that:
  - A reasonable person under the circumstances should know will have the effect of:
    - (i) Harming a student; or
    - (ii) Damaging a student's property; or
    - (iii) Placing a student in reasonable fear of damage to his or her person; or
    - (iv) Placing a student in reasonable fear of damage to his or her property; or
  - Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for a student.
- An act of harassment, intimidation or bullying need not occur directly in person, through actions or conversation but also may be committed through the use of landline, car phone or wireless telephone or through the use of data or computer software that is accessed through a computer, computer system or computer network.

An act of harassment, intimidation bullying, hazing or initiation can include any intentional written, verbal or physical act, and may be motivated by characteristics such as race, color, religion, ancestry, national origin, gender, sexual orientation, mental or physical disability, physical appearance, clothing or apparel, socioeconomic status, gender identity, or marital status.

Nothing in this section requires the affected person to actually possess a characteristic that is a basis for the harassment, intimidation, bullying, hazing or initiation.

Harassment, intimidation, bullying, hazing and initiation can take many forms including slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions.

Intentional acts refer to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, bullying, hazing and initiation may still be prohibited by other District, school or program policies or procedures.

Reporting
If an individual believes he or she has been subjected to any form of harassment, intimidation, bullying, hazing and/or initiation, the individual is encouraged to firmly and clearly tell the person engaging in the behavior that it is unwelcome, offensive and should stop at once. The individual shall also report any such
PROHIBITION OF HARASSMENT, INTIMIDATION, BULLYING, HAZING AND/OR INITIATION

behavior to the immediate supervisor, a director, or any other administrator. As a matter of policy, it is also required that any individual who becomes aware of any such objectionable conduct involving another employee, student, supervisor or administrator shall report the behavior to the immediate supervisor, a director, or any other administrator. Any false reporting constitutes violation of this policy and may be grounds for immediate disciplinary action up to and including suspension, expulsion, discharge or termination of employment.

Investigation
Any allegation of harassment, intimidation, bullying, hazing and/or initiation shall be investigated promptly in accordance with the process outlined in the Procedure and will be conducted in a confidential manner by the administration so as to protect the privacy of all persons involved. Confidentiality will be maintained throughout the investigatory process to the extent practicable and appropriate under the circumstances. A timely resolution of each complaint will be reached and communicated to the individual making the claim and any other parties involved.

Involvement of Law Enforcement
Depending upon the frequency and severity of the conduct, law enforcement shall be involved to remediate the impact on the victim and the climate of the learning or working environment and to remediate the behavior of the perpetrator.

Retaliation
Retaliation against any individual who makes a complaint or brings such objectionable conduct to the District’s attention or who assists or participates in any investigation, proceeding or litigation pertaining to harassment, intimidation, bullying, hazing or initiation is prohibited. Any such retaliation constitutes grounds for immediate disciplinary action up to and including suspension, expulsion, discharge or termination of employment.

Procedures
The Superintendent is directed to develop and implement procedures consistent with this policy.

Staff Training
The District is responsible for training all staff with regard to all elements of this policy and its procedures. School staff shall be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of harassment, intimidation, bullying, hazing and/or initiation.

Student Training
Students shall be provided with age-appropriate information on the recognition and prevention of harassment, intimidation, bullying, hazing, and/or initiation and their rights and responsibilities under this and other District policies and rules.

Policy History
Adopted: July, 1992
Revised: February, 2016
The Pocatello/Chubbuck School District No. 25 expects that all staff and students shall act in accordance with the vision and mission of the district to nurture and sustain a working and learning environment which provides for the health, safety and welfare of all. To this end the environment is to be safe and civil and free from any form of harassment, intimidation, bullying, hazing and initiation. Harassment is inclusive of those areas protected by federal law, such as, race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical disability. Harassment, intimidation and bullying is also inclusive of the definition as stated for Students pursuant to Idaho Code 18-917A.

Reporting
Should an individual have reason to feel that s/he has been subjected to any form of harassment, intimidation, bullying, hazing and/or initiation the individual is encouraged to firmly and clearly tell the person engaging in the behavior that it is unwelcome, offensive and should cease at once. The individual should report any alleged harassment, intimidation, bullying, hazing and/or initiation to his/her immediate supervisor, principal/assistant principal, any director or any other administrator. Further, any individual who becomes aware of any such conduct involving another employee, student, supervisor, or administrator, whether directly form a student's reporting or any other indirect source, this individual shall follow the same reporting process. All staff are also responsible for directing complainants to the formal complaint process. This reporting is essential so that a prompt investigation is undertaken followed by any appropriate, preventive, corrective and/or disciplinary action. The administrator who receives the information is to report such to the appropriate elementary/secondary director and the human resources director (employees) or the pupil personnel services director (students). Any school employee who receives information about any alleged harassment, intimidation, bullying, hazing and/or initiation and has reason to believe the behavior may be child abuse is obligated by law to report it to law enforcement or the Department of Health and Welfare within 24 hours. Moreover, the administration shall report such behavior to the school's SRO or designated SRO. Any individual that knowingly makes a false claim of harassment, intimidation, bullying, hazing and/or initiation will be subject to corrective action, up to and including suspension, expulsion, discharge or termination.

Investigation
An allegation of harassment, intimidation, bullying, hazing, and/or intimidation will be promptly investigated in a confidential manner by the administration or a designee of the administration so as to protect the privacy of all persons involved. The human resource director (employees) or pupil personnel director (students) shall provide the investigating administrator or designee a framework in which to conduct the investigation. Confidentiality will be maintained throughout the investigatory process to the extent practical and appropriate given the circumstances.

Complaints may be investigated and resolved through either the informal or formal complaint process.

Informal Complaint Process
The informal complaint process is voluntary. Its intent is to bring the parties together with a resolve to stop the alleged harassment, intimidation, bullying, hazing and/or initiation. A formal complaint may be filed at any time before, during or after any informal process is used. The informal complaint process does not have rigid steps. Rather, the process depends on the preferences of the complainant and includes any of the following:
- Talking directly with the harasser stating the behavior is unwelcome and unwanted and must cease.
- Using a neutral party such as a director, principal, assistant principal, supervisor, teacher or student mediator to talk with the harasser to get the alleged behavior to cease.
PROHIBITION OF HARASSMENT, INTIMIDATION, BULLYING, HAZING AND/OR INITIATION

- Using a mediator to meet with the harasser and complainant.
- Writing a letter to the harasser identifying the incident and how it made the complainant feel.
- Sending a copy of the district’s harassment policy to the harasser.

The administrator involved in resolution of an informal complaint shall document the complaint, the process utilized for any resolution, and the results. Resolution of the complaint shall be filed with the appropriate elementary or secondary director and the human resource director (employees) or the pupil personnel director (students). FERPA shall be adhered to through all phases of receiving the complaint, investigating the complaint, and resolving the complaint.

Formal Complaint Process
This formal complaint process is voluntary. Its intent is to investigate the alleged complaint with a resolve to stop any alleged harassment, intimidation, bullying, hazing and/or initiation. The formal complaint does have rigid steps to be followed. The investigator or designee shall strive to have the complainant trust the investigator. The following process shall be adhered to when addressing a formal complaint:

- All formal complaints of harassment, intimidation, bullying, hazing and/or initiation shall be filed in writing on the proper form. Formal complaints shall set forth the specific acts, conditions or circumstances alleged to have occurred that may constitute the behavior. This document should include the date of the alleged event(s) as well as the identification of any known witness(es) to the event(s). The investigating administrator or designee may draft the complaint for the complainant, based on the report of the complainant, for the complainant to review and sign.
- Complainants shall not be promised confidentiality at the onset of an investigation.
- Regardless of the complainant’s interest (or lack thereof) in filing a formal complaint, the investigating administrator or designee (upon consultation), may conclude that the district needs to file a formal complaint based upon the information provided to the administrator.
- The investigating administrator or designee shall investigate all formal, written complaints of alleged harassment, intimidation, bullying, hazing and/or initiation with a resolve to have the alleged behavior cease through the process of resolution.
- When the investigation is completed the investigating administrator shall compile a full written report of the complaint and the results of the investigation. If the matter has not been resolved to the complainant’s satisfaction, the report shall be forwarded on appeal to the human resource director (for employees) or the pupil personnel director (for students) who shall take further action to resolve the complaint.
- Corrective measures deemed necessary will be instituted as quickly as possible unless the accused is appealing the imposition of discipline and the District is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.
- As corrective action is taken, only those who have a need to know shall have knowledge of the disposition of the complaint.
- Resolution of the complaint shall be filed with the appropriate elementary or secondary director and the human resource director (employees) or the pupil personnel director (students).
- FERPA shall be adhered to through all phases of receiving the complaint, investigating the complaint, and resolving the complaint.

Resolution
A timely resolution for each complaint will be reached and communicated to the individual making the claim and any other parties involved. Appropriate action, up to and including suspension, expulsion, discharge, or termination will be taken against any individual engaging in harassment, intimidation, bullying, hazing or initiation.

Retaliation
PROHIBITION OF HARASSMENT, INTIMIDATION, BULLYING, HAZING AND/OR INITIATION

Retaliation against any individual who makes a complaint or brings such objectionable conduct to the administration’s attention or who assists or participates in any investigation, proceeding or litigation pertaining to harassment, intimidation, bullying, hazing and/or initiation is prohibited. Any such retaliation constitutes grounds for immediate disciplinary action up to and including suspension, expulsion, discharge, or termination of employment.

Procedure History
Adopted: August, 2007
Revised: N/A
PROHIBITION OF SEXUAL HARASSMENT IN THE
WORKPLACE AND LEARNING ENVIRONMENT

The Pocatello/Chubbuck School District strives to maintain a learning and workplace environment which fosters mutual employee, administrator, teacher and student respect and promotes harmonious, productive working relationships. The District shall do everything in its power to provide students a learning environment free of unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct or communications constituting sexual harassment, as defined and otherwise prohibited by state and federal law.

The District prohibits sexual harassment of students, employees, and approved volunteers. Sexual harassment occurs when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or educational environment
- Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual
- Such conduct has the purpose or effect of substantially interfering with the individual’s work or educational performance or creating an intimidating, hostile, or offensive environment

Sexual harassment prohibited by this policy includes but is not limited to visual, verbal or physical conduct of a sexual nature. The terms “intimidating”, “hostile”, or “offensive” include but are not limited to conduct which has the effect of humiliation, embarrassment or discomfort. Claims of sexual harassment will be evaluated in light of all of the circumstances.

Examples of sexual harassment can include, but are not limited to the following:

- Verbal – Demanding sexual favors in exchange for favorable reviews, assignments, promotions, continued employment or promises of the same for staff; and demanding sexual favors in exchange for favorable grades, assignments, athletic playing time, positions in school organizations or teams, or promises of the same for students; sexual innuendo, suggestive comments; insults; threats; jokes about gender specific traits; sexual propositions
- Non-Verbal – Making suggestive or insulting noises; leering, whistling, making obscene gestures / posting or distributing obscene, suggestive or otherwise inappropriate pictures or materials / wearing apparel depicting obscene, suggestive, or otherwise inappropriate pictures, statements of themes
- Physical - Touching; pinching; brushing the body; coercing sexual intercourse; assault

Sexual harassment occurs adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female.

A violation of this policy may result in discipline. The discipline for an employee engaging in sexual harassment of a student and/or co-worker could include discharge or termination. The discipline for a student engaging in sexual harassment could include suspension and/or expulsion. Further, dependant upon the conduct, a report could be made to the appropriate legal or governmental authorities.

Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action, including potential discharge of employees and potential expulsion of students.

Aggrieved persons who feel comfortable doing so, should directly inform the person engaging in the sexually harassing conduct or communication, that such conduct or communication is offensive and must stop.
PROHIBITION OF SEXUAL HARASSMENT IN THE
WORKPLACE AND LEARNING ENVIRONMENT

Employees and students who believe they may have been sexually harassed or intimidated should contact the appropriate Title IX coordinator or any District administrator, counselor or teacher who will assist them in filing a complaint. Any District employee who is knowledgeable of an informal or formal complaint or report of sexual harassment is accountable for informing the administration of the complaint and for directing the complainant to the administration.

The administration shall promptly initiate an investigation of all complaints that come to the attention of the administration, whether formally or informally. Allegations or criminal misconduct shall be reported to law enforcement and suspected child abuse shall be reported to law enforcement or the Department of Health and Welfare per Idaho Code. Persons found to have been subjected to sexual harassment shall have appropriate School District services made reasonably available to them and adverse consequences of the harassment shall be reviewed and remedied, if appropriate.

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and disciplinary action will be taken against anyone engaged in retaliation.

The superintendent is directed to develop and implement procedures consistent with this policy. The procedures shall address a process for informal and formal investigations, inclusive of receiving reports of sexual harassment, investigation, resolution of complaints or reports of sexual harassment, timelines for resolution and delineate that administration is responsible for the investigation.

The District is responsible for training all staff and students (age appropriate) with regard to all elements of this policy and its procedures.

Policy History
Adopted: August, 2007
Revised: September, 2011
PROHIBITION OF SEXUAL HARASSMENT IN THE WORKPLACE
AND THE LEARNING ENVIRONMENT

The Pocatello/Chubbuck School District expects that all staff and students act in accordance with the vision and mission of the district to nurture and sustain a working and learning environment which provides for the health, safety and welfare of all.

Reporting
Should an individual believe that s/he has been subjected to any form of sexual harassment, the individual is encouraged to firmly and clearly tell the person engaging in the harassing that it is unwelcome, offensive and should stop immediately. The individual should report any harassment to his/her immediate supervisor, building administrator, or district-level director. Further, any individual who becomes aware of any such conduct involving another employee, student, supervisor, or administrator shall follow the same reporting process. Staff members are responsible for directing complainants to the Formal Complaint – Sexual Harassment Form. This reporting is essential so that a prompt investigation is undertaken followed by any appropriate, preventive, corrective and/or disciplinary action. The administrator who receives the information is to report such to the Director of Elementary or Secondary Education, the Director Human Resources for staff, and the Director of Student Support Services for students. Any school employee who receives information about alleged sexual harassment and has reason to believe the harassment may be child abuse, is obligated by law to report it to law enforcement or the Department of Health and Welfare within 24 hours. Any individual that knowingly makes a false claim of sexual harassment will be subject to corrective action, up to and including suspension, expulsion, discharge or termination.

Investigation
An allegation of sexual harassment will be promptly investigated in a confidential manner by the building administrator or direct supervisor to protect the privacy of all persons involved. The Director of Human Resources or Student Support Services will provide the investigating administrator or supervisor, a framework in which to conduct the investigation. Confidentiality will be maintained throughout the investigatory process to the extent practical and appropriate given the circumstances.

Complaints may be investigated and resolved through either the informal or formal complaint process.

Informal Complaint Process
The informal complaint process is voluntary. Its intent is to bring the parties together with a resolve to stop any alleged sexual harassment. A formal complaint may be filed at any time before, during or after any informal process is used. The informal complaint process does not have rigid steps. Rather, the process depends on the preferences of the complainant and includes any of the following:
- Talking directly with the harasser stating the behavior is unwelcome and unwanted and must cease.
- Using a neutral party such as a director, principal, assistant principal, supervisor, teacher or student mediator to talk with the harasser to get the alleged behavior to cease.
- Using a mediator to meet with the harasser and complainant.
- Writing a letter to the harasser identifying the incident and how it made the complainant feel.
- Putting a copy of the district’s harassment policy in the harasser’s mailbox.

The administrator or supervisor involved in the resolution of an informal complaint shall document the complaint of sexual harassment, the process utilized for any resolution and the outcome. Resolution of the complaint shall be filed with the appropriate Director of Elementary or Secondary Education, and the Director of Human Resources or the Director of Student Support Services.
FORMAL COMPLAINT PROCESS

The formal complaint process is voluntary. Its intent is to investigate the alleged complaint with a resolve to stop any alleged sexual harassment. The formal complaint does have rigid steps to follow. The investigator shall strive to establish the complainants’ trust. To the extent practicable, the following process shall be adhered to when investigating a formal complaint.

- All formal complaints of sexual harassment shall be filed in writing on the proper form. Formal complaints shall set forth the specific acts, conditions or circumstances alleged to have occurred that may constitute the sexual harassment. This document should include the date of the alleged event as well as the identification of any known witnesses to the event. The investigating administrator or supervisor may draft the complaint for the complainant, based on the report of the complainant, for the complainant to review and sign.
- Complainants shall not be promised confidentiality at the onset of an investigation.
- Whether or not a complainant has requested to file a formal complaint, the investigating administrator or supervisor may conclude that a formal complaint should be filed based upon the information provided.
- The investigating administrator or supervisor shall investigate all formal, written complaints of alleged sexual harassment with a resolve to stop the alleged sexual harassment through the resolution process.
- Within 30 days of the complaint being filed, the Director of Human Resources or the Director of Student Support Services shall provide in writing to the complainant and the accused a status report of the investigation by stating one of the following:
  - The investigation is incomplete to date and will be continuing; or
  - The District intends to take corrective action; or
  - The District does not have adequate evidence to conclude that sexual harassment occurred.
- When the investigation is complete the investigating administrator or supervisor, shall compile a full written report of the complaint and the outcome of the investigation. If the matter is not resolved to the complainant’s satisfaction, the report shall be appealed to the Director of Human Resources or the Director of Student Support Services who shall take further action to resolve the complaint.
- Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than 30 days following the written status report, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or other lawful order from imposing discipline until the appeal process is concluded.
- Only those who have a need to know shall have knowledge of the complaint, the outcome of an investigation or any corrective action taken.
- Resolution of the complaint shall be filed with the appropriate Director of Elementary or Secondary Education and the Director of Human Resources or the Director of Student Support Services.

FERPA

Investigators shall adhere to FERPA laws through all phases of receiving the complaint, investigating the complaint, and resolving the complaint.

Resolution

A timely resolution for each complaint will be reached and communicated to the individual making the claim, and any other parties involved. Appropriate action, up to and including termination or expulsion, will be taken against any individual engaging in sexual harassment.

Retaliation

Retaliation against a complainant, reporting individual, or an administrator or supervisor who assists or participates in any investigation, proceeding or litigation pertaining to sexual harassment, is prohibited. Any
such retaliation constitutes grounds for immediate disciplinary action up to and including suspension, expulsion, discharge or termination of employment.

Procedure History
Adopted: August, 2007
Revised: April, 2019
 CHILD ABUSE

The Board of Trustees of the Pocatello/Chubbuck School District No. 25 provides a safe, supportive and orderly learning environment. The policy of this District shall be to abide by the guidelines concerning Child Abuse as outlined in the Child Protective Act, Chapter 16, Idaho Code.

CHILD PROTECTIVE ACT

The purpose of the Child Protective Act is to protect children whose physical or mental health, safety, or welfare are adversely affected by abuse, abandonment, or neglect and may be further threatened by those who are responsible for their care and protection by providing for the mandatory reporting of suspected cases by any person who has reasonable cause to believe that such cases exist.

16-1602 – Definitions

“(1) “Abused” means any case in which a child has been the victim of: (a) Conduct or omission resulting in skin bruising, bleeding, malnutrition, burns, fracture of any bone, subdural hematoma, soft tissue swelling, failure to thrive or death, and such condition or death is not justifiably explained, or where the history given concerning such condition or death is a variance with the degree or type of such condition or death, or the circumstances indicate that such condition or death may not be the product of an accidental occurrence; or (b) Sexual conduct, including rape, molestation, incest, prostitution, obscene or pornographic photographing, filming or depiction for commercial purposes, or other similar forms of sexual exploitation harming or threatening the child’s health or welfare or mental injury to the child.

(2) “Abandoned” means the failure of the parent to maintain a normal parental relationship with his child including, but not limited to, reasonable support or regular personal contact. Failure to maintain this relationship without just cause for a period of one (1) year shall constitute prima facie evidence of abandonment.

(28) ”Neglected” means a child: (a) Who is without proper parental care and control, or subsistence, medical or other care or control necessary for his well-being because of the conduct or omission of his parents, guardian or other custodian or their neglect or refusal to provide them; however, no child whose parent or guardian chooses for such child treatment by prayers through spiritual means alone in lieu of medical treatment shall be deemed for that reason alone to be neglected or lack parental care necessary for his health and well-being, but this subsection shall not prevent the court from acting pursuant to section 16-1627, Idaho Code; or (b) Whose parents, guardian or other custodian are unable to discharge their responsibilities to and for the child and, as a result of such inability, the child lacks the parental care necessary for his health, safety or well-being; or (c) Who has been placed for care or adoption in violation of law; or (d) Who is without proper education because of the failure to comply with section 33-202, Idaho Code.”

16-1605 – Reporting of Abuse, Abandonment or Neglect

“(1) Any physician, resident on a hospital staff, intern, nurse, coroner, school teacher, day care personnel, social worker, or other person having reason to believe that a child under the age of eighteen (18) years has been abused, abandoned or neglected or who observes the child being subjected to conditions or circumstances which would reasonably result in abuse, abandonment or neglect shall report or cause to be reported within twenty-four (24) hours such conditions or circumstances to the proper law enforcement agency or the department. The department shall be informed by law enforcement of any report made directly to it.

(4). Failure to report as required in this section shall be a misdemeanor.”
CHILD ABUSE

16-1606 – Immunity
"Any person who has reason to believe that a child has been abused, abandoned or neglected and, acting upon that belief, makes a report of abuse, abandonment or neglect as required in Section 16-1605, Idaho Code, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such participant shall have the same immunity with respect to participation in any such judicial proceeding resulting from such report. Any person who reports in bad faith or with malice shall not be protected by this section. Any privilege between husband and wife, or between any professional person except the lawyer-client privilege, including but not limited to physicians, ministers, counselors, hospitals, clinics, day care centers and schools and their clients shall not be grounds for excluding evidence at any proceeding regarding the abuse, abandonment or neglect of the child or cause thereof."

CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS
In addition to the criminal sanctions referenced above, failure to report an event of child abuse, abandonment or neglect, is a violation of the Code of Ethics for Idaho Professional Educators, and could result in the possible revocation of a certificated professional employee’s teaching certificate:

“Principle IX – Duty to Report. A professional educator breaches the Code of Ethics for Idaho Professional Educators ... Unethical conduct includes, but is not limited to: ... (b) Failure to comply with Section 16-1605, Idaho Code (reporting of child abuse, abandonment or neglect);...”

Legal References: Child Protective Act, Section 16, Idaho Code
Code of Ethics for Idaho Professional Educators

Policy History:
Adopted: May, 1974
Revised: February, 2016

The District is responsible for training all staff with regard to all elements of this policy and its procedures. School staff shall be reminded of their legal responsibility to report suspected child abuse as delineated by statute.
RELATIONSHIP ABUSE AND SEXUAL ASSAULT PREVENTION AND RESPONSE

The Pocatello/Chubbuck School District No. 25 Board of Trustees believes that a safe, supportive, caring and respectful environment is critical to student learning. In doing so, the Board of Trustees endeavors to take steps to prevent and/or respond to known instances of relationship abuse and sexual assault. Such conduct by students, or third parties, is strictly prohibited and shall not be tolerated on District property, or at any District sponsored activity, regardless of location including, but not limited to buildings, grounds, vehicles, and the location of any District sponsored activity.

Relationship abuse includes the intentional use of physical, sexual, verbal or emotional abuse of violence by a person to harm, threaten, intimidate, or control another person in a current or past dating relationship. Sexual assault includes sexual violence, sexual abuse, sexual stalking and rape.

Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the Superintendent or Board of Trustees.

Students or third parties may also be referred to law enforcement officials. Should the District have reason to believe that a child under the age of eighteen (18) years of age has been abused, abandoned, or neglected or has been subjected to conditions which would reasonably result in abuse, abandonment, or neglect, the school shall follow appropriate reporting requirements pursuant to the Child Protective Act.

Existing Board of Trustees’ policies and procedures address various prohibited conduct, reporting and investigative procedures, prevention and response procedures. Students are noticed as to expected behaviors in the Pocatello/Chubbuck School District.

Legal Reference:
I.C. Title 16 Chapter 16 – Child Protective Act
I.D.A.P.A. 08.02.03.160 – Safe Environment & Discipline

Policy History
Adopted: May, 2014
Revised: N/A
STUDENT INJURIES, ILLNESSES AND MEDICATION

The Pocatello/Chubbuck School District No. 25 Board of Trustees fosters a healthy environment for students and staff to learn and work. From time to time students will have injuries and illnesses which are treated or managed by school personnel. School personnel must take precautions when dealing with students having injuries or illnesses and/or taking medications at school. School personnel shall adhere to the procedures as outlined in the corresponding procedure to administer first aid treatment to students and/or otherwise assist students who become ill or injured while at school.

Medication
If requested by a parent/guardian, district personnel will arrange for a student to receive prescription medication while at school as outlined in the procedure. Students are permitted to possess and use a prescribed inhaler for respiratory illnesses, an epinephrine auto-injector, and insulin or blood glucose monitoring and emergency supplies at all times. Each building administrator and/or designee shall be trained on the use of these self-administered medications in case of an emergency.

Reporting Requirements
Building administrators shall report any student injury within 24 hours to the Superintendent/designee. This includes injuries which occur on the way to or from school, any injuries that occur on district property, and any injuries that occur during a district sponsored activity or event, regardless of location. Accidents and injuries shall be reported regardless of whether medical treatment is sought, or whether an insurance claim is filed. Building administrators are responsible to fill out the appropriate reporting form and submit it to the District office.

Legal References: Idaho Code 33-520

Policy History
Adopted: August, 1996
Revised: October, 2017
Definitions
The following terms used in Procedure 8128 are defined below:

- **Abrasions** – Superficial injuries caused by moving contact between the skin and a parallel rough surface.
- **First Aid Treatment** – Immediate care and assistance given to a victim of an injury or sudden illness that does not require advanced medical training.
- **IDEA Student** – A student with disabilities who falls under the purview of the Individuals with Disabilities Education Act.
- **Medication** – Any substance prescribed by a physician to be taken while a student is at school inclusive of over the counter medications.
- **Self-Medication** – Taking medicine without assistance from others.
- **Minor Injury and Illness** – Any occurrence that causes injury or illness that in the judgment of the principal/designee would not require the attention of a medical physician.
- **Serious Injury and Illness** - Any occurrence that causes injury or illness that in the judgment of the principal/designee would require the attention of a medical physician.

Universal Precautions
School personnel will take universal precautions to prevent direct contact with human body fluids by wearing medical examination gloves when handling clothing and other materials that have come in contact with human body fluids. When removing the gloves, school personnel shall pull them off so the contaminated side is not exposed. Contaminated items should be stored in a plastic bag while waiting to be cleaned or disposed. After handling human body fluids, clothing or any other materials, and after the gloves have been removed, school personnel shall wash their hands with soap and water.

Minor Injuries and Illnesses
If while at school students sustain minor injuries or contract minor illnesses the following procedures are to be adhered to:

- First aid treatment may be administered by school personnel; using universal precautions.
- For an abrasion, school personnel may apply Zephiran, a germicide and disinfectant provided by the School District.
- Medication may only be administered to students that have a Medication Request and Release Form (Form B13) on file.
- If children are to be sent home from school for injuries and/or illnesses, parents shall be contacted and are responsible for transportation.
- In the case of injuries, school personnel shall complete in a timely manner the Student/Patron Accident Report (Form S-1) with copies sent to the designated individuals (Policy 8270).

Serious Injuries or Illnesses
If while at school students sustain serious injuries or contract serious illnesses the following procedures in addition to those provided above are to be adhered to:

- Precautions shall be taken to protect the student’s immediate safety and the safety of the person attending the student.
- In cases of serious injury or illness, the principal/designee shall determine whether to call emergency medical services (911) first or to call the student’s parent/guardian for him/her to make a decision about student transport.
- In the absence of direction from the parent/guardian, emergency medical services (911) shall be called to transport the student to a hospital emergency room.
STUDENT INJURIES, ILLNESSES AND MEDICATION

- The principal/designee shall accompany the student to the hospital and remain with the student until the parent/guardian arrives or until responsibility for the student's welfare has been definitely assumed by some other agency, such as the hospital, physician or protective service.

- In the case of emergency transport of a student and/or a student injury, school personnel shall complete in a timely manner the Student/Patron Accident Report (Form S-1) and submit copies to the designated individuals. (Policy 8270)

Religious Objections regarding Injury and Illness
In the case of serious injuries and/or illnesses students whose parent/guardian and/or adult students who object to medical treatment due to religious reasons shall be transported to a hospital emergency room by emergency medical services (911) and the hospital personnel shall consult with the parent/guardian and/or adult student regarding any medical treatment.

Assistance to Students Taking Medication During School Hours
If while at school students are to receive assistance taking medication the following procedures shall be followed:

- Parents/guardians and physicians shall avoid the necessity of requiring students to take medicine during school hours and shall set a student's medication schedule during school hours only when necessary.

- Parent/guardian may request that school personnel assist their child in taking medication at school during school hours according to the following procedures:
  - A Medication Request and Release Form (Form B-13) signed by the physician and the parent/guardian and submitted to the principal/designee shall be on file at the school before any medication may be taken during school hours.
  - Medication stored under the supervision of school personnel on school premises shall be kept in a locked cabinet/drawer or otherwise protected from access from unauthorized persons.
  - Medication stored under the supervision of school personnel on school premises shall be in a container labeled by the pharmacist. The medication shall include the student's name, prescribing physician's name, dosage, instructions for taking, and name of the medication or the original over-the-counter bottle with the student's name on it.
  - First dose of any new medication shall not be given at school.
  - Medication assistance shall be provided only by school personnel specifically designated by the principal/designee.
  - The principal/designee shall instruct the designated school personnel on Board Policy and Procedure 8128. Designated personnel shall complete the District's Medication Assistance Training which is located on the O drive.
  - School personnel responsible for assisting a student with medication shall keep a Medication Assistance Record (Form B-14) for each student, each medication, and each dose of that medication.
  - At the conclusion of the need for medication assistance, the Medical Assistance Record (Form B-14) shall be placed in the student's permanent file.
  - Any change in the type, frequency, or amounts of medication to be taken by a child shall result in a new Medication Request and Release Form (Form B-13) and Medication Assistance Record Form (Form B-14).

- In the event of an error, the following steps need to be taken:
  - Call Parent.
  - Call Nurse for consult regarding error.
  - Notify the principal/designee regarding error.
  - Keep student close for observation if nurse advises or until parent arrives.
STUDENT INJURIES, ILLNESSES AND MEDICATION

- Record comments on Medication Assistance Record (Form B-14) include information regarding student, medication, and dose.
- Fill out incident report (Form M-3).

- Procedures for assisting IDEA students who are unable to self-medicate shall be determined by the principal/designee in consultation with the parent, the special education teacher and the school nurse as needed. The following options shall be considered:
  - In some instances, the school nurse shall be required to administer the medication because of the medical expertise required for the administering of the medication.
  - School District personnel assisting with medication shall complete the District Medication Assistance Training.

Students Who Self-Medicate During School Hours
Students who are capable and have their parent/guardian’s permission may self-medicate during school hours according to the following procedures:

- Medication shall be maintained in a container labeled by the pharmacist. The medication shall include the student’s name, prescribing physician’s name, dosage, instructions for taking, and name of the medication or the original over-the-counter bottle with the student’s name.
- The student shall keep the medication in a secure place or on his/her person at all times. The school is not liable for the loss or misuse of such medication and under no circumstance may a student provide medication to any other student.
- Any violation of the above procedures may result in a student’s loss of privilege to self-medicate and may result in disciplinary action in accordance with Policy 8210.

Contagious or Infectious Diseases
The following procedures shall be followed for students who may either be suspected or known to have a contagious infectious disease:

- Students suspected of contagious diseases may be temporarily excluded from school until a competent medical authority determines that the student is not a health or safety risk or threat to other students or school personnel (Policy/Procedures 8113 and 8119).
- If a competent medical authority determines that a student has a long term contagious disease, is a health or safety risk or a threat to other students or school personnel that student will be excluded from the regular school environment and the District will provide instruction through Homebound services or other appropriate means.
- Students having contagious diseases that are not a health or safety risk or threat to other students or school personnel shall be retained in the regular school environment.

Policy History
Adopted: August, 1996
Revised: March, 2015
RELEASE OF STUDENTS WITH SEPARATED OR DIVORCED PARENTS

The Pocatello/Chubbuck School District No. 25 is committed to the health, safety and welfare of all students. In the case of students coming from families of divorce or separation, the District shall adhere to the stipulations of the court regarding custody and visitation. Thus, the following sets forth District policy regarding these matters.

- If there is no court order or custody agreement stipulating a child’s custody in the student’s cumulative file, school officials shall consider both parents to have the same right to see the child while at school or to have the child released to him/her at the end of the school day.
  - Absent specific stipulations in a court order, school officials will honor either parent’s request for extended family members or step-parents to have parent authorized contact with the child at school.
- Parents must provide court documents to school officials if there are stipulations to child custody or visitation which must be followed while the child is at school.
  - Unless notified otherwise, school officials will assume that both parents of the child have equal access and equal rights to the child.
  - In the absence of official documentation, school officials have no authority to deny either parent access to his/her child.
  - If a parent of a student instructs a school official that his/her child is not to be released or be visited by the child’s other parent, the parent shall provide the most recent copy of any court order or custody agreement which stipulates custodial/visitation rights.
  - Court orders from other state jurisdictions shall have the same force as orders relating to custody and visitation issued by an Idaho Court.
  - In the case of an ongoing custody dispute, parents are requested to provide to school officials at the beginning of each school year a copy of the most recent court order stipulating custody/visitation.
- If the school officials are given a court order or custody agreement by a parent, and such document contains stipulations as to the rights of a parent to visit, have access to, or stipulates release of his/her child, school officials shall inspect the document provided to assure a complete and accurate understanding of the stipulations. The court order or custody agreement will be placed in the student’s cumulative file.
  - If a question arises as to the validity of the court order/custody agreement, school officials will contact the District’s Administrative staff for assistance. School officials may contact the SRO/Prosecutor’s Office for guidance, obtain court records of the most recent court orders, or contact legal counsel.
- If a parent provides school officials with a current valid court order/custody agreement, school officials shall make all best efforts to comply with the stipulations of the order relative to access to the child.
  - If a court order awards joint custody to both parents, both parents shall have the right to access and release of his/her child, absent some other specific stipulation.
  - If a court order awards physical custody to one parent, the school officials shall take direction from the custodial parent regarding any school day visits and release of the child from school.
  - If the court order stipulates a visitation schedule or limitations, the school officials shall act in accordance with the specified provisions such as custodial rights on certain days which allow for eating lunch with the child or one parent picks up the child Monday, Wednesday, and Friday with the other picking up on Tuesday and Thursday.
  - Visitations and release of the child shall adhere to the language specified in the court order/custody agreement, but shall also comply with the typically applied rules and regulations of the District regarding visitation and release.
SERVICE ANIMALS IN SCHOOLS – STUDENTS

The Pocatello/Chubbuck School District No. 25 acknowledges its responsibility to permit students with disabilities to be accompanied by a "service animal" in school buildings, classrooms and at school functions, as required by the Americans with Disabilities Act.

DEFINITIONS
Per ADA, the following criteria and/or considerations will be used to distinguish a Service Animal from a Therapy Animal or an Emotional Support Animal. Only Service Animals, as defined by ADA will be permitted access in schools with a student.

- **Species** – The only species currently recognized as eligible for Service Animal work are dogs. As such, no other species of animal, whether wild or domestic, shall be permitted in schools without specific preauthorization from the school’s administration.

- **Service Animal Definition** – Under ADA a service animal is defined as a dog that has been individually trained to do work or perform specific tasks for an individual with a disability. The task(s) performed by the dog must be directly related to the person’s disability.
  - **Specific Tasks** – The dog must be trained to take a specific action that the student cannot perform him/herself, such as alerting a student with diabetes when his/her blood sugar reaches high or low levels, or to detect the onset of a seizure for a student with epilepsy.
  - **Credentialing/Proof** – The only ADA recognized way to evaluate whether or not an animal is a Service Animal is through the performance of specific tasks which are individualized to be of assistance to the student’s disability. Certifications, documentation, special vests, harnesses, collars, ID cards or written statements from other professionals will not be accepted. No standard ADA Certification or Proof currently exists, and as such, none of the examples listed above will be considered proof that a dog is a Service Animal.

- **Questions** – Administrators, teachers and staff are NOT permitted to ask a student to disclose the diagnoses or nature of his/her disability. Administrators, teachers and staff ARE permitted to ask:
  - Whether or not a dog is a Service Animal;
  - What specific tasks does the Service Animal perform to assist the student with a disability;

- **Comfort, Emotional Support or Therapy Animals** – These terms are used to describe animals that provide comfort or anxiety relief through their presence or companionship. Because they have not been trained to perform a specific job or task they do not qualify as Service Animals under ADA. As such, these animals are not permitted on district property. A specially trained Therapy Animal alongside a specially trained healthcare or human services professional may be permitted with preauthorization from the school’s administration on a case-by-case basis.

- **Rights and Responsibilities:**
  - **Administrators** – Allergies and fear of dogs are not valid reasons for denying access or refusing services to students using Service Animals. When a person who is allergic to dog dander must spend time, or be in the same room or facility as a student who uses a Service Animal, both should be accommodated by assigning them to different locations within the room, or different rooms within the facility. Administrators reserve the right to monitor and evaluate the appropriateness of the Service Animal Accommodation per ADA, and to withdraw the Service Animal Accommodation if the requirements outlined in this policy are not met.
  - **Service Animal Handlers/Owners** – All costs, responsibilities, consequences and liabilities associated with the presence and appropriate care of a Service Animal are the responsibility of the animal’s handler/owner. The handler/owner is responsible for the supervision of the Service Animal including walking the animal and taking the animal to a designated area to relieve itself. A Service Animal that relieves itself outside of the designated area will be removed from the school and not permitted to return. The Service Animal shall be under the direct supervision of the owner/handler at all times. Should the Service Animal become disruptive, distracting, aggressive or display
SERVICE ANIMALS IN SCHOOLS – STUDENTS

intimidating behavior, the Service Animal will be removed from the school and not permitted to return.

- **Animal Rights** – Inappropriate behavior towards a Service Animal by any person, including the animal’s owner/handler is strictly prohibited. Such behaviors include, but are not limited to harassment, striking, pushing, pulling, restraining, intentionally intimidating or intentionally provoking or causing increased stress for the animal. Any such behavior by the animal’s owner/handler will result in disciplinary action, including the possible permanent removal of the animal from the school. All local, state and federal laws and policies relating to animal cruelty and neglect will be enforced.

The district understands that all human-animal interactions carry certain unavoidable risks, and in the interest of all students, teachers and staff, expects all Service Animal owners/handlers to comply with the reasonable requirements outlined in this policy and ADA law.

Before bringing a service animal to the educational environment, the student and the parent/legal guardian of the student will meet with the school’s administration to determine if the service animal meets the current definitions and criteria of a service animal as outlined in ADA law, whether the service animal’s presence constitutes a reasonable accommodation, and to ensure the animal’s presence does not fundamentally alter the nature of the service, program or activity. If the administration determines that the service animal’s presence is appropriate, the district will require the following before a service animal can be present on district property:

- Proof that the animal has been vaccinated in accordance with state and local law;
- Service animals must be appropriately licensed and registered with the county per local, state and federal law;
- Service animals must be appropriately groomed to ensure the following:
  - Reduce shedding and dander
  - Nails are trimmed and filed
  - Animal is free of excessive dirt, debris or matted coats
- Service animals cleanliness will be maintained to ensure the following:
  - Animal is free of transmissible viral or bacterial infections
  - Animal is free of external urinary/fecal matter
  - The animal’s ears, teeth, elimination areas must remain clean and free of debris and/or parasites
- Service animals must meet the following health and behavior requirements:
  - Animals must remain in good health. The administration may request documentation from a licensed veterinarian at any time.
  - Animals must be free of illness or injury. The administration may request documentation from a licensed veterinarian at any time.
  - Animals must not interact or react towards any person, other than the handler, or any other animals
  - Animals may not have a history of unprovoked aggression/reactivity to other people or animals
  - Animals may not display aggression/reactivity towards other people or animals, bark excessively, urinate or defecate in unassigned areas or disrupt the educational environment. Animals displaying any such behavior may be subject to immediate removal from the school.
- Handlers of service animals shall agree to:
  - Keep the service animal under the handler’s control and on a leash (or disability-appropriate alternative) at all times;
  - Understand and comply with ADA law;
  - Understand the difference between a Service Animal and an Emotional Support or Therapy Animal and avoid misrepresentation of an Emotional Support or Therapy Animal as a Service Animal;
  - Accept liability for any harm or injury caused by the animal to other students, staff, visitors, other animals and/or property.
SERVICE ANIMALS IN SCHOOLS – STUDENTS

In cases where there is an incident involving a Service Animal in the school building, classroom or at any school-related event, the building principal shall be responsible to monitor and document the interactions of the Service Animal.

Policy History
Adopted: May, 2012
Revised: December, 2018
RELEASE OF STUDENTS WITH SEPARATED OR DIVORCED PARENTS

- When school officials are not provided with a court order/custodial agreement and a non-enrolling parent seeks to have physical custody of the child at school, over the objection of the enrolling parent, school officials shall take the following steps:
  - Contact the enrolling parent regarding the request.
  - Contact the District’s Administrative Offices for direction.
  - If school officials are confronted with a custody issue in which the health, welfare or safety of a child is at issue, the officials shall contact the SRO/law enforcement for resolution.

Further, the school officials shall not release the child to the non-enrolling parent who is seeking visitation or release pending resolution.

School officials shall inform parents that the school cannot and will not settle parental disputes regarding custody and visitation. The proper place for such determination is with the Court. School officials can only comply with the provisions of a court order/custody agreement.

- Stipulations to the right of access to or release of a child to a non-custodial parent have no bearing on both parents right of access to educational records. Both parents have right of equal access to the child’s educational records. Information concerning the minor child’s address and phone number shall not be a part of the student’s education records, if the custodial parent provides written direction to the records custodian.

Policy History
Adopted: June, 2007
Revised: March, 2013
PHYSICAL RESTRAINT AND SECLUSION

Physical Restraint
The Pocatello/Chubbuck School District No. 25 is committed to providing a safe, supportive, caring and respectful environment which is critical to student learning. Therefore, all use of physical restraint inclusive of mechanical restraints and other aversive techniques, is prohibited with the exception of use of physical restraint only in emergency situations as a means to regain behavioral control of a student so as to prevent injury to that student, other students and/or employees. Staff documentation of any use of physical restraint is mandatory. That documentation shall be filed with the building principal, the Director of Student Support Services, and the Superintendent.

In the case of an emergency situation, physical restraint shall be used only under the following conditions:
- The student’s actions pose a clear, present and imminent physical danger to him/her or to others.
- Less restrictive measures have not effectively de-escalated the risk of injury.
- Restraint shall only last as long as necessary to resolve the actual risk of danger or harm.
- The degree of force applied shall not exceed what is necessary to protect the student or other persons from imminent bodily injury.

Physical restraint shall only be authorized by the supervising adult when he/she concludes that a student is displaying aggressive physical behavior that presents imminent risk to the student or others. Persons implementing a restraint shall utilize the procedures as outlined in the training program and the degree of physical restraint employed shall be in proportion to the circumstances and potential consequences of the incident, and shall avoid injury.

Physical restraint shall be prohibited in the following situations:
- When non-physical interventions should be used
- As a means of punishment
- As a response to property destruction, school discipline, refusal to comply or verbal threats.

Physical restraint of a student shall be conducted in a manner consistent with the techniques prescribed in the District approved training program. The purpose of the restraint shall be to assist the student to regain control of him/herself behaviorally and shall last only as long as is necessary to accomplish this. To the extent possible, physical restraint shall be applied in such a way as to preserve the dignity and confidentiality of all involved.

Physical restraint shall only be applied by trained persons authorized by the building principal and/or the Director of Special Services. Untrained staff shall only intervene with limited physical contact with the student to protect the student and ensure the safety of others until trained staff arrives. Untrained staff shall seek assistance from trained staff as soon as possible.

Incidents of physical restraint shall be documented, including the names of those involved and any other circumstances surrounding the use of the restraint.

Parents/guardians and the building principal shall be informed as soon as possible, but within twenty-four (24) hours, after every instance of the use of physical restraint. Parents/guardians and the building principal shall be provided a copy of all documentation as soon as it is complete and contact information for the staff member(s) who applied the physical restraint.

The building principal shall conduct a staff de-briefing as soon as possible after every incident of physical restraint but within 24 hours.
PHYSICAL RESTRAINT AND SECLUSION

Seclusion
The Pocatello/Chubbuck School District Board of Trustees authorizes the use of seclusion for a student only under the following emergency circumstances:

- The student’s actions pose a clear, present and imminent physical danger to him/her or to others
- Less restrictive measures have not effectively de-escalated the risk of injury

Seclusion shall only last as long as necessary to resolve the actual risk of danger or harm, or while awaiting the arrival of law enforcement or crisis intervention personnel, should the student be in possession of a weapon or have committed a crime.

Seclusion is defined as the involuntary confinement of a student alone in a room or an area from which the student is physically prevented from leaving regardless of the intended purpose, the name applied to the procedure, or the name of the place where the student is secluded.

Any student in seclusion must be continuously observed by an adult both visually and aurally for the entire period of the seclusion. Occasional checks are not acceptable. The following protocols shall be adhered to when a student is secluded:

- At the student’s request, the student shall be allowed to go to the restroom
- The supervising adult shall take immediate action if there are any signs of medical distress in the student
- The student shall be permitted to drink water if requested.

The seclusion environment should be inspected at least annually by fire or safety inspectors. Seclusion environments shall conform to the following criteria:

- Be of reasonable size permitting students to lie or sit down
- Have adequate ventilation including heat and air conditioning as appropriate
- Have adequate lighting
- Be free of any potential or predictable safety hazards such as electrical outlets, equipment, and/or breakable glass
- Permit direct continuous visual and auditory monitoring of the student
- Permit automatic release of any locking devise if fire or other emergency in the school exists.

Staff using seclusion procedures shall be trained in conflict prevention, the crisis cycle and interventions at each stage of the cycle, possible effects of seclusion, first aid and CPR.

Every incident of seclusion shall be documented, including the names of those involved and any other circumstances surrounding the use of seclusion.

Parents/guardians and the building principal shall be informed as soon as possible, but within twenty-four (24) hours, after every instance of the use of seclusion. Parents/guardians and the building principal shall be provided a copy of all documentation as soon as it is complete and contact information for staff member(s) involved in the seclusion.

The building principal shall conduct a staff de-briefing as soon as possible after every incident of the use of seclusion but within twenty-four (24) hours.

PHYSICAL RESTRAINT AND SECLUSION

Council for Children with Behavioral Disorder’s Position Summary on The Use of Seclusion in School Settings 2009


Council for Children with Behavioral Disorder's Position Summary on The Use of Physical Restraint Procedures in School Setting 2009


Essential Elements of a District Policy and Procedures on Restraint and Seclusion, February 2010

Policy History
Adopted: September, 2010
Revised: N/A
PHYSICAL RESTRAINT AND SECLUSION

Risks of Restraints and Seclusion
All physical restraints involve some risk for students and staff. This may include injury, including in rare instances, death to the person being restrained and/or to staff. Restraint related positional asphyxiation or other physical injuries can occur. For these reasons, it is essential that staff are trained in appropriate techniques that minimize the possibilities of risk.

There is also the risk of psychological impact to students and staff when using physical restraints or seclusion. An individual’s past experience with abuse or the fear associated with being restrained and/or secluded may cause unanticipated responses. Staff shall be aware that for some students the use of physical restraint or seclusion might have unintended consequences which positively reinforce their behavior.

In addition, staff shall be conscious of individual perceptions, experiences and cultural orientation and recognize that for some students any touching may be unwelcome and misinterpreted despite good intentions. In these situations, touching the student may evoke an extreme and intense response and make the use of restraint more dangerous for both student and staff.

Training
The administration shall ensure all designated personnel are trained in the use of verbal de-escalation and response teams are trained in physical restraint procedures and seclusion. Only those staff members who have been trained in a district approved program and are current in the use of physical restraint shall be permitted to apply physical restraint.

The administration shall notify all new personnel working in programs, where the use of restraint and/or seclusion is anticipated, of the Physical Restraint and Seclusion Policy and Procedures and the requirement that they participate in the approved training program within a reasonable period. Staff shall receive ongoing training to maintain the requirements of the training program chosen by the District.

Staff members assigned to provide training shall be certified instructors in the training program selected by the District.

Prevention Strategies
It is expected that staff implement positive and constructive methods to de-escalate potentially dangerous situations. Several programs and curricula are in place in the District, such as Second Step, Love and Logic, the Virtues Project, Ripple Effects for Kids, and the PAWS (Positive Action With Support) program. When the administration anticipates that a student is likely to behave in a way that may require physical restraint or seclusion, staff shall conduct a functional behavioral assessment and develop a positive behavioral plan including a plan for teaching replacement behaviors. When appropriate, a team of knowledgeable people shall include behavioral goals and objectives in a student’s Individual Education Plan (IEP), 504 Accommodation Plan or other Behavior Intervention Plan. Staff shall implement all strategies identified in any formal plan such as an IEP, 504 Accommodation Plan or other Behavior Intervention Plan.

Whether the student is eligible for special education or not, the school may develop a specific behavior support plan in conjunction with the parent/guardian.

DEFINITIONS
• Physical Restraint – Any physical method of one or more persons restricting an individual’s freedom of movement, physical activity, or normal access to his/her body. Physical restraint is generally prohibited in District 25 and shall only be authorized in an emergency situation as a temporary measure when necessary to facilitate care, welfare, safety, and security for all in cases of perceived imminent danger.
PHYSICAL RESTRAINT AND SECLUSION

- **Mechanical Restraint** – Includes the use of any type of device or objects such as tape or tie downs used to limit an individual's body movement or to prevent or manage out-of-control behavior. Any use of mechanical restraint is strictly prohibited. Mechanical restraints do not include supports needed for physical disabilities, such as, standing frames, and restraints used in vehicles.

- **Aversive Technique** – Physical, emotional or mental distress as a method of redirecting or controlling behavior.

- **Crisis Intervention** – The implementation of a predetermined strategy to mitigate immediate harm to student, staff, or property.

- **Emergency Situation/Substantial Risk** – The serious, imminent threat of bodily harm where there is the ability to enact such harm. An emergency or substantial risk shall exist only if all other less restrictive alternatives to diffuse the situation have been exhausted and have failed, or the level of risk prohibits exhausting other means.

- **Trained Staff** – Individuals who successfully complete and stay current in a training program that results in acquisition of skills in preventative restraints, evaluating risk of harm in an individual situation, use of approved techniques and monitoring the effect of the restraint.

- **District/facility** – The Pocatello/Chubbuck School District and/or school.

- **Parent** – The student’s parent, legal guardian, surrogate parent or student over the age of 18.

- **Positive Behavioral Interventions and Supports** – The application of a broad range of systematic and individualized strategies for achieving important social and learning outcomes, while preventing problem behaviors by making them irrelevant, inefficient, and ineffective.

- **Seclusion** – The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, or reasonably believes that he/she will be prevented from leaving. A student is in seclusion any time he/she is involuntarily alone in a room and prevented from leaving regardless of the intended purpose, the name applied to the procedure, or the name of the place where the student is secluded. The following prohibited means of seclusion may include, but are not limited to, the following:
  - Manually, mechanically, or electronically locked doors that when closed cannot be opened from the inside
  - Blocking or other physical interference by staff
  - Coercive measures, such as the threat of restraint, sanctions, or the loss of privileges that the student would otherwise have, used for the purpose of keeping the student from leaving the area of seclusion.

- **Seclusion is not:**
  - Inclusionary Time Out that occurs within the classroom with the student maintaining the ability to see and hear what is going on in the classroom
  - Exclusionary Time Out when the student is sent to an environment where there is no longer access to what is going on in the classroom but where the student has access to other students or staff
  - When a student has made the “free-will” choice to go to the room where he/she is alone and where he/she has the ability to leave and return to the classroom at any time.

**Processing the Incident**

Following an incident of physical restraint or seclusion, the principal or designee shall document the incident on the Incident Report Form (M-11). All individuals involved with the incident will process the incident and shall complete a written report (processing form) as soon after the incident as possible, but within twenty-four (24) hours. In processing the incident staff shall analyze the incident: why it happened, what might have been done differently to prevent the behavior and/or the need for restraint/seclusion, and determine how the behavior will be managed should it recur in the future.

The student, with assistance from staff, shall process the event at the earliest appropriate time, but within twenty-four (24) hours. The documentation of this processing shall be recorded on the Incident Form and
PHYSICAL RESTRAINT AND SECLUSION

All documentation shall be maintained with the building principal and the District’s Business Office Coordinator.

Informed Decision Making
When the use of physical restraint and/or seclusion has occurred, the building principal shall provide the parent/guardian with a copy of the Policy and Procedures for Physical Restraint and Seclusion.

Additionally, the parent/guardian shall be asked to share relevant information about the student with school personnel. This information shall include, but not be limited to, medical, health and/or psychological considerations, past experience, patterns of behavior that are warning signs to an imminent situation and/or de-escalation techniques that have proven to be successful. At all times, when staff becomes aware of a medical, psychiatric, or physical condition, it is their responsibility to work with the parent/guardian to identify viable modifications/alternatives.

To the extent possible, the staff member(s) shall collaborate with the parent/guardian to identify appropriate and effective techniques for supporting student behavior. Ultimately, it is the responsibility of the District to provide for the safety of all students. The general welfare and safety of both the student and others shall be considered at all times. In dangerous situations where the student will likely cause serious, probable and imminent bodily harm to himself/herself or others, physical restraint and/or seclusion may be used.

Documentation
All restraints and/or seclusions shall be documented on an Incident Report form. A copy of the completed form will be provided to the building principal, Director of Special Services, and the Superintendent or designee, and all documentation shall be maintained with the building principal and the District’s Business Office Coordinator.

All requests for the building’s Response Team shall be documented on a log maintained by the building principal or designee and available for review.

The Building Leadership Team shall periodically review the building’s Incident Report forms and requests for the response team to plan for pro-active strategies within the building.

Reporting Requirements
Appropriate personnel shall use the following protocol after each incident of physical restraint or seclusion:

- Verbally notify the building principal as soon as possible.
- The building principal or designee shall verbally notify the parent/guardian as soon as possible, but no later than the end of the school day that the restraint/seclusion occurs and document that notification.
- The building principal or designee shall update the parent/guardian on the student’s current behavioral status and discuss strategies to assist the parent/guardian in dealing with any residual effects of the incident.
- The staff member(s) involved in the incident shall complete the Incident Report form within one school day and submit it to the building principal/designee, the Director of Special Services and the Superintendent/designee.
- The building principal shall send a copy of the written report to the parent/guardian within twenty-four (24) hours following the use of restraint/seclusion.
- If physical restraint is utilized to protect the safety of the student or others and ultimately results in a situation requiring student discipline, appropriate personnel shall document the incident in the student information system.
PHYSICAL RESTRAINT AND SECLUSION

Review Process
The District’s Safety Committee shall conduct a review at least annually of all individual and program-wide data associated with Policy 8155 – Physical Restraint and Seclusion. The committee shall review at a minimum, the following components related in the use of physical restraint: (All reviews shall be subject to FERPA.)

- Incident reports
- Procedures used during restraint, including the proper administration of specific district/facility approved restraint techniques
- Preventative measures or alternate interventions tried, techniques or accommodations used to avoid or eliminate the need for future use of restraint
- Documentation and follow up of procedural adjustments made to eliminate the need for future use of restraint
- Injuries incurred during a restraint
- Notification procedures
- Staff training needs
- Specific patterns related to staff or student incidents
- Environmental considerations, including physical space, student seating arrangements, and noise levels
- Communications.

Upon review of the data, the committee shall identify any issues and/or practices that require further attention and provide written recommendations to the Directors of Special Services and Student Support Services. Further, the committee shall consider recommending a review of the training program to ensure the most current knowledge and techniques are reflected in the district/facility’s program.

Principals shall annually identify staff members who serve as school-wide resources to assist in ensuring proper administration of physical restraint and seclusion. Each school shall maintain and distribute an up to date list of trained staff to all relevant educational personnel.

The Superintendent or designee shall ensure that all relevant personnel are aware of the District Physical Restraint and Seclusion Policy and Procedure.

Procedure History
Adopted: September, 2010
Revised: N/A
HEAD LICE (PEDICULOSIS) INFESTATION

Head Lice (Pediculosis)
Head lice are insects that live on the human scalp and feed on blood. Head lice are not known to transmit diseases under natural conditions. Anyone can get head lice, but they are most common on young school-age children. Becoming infected with head lice is not related to personal cleanliness. Infection typically occurs from direct contact with another person who is infected. Pediculosis is generally controlled by use of an insecticide and some simple procedures.

Staff Training and Inservice
It is the responsibility of the building administration to provide training and in-service to designated staff members in order to:

- Identify infested individuals
- Handle cases of infestation properly and delicately
- Assure that parents are properly notified of the problem and treatment
- Check to see that students who are returning to school have been properly treated
- Help parents receive the necessary assistance when a chronic case occurs

Identification of Infection
When students are suspected of having an infestation of head lice, they should be referred to the principal or designee. The suspected student will be checked privately in order to determine whether or not the student is infected. If several cases are identified, all students including those that are uninfected will be given a letter to take home that describes identification, prevention, and treatment of head lice. The designated building personnel will, upon confirmation of an infested student, examine the class and others they suspect as being infested.

Exclusion from School
If a student is found to be infested, parents will be contacted by telephone and asked to pick up the student. In the event that parents can not be reached, the student will be given instructions which will prevent the spread of lice to other students, and will be returned to class. Parents will be given information outlining proper treatment of pediculosis. Parents will complete a certificate which indicates the steps which have been taken at home in order to treat the student and other household items to prevent reinfection prior to the student being able to return to school.

Readmittance to School
Prior to being admitted to class following infestation, the student will report to the principal or designee to be rechecked and to submit the required completed forms. The student will be rechecked again in seven days to determine that there is not a reinfection.

Chronic Infections
A record of students discovered with pediculosis will be kept to insure proper follow-up and to identify chronic problems. Name, date, teacher, date sent home, date readmitted to school, and date rechecked are to be included. When conditions recur or persist after second treatment, parents should be instructed to contact the health department or their physician. The use of a pesticide in the school by school personnel will not be permitted unless approved by the school administration after consultation with the Health Department.

Policy History
Adopted: March, 1992
Revised: December, 2004
Pediculosis does not usually present a severe medical problem and can be treated following simple procedures.

**School Staff Selection and Training**
The building principal should designate members of the staff to handle cases of head lice which occur from time to time. It is recommended that these be personnel who are not directly assigned to a classroom so that they can be available when necessary. Other members of the staff will refer individuals who are suspected of having head lice for confirmation and action. Designated individuals are to receive inservice training from the Southeastern Health Department so that they can assist parents and students whenever the need arises.

**Examination of Students**
Whenever a student displays symptoms that are associated with head lice infestations, they should be referred to the principal or designee. In so far as possible, this should occur without drawing the attention of other students or teachers to the suspected problem. Individual students should not be examined nor remarks made about the possibility of infection in the presence of other students. Every effort should be made to assure students that anyone can be infected. The self-concept of the student is a primary issue in the cases of head lice.

**Exclusion of Students from School**
When a student is found to have head lice, parents should be contacted and informed of the situation. They will be asked to come to the school in order to take the student home to receive treatment as soon as possible. Parents should be given a head lice information packet which includes an information brochure, an initial treatment sign-off form, and a seven-day follow-up sign-off form. Parents should be notified that students will be readmitted when the initial treatment has been done and the nits have been removed from the student's hair. A retreatment is required in 7 days in order to insure that there is not a recurrence of the infestation. Parents are required to sign that both the initial and the follow-up programs have been followed. In cases where chronic reinfections occur, parents may be referred to the Health Department for help. School personnel should not treat students who are infested except in unusual circumstances when recommended by the Health Department and approved by the building principal.

If parents cannot be reached by telephone, students are to remain at school and return to their regular classes. The principal or designee should discuss the situation with students and inform them of the need for care in school. They should take care not to directly contact other students or allow their coats, etc. to be placed in contact with other student's coats, etc. Other students in the class or school should not be informed of the student's infestation. The student is not to be isolated or otherwise humiliated because of the infestation. If the parent has not been contacted by the end of the day, the student should be given the parent information packet and should return home in the usual way. The principal or designee should contact the parent by telephone to explain the problem and indicate that the student will be excluded from school until the initial treatment has been completed. The student should be instructed to report to the principal or designee upon returning to school to be checked and to present the completed form.

**Procedure History**
Adopted: March, 1992
Revised: December, 2004
STUDENT SEX OFFENDERS

Definition
A student sex offender is any student who has been adjudicated delinquent or convicted of and placed on probation for a dangerous offense such as sexual conduct with a minor, sexual assault, molestation of a child, or continual sexual abuse of a child.

District Notification
The district receives quarterly reports regarding the enrollment of juvenile sex offenders, inclusive of the offenders probationary and/or treatment status.

Educational Placement
The Superintendent shall implement procedures regarding the placement of student sex offenders, except those identified as having an Individual Education Plan (IEP). Whenever possible without placing other students or adults in the school at risk, reasonable efforts should be made to continue the student’s education and provide supportive services.

The IEP Team shall determine the appropriate education placement of student sex offenders with a disability. The student shall be entitled to all due process procedures available under the Individuals with Disabilities Act (IDEA).

When determining placements, the school’s administrative team and/or the IEP Team shall consider the health and safety of the student population.

School administrators may consult with juvenile probation, victims and their families to determine the appropriateness of a convicted juvenile sex offender’s attendance at a school attended by their victim, or a victim’s sibling. The student and/or the parent/legal guardian shall be responsible for transportation and any other costs relating to the student’s attendance at another school.

Staff
Although federal and state laws permit the release of information regarding juvenile sex offenders, discretion should be exercised when discussing or disseminating information about the student. Misuse of information regarding a juvenile sex offender may result in an individual being found guilty of a misdemeanor which could include imprisonment or a fine.

Acts of harassment and vigilantism against the student are prohibited.

Exemption From Civil Liability
Staff members do not have a duty to inquire, investigate or disclose information, and will not be held liable for failure to disclose information regarding juvenile sex offenders to any person or entity. Staff members acting without malice or criminal intent who obtain or disseminate information under the Juvenile Sex Offender Act are immune from civil liability for any damages as a result of such disclosures made or received.

Legal Reference:

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<td>I.C. 18-8301 et seq.</td>
<td>Sexual Offender Registration Notification and Community Right-to-Know Act</td>
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STUDENT SEX OFFENDERS

Policy History
Adopted: April, 2019
Revised: N/A
STUDENT SEX OFFENDERS

Educational Placement
An administrative team including, but not limited to, the building principal, school counselor and Director of Student Support Services shall meet to review each circumstance and determine the appropriate educational placement and necessary support services for student sex offenders when they become aware a student sex offender is enrolled in the district.

The administrative team may involve other individuals deemed necessary including the student’s teachers, probation officer, health and welfare or outside counseling services whose expertise may assist in determining the safety risk posed by the juvenile sex offender. The team may also request information regarding the student’s juvenile record, sex offender risk assessment and any information regarding the probationary and/or treatment status of the student. The team may also seek input from the student and or the parent/legal guardian.

The administrative team will meet as soon as possible, but no more than 5 school days from the time the principal or staff member becomes aware that the student sex offender is enrolled in the district.

Following the meeting, the administrative team will develop a safety plan for the student sex offender, included but not limited to, increased supervision or regular check-ins with the school counselor. The sole purpose of any administrative action will be to protect the health and safety of all students.

Should the meeting result in a change in educational placement, the district shall be responsible for transportation and any other costs associated with the placement.

Convicted juvenile sex offenders shall not attend a school attended by their victim or a victim’s sibling. In this case, the student sex offender and/or the parent/legal guardian shall be responsible for transportation and any other costs associated with the offender's attendance at another school.

The IEP Team shall develop procedures for managing student sex offenders who have a disability. If the IEP Team determines that the student should be placed in an alternative educational setting, the district shall pay for any costs associated with such placement.

Appeals
Parent/legal guardians will be notified by the administrative team of the implementation of any safety plan, and of any change in placement.

Should the parent/legal guardian object to the plan or change in placement, they may submit an appeal in accordance with the district’s Uniform Grievance Procedure and fill out a Uniform Grievance form.

Procedure History
Adopted: April, 2019
Revised: N/A
ATTENDANCE RECORDS

An adequate and comprehensive system of attendance records shall be maintained for each student enrolled in School District No. 25.

Policy History
Adopted: August, 1973
Revised: December, 2004
ATTENDANCE RECORDS

It is very important that accurate attendance records be kept since the state apportionment of school funds is based upon attendance each year.

Each teacher is responsible for accurate reporting of daily attendance in his/her classroom.

Building administration will give each teacher instructions for keeping attendance records. A weekly attendance report will be submitted to the Business Office by the administration.

Procedure History
Adopted: August, 1973
Revised: December, 2004
STUDENT TRANSCRIPTS

School District No. 25 shall provide students official copies of their transcript of credits upon request.

The School District will furnish the first transcript at no charge. Additional copies of a transcript may be obtained at a cost of $1.00 per copy.

Policy History
Adopted: August, 1973
Revised: N/A
CUMULATIVE RECORD FOLDER

Each student who is enrolled in School District No. 25 shall have a Cumulative Record Folder. The folder must be kept up to date. Information contained in the Cumulative Record Folder will be referred to as the Student’s Permanent Record File. The contents of the Cumulative Record Folder are to be treated as confidential information and must not be released to unauthorized school personnel without parental permission (or student’s permission if the student is over 18 years of age).

Parents and other authorized persons may have access to the student’s records only as outlined in Policy and Procedure No. 8291 of the District Policy and Procedure Handbook.

The Special Services record of information will be maintained by the Department of Special Services at the Education Center. This record is considered part of the Student’s Permanent Record File.

Policy History
Adopted: August, 1973
Revised: February, 1975
The Cumulative Record Folder will be maintained at the school where the student is currently enrolled. The folder must be turned in to the principal when the student is dropped, transferred to another school or promoted. When the student is transferred to another Pocatello school, the principal shall transfer the record to the new school. In cases where the student is dropped or transferred out of the district, the record must be turned in to the Education Center.

New Cumulative Record Folders may be obtained from the principal for those students who do not have them.

The teacher will indicate in the Cumulative Record Folder on Form No. 5, “Log of Referrals to Special Services/Agencies,” any referrals to other agencies where other records may be cumulated.

Procedure History
Adopted: August, 1973
Revised: February, 1975
FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

The District shall maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools and as required by law and the Family Educational Rights and Privacy Act. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal Law that protects the privacy of student educational records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

All information related to individual students shall be treated in a confidential and professional manner. When information is released in compliance with state and federal law, the District and District employees are immune from civil liability unless they acted with gross negligence or in bad faith. Student records are the property of the District but shall be available in an orderly and timely manner to students and parents.

FERPA gives parents certain rights with respect to their children’s educational records. For purposes of this policy, the term “parent” refers to the legal parent/guardian, or school district appointed surrogate parent in instances where the legal parent/guardian cannot be found, exclusive of the student, or to the student whenever a student has attained eighteen years of age. Parental rights transfer to the student when s/he reaches the age of eighteen or is declared emancipated by the court or attends a school beyond the high school level. Students to whom the rights have transferred are “adult students”. It is the expectation of the District that 18 year olds who intend to exercise the rights of an adult student notify the building administrator in writing of this intent. The building administrator shall notify the adult student’s parent/guardian of this intent.

Further, the District assumes that all adult/eligible students are considered a dependent for tax purposes. Thus, FERPA allows that the administration may disclose information to the parent/guardian of an adult/eligible student. In addition, FERPA allows that school administration may disclose information to the parent/guardian of an adult/eligible student if it is regarding a health and/or safety emergency, and may disclose law enforcement unit records and alcohol/controlled substance violations to the parent/guardian.

Educational records include all records and data directly related to a student. Generally speaking student records are maintained in a student’s cumulative file. Other student records may be maintained outside the cumulative file. Examples include the following:

- Special education records
- Supplemental reports
- 504 plans
- Discipline record.

FERPA provides that parents/adult students have the right to the following:

- To inspect and review a student’s educational records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or adult students to review the records. Schools may charge a fee to make copies of educational records for parents/eligible students.
- To request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or adult student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or adult student has the right to place a statement with the record setting forth his or her view about the contested information.
- To consent to the disclosure of personally identifiable information from educational records except as specified by law (34 CFR 99.30 and 99.31)
FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

Generally, schools must have written permission from the parent/adult student in order to release any information from a student’s educational record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

If schools disclose directory information from educational records without consent, schools are required to notify parents and adult students of the following:

- Types of information the district has designated as directory information
- Right of opt out of disclosure of directory information.

The Pocatello/Chubbuck School District No. 25 limitedly defines directory information as:

- The student’s name
- Parent/guardian name
- Parent/guardian email address for selected communication such as honors or awards recognition and scholarships
- Photograph for honors or awards recognition, school media/publications and public relations
- Age
- Grade
- Dates of attendance, such as from this date to this date
- GPA for purposes of honors or awards recognition
- Honor roll
- Honors and awards received
- Participation in officially recognized curricular or extracurricular activities
- Student athletes’ weight, height and uniform numbers.

For Juniors and Seniors directory information shall include address and phone number.

Schools may not disclose other information about students without parent/eligible student consent.

Schools must annually notify parents and adult students of their rights under FERPA. This notification must include the following:

- Procedure to inspect and review educational records
- Procedure to request amendment of educational records
- Specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest if the agency or institution discloses or intends to disclose personally identifiable information to school officials without consent
- Right of parents to file a complaint with the Family Policy Compliance Office (FPCO) in the Department of Education
- Information stating that the school will forward educational records to other schools that have requested the records and in which the student seeks or intends to enroll.
FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

Schools must comply with FERPA’S redisclosure and recordation provisions except for disclosures that are specifically exempted.

The Elementary and Secondary Education Act (ESEA) (No Child Left Behind (NCLB)) requires the following regarding suspension and expulsion disciplinary records:

“Each state is required to have a procedure in place to facilitate a school’s transfer of disciplinary records, with respect to a suspension or expulsion, to any private or public elementary or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school.”

The Elementary and Secondary Education Act (ESEA) (No Child Left Behind (NCLB)) requires the following regarding release of information to military recruiters:

“Schools must give military recruiters the same access to secondary school students as provided to post secondary institutions or to prospective employers, when requested, unless a parent has opted out of providing such information.”

The superintendent shall establish procedures governing the content, management and control of student educational records.

Policy History
Adopted: July, 2007
Revised: April, 2012
FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT PROCEDURES (FERPA)

Student records shall be managed by the District Record's Custodians/Senior Custodians (principals) in the accordance with this procedure.

CLASSIFICATIONS OF STUDENT RECORDS
Student records shall include any and all official records, files and data directly related to a student during the time period a student is enrolled in the school. Student records shall be divided generally into two main categories: Cumulative File and Supplementary Records File. Additional records may exist for a student in different file classifications.

Cumulative File
The Cumulative File may contain all information about a student which is collected and maintained on a routine basis, such as identifying information (legal name, birth date, sex/gender, year in school, address, telephone number, parent’s name, ethnic classification, emergency information, parent’s place of employment, family doctor, babysitter, siblings), attendance records; grades and other student progress reports; results of tests of school achievement, aptitude and interest inventories; hearing, vision, and scoliosis screening; height and weight; health and immunization status reports; authorization for the administration of medication; and Individual Student Health Plans; records of school accomplishments and participation in school activities; verified reports of misconduct, including a record of disciplinary action taken, any hearing records, and suspension or expulsion records; any legal documents, and such other information as shall enable staff to counsel with students and plan appropriate activities.

Supplementary Records File
Supplementary records about a student may be collected and maintained in connection with any referral for special considerations, such as reports connected with assessment and placement of a student, reports from non school persons and organizations such as physicians, psychologists and clinics, except for general screening purposes; reports pertaining to specific problems associated with the student; gifted and talented records, Title 1 records; and current reports of psychological or standardized intelligence tests and progress reports related to a student’s disabiling condition including 504 plans. All such reports included in these records shall be dated and signed. Duplicate copies of guidance case study reports and reports from non school agencies contained in a student's supplementary record may be maintained in the principal's or guidance counselor's office.

Electronic Student Records
Electronic student records are those which are maintained through the District’s data system. All electronic student records are covered by the Family Education Rights and Privacy Act. These records must be available to be printed in hard copy and placed in either the Cumulative File or the Supplementary Records File. Access to these records is in accordance with the Family Education Rights and Privacy Act, Health Insurance Portability and Accountability Act (HIPAA), the Elementary and Secondary Education Act (ESEA) (No Child Left Behind (NCLB)), the Pupil Privacy Rights Amendment (PPRA) and any other applicable state and/or federal regulation.
- The District can accept signed and dated written parental consents in electronic format so long as the District can authenticate the sender’s identity. In such situations, the recipient shall note the method of authentication utilized upon the electronically received consent.

Health Records
All health records other than those maintained in the Cumulative File shall be stored in a secure area accessible only to the designated Custodian. Such records are also covered by the Family Education Rights
and Privacy Act and the Health Insurance Portability and Accountability Act as well as any other applicable federal regulation, unless state law provides stricter protection.

- There is a heightened standard of confidentiality for records pertaining to HIV, sexually transmitted diseases, drug or alcohol treatment, mental health treatment, family planning or abortion.
- The releases for information regarding sexually transmitted diseases, HIV and drug or alcohol treatments are more restrictive than ordinary medical releases.
- Only those staff members who have a legitimate, need to know educational interest may access these records through the Custodian/principal.
- No health records maintained in the Health Records files may be copied without the appropriate releases.

**Working Notes**

Working notes of staff for the purpose of these regulations are defined as those records about students which are maintained in the sole possession of the writer and are not accessible or revealed to any other person except a substitute who temporarily takes the place of that staff member. Working notes are not considered student records within the purview of these procedures. All other working notes of staff shared with others are student records. School resource officer notes are not student records.

**Directory Information**

The Pocatello/Chubbuck School District No. 25 limitedly defines directory information as:

- The student's name
- Parent/guardian name
- Parent/guardian email address for selected communication such as honors or awards recognition and scholarships
- Photograph for honors or awards recognition, school media/publications and public relations
- Age
- Grade
- Dates of attendance, such as from this date to this date
- GPA for purposes of honors or awards recognition
- Honor roll
- Honors and awards received
- Participation in officially recognized curricular or extracurricular activities
- Student athletes’ weight, height and uniform numbers.

For Juniors and Seniors directory information shall include address and phone number.

**CONFIDENTIALITY**

All student records, with the exception of Directory Information as permitted by the parent/guardian/adult student, are confidential. Any disclosure of student records shall only be in accordance with these procedures and any applicable state and federal laws. Any other disclosure is a violation of federal statute and of the Code of Ethics for Idaho Professional Educators.

**ACCESSIBILITY OF STUDENT RECORDS**

Information contained in the Cumulative File and/or Supplementary Records File shall be provided to persons and agencies as follows:

The right of access granted the parent/guardian/adult student includes the right to be provided a list of the types of student-related education records maintained by the school and the district.
FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT PROCEDURES (FERPA)

Parents/Guardians/Adult Students Right to Inspect

- Only parents/guardians of dependent children and adult students have the right to inspect the Cumulative File and/or Supplementary Records File of their children.
- Parents include a biological or adoptive parent or any individual who is acting as a parent in the absence of a parent or guardian.
- Access to records and information pertaining to a minor child shall not be denied to a parent because the parent is not the child's custodial parent. If the custodial parent requests, in writing, the school district will remove information regarding the address of the minor child prior to providing the information to the non-custodial parent.
- The District shall presume a parent has the authority to exercise rights regarding a student's record unless the administration has been provided current and valid legal documentation, confirmed with the Court, both parent, SRO or other valid and reliable sources, which limits access to student records. *(Form: Request to Review Education Records)*.
- The parent/guardian/adult student shall be provided analysis and interpretation by a qualified staff member of all information in the Cumulative File and Supplementary Records File. This action may be initiated by the parent/guardian/adult student or a staff member. In no case shall the review occur later than 5 business days after the request is made.
- Inspection and review shall be conducted during normal working hours, unless the Custodian consents to other arrangements. Custodians shall provide assistance, to the extent able, in the interpretation and analysis of student records as needed.
- The parent/guardian/adult student shall have the right to inspect or to be informed of the content of any record containing personally identifiable information regarding more than one student, provided that the right to access shall apply only to that portion of the record or document which relates to the student of the parent/guardian or the adult student.
- Upon graduation from high school, a parent/guardian/adult student may request to receive a final transcript in addition to the diploma.
- Although records must remain within District control as they are District property, they may be copied or reproduced by or for the parent/guardian/adult student at their own expense. *(Note: Section on Health Records)*
- When the Senior Custodian determines that providing copies of students records to parents/guardians/adult students would not be in the best interest of the student, would violate statute, school policy or professional ethics, the Senior Custodian may deny a request for copies of a student’s educational record.

The Student

- Information from the Cumulative File shall be interpreted to the student upon his/her request.
- Information contained in Supplementary Records File shall be interpreted to the student upon his/her request and with the consent of the parent/guardian.
- The adult student may inspect his/her Cumulative File and Supplementary Records File.

Staff

- Only those staff members who have a legitimate educational interest in a student’s records shall have access to the Cumulative File and any Supplementary Records File.

Other Districts

- Other districts shall be provided with records upon official request from the school or district, except as provided in Idaho Code 18-4511.
- In providing records to other Schools, the enrolling school shall be provided with a certified copy of the student’s records within ten school days.
FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT PROCEDURES (FERPA)

- When a student transfers to another school within the District, all records held by the Custodian relating to the student will be transmitted to the other school.
- When a student transfers to a different school district, the Senior Custodian will transfer all documents required to be transmitted pursuant to state and federal regulations, including those records required to be transmitted pursuant to the Elementary and Secondary Education Act (ESEA) (No Child Left Behind). All non-official extraneous information will be destroyed at the discretion of the Senior Custodian.
- Pursuant to provisions of the Elementary and Secondary Education Act (ESEA) (No Child Left Behind), disciplinary records with respect to suspension or expulsion must be transferred to the new school.
- At the time of transfer of the records, the parent or adult student may receive a copy of the records at his/her expense if requested and shall have an opportunity to challenge the contents of the records.
- Parents shall be advised through the annual FERPA notification that student records shall be released to another school where the student has enrolled or intends to enroll.

Other Persons and Organizations

- Information contained in the Cumulative File and Supplementary Records File of a student shall be released to persons and organizations other than the parent/guardian/adult student, and staff only with the written consent of the parent/guardian or adult student (Form: Request for an Authorization of Release of Student Records), with the following exceptions:
  - Directory information may be released publicly without consent upon the condition that the parent/guardian or adult student be notified annually of the school’s intention to release such information and be provided the opportunity to indicate that such information is not to be released without prior consent. Such information shall not be released for commercial reasons.
    - Directory Information in the form of names, addresses and telephone listings will be made available to the U.S. Military according to the Elementary and Secondary Education Act (ESEA) (No Child Left Behind Act), unless the opt-out provisions have been implemented by the parent/guardian/adult student.
  - Information may be released to authorized representatives of the Comptroller General of the United States, the U.S. Department of Education and/or an administrative head of an education agency or state education authorities in connection with the audit and evaluation of federally supported education programs or in connection with the enforcement of the federal legal requirements for such programs.
  - Information may be released to organizations conducting studies for educational agencies for the purpose of developing, validating or administering predictive tests or improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents/guardians by persons other than the representatives of such organizations and if such information shall be destroyed when no longer needed for the purpose for which it has been gathered.
  - Information may be released in compliance with a judicial order or lawfully issued subpoena, upon condition that the parent or adult student be notified in advance of such compliance.
    - In the situation of an ex parte court order pursuant to the U.S. Patriot Act, the District will release educational records without consent or knowledge to the parent or student. Likewise, such disclosure shall not be noted in the student’s educational records.
  - Information may be released to appropriate persons and agencies in connection with an emergency to protect the health or safety of the student or other persons.
- When information from a student’s record, other than Directory Information, is released to any person or organization other than staff, a record of such release shall be maintained as part of the specific record involved.
- Telephone requests for information about students shall not be honored unless the identity of the caller is known and the caller is authorized to receive the information under provisions of this procedure. A record shall be made of any such release of information and placed in the student’s Cumulative File.
FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT PROCEDURES (FERPA)

- This record of access shall include date of access, name of the party granted access and the legitimate educational interest of the party granted access (Form: Record of Access to Student Records).

RECORD OF ACCESS

Each student records file maintained on a student shall have a Record of Access to Student Records Form in the file. Any person other than those having a legitimate, need to know educational interest in a student’s record, who has access to the file, shall document that access by recording name, title, date, reason for access and identify any copies made of any student record.

CHALLENGES AND HEARINGS

- Parents/guardians/adult students have the right to inspect educational records.
- At the time of inspection and review, the parent/guardian/adult student may challenge the appropriateness and accuracy of any record directly related to the student and may demand correction or deletion. (Form: Request to Amend Education Records)
- Custodians may honor such demands by correcting or deleting records which are misleading, inaccurate, or violate privacy provided that the Senior Custodian concurs.
- If the demanded correction or deletion is denied by the Senior Custodian, the parent/guardian/adult student may request an informal appeal hearing before the Superintendent/designee, which hearing shall be held within 10 school days of the receipt of such request.
- During the informal appeal hearing the Superintendent/designee shall review the facts as presented by the parent/guardian/adult student and the Senior Custodian and decide whether or not to order the demanded correction or deletion.
- The Superintendent/designee shall send his/her written decision to the parent/guardian/adult student/Senior Custodian within 10 school days of the hearing. Upon denial of correction or deletion by the Superintendent/designee, the parent/guardian/adult student may request in writing a hearing before the Board of Trustees, which hearing shall be conducted at its next regular meeting or at a mutually agreeable time.
- During such hearing, which shall be closed to the public, the Board shall review the facts as presented by the parent/guardian/adult student and Senior Custodian/Superintendent/designee and decide whether or not to order the demanded correction or deletion.
- The Board shall send its written decision to the parent/guardian/adult student/Senior Custodian within 10 school days of the hearing.
- Parents/guardians/adult students challenging the appropriateness and accuracy of student records may insert a written explanation of their objections in the student records.

MAINTENANCE OF STUDENT RECORDS

At the elementary level, the school secretary shall be the Custodian of the Cumulative File. At the secondary level, the school registrar shall be the Custodian of the Cumulative File. The principal shall be the Custodian of the Supplementary Records File. The principal is the Senior Custodian of student records.

Custodians are Responsible for the Following:
- Maintain only those records authorized by these Procedures;
- Safeguard student records from unauthorized use and disposition;
- Maintain access records;
- Honor access requests from parent/guardian/adult student;
- Delete or correct records as directed by and in consultation with the Senior Custodian or upon order of the Superintendent/designee or the Board of Trustees; and
- Follow the records review schedule and procedures established by the Senior Custodian.
FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT PROCEDURES (FERPA)

Senior Custodians May Assume the duties of Custodians and are Responsible for the Following:
- Request student records from other schools;
- Maintain security of student records;
- Transfer, destroy and expunge records as permitted;
- Supervise activities of their records’ Custodians;
- Conduct informal hearings and grant or deny approval of corrections or deletions requested by parents or adult students;
- Establish records’ review schedules and procedures for their respective schools or departments in accordance with procedures governing records disposition;
- Transfer student records to the next Senior Custodian as the student moves to the next level (elementary to middle school, middle school to high school) or upon graduation or transfer outside the district;
- Preserve or destroy in accordance with applicable disposition procedures any records no longer pertinent to educational program placement; and,
- Certify to the district records’ Custodian (Superintendent/ designee) by June 30 of each year the following:
  - Only records pertinent to educational program placement are being maintained, unless otherwise authorized by law, and
  - Required reviews have been accomplished.
- Refer any in‐coming student special education records to the special education department and record such in the student’s Cumulative File.
- A Senior Custodian has limited authority to destroy/amend information contained in student records:
  - A Senior Custodian, in consultation with the Custodian of Records during a challenge process, can consent that any correction or deletion may occur relating to information that is inaccurate, misleading or violates privacy.
- A Senior Custodian can remove non‐official extraneous information from student records for a student transferring to another school district.
- Should an in‐coming student’s educational record, as obtained from a different school district, contain information that may be inaccurate, misleading, violate the privacy or other rights of a student, or be more appropriately placed in a supplementary file maintained by the Custodian or counselor, the Senior Custodian shall consult with the District’s Records Custodian and/or the parent/guardian/adult student regarding modification of the records.
- The District Records Custodian shall provide overall supervision of student records’ management and control and shall enforce the student records’ policy and the administrative procedures.

DISPOSITION OF STUDENT RECORDS
- The permanent student record shall serve as the record of the student’s school history and academic achievement. Permanent records filed in the student’s Cumulative File are to be extracted and retained before disposition of the folder.
- The General Educational Provisions Act and the federal regulations for State‐Administered Programs both require that records be retained for at least five (5) years.
- With the exception of permanent records, student information will only be kept for a period of five (5) years after a student graduates high school or withdraws from the school district.
- In all cases, the student’s permanent record card shall be retained in perpetuity by the District.

STUDENTS WITH DISABILITIES
- The parents/guardians of students with disabilities have the right to inspect and review the educational records of their children upon request.
FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT PROCEDURES (FERPA)

- Parents/guardians of students with disabilities shall be notified when personally identifiable information that has been collected (more than five (5) years old) is no longer needed to provide services to the child.
  - In informing the parent/guardian/adult student about his/her rights regarding such records, the District shall advise the parent/guardian/adult student that the information may be needed by the student or the parent to establish eligibility for certain adult benefits, such as social security.
  - At the parent/guardian/adult student’s request, the records relating to the disabling condition shall be sent to the parent/guardian/adult student.
  - The information must be destroyed at the request of the parent/guardian.
  - Permanent information will not be destroyed.

LARGE SCALE DESTRUCTION OF STUDENT RECORDS
After exercising care in accordance with that contained in the previous section (Disposition of Student Records), the Senior Custodian shall bundle all records and send them to the District’s records’ Custodian. Each bundle shall be plainly marked: "Student Records for Destruction," dated and signed by the Senior Custodian. A summary sheet shall be completed and retained in the office. The sheet shall indicate: "As of this date, I have determined that the following records may be destroyed in accordance with District and state requirements and have submitted them for destruction." The summary sheet shall be dated and signed by the Senior Custodian.

NOTICE TO PARENTS OF RECORDS MAINTAINED
The principal at each school shall annually at or near the beginning of the school year provide written notice of the following information to parents/guardians/adult students:

- The types of records directly related to the students, which are maintained by the school.
- The name of the Senior Custodian to contact to review the records.
- A list of the individuals who have access to the records.
- Notice that employees of the District will have access to the records when they have a legitimate, need to know educational interest, and that no record of their request will be kept.
- Notice of the District’s policies for reviewing, challenging and expunging these records.
- The cost of reproducing records for the parent or adult student.
- The categories of directory information which may be released to the public unless objected to in writing by the parent/guardian/adult student.
- Notice of the Directory Information provided to military recruiters pursuant to the Elementary and Secondary Education Act (ESEA) (No Child Left Behind), with clear specification of the parents’/adult students’ right to opt out of the release of this information along with the process for exercising the “opt-out” rights.
- Notice of the parent’s rights under the PPRA relating to ED and non-Ed Funded surveys.
- Information regarding the school’s use, with approximately dates of any non-emergency, invasive physical examination or screening of the students, with the parent’s right to opt out of the activity.

For all new students entering the school throughout the year, written notice shall be a component of the registration process.

Procedure History
Adopted – July, 2007
Revised – March, 2015
STUDENT DISCIPLINE

The Pocatello/Chubbuck School District No. 25 Board of Trustees is committed to providing a safe, supportive and caring learning and working environment for students and staff to assure that all students meet or exceed state academic standards. In doing so, the District is further committed to working in partnership with parents and the community. In providing a safe, supportive and caring learning and working environment, the District and its schools must have a fair and consistent standard of expected student behavior and a fair and consistent standard of interventions and/or consequences that are implemented to address student behavior. Pocatello/Chubbuck School District No. 25 students are obligated to adhere to accepted standards of responsible student behavior/conduct while on school property, while participating in any school function or activity on or off school property, and while coming and going to and from school irrespective of the mode of transportation.

A respectful, balanced and restorative approach is the philosophical underpinning for this policy and the accompanying procedures. Adult decisions regarding student behavior/conduct are dependent upon the following three guiding principles:

- **School and Community Safety** – The District and its schools have a responsibility to provide a safe, supportive and orderly learning environment for all students and staff to learn and work. Further, the Board has a statutory obligation to provide a learning environment that is not detrimental to the morals, health, safety, academic learning and discipline of students.

- **Student Accountability** – When students do not behave responsibly, they must be held accountable to take ownership for their behaviors and rectify acts, be it to an individual, group of persons, or to the school.

- **Skill/Competency Development** – Students learn through an accountability process involving interventions and/or consequences. They learn to develop the skills and competencies to become more capable of making responsible decisions regarding their behavior.

Parents and the community contribute significantly to defining responsible behavior based on readily accepted social and behavioral norms and standards of law. To successfully provide for school and community safety, student accountability, and skill/competency development in students, parents and the community must be partners in standing behind and supporting the work of school personnel. When there is disagreement between parents and school personnel as to whether a student acted responsibly, school personnel will remain rooted in readily accepted social and behavioral norms and standards of law as well as the rules, regulations and policies of the District.

Further, as school personnel are charged with the responsibility of providing for the health, safety and welfare of students within the school environment, school personnel have the latitude, without seeking parental permission, to interview children. In addition, the District will not intervene or interfere with any law enforcement investigation. Thus, law enforcement may interview children with or without the permission of their parents.

**Delegation of Authority**

Per Idaho Code, when students are under the charge of a teacher and/or any other school personnel, the teacher and/or any other school personnel is authorized to impose any disciplinary measure, which is appropriate and in accordance with the policies and procedures on student discipline, other than in-school or out-of-school suspension, or expulsion. Loss of credit can only be used as a consequence for student behavior involving cheating, plagiarism and missing assignments.

**Orientation of Students and Staff**

Per Idaho Code, printed summaries of the Student Discipline Policy will be made available to District teachers and students at the beginning of each year. Parents/guardians of a student new to the District will
STUDENT DISCIPLINE

be given a summary of the policy at the time of registration. At the beginning of each school year, building administrators are responsible to have a process in place for the orientation of all staff and students to the applicable District and building policies and procedures, inclusive of Student Discipline. At the beginning of each new term, building principals are responsible to have a process in place to review with students the applicable policies and procedures, inclusive of Student Discipline.

The Superintendent is charged with the responsibility of developing procedures which define responsible student behavior/conduct, interventions and consequences/discipline and for promulgating what disciplinary measures are set forth in state or federal statute.

Cross Reference: 3340 Corrective Actions and Punishment

Legal Reference: Idaho Code §33-205 Denial of School Attendance
Idaho Code §18-3302D Possession of Weapons or Firearms on School Property
Idaho Code §33-1224 Powers and Duties of Teachers
20 U.S.C. 8921 et seq. Gun Free Schools Act

Policy History
Adopted: August, 1973
Revised: June, 2015
STUDENT DISCIPLINE

School officials shall implement student discipline in accordance with the following procedures:

Readily accepted social and behavioral norms for responsible student behavior/conduct include the following:

- Students are to respect themselves and others
- Students are to speak and interact with others respectfully
- Students are expected to tell the truth and take responsibility for their actions
- Students are expected to be accountable for their behavior and grow in their abilities to make responsible decisions regarding their behavior/conduct
- Students are to contribute to the safety of their school and community
- Students are to inform and ask adults for help when they anticipate or become aware of an unsafe situation
- Students are expected to be on time to school, in classes on time and ready to work, attend classes regularly, and complete all assignments
- Students are expected to follow district and school rules and regulations and standards of federal and state law
- Students are to treat public and private property with respect

In accordance with maintaining a respectful, balanced and restorative approach to the expectations of responsible student behavior and in accordance to the guiding principles outlined for adult decision making with respect to addressing student behavior as stated in the Student Discipline Policy, school personnel are committed to implementing a series of interventions to address irresponsible student behavior as well as consequences. At times interventions and consequences may be the same.

Students are expected to behave according to the above described norms and school officials have the authority to take disciplinary action when student behavior is contrary to the described norms while the student is within the jurisdiction of the school. That jurisdiction includes the following:

- 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 related activity, function or event
- Anywhere, including off-campus, if the conduct may reasonably be considered threatening or intimidating to a staff member, or interfering with the school purposes of an educational function or if a sufficient nexus is established between the conduct of the student off of school property and the school/functions of the school.
## STUDENT DISCIpline

### Elementary Student Behaviors/ Interventions/Consequences/ Discipline Matrix

<table>
<thead>
<tr>
<th>Level 1 Behaviors</th>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disrespect</td>
<td>Parent Notification</td>
<td>Parent Notification</td>
<td>Parent Notification</td>
<td>Parent Notification</td>
</tr>
<tr>
<td>Discourtesy</td>
<td>Community Service/</td>
<td>Community Service/</td>
<td>Community Service/</td>
<td>Community Service/</td>
</tr>
<tr>
<td>Put Downs/ Insults</td>
<td>Restoration Detention</td>
<td>Restoration Detention</td>
<td>Restoration Detention</td>
<td>Restoration Detention</td>
</tr>
<tr>
<td>Electronic Device Violation</td>
<td>Suspension</td>
<td>Suspension</td>
<td>Suspension</td>
<td>Suspension</td>
</tr>
<tr>
<td>Profane Language/Gestures/Trash Talk/Pornography</td>
<td>Loss of Credit for Assignment</td>
<td>Loss of Credit for Assignment</td>
<td>Loss of Credit for Assignment</td>
<td>Loss of Credit for Assignment</td>
</tr>
<tr>
<td>Disrupting Class</td>
<td>Parent Notification</td>
<td>Community Service/</td>
<td>Community Service/</td>
<td>Community Service/</td>
</tr>
<tr>
<td>Dress Code Violation</td>
<td>Parent Notification</td>
<td>Community Service/</td>
<td>Community Service/</td>
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</tr>
<tr>
<td>Cheating</td>
<td>Parent Notification</td>
<td>Community Service/</td>
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<tr>
<td>Plagiarism</td>
<td>Parent Notification</td>
<td>Community Service/</td>
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<td>Forgery</td>
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<td>Lying</td>
<td>Parent Notification</td>
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</tr>
<tr>
<td>Minor Theft</td>
<td>Parent Notification</td>
<td>Community Service/</td>
<td>Community Service/</td>
<td>Community Service/</td>
</tr>
<tr>
<td>Tardies/ Absenteeism/ Truancy</td>
<td>Parent Notification</td>
<td>Community Service/</td>
<td>Community Service/</td>
<td>Community Service/</td>
</tr>
<tr>
<td>Minor Discipline</td>
<td>Parent Notification</td>
<td>Community Service/</td>
<td>Community Service/</td>
<td>Community Service/</td>
</tr>
</tbody>
</table>

- **Step 1**
  - Behavior: *Disrespect*
  - Intervention: Parent Notification
  - Consequence: Community Service

- **Step 2**
  - Behavior: *Put Downs/Insults*
  - Intervention: Restoration Detention
  - Consequence: Refocus/Skill Development

- **Step 3**
  - Behavior: *Passive Defiant/Insubordination*
  - Intervention: Suspension
  - Consequence: Loss of Credit for Assignment

- **Step 4**
  - Behavior: *Electronic Device Violation*
  - Intervention: Parent Notification
  - Consequence: Community Service/Restoration
<table>
<thead>
<tr>
<th>Level 2 Behaviors</th>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
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<tr>
<td>Physical Aggression/Intimidation/Threat</td>
<td>Community Service/Restoration</td>
<td>Community Service/Restoration</td>
<td>Community Service/Restoration</td>
<td>Community Service/Restoration</td>
</tr>
<tr>
<td>Active Defiance/Insubordination</td>
<td>Detention</td>
<td>Detention</td>
<td>Detention</td>
<td>Detention</td>
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<tr>
<td>Minor Vandalism/Graffiti</td>
<td>Refocus/Skill Development</td>
<td>Refocus/Skill Development</td>
<td>Refocus/Skill Development</td>
<td>Refocus/Skill Development</td>
</tr>
<tr>
<td>Theft</td>
<td>Suspension</td>
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<td>Suspension</td>
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<tr>
<td>Tobacco Violation/Look a Likes/Electronic Cigarettes</td>
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<tr>
<td>Tardies/Absenteeism/Truancy</td>
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<td>Physical Aggression/Intimidation/Threat</td>
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<tr>
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<td>Tobacco Violation/Look a Likes/Electronic Cigarettes</td>
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<tr>
<td>Minor Vandalism/Graffiti</td>
<td>Refocus/Skill Development</td>
<td>Refocus/Skill Development</td>
<td>Refocus/Skill Development</td>
<td>Refocus/Skill Development</td>
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<tr>
<td>Theft</td>
<td>Suspension</td>
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<tr>
<td>Tobacco Violation/Look a Likes/Electronic Cigarettes</td>
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<tr>
<td>Tardies/Absenteeism/Truancy</td>
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## STUDENT DISCIPLINE

<table>
<thead>
<tr>
<th>Level 3 Behaviors</th>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
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</thead>
<tbody>
<tr>
<td>Misuse/distribution of prescription and/or over the counter drugs</td>
<td>Parent Notification</td>
<td>Parent Notification</td>
<td>Parent Notification</td>
</tr>
<tr>
<td>Bullying/Cyber Bullying/Intimidation/Hazing/Initiation/Extortion</td>
<td>Community Service/Restoration</td>
<td>Community Service/Restoration</td>
<td>Community Service/Restoration</td>
</tr>
<tr>
<td>Racial Discrimination/Harassment/Intimidation/Slurs</td>
<td>Detention</td>
<td>Detention</td>
<td>Detention</td>
</tr>
<tr>
<td>Stalking</td>
<td>Refocus/Skill Development</td>
<td>Refocus/Skill Development</td>
<td>Refocus/Skill Development</td>
</tr>
<tr>
<td>Fighting/Battery/Assault</td>
<td>Suspension</td>
<td>Suspension</td>
<td>Suspension</td>
</tr>
<tr>
<td>Threat/Physical Injury</td>
<td>Academic/Behavioral Contract</td>
<td>Academic/Behavioral Contract</td>
<td>Academic/Behavioral Contract</td>
</tr>
<tr>
<td>Harassment/Sexual Harassment</td>
<td>Classroom Intervention</td>
<td>Classroom Intervention</td>
<td>Classroom Intervention</td>
</tr>
<tr>
<td>Indecent Exposure (Public/Private)</td>
<td>Plan/Progress Monitoring</td>
<td>Plan/Progress Monitoring</td>
<td>Plan/Progress Monitoring</td>
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<tr>
<td>Public Urination</td>
<td>Refer to SRO</td>
<td>Refer to SRO</td>
<td>Refer to SRO</td>
</tr>
<tr>
<td>Gang Related Activity/Symbols/Clothing/Gestures/Calls or Whistles</td>
<td>Refer to SRO</td>
<td>Refer to District Discipline Review Committee (DDRC)</td>
<td>Refer to District Discipline Review Committee (DDRC)</td>
</tr>
<tr>
<td>Major Vandalism</td>
<td>Recommend Expulsion</td>
<td>Recommend Expulsion</td>
<td>Recommend Expulsion</td>
</tr>
<tr>
<td>Computer/Technology Violation inclusive of Pornography</td>
<td>Refer to Truancy Court</td>
<td>Refer to Truancy Court</td>
<td>Refer to Truancy Court</td>
</tr>
<tr>
<td>Public Display of Affection (PDA)</td>
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</tr>
<tr>
<td>Tardies/Absenteeism/Truancies</td>
<td></td>
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</tr>
<tr>
<td>Arson</td>
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</table>
## STUDENT DISCIPLINE

<table>
<thead>
<tr>
<th>Level 4 Behaviors</th>
<th>Step 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Firearms/Weapons/Explosives/Look a Likes Possession/Distribution/Influence of Drugs/Alcohol/Paraphernalia/Inhalants/Look a Likes Sexual Assault Tardies/Absenteeism/Truancy</td>
<td>Parent Notification Community Service/Restoration Suspension Detention Refocus/Skill Development Academic/Behavioral Contract Follow-Up Classroom Intervention Plan/Progress Monitoring Refer to Student/Teacher Intervention Teams Refer to SRO Refer to District Discipline Review Committee (DDRC) Refer to District Intervention Team Recommend Expulsion Refer to Truancy Court</td>
</tr>
</tbody>
</table>
## STUDENT DISCIPLINE

**Secondary Student Behaviors/Interventions/Consequences/Discipline Matrix**

<table>
<thead>
<tr>
<th>Level 1 Behaviors</th>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
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<tr>
<td>Disrespect</td>
<td>Parent Notification</td>
<td>Parent Notification</td>
<td>Parent Notification</td>
<td>Parent Notification</td>
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<tr>
<td>Discourtesy</td>
<td>Detention</td>
<td>Suspension</td>
<td>Suspension</td>
<td>Suspension</td>
</tr>
<tr>
<td>Put Downs/Insults</td>
<td>Community Service/Restoration</td>
<td>Community Service/Restoration</td>
<td>Community Service/Restoration</td>
<td>Community Service/Restoration</td>
</tr>
<tr>
<td>Passive/Defiant Insubordination</td>
<td>Loss of Credit for Assignment</td>
<td>Loss of Credit for Assignment</td>
<td>Loss of Credit for Assignment</td>
<td>Loss of Credit for Assignment</td>
</tr>
<tr>
<td>Electronic Device Violation</td>
<td>Refer to Student Intervention Team for Skill Development</td>
<td>Refer to Student Intervention Team for Skill Development</td>
<td>Refer to Student Intervention Team for Skill Development</td>
<td>Refer to Student Intervention Team for Skill Development</td>
</tr>
<tr>
<td>Profane Language/ Gestures/Trash Talk</td>
<td>Loss of Participation in Student Activity/Athletics</td>
<td>Loss of Participation in Student Activity/Athletics</td>
<td>Loss of Participation in Student Activity/Athletics</td>
<td>Loss of Participation in Student Activity/Athletics</td>
</tr>
<tr>
<td>Disrupting Class/Refusal to Work</td>
<td>Parent Notification</td>
<td>Parent Notification</td>
<td>Parent Notification</td>
<td>Parent Notification</td>
</tr>
<tr>
<td>Public Display of Affection</td>
<td>Detention</td>
<td>Suspension</td>
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<td>Suspension</td>
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<tr>
<td>Dress Code Violation</td>
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<tr>
<td>Cheating</td>
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<td>Loss of Credit for Assignment</td>
<td>Loss of Credit for Assignment</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>Refer to Student Intervention Team for Skill Development</td>
<td>Refer to Student Intervention Team for Skill Development</td>
<td>Refer to Student Intervention Team for Skill Development</td>
<td>Refer to Student Intervention Team for Skill Development</td>
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<tr>
<td>Forgery</td>
<td>Refer to Friday Night School</td>
<td>Refer to Friday Night School</td>
<td>Refer to Friday Night School</td>
<td>Refer to Friday Night School</td>
</tr>
<tr>
<td>Minor Theft</td>
<td>Refer to Student Intervention Team for Skill Development</td>
<td>Refer to Student Intervention Team for Skill Development</td>
<td>Refer to Student Intervention Team for Skill Development</td>
<td>Refer to Student Intervention Team for Skill Development</td>
</tr>
<tr>
<td>Tardies/Absenteeism/Truancy</td>
<td>Refer to District Discipline Review Committee <em>(DDRC)</em></td>
<td>Refer to District Discipline Review Committee <em>(DDRC)</em></td>
<td>Refer to District Discipline Review Committee <em>(DDRC)</em></td>
<td>Refer to District Discipline Review Committee <em>(DDRC)</em></td>
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<tr>
<td>Minor Discipline</td>
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<td>Refer to District Discipline Review Committee <em>(DDRC)</em></td>
<td>Refer to District Discipline Review Committee <em>(DDRC)</em></td>
<td>Refer to District Discipline Review Committee <em>(DDRC)</em></td>
</tr>
</tbody>
</table>

**Notes:**
- Refer to SRO
- Loss of Credit for Assignment
- Loss of Participation in Student Activity/Athletics
- Refer to Truancy Court
- Refer to District Discipline Review Committee *(DDRC)*
- Refer to SRO
- Loss of Credit for Assignment
- Loss of Participation in Student Activity/Athletics
- Refer to Truancy Court
### STUDENT DISCIPLINE

<table>
<thead>
<tr>
<th>Level 2 Behaviors</th>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
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</thead>
<tbody>
<tr>
<td>Physical Aggression/Intimidation/Threat</td>
<td>Suspension</td>
<td>Suspension</td>
<td>Suspension</td>
<td>Suspension</td>
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<tr>
<td>Pushing</td>
<td>Community Service/Restoration</td>
<td>Community Service/Restoration</td>
<td>Community Service/Restoration</td>
<td>Community Service/Restoration</td>
</tr>
<tr>
<td>Active Defiance/Insubordination</td>
<td>Refer to Student Intervention Team for Skill Development</td>
<td>Refer to Student Intervention Team for Skill Development</td>
<td>Refer to Student Intervention Team for Skill Development</td>
<td>Refer to Student Intervention Team for Skill Development</td>
</tr>
<tr>
<td>Minor Vandalism/Graffiti</td>
<td>Loss of Participation in Student Activity/Athletics</td>
<td>Loss of Participation in Student Activity/Athletics</td>
<td>Loss of Participation in Student Activity/Athletics</td>
<td>Loss of Participation in Student Activity/Athletics</td>
</tr>
<tr>
<td>Theft</td>
<td>Refer to SRO</td>
<td>Refer to SRO</td>
<td>Refer to SRO</td>
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</tr>
<tr>
<td>Tobacco Violation/Look a Likes/Electronic Cigarettes/Vapors</td>
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<td>Refer to SRO</td>
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<tr>
<td>Tardies/Absenteeism/Truancy</td>
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</table>

**Step 2:**
- Parent Notification
- Suspension
- Community Service/Restoration
- Refer to Student Intervention Team for Skill Development
- Loss of Participation in Student Activity/Athletics
- Refer to SRO
- Refer to SRO
- Refer to SRO
- Refer to SRO

**Step 3:**
- Parent Notification
- Suspension
- Community Service/Restoration
- Refer to Student Intervention Team for Skill Development
- Loss of Participation in Student Activity/Athletics
- Refer to SRO
- Refer to SRO
- Refer to SRO
- Refer to SRO

**Step 4:**
- Parent Notification
- Suspension
- Community Service/Restoration
- Refer to Student Intervention Team for Skill Development
- Loss of Participation in Student Activity/Athletics
- Refer to SRO
- Refer to SRO
- Refer to SRO
- Refer to SRO
### STUDENT DISCIPLINE

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<td>Parent Notification</td>
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<tr>
<td>Bullying/Cyber Bullying/</td>
<td>Suspension</td>
<td>Suspension</td>
<td>Suspension</td>
</tr>
<tr>
<td>Intimidation/Hazing/Initiation/Extortion/</td>
<td>Community Service/Restoration</td>
<td>Community Service/Restoration</td>
<td>Community Service/Restoration</td>
</tr>
<tr>
<td>Stalking</td>
<td>Refer to Friday Night School</td>
<td>Refer to Friday Night School</td>
<td>Refer to Friday Night School</td>
</tr>
<tr>
<td>Racial Discrimination/Harassment/Intimidation/Slurs</td>
<td>Refer to Student Intervention Team for Skill Development</td>
<td>Refer to Student Intervention Team for Skill Development</td>
<td>Refer to Student Intervention Team for Skill Development</td>
</tr>
<tr>
<td>Fighting/Battery/Assault</td>
<td>Academic/Behavioral Contract</td>
<td>Academic/Behavioral Contract</td>
<td>Academic/Behavioral Contract</td>
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<td>Threat/Physical Injury</td>
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<td>Harassment/Sexual Harassment</td>
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<td>Loss of Participation in Student Activity/Athletics</td>
<td>Loss of Participation in Student Activity/Athletics</td>
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<tr>
<td>Indecent Exposure</td>
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<tr>
<td>Gang Related Activity/Symbols/</td>
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<td>Parent Notification</td>
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<tr>
<td>Clothing / Gestures / Calls or Whistles</td>
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<tr>
<td>Major Vandalism</td>
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</tr>
<tr>
<td>Computer/Technology Violation</td>
<td>Parent Notification</td>
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<tr>
<td>Arson</td>
<td>Parent Notification</td>
<td>Parent Notification</td>
<td>Parent Notification</td>
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<tr>
<td>Tardies/Absenteeism/Truancies</td>
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## STUDENT DISCIPLINE

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<th>Level 4 Behaviors</th>
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<tr>
<td>Firearms/Weapons/Explosives/Look a Likes Possession/Distribution/Influence of</td>
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<tr>
<td>Drugs/Alcohol/Paraphernalia/Inhalants/Look a Likes</td>
<td>Suspension</td>
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<tr>
<td>Sexual Assault</td>
<td>Community Service/Restoration</td>
</tr>
<tr>
<td>Tardies/Absenteeism/Truancy</td>
<td>Refer to Student Asst. Team for Skill Development</td>
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<td>Academic/Behavioral Contract Follow-Up</td>
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<td>Refer to District Discipline Review Committee (DDRC)</td>
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<td>Refer to SRO</td>
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<td>Recommend Expulsion</td>
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<td>Loss of Participation in Student</td>
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<td>Activity/Athletics</td>
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Other interventions and/or consequences which may be applied at the discretion of school officials may include the following:

- Parent involvement as detailed
- Problem solving skills
- Referral to specialized support systems or programs in place in the schools
- Anger management training
- Counseling for parent/students as funded and provided by the District
- Referral for counseling for parent/students not funded or provided by the District
- Internal evaluations as funded and provided by the District
- Referral for evaluations not funded or provided by the District
- Restitution for damages
- Loss of student privileges
- Loss of bus privileges
- Detention/In-School Suspension
- Mediation
- Notification of probation officer

### Student Truancy at the Secondary Level

Truancies will accumulate across grades 6 – 8 and 9 – 12 for students who demonstrate a pattern of excessive absences, tardies and truancies each year.

- **Truancy #1**
  - School officials assign consequences
  - Parent/guardian notified of truancy and consequence

- **Truancy #2**
  - Student may be assigned to Friday Night School
  - Parent/guardian notified of truancy and assignment of Friday Night School

- **Truancy #3**
  - Student referred as habitually truant to School Resource Officer (SRO)
  - Student may be referred by school officials to the District Discipline Review Committee (DDRC) for disciplinary action
STUDENT DISCIPLINE

Corporal Punishment is any physical penalty inflicted upon a student as a form of punishment for any violation of rules, regulations, or protocol of a school. No person who is employed or engaged by the District may inflict corporal punishment or cause corporal punishment to be inflicted on a student. Corporal punishment does not include reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense. 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.

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, and/or expulsion in accordance to the following definitions:

- **Conduct** – Vocabulary word utilized in the statute to describe student behavior. For the purpose of this policy and procedure behavior means the same as conduct.
- **Discipline** – Vocabulary word utilized in the statute to describe student intervention and/or consequence. For the purpose of this policy and procedure intervention and/or consequence mean the same as discipline. It is a system of behavior management directed toward the control of a student(s) and toward development of student responsibility for self-control.
- **Detention** – The act of delaying a student from engaging in the normal routine for a defined period of time in a specified location with supervision. Parents are to be notified prior to requiring after school detention for a student.
- **Temporary Suspension** (in-and out-of-school) – The per incident exclusion from school or individual classes for a specific period of up to five (5) school days. Building administrators may temporarily suspend a student for up to five (5) school days. Students under in-school suspension should be kept under close supervision at all times during the suspension. In-school suspension should be used when the principal or designee determines that it is in the best interest of the student and the educational program. Out-of-school suspension should be used for the purpose of:
  - Protecting the student or other students from the results of misbehavior.
  - Providing an interim time between disruptive behavior and resuming school attendance.
  - Requiring a conference of parent(s) / guardian(s) with school officials.
  - Denying attendance while awaiting a Due Process Expulsion Hearing.
- **Extended Temporary Suspension** (in-and out-of-school) – The per incident exclusion from school or individual classes for an additional ten (10) school days. Only the Superintendent (or the Board) can extend an initial temporary suspension.
- **Prolonged Temporary Suspension** (in-and out-of-school) – The per incident exclusion from school or individual classes for an additional five (5) school days. Only the Board can extend a temporary suspension for an additional five (5) days and only upon a finding that immediate return to school attendance by the temporarily suspended student would be detrimental to other students’ health, welfare, or safety.
- **Expulsion** – 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 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.
- **Discipline** – Constitutes all other forms of corrective action and/or punishment, including brief exclusions from a class and exclusion from any other type of activity conducted by or for the District. Discipline shall not adversely affect specific academic grade, subject, or graduation requirements, as long as all work is performed.
- **District Discipline Review Committee (DDRC)** – Comprised of designated school officials whose purpose is to hear various student cases of misconduct as referred by the building administration and assign consequence/discipline in a fair and consistent manner throughout the District.
STUDENT DISCIPLINE

Except in extreme cases where a student’s behavior is of such a significant nature that his/her absence from school is necessary and/or appropriate, students will not be expelled unless other forms of intervention, corrective action and/or consequence have failed, or unless there is good reason to believe that other forms of intervention, corrective action and/or consequence would fail if employed. Suspensions and expulsions shall be used only for instances of serious student misbehavior.

In order to maintain discipline and safety for all students or when there is reason to believe that a student may be engaged in illegal activity, school officials may search a student’s person, or any and all areas under his/her immediate control on school grounds. School lockers, books, equipment, or other items belonging to the school shall be considered on loan to a student and school officials shall have the right to inspect such items at any time. Any dangerous items or illegal material found in the possession of or subject to the immediate control of a student shall be confiscated. Other appropriate disciplinary measures may follow including referral to the appropriate law enforcement officials.

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 (10) or more days of suspension per incident, the Individualized Education Program (IEP) team who has knowledge of the student’s disabling condition will determine if there is a direct or substantial relationship between the student’s 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 student with a disability is submitted to the Board, the IEP team must meet to determine if there is a direct relationship between the disability and the student’s misconduct. The Board shall consult legal counsel before expelling any student with a disability.

When a student with a disability is acting in such a way that he/she poses a danger to himself/herself or another student or property, or substantially disrupts his/her educational program or that of other students, an emergency suspension may take place. Emergency suspensions may not last longer than ten (10) school days. The principal shall convene the IEP team for reviewing the student’s record before the student is readmitted to school, but no later than the tenth (10th) day of 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 as required by applicable provisions of the Idaho Code, in order that such authorities may address the student’s needs.

Exclusion from School Discipline for Acts Outside the Jurisdiction of School Personnel

No student shall be expelled, suspended, or disciplined in any manner for any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of the educational process.

When dealing with student discipline, school officials are accountable to ensure that each student is afforded his/her due process rights in accordance with law. Those rights include notice of the offense with a description of the student’s alleged conduct and an opportunity to be heard with respect to the offense.

When suspending a student for at least 1 day school officials are to proceed in accordance with the following:

- When safety is not in question and prior to the suspension the principal shall grant the student an informal hearing on the reasons (allegations and reasons) for the suspension and the opportunity to challenge those reasons.
- When safety is in question and the student’s presence poses a continuing danger to persons, property or an ongoing threat of disruption to the educational process, the student shall not be provided a conference
STUDENT DISCIPLINE

but shall be immediately removed from the school setting. In such cases, the notice and conference shall follow as soon as possible.

- Any student suspension shall be reported immediately to the student’s parent/legal guardian. A written notice of suspension shall be sent to the parents/legal guardian and the appropriate Director of Elementary or Secondary Education stating the reason(s) for the suspension, including any school policy, procedure, rule or regulation which was violated.
- Upon request of the parent/legal guardian, a review of the suspension shall be conducted by the building administrator who suspended the student. At the review, the student and parent/legal guardian have the right to be heard. The building administrator will also review the circumstances surrounding the suspension. Once the review is complete, the building administrator will either uphold the decision for suspension and/or make any other determination and inform the student and parent/legal guardian in writing.
- Pending the outcome of the review, the student and parent/legal guardian are afforded the right to appeal to the appropriate Director of Elementary or Secondary Education. Upon request of the student and parent/legal guardian, the Director shall schedule a review of the suspension. At the review, the student and parent/legal guardian have the right to be heard. The Director will also review the circumstances surrounding the suspension based on the information provided by the principal. Once the review is complete, the Director will prepare a written decision to be sent to the student and parent/legal guardian and the building administrator.
- Pending the outcome of the review, the student and parent/legal guardian have further appeal rights to the Superintendent and then to the Board of Trustees. The same process outlined above shall be followed.
- If the building administrator’s suspension of the student is to be extended beyond the 5 day limit by the Superintendent and/or the Board of Trustees, written notice of that extension will be sent to the student and parent/legal guardian and building administrator.
- Students who are absent as a result of an out-of-school suspension do have the right to make up the work missed, within 5 days after returning to school.
- A student who is suspended from school will not be sent home unless the parent/legal guardian is home, and/or have been notified that the student is leaving school. When a parent/legal guardian cannot be reached to notify them that their student is being suspended, the student will be placed on in-school suspension, under supervision, until such time as the parent/legal guardian can be reached, or until the end of the school day when the student will be permitted to go home. The parent/legal guardian is to be notified of the suspension prior to the following school day.
- When a student is suspended the building administrator will document the suspension in the student’s discipline record stating the reason for the suspension, the term of suspension, and when the parent/legal guardian was notified.
- A student who is suspended from school will not be permitted on or around school property during the term of the suspension. Being on or around school property may result in a recommendation for expulsion and/or a citation for loitering/trespassing.

When expelling a student from school the Board of Trustees proceeds in accordance with the following:
- The student and parent/legal guardian shall be provided written notice through registered or certified mail of the date and time of the due process expulsion hearing in a reasonable timeframe prior to 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.
- When an expulsion hearing must be conducted during the student’s time of suspension, the parent/legal guardian may submit a written request to reschedule the hearing by showing good cause to the Superintendent at least 2 school days prior to the date of the originally scheduled hearing. The Superintendent shall determine if the request shows good cause.
STUDENT DISCIPLINE

- At the hearing, the student may be represented by counsel; present witnesses and other evidence, and cross-examine adult witnesses. The Board of Trustees is not bound by formal rules of evidence.
- If through the hearing process, the Board of Trustees expels a student from school, the student and parent/legal guardian will receive written notification either through certified or registered mail of the expulsion, the term of expulsion and any other detail surrounding the expulsion.
- When a student is expelled from school, the building administrator will make arrangements with the student and parent/legal guardian for withdrawal from school, inclusive of the return of any school property and the return of any of the student’s personal property.
- When a student is expelled from school, the building administrator will document the expulsion in the student’s discipline record stating the reason for the expulsion, the term of expulsion, and when the parent/legal guardian was notified.
- A student who is expelled from school will not be permitted on or around school property during the term of the expulsion from school. Being on or around school property may result in a citation for trespassing.

Due Process Procedures for Students with Disabilities
The district shall comply with the provision of the IDEA when disciplining students who are subject to an Individualized Education Plan (IEP). No special education student shall be expelled if the student’s conduct is a manifestation of the student’s disability. Any special education student whose conduct is not a manifestation of the student’s disability may be expelled pursuant to expulsion procedures, except that the student with a disability shall continue to receive educational services in accordance with the IDEA during such period of suspension.

A special education student who carries or possesses a weapon; knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance; or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the district may be removed from the student’s current placement. The student shall be placed in an appropriate interim alternative educational setting for no more than 45 school days in accordance with the IDEA.

Readmittance to School Following Expulsion
An expelled student and his/her parent/legal guardian may request a reinstatement hearing to be held before the Board of Trustees. To do so, the student and the parent/legal guardian shall contact the district’s administration to schedule a reinstatement hearing. Following a request for a hearing, and the appropriateness of the request, given the conditions of the expulsion, the Superintendent may schedule a reinstatement hearing before the Board of Trustees. Written notice of the hearing will be given in the same manner as that of an expulsion hearing. The hearing will be conducted in the same manner as an expulsion hearing. Written notice of the decision will be provided to the student and parent/legal guardian following the hearing through either certified or registered mail.

DEFINITIONS
This list of definitions is not intended to be all encompassing of every potential student behavior.
- **Bullying** – Intentional, repeated hurtful acts, words or other behavior such as name-calling, threatening and/or shunning committed by one or more persons against another.
- **Discipline Reports** – Written reports (District Discipline Referral Form) required by the District in all instances of major disciplinary action.
- **Disrespect** – Actions which shows a lack of respect for others, rudeness, lack of courtesy; action which is directed toward school personnel or other students in an attempt to destroy a supervisor’s control and/or to belittle or make fun of another person. Disrespect can be shown through a person’s language or by physical actions.
STUDENT DISCIPLINE

- **Drugs** – Any substance other than air, water, or food that by its chemical nature affects the body structure or function and can produce changes in a person’s physical or mental feelings.
- **Drug Abuse** – The persistent and/or excessive self-administration of any drug which may result in psychological or physiological dependency.
- **Firearms**
  - Any weapon which will or is designed to or may readily be converted to expel a projectile
  - The frame or receiver or any such weapon
  - Any firearm muffler or firearm silencer
  - Any destructive device (The term “destructive device” means any explosive, incendiary, or poison gases).
- **Harassment** – Harassment includes conduct whether verbal, written, graphic, or physical relating to student’s race, national origin, color, disability, or sex that is sufficiently severe, pervasive or persistent.
- **Insubordination/Willful Disobedience** – Refusal of a student to honor or submit to a reasonable request by a supervisor. Insubordination may be an overt act or communicated by passive behavior. Any open or bold resistance to authority, harassment, or intimidation, verbal or non-verbal, which challenges a supervisor’s position or control and causes disruption or obstruction of any function or process.
- **Loitering** – The act of a person being on, in, or around school premises or public property, including in parked vehicles, for the purpose of being idle, wandering, lingering, playing, or dawdling without some lawful business therein or thereabouts, or in connection with the school or school employees.
- **Parent(s) / Guardian(s)** – The person (s) having legal custody of the student.
- **Profanity/swearwords** – Use of profane and/or obscene language. (Written, oral, or gestures.)
- **Students** – Any person enrolled in the district.
- **Supervisor** – Any employee of the district, or a volunteer working under the direction of an employee of the district, who is responsible for the conduct of students or who comes in contact with students in a school setting or function with opportunity to observe them when they are not under direct supervision of another supervision.
- **Truancy** – Any absence from class without knowledge and permission of the parent/guardian and/or school authority; leaving school without permission, after reporting to school; leaving class or other assigned location without permission; or absences, even with approval of the parent/guardian, which are excessive and/or interfere with the student’s educational program.
- **Vandalism** – Intentionally causing damage, defacement, or destruction of property owned or under the lawful control of another without that person’s consent.
- **Weapon** – In the district, a weapon is defined as follows: firearms, (real or play), all knives, or other dangerous devices that may reasonably be construed to be a danger. Weapons are not allowed on school property (including bus stops and district transportation)

Legal Reference:
- 20 U.S.C. 1400 et seq. – Individuals with Disabilities Education Act
- Idaho Code §33-205 – Denial of School Attendance
- Idaho Code §33-512 – Governance of Schools

**Procedure History**
- Adopted: August, 1973
- Revised: August, 2019
The Pocatello/Chubbuck School District No. 25 Board of Trustees is committed to providing a safe, supportive and caring learning and working environment for students and staff to assure that all students are successful. As such, the possession, use or storing of firearms, or other deadly or dangerous weapons, objects or substances used or capable of being used as a weapon or which pose a threat to the health and safety of other students, staff members or visitors, or are disruptive of the educational process while on school district property or at any district event, regardless of location, is prohibited.

The district will not tolerate the presence of weapons on school district property. This policy applies regardless of whether or not the weapon is brought upon school grounds, a school bus or is brought to a school-sponsored activity, regardless of location.

- Each incident will be dealt with on an individual basis in accordance with existing student discipline or employee code of conduct policies.
- The administration retains the discretion to advance any student to an expulsion hearing should the administration believe that the student has possessed or used an item as a weapon which poses, or could potentially pose a threat to the health, welfare and safety of other students, staff members or visitors and/or is disruptive to the educational process.

Definitions

- **Firearm** – Firearm includes:
  - Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel any projectile by the action of an explosive;
  - Any frame or receiver of any such weapon;
  - Any firearm muffler or firearm silencer;
  - Any destructive device, including any explosive, incendiary or poison gas bomb, grenade, rocket having propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than ¼ ounce, minor, or device similar to any of these devices;
  - Any type of weapon which will or may readily be converted to expel a projectile by the action of any explosive or other propellant, and which has any barrel with a bore of more than 1/2 inch in diameter; or
  - Any combination of parts either designed or intended for use in converting any device into a destructive device and from which a destructive device may readily be assembled.

- **Deadly or Dangerous Weapon** – A deadly or dangerous weapon is defined as any device, instrument, material or substance that is used for, or is readily capable of causing death or serious physical injury to any person on school or district property, on the school bus or at any school-sponsored event regardless of location. Such items may include but not necessarily be limited to:
  - Knives of any and all kinds – If the blade is less than 2-1/2 inches and the knife is not used as a weapon, discretion may be used as to the consequence. If the blade is 2-1/2 or more inches, regardless of use, the student is subject to expulsion.
  - Martial Arts weapons;
  - Bows/Arrows;
  - Clubs;
  - Brass/Metal knuckles;
  - Sharp edged utensils;
  - Razors;
  - Any explosive;
  - Any incendiary device;
  - Any poison;
PROHIBITION OF WEAPONS

- Any combustible or flammable liquid or other item such as hair spray or deodorant spray.
- **Possession** – Includes both actual and constructive possession:
  - **Actual Possession** – the individual has knowingly exercised direct physical control over an object.
  - **Constructive Possession** – the individual is not in actual physical possession at the time but knowingly has the power and intent at a given time to exercise control or dominion over an object, either directly or through other persons.

Examples of when a weapon is in a student’s or staff member’s possession include but are not limited to time when weapons are found in the following locations:
- On the student’s or staff member’s person;
- In the student’s or staff member’s personal property including clothing, purse or backpack;
- In the vehicle driven by the student or staff member when parked on school district property;
- In a student’s or staff member’s desk;
- In a student’s locker;
- Any other school-related location.

- **School District Property** – includes, but is not limited to:
  - School district buildings;
  - Parking lots;
  - Athletic fields;
  - School buses or district-provided transportation;
  - Any school or district sponsored event/activity regardless of location;
  - Any property owned or operated by the school district.

**Prohibitions**

Students and staff are prohibited from the following:
- Possessing, carrying, using, and/or threatening to use objects/substances which are manufactured, used or intended for use as a “weapon” or any reproduction thereof, on any school property, on any school bus, or at any school sponsored activity held at any location.
- Possessing, carrying, using, and/or threatening to use any normally non-dangerous or non-traditionally considered “weapon” with the threat, intent or result of causing harm to another person or property, while on any school property, on any school bus, or at any school sponsored activity held at any location.
- Knowingly assisting other person(s) to possess, carry or use any “weapon” while on any school property, on any school bus or at any school sponsored activity held at any location.
- Possessing, carrying or storing a weapon on school district property, regardless of whether or not the individual or staff member has a concealed weapons license. This includes storing a weapon in any vehicle parked on school district property or at any district sponsored event, regardless of location.

Any person, including students and staff, who willfully threaten by word, electronic means or act to use a firearm or other deadly or dangerous weapon to do violence to any person on school grounds or to disrupt the normal operations of an educational institution by making a threat of violence is guilty of a misdemeanor.

Any person, including students and staff, who knowingly has in their possession a firearm or other deadly or dangerous weapon, or who makes, alters or repairs any firearm or other deadly or dangerous weapon, in the furtherance of carrying out a threat made by word, electronic means or act to do violence to any person on school grounds or to disrupt the normal operations of an educational institution by making a threat of violence is guilty of a felony.
PROHIBITION OF WEAPONS

Applicable State and Federal Laws
Section 18-3302D, Idaho Code, makes it unlawful to possess a firearm or other deadly or dangerous weapon while on the property of a school or in those portions of any building, stadium or other structure on school grounds which, at the time of the violation, were being used for an activity sponsored by or through a school of this state, or while riding in school-provided transportation. It is also unlawful for a student to possess such a firearm or other deadly or dangerous weapon while attending or participating in any school sponsored activity, program or event regardless of location.

The definition of “weapon” for purposes of expulsion pursuant to this code section includes only those items defined under Idaho Code 18-3302D. However, failure of any weapon to be listed under the definition in this code does not prohibit or prevent the district from expelling or otherwise disciplining a student.

Should the Principal have reason to believe that there has been a violation of Idaho Code 18-3302D, after consultation with the appropriate Director; a report shall be made to the School Resource Officer. The district will cooperate with any investigation by the agency, including but not limited to delivering to the law enforcement agency any confiscated item(s).

The Gun Free Schools Act is applicable when it is found by district personnel or law enforcement personnel that an individual has carried a dangerous weapon as defined by 18 U.S.C. 921, onto school property.

The definition of weapon for purposes of expulsion pursuant to this Code section include firearms or destructive devices which may be readily converted to and expels a projectile by the action of an explosion or other propellant. BB guns, air soft guns, pellet guns and paint ball guns fall into this category.

Exemptions
The Board of Trustees has the discretion to exempt prohibited weapons on school property per Idaho Code 18-3302D. Starter guns, weapons carried by the Honor Guard for Veteran’s Day Ceremonies and prop weapons for drama presentations shall be exempt from the list of prohibited items described above. Also, replica non-firing antique firearms and rifles which are intended solely for educational or cultural purposes are specifically excluded from this definition. However, the exemptions listed above do not apply to students unless they have obtained specific preapproval from the Superintendent/designee. If preapproval is not obtained, students may still be subject to discipline, up to and including suspension and/or expulsion.

Investigation and Disciplinary Actions
Any adult employee or staff member of the district who observes any firearm or weapon of any nature or kind or observes any other object used as a weapon shall immediately notify the building administration. Thereafter, the building principal or designee shall immediately consider all elements of safety and if possible, confiscate any item identified, used or threatened to be used as a firearm or weapon.

The administrator may seek immediate assistance from law enforcement to confiscate any firearm, weapon or any object used as a weapon.

The building principal shall notify the Superintendent and the School Resource Officer (SRO) of the events and immediately commence an investigation.

The student in question shall immediately meet with the principal to address any immediate disciplinary actions. Students reasonably believed to have been in possession of, having used or having intended to use any firearm or weapon as outlined above, may be suspended from school until such time as an investigation is completed and/or further disciplinary action is taken.
PROHIBITION OF WEAPONS

Any conduct by a student which is determined to violate this policy may result in disciplinary action up to and including formal suspension and/or expulsion.

The Board of Trustees shall expel a student, as allowed by Idaho Code, when it is determined that the student's actions violate state or federal laws regarding the prohibition of weapons. Any expulsion pursuant to this policy and Idaho Code shall be for a period of not less than 1 calendar year, however the Board may consider modifying the term of an expulsion on a case-by-case basis.

A student shall be expelled for violations of this policy unless the Board votes otherwise after considering the totality of the circumstances. An expulsion may be based upon this policy or state or federal law as incorporated in this policy.

Any conduct by a staff member which is determined to violate this policy may result in disciplinary action, up to and including formal suspension, revocation of certificate or termination of employment.

Right to Search
Employees of the district shall have the right to search all students or other minors found to be on school property, including their personal belongings and lockers, when such individuals are reasonably believed to be in violation of state law or any school rule or regulation regarding the possession of a firearm or other deadly or dangerous weapon.

Students with Disabilities
Disciplining students with disabilities, as defined through IDEA and Section 504, under this policy will follow all applicable federal guidelines.

Denial of Enrollment
The district will reserve the option of denying enrollment to any student who has been expelled from this district, another school district, private school or charter school, for a violation of statute, regulation or policy which prohibits a student from possessing, using or storing any firearm or deadly or dangerous weapon on school or district property.

If a student wishes to challenge that decision, he or she is entitled to a Due Process Hearing before the Board of Trustees, pursuant to Idaho Code 33-205.

Legal References:
I.C. 18-3302D Possessing Weapons or Firearms on School Property
I.C. 183302I Threatening Violence Upon School Grounds
I.C. 33-205 Denial of School Attendance

Policy History
Adopted: September, 2007
Revised: July, 2019
GANGS AND GANG ACTIVITY

The Board of Trustees of the Pocatello/Chubbuck School District No. 25 is committed to ensuring a safe and orderly environment, where learning and teaching may occur void of physical or psychological disruptions, unlawful acts, harassment, intimidation or violations of school regulations. Therefore, the School District has a legitimate educational objective of curtailing gangs and gang activities.

Gang activities create an atmosphere of intimidation in the entire school community and are disruptive to the learning environment and educational process. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive to the process of education and school activities.

Groups of individuals which meet the definition of gangs, defined below, shall be restricted from school grounds or school activities. The Pocatello/Chubbuck School District No. 25 prohibits any gang-related involvement and activities at school-related functions or on any District property as the Board has determined that such impairs the educational process, is disruptive of school discipline and is detrimental to the health, safety, morals and educational environment of students.

A gang is defined as any group of two (2) or more persons, whether formal or informal, who associate together to advocate, conspire, or commit:
- One or more criminal acts; or
- Acts which threaten the safety or well-being of property or persons, including, but not limited to, harassment and intimidation.

Although a gang is defined as two or more persons who associate together, an individual gang member can, without association, advocate or commit:
- One or more criminal acts; or
- Acts which threaten the safety or well-being of property or persons, including, but not limited to, harassment and intimidation.

Students on school property or at any school-sponsored activity shall not:
- Wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, graffiti or other items which are evidence of membership in or affiliation with any gang or other secret society and/or representative of any gang as the Board has determined that such substantially impairs the educational process, is disruptive of school discipline and is detrimental to the health, safety, welfare, morals and educational environment of the students;
- Engage in any act, whether verbal or nonverbal, including gestures, handshakes, calls or whistles showing membership in or affiliation with any gang and/or that is representative of any gang or other secret society as the Board has determined that such substantially impairs the educational process, is disruptive of school discipline and is detrimental to the health, safety, welfare, morals and educational environment of the students; or
- Engage in any act, including the use of speech, furthering the interest of any gang or gang activity, including, but not limited to:
  - Soliciting membership in or affiliation with any gang or other secret society;
  - Soliciting any person to pay for protection or threatening another person, explicitly or implicitly, with violence or with any other illegal or prohibited act;
  - Painting, writing, or otherwise inscribing gang-related graffiti, messages, symbols, or signs on school property;
  - Engaging in violence, extortion, or any other illegal act or other violation of school property;
  - Inciting other students to act with physical violence upon another person.
GANGS AND GANG ACTIVITY

Violations of this policy shall result in disciplinary action, up to and including suspension, expulsion, and/or notification of law enforcement.

Policy History
Adopted: August, 2007
Revised: March, 2013
STUDENT DRESS CODE

When, in the judgment of the administrator, the dress, hair style or affected appearance of any student distracts from the academic atmosphere of the school community, and is disruptive of good order and discipline, that student should be counseled to correct difficulties. Concerns should be reviewed with the parent/legal guardian as appropriate. If necessary, a student may be suspended from school for a period not to exceed five (5) days. The procedure outlined in Policy and Procedure 8210 – Student Discipline, for suspension shall be followed for all student suspensions. No headgear will be allowed during the instructional day, unless the principal or designee specifically makes an exception.

GRADUATION DRESS AND CONDUCT
Graduation is a formal academic occasion and should be viewed as such in dress and demeanor. The dress and conduct code for graduation is as follows:
• Graduates are required to wear caps and gowns to participate in the graduation ceremony.
• Clothing must be appropriate for school, in accordance with the school’s dress code policy and must be worn underneath the gown. Be neat in your appearance.
• Caps (mortarboards) must be worn flat on the head with the edges parallel to the floor, rather than angled toward the back or the side. Caps will not be thrown during the ceremony. NO DECORATION OR WRITING OF ANY KIND IS TO BE PLACED ON THE MORTARBOARD.
• Jewelry, scarves, flowers, or other accessories must not be worn on the outside of the gown. No flowers are to be carried. Only approved cords and hoods in recognition of scholastic achievement may be worn over the gown.
• Sunglasses are not to be worn.
• Gaudy or excessive jewelry is prohibited.
• Graduates should not carry cameras or anything else during the commencement ceremony.
• Talking or other verbal communication should not distract from the graduation. Eating or drinking during the ceremony is prohibited.
• Graduates who do not follow the dress and conduct code as outlined above, may be removed from the line-up at the administrators’ discretion.

Policy History
Adopted: August, 1973
Revised: November, 2015
The Pocatello/Chubbuck School District No. 25 Board of Trustees intends that the purpose of all student use of District owned electronic devices, software, systems and network equipment is to maximize learning and further the instructional program by facilitating resource sharing, innovation and communication rather than for personal use. The protocols set forth in this policy and procedure are not intended to encompass all required or prescribed behaviors by users. It is clearly intended that any user who does not adhere to the protocols set forth in the policy and/or procedure shall be subject to the loss of privileges, disciplinary action and/or appropriate legal action.

In order for students to access the District’s devices, software, systems and networks, the student and/or the parent/legal guardian must take responsibility for appropriate behavior and lawful use of this access. The District reserves the right to monitor, log, and archive all usage.

In accordance with this policy and the Board’s philosophy to ensure the safety of all students and staff, the District shall provide an appropriate planned instructional component for Digital Citizenship and Internet safety which shall be integrated into the District’s regular instructional program. The use of the District's network shall be consistent with the curriculum adopted by the Board of Trustees, as well as the varied instructional needs, learning styles, abilities and developmental levels of students, and shall comply with the selection criteria for instructional and media materials. The District’s electronic network is part of the curriculum and is not a public forum for general use.

The inventory of District owned devices available for student use is varied and access to the devices is under the supervision of the administration and the professional staff. Various devices will be available for check out in accordance with the District’s check out procedures. Students who damage or lose devices shall be responsible for restitution.

Acceptable Use of the Network for Educational Purposes
All use of the District’s electronic network shall be in support of education and/or research, and in furthering the District’s educational goals. Use is a privilege, not a right. Users have no expectation of privacy in any materials that are stored, transmitted or received via the District’s network or on District owned devices. The District reserves the right to monitor, inspect, copy, review and store, at any time and without prior notice, any and all internet use and information transmitted or received on the District’s network.

All documents and files stored on District servers and devices shall be protected from unauthorized access.

All devices including computers, printers, switches, WiFi access points and routers, shall be preapproved by the Technology Coordinator, and/or designee.

All software to be installed on District devices shall be preapproved by the Technology Coordinator, and/or designee. Such software shall be owned and licensed by the District. Unlicensed or pirated software is prohibited.

Unacceptable Use of the Network
The following are examples of unacceptable use of the District’s network and constitute a violation of this policy. Unacceptable use includes, but is not limited to:
• Any use that violates the law or encourages others to violate the law, including but not limited to transmitting offensive or harassing messages, offering for sale and/or use of any substance or item that the possession and/or use of is prohibited by District policy, local, state or federal law.
STUDENT USE OF DISTRICT OWNED ELECTRONIC DEVICES, SOFTWARE, SYSTEMS AND NETWORK EQUIPMENT

- Viewing, transmitting or downloading pornographic materials or materials that encourage others to violate local, state or federal law; or uses that adversely affect the safety and well-being of students or staff members while in school; intruding into the networks or computers of others; downloading or transmitting the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials is prohibited.

- Any use that may cause harm to others or damage to their property, person or reputation, including but not limited to engaging in defamation or harming another’s reputation with untruthful statements; employing another’s password or some other user identifier that misleads message recipients into believing that someone else is communicating, or otherwise using his/her access to the network or the Internet; uploading a worm, virus, or other harmful form of programming or vandalism; participating in “hacking” activities or any form of unauthorized access to other computers, networks, or other information.

- Any use amounting to harassment, sexual harassment, bullying or cyber-bullying defined as using a computer, computer system, mobile device or electronic network to convey a message in any format, such as audio, video, text, graphics, photographic or any combination, that is intended to harm another individual.

- Any use that jeopardizes the security of student and staff access, computer network and/or other networks on the Internet.

- Any use for commercial transactions, such as buying and selling items, other than conducting the official business of the District.

- Any use that damages, destroys or deletes public records and/or District related files, regardless of originator.

- Sending, receiving, viewing or downloading obscene materials, materials harmful to minors and materials that depict the sexual exploitation of minors.

- Software shall not be loaded on any device that is connected to the network that could harm or impede performance of the District’s network.

Network Maintenance

All service and maintenance of the District’s network shall only be performed by authorized technology personnel. Students should report any network problems to a teacher or administrator who will be responsible to report the problem to the District’s Technology Help Desk.

Internet Safety

District owned electronic devices with internet access shall have 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.

Student access to the internet shall be monitored through direct observation and/or technological means, to ensure students are not accessing material that is harmful or inappropriate for minors. The Superintendent or designee shall enforce the use of such monitoring.

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:

- Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

- 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;

- Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
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The term “harmful to minors” is defined in Section 18-1514(6), Idaho Code as being one or both of the following:

- 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:
  - Appeals to the prurient interest of minors as judged by the average person, applying contemporary community standards; and
  - 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:
    - Intimate sexual acts, normal or perverted, actual or simulated; or
    - 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.
- 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 eighteen (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/filtered. This list shall be updated as necessary:

- Nudity/pornography – prevailing U.S. standards for nudity, provocative semi-nudity, sites which contain pornography or links to pornographic sites
- 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
- Violence – sites which promote violence, images or description of graphically violent acts, graphic autopsy or crime-scene images
- Crime – information of performing criminal acts such as, drug or bomb making, computer hacking, illegal file archives, such as software piracy
- Drug Use – sites which promote the use of illegal drugs, material advocating the use of illegal drugs, such as, marijuana, methamphetamines or abuse of any drug, with the exception of any material that has a valid educational use
- Tastelessness – images or descriptions of excretory acts, such as vomiting or urinating; graphic medical images outside of a medical context
- Language/Profanity – passages/words too coarse to be softened by the word filter, profanity within images/sounds/multimedia files, adult humor
- Discrimination/Intolerance – material advocating discrimination, such as racial or religious intolerance; sites which promote intolerance, hate or discrimination
- Interactive Mail/Chat – sites which contain or allow inappropriate email correspondence, sites which contain or allow inappropriate chat areas
- Inappropriate Banners – advertisements containing inappropriate images or words
- Gambling – sites which allow or promote online gambling
- Weapons – sites which promote illegal weapons, sites which promote the use of illegal weapons
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- Body Modification – sites containing content on tattooing, body piercing, branding and cutting
- Judgment Calls – whether a page is likely to have more questionable material in the future, such as sites under construction whose names indicate questionable material

Filtering should also be used in conjunction with the following:
- Educating students regarding “Digital Citizenship”;
- Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
- Using “Acceptable Use Agreements”;
- Using behavior management practices for which Internet access privileges can be earned or lost; and
- Appropriate supervision, either in person and/or electronically.

The building administrator is responsible to oversee that the staff monitor student Internet access.

Internet filtering software, streaming media content, or other technology-based protection systems may be disabled by a designated staff member or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students eighteen (18) years of age and older.

Review of filtering technology and software shall be done on a periodic basis and is the responsibility of the administration. It shall be the responsibility of the administration to bring to the Board of Trustees 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 permission of a parent/guardian or adult student. Users shall not give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and social security numbers. The administration may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities. Staff members shall prohibit student access to confidential data and student information.

Acceptable Use Agreement – District Owned Electronic Devices, Software, Systems and Network Equipment
Each student and the parent/guardian of students under the age of 18 shall be required to sign and return an Acceptable Use Agreement to the school when enrolling as a new student, or at the start of elementary school, middle school and high school, prior to using the District’s network, devices and/or software. Adult students will be required to sign and return an Acceptable Use Agreement which does not require the signature of a parent/legal guardian.

Use of the District’s network, devices and software is a privilege and is subject to revocation if District policies and procedures are not followed.

Warranties/Indemnification
The District makes no warranties of any kind, express or implied, in connection with its provision of access to the use of its electronic 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
STUDENT USE OF DISTRICT OWNED ELECTRONIC DEVICES, SOFTWARE, SYSTEMS AND NETWORK EQUIPMENT

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 electronic 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/guardian agrees to cooperate with the District in the event of the school's initiating an investigation of a user's use of access to the electronic network and the Internet.

Violations
If a student violates this policy and/or procedure the student’s access to the District’s network will be denied or withdrawn and the student may be subject to additional disciplinary action. The administration shall make decisions regarding whether or not a student has violated this policy/procedure. Actions which violate local, state or federal law may be referred to the local law enforcement agency.

Legal References:
Idaho Code 33-133 – Definitions, Student Data, Use and Limitations, Penalties
The Family Educational Rights and Privacy Act (FERPA)

Policy History
Adopted: August, 2014
Revised: February, 2016
Each student who accesses any School District owned electronic devices, software, systems and network equipment shall first obtain an individual account. Each user must be in agreement with the District’s policy regarding use of District owned electronic devices, software, systems and network equipment by completing and signing the Student Use of District Owned Electronic Devices, Software, Systems and Network Equipment User Agreement, which is maintained in the student’s record.

Acceptable Use
The use of all District owned systems shall be in support of education and research and shall be consistent with the educational objectives and goals of School District 25. The use of the School District’s electronic services and equipment is a privilege and is not intended for use by any individual or individuals as a public forum for personal gain, advertisements, sales, political agendas, complaint department, non-educational games, personal shopping, personal travel or other personal uses such as personal photographs, electronic mail or texting. All such use is prohibited. Transmission of any material shall comply with rules appropriate for the network. Any material transmitted shall meet federal, state, local, and District regulations including, but not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities by for-product advertisement or political lobbying is prohibited. Any viewing or dissemination of objectionable materials from any source into the system is strictly prohibited.

Privileges
Use of the wide area network for delivery of educational programs is afforded to all but is considered a privilege and all District etiquette and discipline policies shall be followed. Sharing of individual user ID’s and/or passwords is prohibited. No system should be left unattended by an individual while logged in with that individual user’s account. Any attempts to access network services by use of another individual’s passwords, codes, and/or secured data is strictly forbidden. Inappropriate use shall result in cancellation of that privilege. System administrators shall use discretion as to inappropriate use and may suspend an account at any time.

School District 25 reserves the right to monitor any and all activity of any School District 25 account originating from or addressed to students, staff or others.

Information stored on School District equipment is subject to federal and state laws regarding public information. There is no assumption of privacy.

Etiquette
All network users and individual account holders are expected to abide by generally accepted rules of network etiquette. Some of these include: Appropriate language; the user will not swear, use vulgarities or any other inappropriate language; any illegal activities are strictly forbidden; the user will not reveal personal addresses or phone numbers of other students; electronic mail is not guaranteed to be private and system operators have access to all email. Use of outside systems to adversely affect students or staff of District 25 is prohibited. District 25 reserves the right to discipline any student or staff member for actions taken off-campus if they adversely affect the safety and well-being of students or staff members while in school. Messages relating to or in support of illegal activities will be reported to the authorities.

Responsibility
School District 25 is not responsible for any damages suffered by an account holder. This includes loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by negligence, errors, omissions, or virus. Use of any information obtained via any network service is at the user’s own
risk. School District 25 specifically denies any responsibility for accuracy or quality of information obtained through any network service.

**User Fees and Costs**
From time-to-time new registration and account information may be required in order to update or continue services. Currently there are no user fees for the use of the network. However, any additional costs which are incurred by using a network are the responsibility of the student and/or the parent/legal guardian. This includes the use of fee-for-services programs, purchases and searches or any other costs incurred from using the network. Any costs for services other than the provision of the basic network are not authorized and will not be paid by School District 25.

**Network Supervision**
Students using a School District 25 network for internet access must be supervised by an authorized district staff person. Generic logins may be allowed for use of the wide area network for educational program delivery, however, use of individual user accounts is preferred whenever possible. Each student who signs onto the network for the purpose of accessing the internet must have a personal account. Accounts are assigned to an individual for their use only and are not transferable from person to person. The account user is responsible for any damage caused to any hardware, software, data or security on any of the district’s equipment, local area networks, or wide area networks and the District will assess restitution. Any ID numbers and passwords are to be kept confidential by the user.

**Account Application**
Any School District 25 student shall obtain an account prior to using the district wide-area network for internet and/or email access. No account shall be issued until an application has been completed and has been forwarded to the network system operator. Any account may be cancelled at any time.

When an account is established the student or staff member shall be notified of log-in and user password.

Accounts will only be issued following the student’s submission of the Student Use of District Owned Electronic Devices, Software, Systems and Network Equipment User Agreement.

**Approved Software Programs/Applications and Equipment**
Only those approved software programs/applications shall be supported by the District and only the approved equipment shall be supported by the District. Applications on District owned mobile computing devices shall only include the District pre-loaded applications and other pre-approved applications that solely serve an educational purpose. No applications for private purposes shall be installed on District owned devices. Further, equipment to be piloted for future use shall be pre-approved through the Technology Department and student use of such equipment will be permitted.

**Public Records**
All users of District owned electronic devices should recognize that there is a possibility that any information/data/document prepared, received, stored or transmitted upon a District owned electronic device could be deemed a public record and subject to possible production.

**Portable Devices**
All District owned portable electronic devices are subject to this Policy and Procedure as well as subject to the Student Use of District Owned Electronic Devices, Software, Systems and Network Equipment User Agreement.
STUDENT USE OF DISTRICT OWNED ELECTRONIC DEVICES, SOFTWARE, SYSTEMS AND NETWORK EQUIPMENT

Procedure History
Adopted: August, 2014
Revised: N/A
STUDENT USE OF ELECTRONIC COMMUNICATION DEVICES

The use of electronic communication devices for communication other than instructional communication during instructional time is strictly prohibited in all district schools. Electronic communication devices (ECD) include, but are not limited to, cell phones, USB drives, MP3 players, iPods, electronic readers, tablet devices and laptops. At no time shall electronic devices be used at school to participate in illegal activities, disrupt the educational process or climate of the school, or cause harm to another individual. Any uses of electronic devices which involve bullying, intimidation, threats, sexting or other like activity while at school shall result in investigation, likely referral to the District Discipline Review Committee (DDRC), possible loss of the use of the communication device at school and the device shall be turned over to law enforcement.

Teachers have discretion to allow students to use their personal devices for instructional purposes. When students use their personal devices for instructional purposes they shall adhere to the following:

- Students shall ensure that effective and updated antivirus protection is installed.
- Students shall only connect to the internet using the school-supplied WiFi internet connection.
- Students shall not bypass internet content filtering by using other WiFi or cellular data networks.
- Students shall be responsible to ensure that their devices are functioning properly and devices will not be supported by district personnel.
- Students shall ensure their devices are fully charged before arriving at school.
- Students shall ensure that no software or hardware shall be installed on student devices that could potentially cause disruption or harm to the district network or other student devices.
- Students shall be responsible for securing their own devices through password protection.

The school district shall not be responsible for damage or theft of students’ personal devices.

Electronic Communication Devices – Elementary School
The building administrator is responsible to determine the parameters under which electronic communication devices may or may not be used during non-instructional times such as before school, passing time, lunch, recess, or after school. Students who violate building rules regarding usage of electronic communication devices are subject to discipline measures.

Electronic Communication Devices – Middle School
Students may bring electronic communication devices to school but the devices must be kept in lockers from the first bell to the last bell of the school day, unless teachers instruct students to bring them to class for instructional use. Any unauthorized possession or use during the school day will result in consequences as listed below.

Electronic Communication Devices – High School
Students may use electronic communication devices for personal use during times other than instructional time. Any use of devices during instructional time shall be authorized by the teacher. Otherwise, that use is unauthorized.

Consequences for Unauthorized Possession or Use of Electronic Communication Devices at the Secondary Level

- First offense – ECD will be confiscated and given to administration. The administration shall return the ECD to the student by the end of the following school day. The student will be responsible for contacting their parent/legal guardian to inform them of the consequence. Prior to receiving the ECD, the student shall sign a contract delineating further consequences for future violations. A copy of the contract will be mailed to the parent/guardian.
STUDENT USE OF ELECTRONIC COMMUNICATION DEVICES

- **Second offense** – ECD will be confiscated and given to the administration. The administration will hold the ECD until a parent conference. The ECD will be returned to the parent upon signing a contract delineating further consequences for future use.

- **Third offense** – ECD will be confiscated and given to the administration. The administration will hold the ECD for five (5) school days. The parent/guardian shall be notified of this action and the device shall be returned to the parent/guardian at the conclusion of the five (5) days.

- **Fourth offense** – ECD will be confiscated and given to the administration. ECD will be returned to parent/guardian and the student will lose privileges for the remainder of the school year. For a fourth offense, the student may be referred to the District Discipline Review Committee (DDRC) for continued defiance.

Nothing in this policy shall prohibit the loss of privileges on the first or second offense.

**Chain of Custody for Electronic Communication Devices**
The following chain of custody shall be followed when confiscating any electronic communication device:

- The person responsible for confiscating the electronic communication device shall bag the device in the presence of the student.
- The person responsible for confiscating the electronic communication device shall tag the bag in accordance with district practices in the presence of the student and the student and person responsible shall sign off on the tag.
- The person responsible for confiscating, bagging and tagging the electronic communication device shall turn the device over to the building administrator, who shall sign off on the tag.
- The building administrator will encourage the student to contact their parent/guardian and inform them of the confiscation of the device.
- If the building administrator turns the device over to the police, the administrator shall document the release of the device in a log specific to electronic communication devices.
- When the building administrator returns the electronic communication device to either the student or parent/guardian, the recipient shall sign for receipt.
- The record of Chain of Custody shall be maintained in the student’s cumulative file.

**Policy History**
Adopted: June, 1996
Revised: April, 2019
RIOT AND/OR CIVIL COMMOTION CONTROL SYSTEM

In the event it becomes necessary to deal with riot or civil commotion at any of the schools in School District No. 25, the following control system will be employed:

- Faculty members will be appointed from a volunteer group by the principal of the school at the beginning of each school year to serve as a Riot/Civil Commotion Control Committee.
- Should a riot or civil commotion occur:
  - The principal and vice-principal will move directly onto the scene.
  - The dean of students or other person assigned by the principal will contact the police immediately and request back up from the local police department.
  - The dean of students or other person designated by the principal will notify the appropriate Director of Education of the riot/civil commotion immediately following notification of the police department.
  - The principal or his/her designee will confer with the policemen and request that they stand by as back up to be brought into action as deemed necessary.
  - The principal or his/her designee will mediate with the students/persons involved in the riot/civil commotion. The Riot/Civil Commotion Control Committee will move among the students/persons involved and talk to students/persons with whom they are acquainted in an effort to alleviate the tensions.
  - Policemen will be called into action only if and when they are needed, as determined by the principal or his/her designee. Policemen would be expected to intervene immediately in the event of violence.
  - Students involved in the riot/civil commotion will receive appropriate disciplinary action as determined by the principal following due process.
  - Parents of students involved in the riot/civil commotion will be required to attend a conference with the principal and other school personnel selected by the principal to discuss the incident, the student’s involvement and determine action to be taken.
  - Students who are involved in a riot/civil commotion and are arrested by the police will be subject to legal action as determined by the courts.
  - Persons involved in a riot/civil commotion who are not students will fall under the jurisdiction of the local police authorities.

Policy History
Adopted: October, 1977
Revised: N/A
STUDENT VEHICLES

Each year we face the problem of control and security of student automobiles and motorized vehicles. The school has jurisdiction of students from the time they arrive at school until their departure each school day. It is therefore necessary to have a clear understanding of the school's position and extent of responsibility concerning motorized vehicles and motorized vehicle related incidents during the school day.

The school's position is as follows:
- The school will assume no responsibility for the security of any vehicle or any vehicle related incident for vehicles while parked on or off the school campus.
- The school reserves the right to remove vehicles, at student expense, which are parked in restricted areas. Restricted areas will be identified with appropriate markings.
- Vehicles should not be moved or occupied by students during any part of the school day when such students would normally be expected to be in attendance at scheduled school functions.

Violation of any portion of this policy will be considered a discipline problem and could result in suspension or expulsion as outlined in Policy and Procedure 8210 - Student Discipline.

Policy History
Adopted: October, 1977
Revised: N/A
DRIVING PRIVILEGE FOR PERSONS UNDER THE AGE OF 18

It is the policy of School District No. 25 to work with the Idaho Transportation Department to enforce Idaho Code 49-303 & 49-303A, regarding school attendance and licensing minors under the age of eighteen (18) to drive motor vehicles.

Policy History
Adopted: September, 1996
Revised: N/A
The Fifty-Third Idaho Legislature in 1996 enacted legislation that requires individuals under the age of eighteen (18) years of age, in order to be issued driving license privileges, must have received a high school diploma, a high school equivalency diploma, a special diploma or a certificate of high school completion, or be enrolled in a public or private school program to qualify for an Idaho driver's permit or license.

Individuals under the age of eighteen (18), who do not meet the requirements of the law, or who have not been granted a hardship waiver, are ineligible to be issued an Idaho driving permit or license.

To facilitate the enforcement of the law the following procedure shall be followed. The various forms referenced in procedure can be found at the end of the procedure statements. All forms will require that they be transposed to the individual school's letterhead stationary.

**Verification of Compliance**

Minors under the age of eighteen (18) must provide verification to the local driver licensing authority that they are enrolled in school or otherwise comply to the law. Students who are enrolled in school may request from the school authority a “Verification of Compliance” letter, (FTAS-1 “Verification of Compliance”). Once provided by the school the form is presented to the driver licensing authority by the student and their parent as verification of their compliance with 49-303A IDAHO CODE.

**Notification of Intent to Request Suspension of Driver’s License and Privileges**

When a minor, under the age of eighteen (18), fails to attend school or who drops out of school, the school principal, or the principal’s designee, shall initiate the process to have the minor’s driving privileges revoked. The principal, or the principal’s designee, will follow the following steps.

- Written notification is to be sent to the minor and the minor’s parent/guardian by the principal, or the principal’s designee, that it is the school’s intent to request that the Idaho Department of Transportation suspend the minor’s driving privileges because the minor has dropped out of school and has failed to comply with the requirements of Idaho Law. (FTAS - 2 “Notification of Intent To Request Suspension of Driver’s License and Privileges”)
  - If so desired, the minor or the parent/guardian shall have fifteen (15) calendar days from the date of receipt of this notice to request a hearing before the school principal, or the principal’s designee, for the purpose of reviewing the pending suspension.
  - If a hearing is requested, it shall be the responsibility of the principal, or principal’s designee, to conduct a hearing within thirty (30) calendar days after receiving the request.
    - The principal, or the principal’s designee, shall have the authority to waive the school attendance requirement specified in the law if the suspension would create a personal or family hardship that requires that the minor have a driver's license for his or her own or his or her family's employment or medical care. The principal, or the principal's designee, shall take into account the recommendations of teachers, other school officials, guidance counselors, or academic advisors prior to granting a waiver to the enrollment requirements of the law.
    - After hearing the hardship waiver request, the principal, or the principal’s designee, shall notify the student and the parent of the hearing decision. (FTAS-1 “Verification of Compliance”)
    - Any person denied a hardship waiver by the school principal, or the principal’s designee, may appeal the decision to the Board of Trustees by contacting the building principal, or the principal's designee, within (7) calendar days or receipt of denial. The principal, or principal’s designee, will schedule a hearing before the Board of Trustees and will notify the appellant of the date, time, and place.
Immediate after a determination has been made the principal, or the principal’s designee, shall notify the Idaho Department of Transportation of all students not in compliance with the law, or who have been granted a hardship waiver.

- FTAS-3 - “Notice to Suspend for Noncompliance with Idaho Code 49-303A” is to be used to notify the Idaho Transportation Department to suspend driving privileges.
- Form FTAS-1 - “Verification of Compliance” shall be used to notify the Idaho Transportation Department that a hardship waiver has been granted.

**Reinstatement of Driving Privileges**

Upon re-entering school, the minor and the minor’s parent/guardian may request that the school provide written verification to the Department of Transportation that the minor is again in compliance with the requirements of the law. A fee of $15 will be assessed by the school to provide this verification. This fee is in addition to any fee that may be assessed by the Department of Transportation. (FTAS-4 – Notice of Compliance Idaho Code 49-303A is used to request Reinstate Student Driving Privileges)

Upon receiving written verification that the minor is again in compliance with the requirements of the law the Department of Transportation shall reinstate the minor’s privilege to drive. Thereafter, if the school principal, or principal’s designee, determines that the minor is not in compliance with the requirements of the law, the principal, or the principal’s designee will notify the Department of Transportation by using FTAS-3- “Notice to Suspend for Noncompliance with Idaho Code 49-303A". The department shall then suspend the minor’s driving privilege until the minor is eighteen (18) years old or otherwise satisfies the requirement of law, whichever occurs first.

**Home School Students**

Home-schooled students will need to have Idaho Transportation Department Form – 3856, which is available at the issuing Driver License Office and Idaho Transportation Department. The school will not need to sign any form for the home-schooled students. The parent, guardian or custodian must complete the form attesting to the schooling of the student. As the parent, guardian or custodian they are the governing body of the home school similar to a private school. It is their responsibility to notify the Idaho Transportation Department if their student fails to comply with Idaho Code 49-303A.

**Religious Exemption**

Religious exemption from mandatory school attendance by members of various faiths is supported by recent U.S. Supreme Court decisions. The Idaho Transportation Department will still require verification from the school district stating that the student is not enrolled in school and that he/she is not in compliance with the school district’s attendance policy. The parent, guardian or custodian should provide some type of documentation as to the student’s faith as well as attest to that fact for the public or private school and for Idaho Department of Transportation’s records. ITD Form FTAS-6 is provided for this use. The school as well as the parent, guardian or custodian of the minor will be required to sign this form. The parent, guardian or custodian attests the religious exemption.

**Report From Idaho Department of Transportation**

The law requires that the Department of Transportation report quarterly to each school the disposition of all requests to suspend driver’s licenses of students of that school.

**Year End Report**

Each secondary school principal shall report the number of notifications issued of possible student driver’s license suspensions based on nonattendance requests, and the number of student driver’s licenses actually
DRIVING PRIVILEGE FOR PERSONS UNDER THE AGE OF 18

suspended to the Coordinator of Pupil Personnel Services. This information shall be summarized and reported as provided by statute.

Procedure History
Adopted: September, 1996
Revised: N/A
GIFTS

The acceptance or presentation of gifts between pupils and teachers violates good taste and should be discouraged.

Policy History
Adopted: August, 1973
Revised: N/A
STUDENT RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT

The Board of Trustees is responsible, according to federal law, for providing annual notice of information. Thus, the District must notify parents/adult students of student rights under the Protection of Pupil Rights Amendment (PPRA).

The practices of the Pocatello/Chubbuck School District are such that the district does not administer any student surveys that contain any questions relative to the protected areas as described in this policy. Further, the district does not collect or use information obtained from students for marketing purposes. The district does not require physical exams for anything other than participation in the athletic program. Lastly, the district only screens for hearing, vision, scoliosis, and head lice.

The Protection of Pupil Rights Amendment (PPRA) affords adult students and parents/guardians certain rights regarding the manner in which the Pocatello/Chubbuck School District conducts student surveys, collects and uses information for marketing purposes, and conducts certain physical exams and screenings. Those rights are as follows:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
  - Political affiliations or beliefs of the student or student’s parents.
  - Mental or psychological problems of the student or student’s family.
  - Sex behavior or attitudes.
  - Illegal, anti-social, self-incriminating, or demeaning behavior.
  - Critical appraisals of others with whom respondents have close family relationships.
  - Legally recognized privileged relationships, such as lawyers, doctors, or ministers.
  - Religious practices, affiliations, or beliefs of the students or parents.
  - Income, other than as required by law to determine program eligibility.

- Receive notices and an opportunity to opt a student out of:
  - Any other protected information survey, regardless of funding.
  - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law.
  - Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- Inspect, upon request and before administration or use:
  - Protected information surveys of students.
  - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes.
  - Instructional material used as part of the educational curriculum.

These rights transfer from the parents to the student who is 18 years old and an emancipated minor under State law.

The Pocatello/Chubbuck Board of Trustees embraces its responsibility for notification. However, District practices are outside of the context of those described above.

Policy History
Adopted: March, 2007
Revised: N/A
RIGHTS OF HOMELESS STUDENTS AND EQUAL ACCESS TO SERVICES

The Board of Trustees of the Pocatello/Chubbuck School District No. 25 recognizes the rights of all students residing within the District boundaries to enroll in and participate in the District’s educational and support programs. The District will comply with state and federal requirements regarding the educational placement of homeless students.

It is the policy of the district to ensure that:
• Each child of a homeless individual and each homeless child has equal access to the same free, appropriate public education, including a public preschool education, as provided to other students;
• Homelessness does not in any way separate homeless students from the mainstream school environment; and
• Homeless children and youths have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging state academic standards to which all students are held.

All district schools shall admit children who are homeless regardless of residence or whether or not the homeless child is able to produce records normally required for enrollment.

All schools and employees of the district will work to ensure that children and youth who are homeless are free from discrimination, segregation, and harassment. The district will also strive to prevent any stigma against students who are homeless.

Definitions
• The terms “enroll” and “enrollment” includes attending classes and participating fully in all school activities.
• The terms “homeless,” “homeless individual,” and “homeless person” include:
  o 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;
  o 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;
  o Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
  o Migratory children who qualify as homeless for the purposes of this part because the children are living in circumstances described above; and
  o An unaccompanied student and homeless families with children and youth are also defined as homeless if they:
    ▪ Have experienced a long term period without living independently in permanent housing;
    ▪ Have experienced persistent instability as measured by frequent moves over such period, and
    ▪ Can be expected to continue in such status for an extended period of time because of chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse, the presence of a child or youth with a disability, or multiple barriers to employment.
• “Children and youth in transition” is defined as children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and who lack a fixed, regular, and adequate nighttime residence.
• “Unaccompanied youth” is defined as a youth not in the physical custody of a parent/guardian who is in transition as defined above.
RIGHTS OF HOMELESS STUDENTS AND EQUAL ACCESS TO SERVICES

• The term “school of origin” is defined as the school that the student attended when permanently housed, or the school in which the student was last enrolled, including a preschool. When a student completes the final grade level served by the students “school of origin;” the "school of origin" shall progress to the designated receiving school at the next grade level for all of its feeder schools the same as for all students attending one school and progressing to another school in the district.

School Stability
In determining the best interest of the homeless student each school within the District shall:
• That the homeless student's education continues in the school of origin for the duration of homelessness:
  o In any case in which a family becomes homeless between academic years or during an academic year; and
  o For the remainder of the academic year, if the student becomes permanently housed during an academic year; or
• That the homeless student is eligible to enroll in the same schools as non-homeless students who live in the same attendance area where the homeless student is actually living.
• 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 or guardian, or (in the case of an unaccompanied youth) the student;
• 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 or guardian or (in the case of an unaccompanied youth) the student;
• If, after conducting the best interest determination based on consideration of the above presumptions, the Superintendent determines that it is not in student’s best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied student) the student, provide the student's parent or guardian or the unaccompanied student with a written explanation of the reasons for his or her determination, which will be provided in a manner and form understandable to such parent, guardian, or unaccompanied student, including information regarding the right to appeal under “Enrollment Disputes”, below; and
• In the case of an unaccompanied student, ensure that the District’s liaison designated under “District Liaison,” below, assists in placement or enrollment decisions under this subparagraph, gives priority to the views of such unaccompanied student, and provides notice to such student of the right to appeal under “Enrollment Disputes,” below.

Immediate Enrollment
The school selected in accordance with this policy shall immediately enroll the homeless student, even if the student:
• 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;
• Has missed application or enrollment deadlines during any period of homelessness; or
• Has outstanding fees or fines, including fees associated with extracurricular activities.

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

If the student needs to obtain immunizations or other required health records, the enrolling school shall immediately refer the parent/guardian of the student, or (in the case of an unaccompanied student) the student, to the district’s liaison designated under “District Liaison,” below, who shall assist in obtaining all necessary immunizations and/or screenings, or other required health records, in accordance with “Records,” below.
Comparable Services
Each homeless student in the District shall be provided services comparable to those services provided to other students in the school attended by the homeless student, including the following:

- Transportation services;
- Educational services for which the student meets eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965, or similar State or District sponsored programs, educational programs for children with disabilities, and educational programs for English Learners;
- Programs in career and technical education;
- Programs for gifted and talented students; and
- School nutrition programs. Upon enrollment, the student’s name shall immediately be submitted to the District’s Nutrition Services Department as eligible for free meals, which eligibility commences at the time of enrollment.

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:

- So that the records involved are available, in a timely fashion, when the student enters a new school or school district; and
- In a manner consistent with FERPA, applicable Idaho law, and district policy.

Privacy
Information about a homeless student’s living situation shall be treated as a student education record, and shall subject to Family Education Records Privacy Act (FERPA) confidentiality requirements.

Nothing in this policy shall prohibit the district and/or the enrolling school from requiring the parent or guardian, or unaccompanied student to submit contact information.

Disputes
If a dispute arises over eligibility, school selection or enrollment in a particular school, or any other issue addressed in this policy:

- The student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;
- The parent or guardian of the student or (in the case of an unaccompanied student) the student shall be provided with a written explanation identifying the basis for any decisions related to school selection or enrollment made by the District, or other entity, including the right to appeal such decisions;
- The parent, guardian, or unaccompanied student shall be referred to the district’s liaison. Upon being informed of the dispute, the liaison shall as expeditiously as possible initiate an appeal with the District, and if unsuccessful, to the state coordinator of the dispute regarding the educational placement of the homeless student; and
- In the case of an unaccompanied student, the liaison shall ensure that the student is immediately enrolled in the school in which the student seeks enrollment pending resolution of the student’s dispute.

District Liaison
The district’s Director of Student Support Services is designated serve as the liaison for homeless students in accordance with the following provisions. The liaison shall ensure that:

- All homeless students in and out of school are identified by school personnel through outreach and coordination activities with other entities and agencies;
RIGHTS OF HOMELESS STUDENTS AND EQUAL ACCESS TO SERVICES

- The District tracks academic and enrollment data on homeless students;
- All homeless students are enrolled in, and have a full and equal opportunity to succeed the same as non-homeless students of the district;
- Homeless families and homeless students have access to and receive educational services for which such families and students are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by the district;
- All homeless families and homeless students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services;
- The parents or guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- All unaccompanied students and youth who receive any credits for classes attended shall be informed by the liaison of their status as an “independent student” for purposes of the student’s Free Application for Federal Student Aid (“FAFSA”). The liaison shall also provide the required “verification” of the student’s status in connection with his or her application for Federal Student Aid.
- Public notice of the educational rights of homeless students is disseminated in locations frequented by parents or guardians of such students, and unaccompanied students, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless students, and unaccompanied students;
- Enrollment disputes are mediated in accordance with dispute procedures outline above;
- The parent or guardian of a homeless student, and any unaccompanied student, is fully informed of all transportation services, including transportation to the student’s school of origin, and is assisted in accessing transportation to the student’s assigned school;
- School personnel receive annual professional development and other support; and
- Unaccompanied homeless students;
  - Are enrolled in school;
  - Have opportunities to meet the same challenging state academic standards as the State establishes for other students; and
  - Are informed of their status as independent students under 20 USC § 1087vv(d), and that such students may obtain assistance from the District Liaison to obtain verification of such status for purposes of the Free Application for Federal Student Aid.

Local and State Coordination
The district’s liaison for homeless students shall, as a part of their duties, coordinate and collaborate with the Idaho State Office of the Coordinator for Education of Homeless Children and Youths, as well as with community and school personnel who are responsible for the provision of education and related services to homeless students. These shall include public and private agencies, the transportation department, the State Coordinator for the Education of Homeless Children and Youth, and others. Such coordination shall include collecting and providing to the State Coordinator the reliable, valid, and comprehensive data needed to meet the requirements of 42 USC § 11432(f)(1) and (3).

Homeless Status
The district’s liaison who receives training provided by the Idaho State Office of the Coordinator for Education of Homeless Children and Youths may authorize a homeless student who is eligible for, and participating in a program provided by the district, or the immediate family of such student, who otherwise meets the eligibility requirements Federal Housing Assistance (see 42 USC §§ 11360 et. seq.), to do so without approval or other agency action by or on behalf of the Department of Housing and Urban Development.
RIGHTS OF HOMELESS STUDENTS AND EQUAL ACCESS TO SERVICES

Title 1, Part A
Any student who is homeless and attends school within the district is eligible for Title 1, Part A services. The district shall set aside funding to provide homeless students who attend schools that do not participate in Title 1, Part A with services comparable to those provided by participating schools. Funding may also be set aside to provide targeted assistance to homeless students who attend participating schools.

Cross Reference: 3210 Uniform Grievance Procedure 4160 Parents Right-to-Know Notices


Policy History
Adopted: August, 2007
Revised: January, 2018
STUDENT BOARD REPRESENTATIVES

In accordance with the vision and mission of the Pocatello/Chubbuck School District 25, the Board of Trustees is committed to developing students who are responsible, productive, and healthy citizens who are learners for life. Further, the Board is committed to develop students who demonstrate understanding of the principles of democracy and develop skills to become responsible citizens. Therefore, the Board will annually seat at the Board table a student representative from each of the district’s high schools. The student representative participates in discussion as a non-voting member, receives the same public information as the elected board members receive, and does not receive any confidential information with regards to staff members or students. The student representative’s term of office is from September to May of each school year. Further, the Superintendent is responsible to establish a process for the selection of the student representatives.

Policy History
Adopted: December, 2006
Revised: N/A
RELEASE TIME

The Board of Trustees recognizes the desire of parents to have their children released from school for a period of time for other purposes. Therefore, upon application of the parent/guardian or a student who has reached the age of 18 years, students in grades nine through twelve may be released from school for a one-period block of time not exceeding five periods in any week and not exceeding one hundred sixty five hours during any one school year. Such time may not conflict with any regularly scheduled school course. No credit will be awarded by the school or School District for any courses completed during such released time. The use of release time shall not reduce the minimum graduation requirements as outlined by the District.

Policy History
Adopted: June, 1991
Revised: April, 2014
PRIVATE LOCKS OR KEYS

All private locks must have a key or combination immediately available to the building principal. Students who use private locks in the schools for lockers or any other purpose must furnish the principal a key or the combination to the lock.

Each principal will be held responsible for making possible the opening of all locks in the building upon emergency notice.

Policy History
Adopted: August, 1973
Revised: N/A
Effective schools must maintain a standard of discipline which promotes a positive and wholesome educational atmosphere. The rule of middle school closed campus is designed to improve the educational atmosphere.

Middle school students will not be permitted to leave the middle school campus between the time they arrive and the end of the school day without explicit permission. Students who live within a reasonable distance from school (five minutes walk from school) will be permitted to go to their homes for lunch upon the written request of the parents.

Policy History
Adopted: July, 1984
Revised: December, 2004
HOMEBOUND INSTRUCTION

The Board of Trustees of School District No. 25 will provide homebound instruction for students where special circumstances exist due to severe illness, accidents, etc. which requires the student to remain at home, in a hospital, or special care facility for a period of not less that ten (10) days to six (6) weeks. Homebound instruction is a temporary service that provides an opportunity for the continuance of academic progress to those students who are unable to attend school for a limited time. Due to the medical condition of the student, adaptations, and modifications in the class schedule and/or assignments may need to be determined by the district with input from the parent.

If the student, due to illness or injury, is unable to attend school for more than 6 weeks, their case will be referred to the building Pre-Referral Team, for appropriate consideration, which may include a recommendation for correspondence class(es) or referral for special education services or Section 504 accommodations, or a continuation of homebound. The parents will be required to sign a release of information form so the district may obtain medical records from the student's physician to help the district determine the proper course of action.

In cases of chronic illness, such as asthma, or a disabling condition, homebound services may not be appropriate. The student may need to be referred to the building Evaluation Team for possible services under Special Education or Section 504.

Policy History
Adopted: January, 2000
Revised: December, 2004
ELIGIBILITY
Students are eligible if they are of school age, enrolled in school, but are unable to attend regular classes because of a medical condition. The anticipated absence must not be less than ten (10) consecutive days, nor more than six (6) weeks, and the student’s medical condition must be certified by a licensed medical doctor. Additional time may be approved by the school after consultation with the student and the parent.

REFERRAL PROCEDURES
When considering a student for homebound services, the school will invite a homebound teacher to a pre-referral team/RtI meeting to determine whether homebound services are appropriate and necessary. Consideration for homebound services will review the health status of the student including referrals that are the result of attendance issues when anxiety, depression or other mental health concerns are the major contributing factor to attendance issues.

Application for homebound instruction must be completed by the family and signed by the student’s physician. The referral may originate with the parents, classroom teacher, physician, or school administrator. Acceptance for services will be determined following the receipt of the physician statement, by the building's pre-referral team and the home instruction staff, subject to a maximum number of students as determined by case load.

HOMEBOUND INSTRUCTION PROGRAM DESIGN

Role of the Homebound Teacher
After the application has been received and approved, the homebound teacher will notify the school’s attendance office and request lessons from the student's teacher(s). The referring school will prepare one to two weeks’ worth of assignments for the homebound teacher to deliver to the student. The homebound teacher will visit the student on a case by case basis as determined by the building pre-referral team, but no less than once per week. Most often the homebound teacher will provide services at the student’s residence, however, services may be at a site other than the residence as determined by the District, if appropriate.

When work is completed by the student, the family and/or the student will notify the homebound teacher by phone or email, or when the teacher makes weekly contact. The homebound teacher will then request additional work from the school for the student. A phone call or email from the family or student at the earliest possible opportunity will facilitate a timelier delivery of additional work for the student.

Role of the Student and Parent
The student should be sure that he or she understands the assignments and asks for help when needed. The student should also set aside a regular study time each day to complete the assignments. The parents can be a great help to the student’s success by encouraging the student to finish the assignments. Parents need to provide a suitable place for the lessons and see that the student is groomed appropriately and ready to see the teacher. Parents also need to obtain the books and materials from the school used by the student. If requested, the parent must be present during the homebound sessions.

Role of the Classroom Teacher
The classroom teacher will provide lesson plans for the homebound student. The lessons should be as near as possible to the regular lessons/assignments. If the lessons cannot be duplicated on homebound, then the teacher will find alternative lesson plans to fit the student's needs. It is the responsibility of the classroom teacher to check the student’s work and assign grades. It is important to get corrected work back to the student for feedback.
HOMEBOUND INSTRUCTION

EXTENDING HOMEBOUND INSTRUCTION BEYOND SIX WEEKS
At the end of six weeks, should additional homebound instruction be desired, the parent/guarding shall submit a new application to the homebound teacher prior to the student’s anticipated return to school. A physician’s signature is again required on the new application. If the period of an application has expired, no additional contact will be made by the homebound teacher until a new application has been submitted with new signatures and approved by the referral team. The school shall be notified by the homebound teacher that the period of homebound instruction has expired without a new application, and the student shall be marked absent by the school if the student does not begin attending school.

If a student’s absence from school and/or lack of educational progress in one or more classes precludes the completion of a course to receive credit during a trimester, the family or the student shall contact the school to arrange a meeting with the school’s administration and the teacher of the course(s) in question to seek possible accommodations to complete the credit(s).

When a student has been on a program of homebound instruction for six weeks or more, and no work, or minimal work has been completed, the student will be unenrolled from school. The school will assist families to seek enrollment in an online education delivery model to meet the needs of the student.

Procedure History
Adopted: January, 2000
Revised: March, 2016
SUPPLEMENTARY CURRICULUM

Students who are not able to attend school and be involved in the school curriculum provided by the staff may have specialized curriculum needs. It is the intent of School District 25 to provide instructional courses that more fully meet the needs of these students.

The Supplementary Curriculum Program
The Supplementary Curriculum program is intended to provide additional courses and programs for students who can not attend regular classes for an extended period of time (four or more weeks). If absence will extend to the end of the current semester, high school level students (9-12) will be able to take and complete correspondence courses which will take the place of courses which would be offered in the regular curriculum. Students in grades one through eight will be provided a grade level program to replace the curriculum materials which are being provided by the staff.

The Supplementary Curriculum program is available to any student in the district when recommended by the child study team or multi-disciplinary team and the principal and approved by the appropriate director. Curriculum materials which have been especially prepared to accommodate students with limited teacher access will be provided for students at all levels (1-12). The home-bound teacher or elementary counselor will have the responsibility for liaison between the District and the student after such approval. Appropriate contact between the student and the district will continue until the student returns to school.

Students who complete correspondence courses with a passing grade, will be given credit toward graduation in the subject area the course is designed to replace. Grades which are earned by the student will be assigned to the permanent record and placed on transcripts. Students who complete grade level packets with a passing grade, will be given credit toward promotion in the appropriate grade.

Qualification for the Program
When students find that they are not able to attend the regular school program for an extended period of time, they may apply to the principal for consideration and entry into the district’s Supplementary Curriculum Program. This period must be likely to extend over a period four or more weeks in duration and until the end of the current semester before the student may qualify for the Supplementary Curriculum Program.

The principal receives a written request for the student to be placed in the Supplementary Curriculum Program. The request should include the reason(s) for the request and the expected amount of time that the student will not be able to attend school. The principal will investigate the request and, if appropriate, will refer the request to the child study team or the multi-disciplinary team for their consideration and recommendation. Upon the recommendation of the team and the principal the appropriate elementary or secondary director will approve or deny the student program.

The following list of students who are not able to attend the regular school program may make application: Regular Home-Bound Students, Special Education Students who are excluded, ADA Students who can not attend the regular program or have been excluded, students who are currently expelled from school, students who are hospitalized, students who have dropped out of school, and students who need additional credit.

Costs of the Program
The district will furnish, at no cost to the student, materials which are necessary to enroll in the supplementary program. Students who qualify for no cost materials are those in the Homebound program, students who are in Special Education or ADA and have been excluded. Students who have been expelled, have dropped out, or need additional credit will be expected to pay for the program.
SUPPLEMENTARY CURRICULUM

Policy History
Adopted: July, 1994
Revised: N/A
BUS TRANSPORTATION

The Pocatello/Chubbuck School District is committed to providing for each student's safety and well being while transporting students to and from school and school sponsored activities.

To provide for the safety and well being of each student, the District is reliant on the support and cooperation of students, school staff, parents and legal guardians to address appropriate and inappropriate student behaviors for those who utilize transportation services. School staff and parents/legal guardians should review bus transportation rules with students to assist them in understanding the rules and assuming responsibility for appropriate behavior. Further, it is the responsibility of each student to maintain appropriate behavior while waiting at the bus stop and while riding, loading and unloading.

Responsibilities of Students
Riding a school bus is a privilege not a right. Students who take advantage of school transportation are charged with responsibility for conduct which shall result in safe transportation, respect for school personnel and respect for other students. Students who do not abide by school bus rules, show proper respect to others, and comply with requests of school personnel may be issued a School Bus Incident Report with the possibility of suspension or denial of bus transportation privileges.

Students who ride school buses to and from school are only permitted to ride buses assigned to serve the area in which they reside, that is, within their school boundaries. Bus transportation is generally not available to transport students to group meetings, parties, or to visit friends.

Listed below are bus rules designed to guide students toward appropriate behavior. Further, these rules are intended to help students become aware of their personal responsibility for their own behavior. Moreover, students who ride school buses are subject to adhere to all other District policies and procedures and in particular those pertaining to student behavior.

Bus Rules
- Students are to be held to the same standard of conduct as is expected in the school and in the classroom.
- Articles of an injurious or objectionable nature shall not be allowed on a school bus. This includes any bulky item which might obstruct the aisle or be flammable in nature. Live animals shall not be permitted on the bus.
- Students are expected to be courteous. Profane language or gestures are prohibited.
- Students shall not leave their seats on the bus until the bus is fully stopped.
- Students shall remain seated facing forward at all times when the bus is in motion.
- Students shall not open or close windows without bus driver permission.
- Students shall keep their person and all personal objects inside the bus.
- Fighting, pushing, tripping or scuffling types of behavior shall be prohibited on the bus and at bus stops.
- Students shall comply with all requests made by the bus driver that are necessary to control the behavior of the students and maintain order and safety on the school bus.
- Loud and disruptive noise shall not be permitted on the bus.
- Behavior relating to the safety, well-being and respect for self and others shall be followed.
- Students shall not tamper with school bus equipment.
- Eating, drinking, smoking, lighting matches, spitting, littering, use of tobacco, and possession of illegal substances are prohibited.
- Gang, sexual or racially motivated activities, actions or comments shall be prohibited.
- Destruction and/or defacing school bus equipment or property is prohibited.
- The driver shall have the authority to assign seats to any and/or all students.
BUS TRANSPORTATION

- Student use of electronic communication devices including but not limited to cellular phones, beepers and pagers shall not be allowed while students are on the school bus.

Each bus rider shall be assigned to a specific bus and a specific bus route. All students shall be expected to ride their assigned buses. Students shall not exit or board a bus at locations other than the assigned home stop or assigned school without prior written permission of the building principal. Changes in bus assignments shall not be allowed unless the changes are approved by the principal or designee and the Coordinator of Pupil Transportation Services.

Policy History
Adopted: August, 1973
Revised: December, 2010
BUS TRANSPORTATION

VIOLATION OF SCHOOL BUS DISCIPLINE POLICY

Incident/Warning Tickets
Incident_warning tickets which identify misconduct may be issued to students at the discretion of the bus driver. The bus driver will call the parent(s)/guardian(s) to discuss safety aspects of the warning ticket (if the driver cannot call, the Bus Driver Supervisor will make the call). Such warning tickets will require a parent(s)/guardian(s) signature after the incident has been discussed in order for the student to again board the bus. A school principal may intervene at the request of the student in the event a parent(s)/guardian(s) is not available.

Bus drivers will report all cases of conduct violations to the Transportation Coordinator by filling out a School Bus Incident Report form. Copies will be distributed to the student and/or parent/legal guardian, bus driver, principal and the transportation department file.

- **First Offense** – The transportation department will investigate the circumstances of the incident outlined on the School Bus Incident Report. The bus driver will call the parent(s)/guardian(s) and discuss the incident. The driver will report the incident to a Bus Driver Supervisor who will determine whether a conference will be set up with the student, parent(s)/guardian(s) and a Bus Driver Supervisor at the transportation office. If there is a conference, the charges will be reviewed and the student’s version of the incident will be heard. Depending on the severity of the offense and the attitude of the student, it is possible for the student to temporarily lose bus privileges on the first offense. The Coordinator of Pupil Transportation will record action taken concerning the incident and send a copy to the principal.

- **Second Offense** – A bus driver supervisor will contact the parent/guardian to advise them of the option to set up a conference within five working days where the student can present his/her version of the incident. If the parent/guardian chooses not to attend the conference, bus riding privileges may be denied for a period of five to ten days, depending on the severity of the infraction. The conference will include viewing a safety film to review the rules of conduct relating to the safety and well being of all students. The Transportation Coordinator will record and send a copy of the incident to the principal.

- **Third Offense** – The bus driver supervisor will notify the parent/guardian that the student will be denied bus riding privileges for a period of five to ten days, depending on the severity of the infraction. The Transportation Coordinator will notify the parent/guardian and principal of the action taken.

- **Fourth Offense** – The Transportation Coordinator or bus driver supervisor will conference with the parent/guardian which may be by telephone. Depending on the severity of the infraction, the student may lose bus riding privileges for up to one trimester. The parent/guardian and principal will be notified of the action taken.

Destruction of Property
Deliberate destruction or defacing the bus by a student will result in immediate loss of bus transportation privileges for a minimum of one week and possibly for the remainder of the school year. Restitution for damages must be made before student’s bus transportation privileges will be reinstated.

Appeals Process
After a fourth offense has been issued, any appeal involving suspension of bus riding privileges for the remainder of the school year can be directed to the School District Expulsion Officer.

Progression Policy
With the exception of severe violation incidents determined by the Coordinator of Pupil Transportation, elementary school students could accumulate four offenses. Matriculation into middle school will start the
process over beginning at the second offense level. Matriculation into high school will start the process over beginning at the third offense level.

Exclusion of Students From Bus Transportation
- The Coordinator of Pupil Transportation will decide on the exclusion or reinstatement of the student regarding the privilege of riding the bus.
- The bus driver will not exclude a student from the bus as it goes to and from school unless an emergency endangering the safety of other students demands immediate exclusion of the violator.
- In all cases except emergencies, exclusion will come after notification of parent(s)/guardian(s) by the Coordinator of Pupil Transportation as outlined in the above regulations.

Attendance
Compulsory attendance laws require attendance of all minors under 16 years of age. Any student whose bus privileges are suspended must continue to attend school with parent/guardian assuming responsibility for student transportation. Any absences resulting from suspension of bus privileges will be considered as a truancy.

Reporting Bus Problems
Parents/guardians should report bus problems to the principal of the school, who in turn will communicate with the Transportation Coordinator.

TRANSPORTATION DISCIPLINE POLICY/PROCEDURE FOR SPECIAL NEEDS TRANSPORTATION
The Individuals with Disabilities Education Act guarantees students with disabilities their right to a free and appropriate public education, which may include transportation if it is part of the student’s Individualized Education Program (IEP). However, students receiving special education are not immune from school disciplinary processes, nor are they entitled to remain in a particular education setting when their behavior substantially impairs the education or safety of other children. With this in mind, the following transportation disciplinary provisions shall be followed as pertaining to bus transportation.

If Transportation is not Identified as a Related Service on the Student’s IEP
Students attending school with an Individualized Education Plan (IEP) and utilizing the busing system when transportation is not listed as a related service in the IEP are expected to follow the bus rules and are subject to the same disciplinary actions as all other students. If bus transportation is not on the IEP, a suspension from the bus would not be counted as suspension from school.

In these cases, the student and parent/guardian have the same obligation to get to and from school as a student without a disability who had been suspended from the bus. The disciplinary process is outlined in Policy 8212, which stipulates that transportation is a privilege, not an undeniable right. Students who violate the bus rules are required to attend a conference with the Transportation Coordinator to review the bus rules and the expectations regarding student conduct on the bus, and to work toward a solution to correct inappropriate behavior. If the student continues to violate the bus rules and/or jeopardizes his/her own or another student's safety, additional disciplinary action may result in the suspension of the student's riding privileges for five to 90 school days depending on the severity of the infraction.

A copy of each bus incident ticket is forwarded by the Transportation Department to the student’s attending school. Bus tickets should be reviewed by the student’s case manager/special education teacher to determine if a reasonable behavior intervention plan could be coordinated through the Transportation Department to help correct the inappropriate behavior and keep the student from being suspended from the bus. If a student’s behavior continues and results in a suspension from the bus, the IEP Team must determine
whether the behavior on the bus is similar to behavior in the classroom that is addressed in the IEP. If the behavior is not similar, the IEP Team should consider modifying the existing behavioral intervention plan or develop a new plan for the bus behavior.

**If Transportation is Identified as a Related Service on the Student's IEP**

Students with an Individualized Education Program, where transportation is a related service under their plan, may be suspended from the bus for disciplinary reasons up to 10 days per year in conjunction with school suspensions. If a student's behavior in the bus results in a suspension from the bus, the IEP team must determine whether the behavior on the bus is similar to behavior in the classroom that is addressed in the IEP. If the behavior is not similar, the IEP team should consider developing a behavioral intervention plan for the bus behavior.

Prior to suspending a student from the bus, the Transportation Department should work with the student's school and the Special Services Teacher Consultant to explore modifications in an existing behavior plan or develop a behavior plan to correct the student's behavior. This approach should be used whenever possible to reduce the need for suspensions. Bus suspensions should be used only for more serious incidents or as the final discipline steps of a behavior plan.

Nothing within this procedure should discourage the district from using the judicial system to help prevent harm to the student or others. Regardless of the student’s educational status, if at any time the district believes a student’s behavior is likely to result in injury to the student or others, a court order may be sought to remove the student from the bus.

**Procedure History**

Adopted August, 1973
Revised November, 2004
TRANSPORTATION OF INFANTS AND SMALL CHILDREN

Children under five years of age may be transported by school bus when either they or their parents are properly enrolled in a regular school program and are enroute to or from that program under the following guidelines:

- **Birth to one year and up to twenty-two pounds:**
  - The child shall be placed in an “infant seat” or “convertible seat” meeting all requirements of FMVSS 213.
  - The “infant seat” or “convertible seat,” placed rearward facing, must be properly secured to the bus seat, and the child must be appropriately secured to the “infant seat” or “convertible seat” in accordance with the manufacturer’s instructions.
  - It is the parent’s responsibility to furnish appropriate infant seats, convertible seats and child safety seats that meet the requirements of FMVSS 213.

- **Over one year and under five years of age, and twenty-two pounds from approximately twenty pounds to approximately forty pounds:**
  - The child shall be placed in a Child Safety Restraint System meeting all requirements of FMVSS 213 and 225.
  - A Child Safety Restraint System is placed forward facing, and must be properly secured to the bus seat, and the child must be appropriately secured in the safety restraint system in accordance with the manufacturer’s instructions.

- **Five years of age and older in school buses with FMVSS 222 seating:**
  - A child who is able to climb unassisted onto the bus seat and assume a normal forward facing sitting position, and remain seated for the duration of the bus ride is protected by the compartmentalized seating of FMVSS 222. No additional protective devices are required.
  - A child who is unable to comply with the requirements of 3.a. (above) should be transported in accordance with item 2.a., 2.b.

- Children are not transported on the lap of another person.
- Passengers in school buses equipped with lap belts are required to wear them whenever the bus is in motion.

**Policy History**
Adopted - August, 1992
Revised – March, 2013
TRANSPORTATION OF STUDENTS WITH DISABILITIES AS A RELATED SERVICE

The Pocatello/Chubbuck School District No. 25 is committed to providing a Free and Appropriate Public Education (FAPE) to students with disabilities in the Least Restrictive Environment (LRE). Transportation on busses designed to meet the needs of students with disabilities shall be provided as a related service when a student with a disability qualifies for special transportation. This service is provided in accordance with the provisions of the Individuals with Disabilities Education Act (IDEA) or the Rehabilitation Act of 1973 "§504". Transportation needs may include, but are not limited to the following:

- Travel to and from school and between schools;
- Travel to activities which are a regular part of the student's instructional program;
- Specialized equipment, such as wheelchair lifts, ramps, safety restraints, child safety seats, wheelchair restraints;
- Special assistance, such as an aide on the bus to help monitor behavior or to assist the student on or off of the school bus;
- Training for the bus driver regarding the student's disability or special health-related needs;
- Specialized drop off procedures that protect the safety and well-being of the student.

The IEP Team that develops an Individual Education Plan (IEP) for a student with a disability shall determine on an individual basis when a student with a disability requires transportation as a related service. Only those students with disabilities who qualify for transportation as a related service under the provisions of the IDEA or Section 504 shall be entitled to special transportation. All other students with disabilities in the District have access to the District's regular transportation system and are subject to the policies and procedures of Policy 8212. The District's regular transportation service is viewed as the "least restrictive environment" and should be utilized whenever applicable. The Director of Special Services or administrative designee, as a required team member in Title 34 C.F.R. §300.211, shall be included in all of the District’s IEP Team meetings when the subject of transportation as a related service is discussed. Approval from the Director of Special Education or designee is necessary for a student to receive special transportation.

Exceptions to special transportation services may be made in situations in which busses are prohibited from entering certain subdivisions due to inadequate turn around space or when the distance between the student’s residence and the school seriously impacts bus scheduling. In such situations, other arrangements such as an individual transportation contract may be arranged with the parents. Such voluntary agreement shall stipulate in writing the terms of reimbursement. The reimbursement rate shall be the same as the District approved reimbursement rate per mile plus $10.00 per week.

Since most specialized transportation includes curbside pick-up and delivery, special bus routes tend to have lengthy ride times. To keep these ride times to a minimum, the District’s administration shall annually develop transportation zones for all special education programs to optimize the specialized bussing schedule and to balance class loads. The use of transportation zones abides by LRE under 34 CFR §300.114(a)(2), in which public agencies must ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled, as close to the child’s home as possible. Students with disabilities will be placed in the appropriate school program that best serves their educational needs, as determined by the IEP teams, and that is within the transportation zone that serves their residences. Students with disabilities who voluntarily attend a District school outside of their transportation zone, which is not outlined in their IEP, will not be eligible for specialized transportation and will be subject to the provisions of "open enrollment" contained in Policy 8111.

The District recognizes that special education services may be provided to private school students who attend non-profit schools within the District's geographical boundaries. Services offered to such parentally placed private school students are determined through the District and private school consultation process.
TRANSPORTATION OF STUDENTS WITH DISABILITIES AS A RELATED SERVICE

If it is necessary for a private school student to benefit from or participate in the services the District has elected to provide, the District shall provide transportation from the student’s school or home to the site where services will be provided. The District shall take the student back to either the private school or the home, depending on the timing of services. In this sense, transportation is not a related service but a means of making the services offered accessible. The District is not required to transport the student from home to the private school.

The Superintendent is directed to ensure procedures are in place for policy implementation.

Policy History
Adopted: September, 2013
Revised: N/A
**PARENT AND FAMILY ENGAGEMENT**

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

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

- The district shall involve parents and family members in jointly developing the District’s Plan;
- The district shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- The district shall coordinate and integrate its parent and family engagement strategies to the extent feasible and appropriate, with the District’s other relevant federal, state, and local programs;
- The district shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of its parent and family engagement policy in improving the academic quality of all its schools receiving Title I funds, including identification of the following:
  - Any barriers to greater participation by parents in improvement plan activities (with particular attention paid to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
  - The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers;
  - The strategies that will be implemented to support successful school and family interactions.
- The district shall use the findings of the evaluation performed to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the district’s parent and family engagement policy;
- The district shall involve parents in the activities of the schools receiving Title I funds, which may include establishing a Parent Advisory Board comprised of a sufficient number and representative group of parents or family members served by the district to adequately represent the needs of the population served by the district for the purpose of developing, revising, and reviewing the district’s Parent and Family Engagement Policy.

**School-Level Policy Development**
Each Title I school shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements outlined below. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. In the event a school has an existing parent and family engagement policy that applies to all parents and family members, that school may amend its policy, if necessary, to meet the requirements of this policy.

**Parental Involvement**
All district schools receiving Title I funds shall:
PARENT AND FAMILY ENGAGEMENT

- Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school’s programs, to explain the requirements of this policy, and the right of the parents to be involved;
- Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with reserved Title I funds, transportation, child care, or home visits, as such services relate to parental involvement;
- Involve parents in an organized and timely way, in the planning, review, and improvement of district and school programs, the district and school’s parent and family engagement policy and the joint development of the school-wide program plan. If a school already has a process or procedure in place for involving parents in the joint planning and design of the school’s programs, the school may use that process or procedure as long as it includes an adequate representation of parents of Title I qualifying children;
- All district schools receiving Title I funds will provide parents of participating children the following:
  o Timely information about qualifying programs;
  o A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards;
  o If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- If the school-wide program plan is not satisfactory to the parents of participating children, the school shall submit any and all parent comments on the plan to the district at the time the plan is submitted to the district.

School/Parent Compact to Achieve High Student Academic Achievement
As a component of the school-level parent and family engagement policy developed under this policy, each school shall jointly develop with the parents of Title I children a school/parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging state academic standards. The compact shall:
- Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;
- Address the importance of communication between teachers and parents on an ongoing basis through the following:
  o Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement;
  o Frequent reports to parents on their children's progress;
  o Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and
  o Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

District and School Level Development
To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, both the district and each school within the district shall:
PARENT AND FAMILY ENGAGEMENT

- Provide assistance to parents of children served by the school or district, as appropriate, in understanding topics such as the challenging state academic standards, state and local academic assessments, the requirements of this policy, and how to monitor a child’s progress and work with educators to improve the achievement of their children;
- Provide materials and training to help parents work with their children to improve their children’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
- Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of parental participation, and in how to reach out to, communicate with, and work with parents as equal partners, to implement and coordinate parent programs, and to build ties between parents and the schools;
- To the extent feasible and appropriate, coordinate and integrate parental involvement in programs and activities with other available federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children;
- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- Provide such other reasonable support for parental involvement activities under this section as parents may request;
- Inform parents and organizations of the existence of the program.

The district and each district school may also do the following to the extent practicable:

- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- Provide necessary literacy training for parents from Title I funds in the event the district has exhausted all other reasonably available sources of funding for such training;
- Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Train parents to enhance the involvement of other parents;
- Arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- Adopt and implement model approaches to improving parental involvement;
- Establish a district-wide Parent Advisory Council to provide advice on all matters related to parental involvement in programs supported under Title I;
- Develop appropriate roles for community-based organizations and businesses in parent involvement activities;

Accessibility of Information for Parents
In carrying out the parent and family engagement requirements of this policy, the district and participating schools, to the extent practicable, shall provide opportunities for the participation of all parents and family members, including parents and family members who have limited English proficiency, disabilities or migratory children, and will ensure school reports are provided in a format, and to the extent practicable, a language that the parents can understand.

20 U.S.C. § 6312 Local Education Agency Plans  
20 U.S.C. § 6318 Parental Involvement
PARENT AND FAMILY ENGAGEMENT

Policy History
Adopted: November, 2008
Revised: August, 2018
RELATIONSHIP BETWEEN THE SCHOOL AND LAW ENFORCEMENT OFFICIALS

Relationships between the Pocatello/Chubbuck School District No. 25 and officials of law enforcement agencies in investigative matters concerning students will take into consideration the respective roles of the schools and law enforcement agencies in assisting and protecting individual children, protecting the interests of the community, and ensuring the right of all concerned.

Policy History
Adopted: August, 1973
Revised: November, 2014
RELATIONSHIP BETWEEN THE SCHOOL AND LAW ENFORCEMENT OFFICIALS

The following procedures will be followed with regard to the relationship between the District/schools and law enforcement officials:

Officers Visiting Schools
When an officer visits a school in an investigative capacity, the officer(s) should arrive and present themselves in a manner which will not call undue attention to their presence.

Identification
The law enforcement officer must check in with the building principal or designee and receive permission before interviewing school staff members or students.

Arrest/Students Taken into Custody
When a law enforcement official makes a lawful arrest on school premises, serves a subpoena or legal warrant, the student must be released to the custody of the officer.

If a student is taken into custody from the school, or if the student is kept beyond the time that he/she would normally arrive at home, the principal must notify the parent and state the reason for the action.

Interview at School
When a law enforcement officer needs to interview a student at school, the student will be removed from the classroom by school personnel in an inconspicuous manner. The interview should be conducted in private. At the request of an officer, the principal or designee may be present to assist the officer during an interview.

Parent/Legal Guardian Presence During an Interview
If in the opinion of the principal and/or officer, the parent/legal guardian should be present during an interview, the principal will contact the parent/legal guardian. If the parent/legal guardian cannot be reached, and in the judgment of the principal and/or officer a student interview cannot be delayed, the principal will be present in place of the parent/legal guardian and will notify the parent/legal guardian of the interview in a timely manner.

Confidential Information
The District/school will make routine, non-confidential student information readily available to law enforcement officers upon request. Confidential student records which are protected by FERPA shall only be released to law enforcement officials with prior consent of the parent/legal guardian, or upon receipt of a lawfully issued subpoena. A principal may request through the Superintendent or designee to release confidential information without prior consent only in circumstances where the principal and/or officer is knowledgeable of a health or safety emergency.

Procedure History
Adopted: August, 1973
Revised: August, 2015
In accordance with the Board’s philosophy to provide a quality educational program to all students, the district shall provide an appropriately planned instructional program for identified students whose dominant language is not English. The purposes of the program are:

- To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
- To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging state academic standards that all children are expected to meet;
- To assist teachers (including preschool teachers), principals, and other school leaders, state educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
- To assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
- To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

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

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

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

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

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

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

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

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

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

All students participating in the English Learners program grades K-12 are required to take the Access 2.0 assessment test annually, regardless of the amount of time enrolled in the school district. English Learner students must also take the IRI test in grades K-3, the ELA and Mathematics ISAT in grades 3 – 8 and 10, the Science ISAT in grades 5 and 7, the Biology End of Course (EOC) assessment in grades 10-12, and the SAT in grade 11. The following exceptions apply:

- English Learner students enrolled in the school district for 12 months or less are exempt from the ELA ISAT, but are required to take the Math and Science ISAT or Biology End of Course assessment.
- English Learner students may elect an exemption from the SAT if they have been enrolled in the English Learner program for three years or less.

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

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

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

Legal Reference:
Title VI, Civil Rights Act of 1964
Equal Education Opportunities Act as an amendment to the Education Amendments of 1974 Bilingual Education Act
20 USC §§ 6811, et seq., the “English Language Acquisition, Language Enhancement, and Academic Achievement Act” as amended by the Every Student Succeeds Act of 2015
I.C. § 33-1618 Assessment Exception

Policy History:
Adopted: December, 2017
Revised: N/A
EXTRACURRICULAR ACTIVITIES

It is the policy of the Pocatello/Chubbuck School District No. 25 to establish and operate wholesome extracurricular activities which shall benefit the students both educationally and socially.

Supervision
All extra-curricular activities must be supervised by the faculty advisor. The advisor must be present during practices, meetings, or performances of the student group. At no time will student activities be allowed without faculty supervision.

Financing
Financing of extra-curricular activities should be handled by the student activity funds.

Scheduling
All efforts should be made to schedule student competitive activities in such a manner as to avoid disrupting the overall educational process.

Policy History
Adopted: August, 1973
Revised: March, 2013
ATHLETICS

Athletics are an important part of school life in the Pocatello/Chubbuck School District No. 25, and require as much careful planning and supervision as regular curricular subjects.

Students who desire to participate on athletic teams will do so on a volunteer basis with the understanding it is a privilege and not a right to be a member of a school team. All students are invited to participate but it is recognized some may not be capable of competing at the varsity level. It shall be the policy of the Pocatello/Chubbuck School District No. 25 to compete in interscholastic athletics sanctioned by the Idaho High School Activities Association and to adopt that organization’s rules and regulation that govern student interscholastic activities.

Overall Supervision and Direction
The Pocatello/Chubbuck School District No. 25 athletic program will be under direct authority of the Superintendent and Director of Secondary Education. The school principal is responsible for programs conducted by his/her staff members.

Coaches will be responsible for the safety and welfare of all players, whenever the player is under the general supervision of the coach.

Athletic Participation
All students will conform to the requirements of eligibility set forth by the Constitution and By-Laws of the Idaho High School Activities Association and the Pocatello/Chubbuck School District No. 25 policies, procedures and regulations.

Injuries
No student should be allowed to practice or play in an athletic contest if he/she is suffering from an injury. The diagnosis of and prescription of treatment for injuries is strictly a medical problem and should, under no circumstances be considered a province of the coach. A coach’s responsibility is to see that injured players are given prompt and competent medical attention, and that all details of a doctor’s instructions concerning the students’ functioning as a team member are carried out. If an athlete is suspected of having sustained a concussion, the coach will follow the guidelines outlined in Policy 8127 – Concussion Awareness and Removal from Participation. No students will be allowed to practice or compete if there is a question that he/she is not in adequate physical condition.

Policy History
Adopted: August, 1973
Revised: March, 2013
IHSAA SANCTIONED ATHLETIC EVENTS AND ACTIVITIES
STUDENT/ATHLETE CODE OF CONDUCT

Student athletes and students participating in IHSAA sanctioned activities in the Pocatello/Chubbuck School District No. 25 are expected to adhere to standards which encourage good citizenship and assure a favorable school and District reputation. Participation in athletics and school activities is a privilege, not a right. Students/participants/athletes are held to the highest standards of personal, moral, and ethical behavior. Failure to meet those standards may result in a student being declared ineligible for participation, competition or removal from a team/activity. Any student participating in athletics or an IHSAA sanctioned activity in the Pocatello/Chubbuck School District No. 25 will abide by the following Student Athletic/Activity Code of Conduct. The Student Athletic/Activity Code of Conduct will be enforced at school, at school functions, and in the community at large.

Academic Eligibility
Academic eligibility for middle/high school student participation in the athletic/activity program is in accordance with the guidelines established by the IHSAA regulations.

- High School
  - Initial Eligibility: In addition to full time enrollment, students/athletes must be passing 4 of 5 classes at the end of the trimester to be eligible for participation in the next trimester. Students/athletes must maintain an overall C average (2.0GPA). An attainable plan may be developed and implemented for those who do not have a 2.0 G.P.A. For fall sports, incoming 9th grade students will not be subject to initial eligibility.
  - Ongoing Eligibility: Students/athletes must be enrolled as full time students, and grades will be checked every six weeks. Students/athletes must have a 2.0GPA with no Fs or students/athletes will be placed on a two-week academic probation, be considered at-risk participants, and remain as such throughout the trimester. Students/athletes will be allowed to practice during the two-week probationary time. To be eligible to play or perform, the students/athletes must raise their grades to a C average during the two-week probationary period and have no Fs. Students/athletes who are on academic probation will not be allowed to dress in team uniforms or participate in competitions or activities. Students/athletes who have not attained a C average during the two-week probationary period will be suspended from participating until a C average has been attained, will remain at-risk, and will have weekly grade and attendance checks throughout the season by the Athletic Director.

- Middle School (Student athletes only)
  - Initial Eligibility: The student athlete must be passing 5 of 6 classes in the previous trimester and must have at least a 2.0 GPA from the previous trimester. For fall sports, the previous spring trimester will be used to determine pass rate and GPA for 7th and 8th grade students. All 6th grade students will not be subject to initial eligibility.
  - Ongoing Eligibility: The student athlete’s grades will be checked after the first two weeks of the season. Students who have an F or a GPA lower than 2.0 will be placed on academic probation. Students on academic probation may practice but may not play in a game, match or meet until they do not have any Fs and have at least a 2.0 GPA. Grades will be calculated based on assignments completed by 4:00 PM the day before a game, match, or meet. Student grades will be monitored throughout the season.

School Attendance
Attendance and punctuality are important aspects of education. Students/athletes are expected to be in school the entire day of a contest or activity in order to participate that day. Unverified absences on the day of a game/event will be considered as truant and could result in the administration prohibiting the student/athlete from participation, competition or performance. The Building Principal or Athletic Director
has the authority to prearrange exceptions to the attendance regulation. Exceptions include, but are not limited to, court appearances, death in the family, funeral arrangements, and other student activities. Excessive absences and tardies may result in the administration placing students/athletes on a Contract.

Behavior
A student’s behavior is expected to conform to the Pocatello/Chubbuck School District No. 25 rules and policies while in school, on any School District grounds or sponsored activities, whether at home or away, and enroute to and from activities.

Participation in IHSAA activities and athletics including but not limited to cheerleading, band, choir, student government is a privilege. Students must exhibit standards of excellence in academics and citizenship to represent the Pocatello/Chubbuck School District No. 25 in competitions, contests, performances, teams, or as officers.

Any behavior that is disruptive to the learning process and/or safe environment or interferes with the rights of others shall be subject to disciplinary action in accordance with Policy 8210 – Student Discipline.

Equipment/Fees
All equipment must be turned in from the previous season before the students/athletes are allowed to participate in the next activity. All fees and fines must be paid and/or payment arrangements must be made with the administration before students may participate in any sport or IHSAA sanctioned event.

Sportsmanship
Any student/athlete who is ejected from a game or competition for unsportsmanlike conduct falls under the IHSAA policy governing ejections. That policy states that if a student/athlete is ejected from a game the student/athlete is ineligible to participate in the next regularly scheduled competition. A student/athlete who is ejected for a second time during the season will be declared ineligible to participate for two regularly scheduled competitions. A student/athlete who is ejected for a third time during the season will be removed from the team for the remainder of the season. If any of these penalties are imposed at the end of the sport/activity season and no contest remains, the penalty is carried over to that particular sport/activity until the next school year. In the case of a senior student, the penalty will continue to the next IHSAA sponsored sport/activity.

Use, Possession or Being Under the Influence of Alcohol, Tobacco, Electronic Cigarettes, Vapors, or Any Other Illegal Substance/Paraphernalia, or Misuse of Prescription/Over the Counter Drugs
Any student/athlete using, possessing or being under the influence of alcohol, tobacco, electronic cigarettes, vapors, illegal substances and/or paraphernalia or misusing prescription/over the counter drugs while at school or any school sponsored activity will be disciplined in accordance with Policy 8210 - Student Discipline. Further, any student/athlete found to be using, possessing or under the influence of alcohol, tobacco, electronic cigarettes, vapors or any other illegal substance and/or paraphernalia or misusing prescription/over the counter drugs during the sports/activity season in which he/she is participating will be suspended from play according to the following:
IHSAA SANCTIONED ATHLETIC EVENTS AND ACTIVITIES
STUDENT/ATHLETE CODE OF CONDUCT

A first offense will result in suspension from play according to the chart below:

**Suspension Chart:**

<table>
<thead>
<tr>
<th>Team</th>
<th>Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>next game</td>
</tr>
<tr>
<td>Cross Country</td>
<td>next meet</td>
</tr>
<tr>
<td>Basketball</td>
<td>next 2 games</td>
</tr>
<tr>
<td>Baseball</td>
<td>next 2 games</td>
</tr>
<tr>
<td>Softball</td>
<td>next 2 games</td>
</tr>
<tr>
<td>Tennis</td>
<td>next 2 contests</td>
</tr>
<tr>
<td>Cheer/Dance</td>
<td>next 2 contests</td>
</tr>
<tr>
<td>Drama</td>
<td>next contest</td>
</tr>
<tr>
<td>Volleyball</td>
<td>next 2 contests</td>
</tr>
<tr>
<td>Soccer</td>
<td>next 2 games</td>
</tr>
<tr>
<td>Wrestling</td>
<td>next 2 contests</td>
</tr>
<tr>
<td>Track</td>
<td>next meet</td>
</tr>
<tr>
<td>Golf</td>
<td>next match</td>
</tr>
<tr>
<td>Debate/Speech</td>
<td>next contest</td>
</tr>
<tr>
<td>Band/Choir</td>
<td>next contest</td>
</tr>
</tbody>
</table>

While suspended from play/participation, the student/athlete will be required to attend all practice sessions, and may be required by the coach/advisor to accompany the team/activity to competitions. The student/athlete will dress in street clothes if required to attend the competition/event. The student/athlete will be placed on probation for one calendar year from the date of the first day of suspension. Students/athletes who have violated the Athletic/Activity Code of Conduct shall be administered a substance abuse assessment (SASSI) and may be required to enroll and complete a substance abuse educational/treatment program at no cost to the District. The student/athlete may be subject to random drug/alcohol testing.

A second offense during the probationary period shall result in dismissal from the team/activity. The student/athlete shall be ineligible to participate in athletics/activities for the remainder of the year.

A student/athlete who adheres to the terms of the probation shall have his/her record cleared upon completion of the probation.

**Proximity Rule**

Any student known to be present at any events where there is illegal use of alcohol, tobacco, electronic cigarettes, vapors, any other illegal substance and/or paraphernalia or misuse of prescription/over the counter drugs shall be subject to disciplinary action. If a student finds himself/herself in such a situation he/she should immediately leave the premises where the illegal activity is occurring and shall self-report to administration in a timely manner.

**Citizenship**

Students/athletes who participate in any activity that violates Federal, State, or local laws, other than minor traffic offenses and those activities outlined in Section 4 above shall be considered as violating the Student Athletic/Activity Code of Conduct and will be subject to disciplinary action.

Students/athletes who violate Federal, State or local laws, which if committed by an adult would be deemed a misdemeanor, receive a citation or a JVR (Juvenile Violation Report), may be subject to suspension from competition or participation according to the following chart:

**Suspension Chart:**

<table>
<thead>
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<th>Suspension</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
IHSAA SANCTIONED ATHLETIC EVENTS AND ACTIVITIES
STUDENT/ATHLETE CODE OF CONDUCT

Tennis: next 2 contests
Cheer/Dance: next 2 contests
Drama: next contest
Debate/Speech: next contest
Band/Choir: next contest

Students/athletes who commit a second such offense shall be subject to removal from the team/activity for the remainder of the sport/activity season. Students/athletes who violate Federal, State or local laws, which if committed by an adult would be deemed a felony, may be subject to removal from the team/activity for the remainder of the sport/activity season.

Given this situation, should the violation constitute a violent crime, sexual assault, or a threat to the health, safety and welfare of others, students/athletes may be declared ineligible for participation in all athletics/activities for a period of 365 days from the date of suspension. The District Discipline Review Committee (DDRC) shall then determine yearlong ineligibility.

General
Students/athletes shall adhere to the Athletic/Activity Code of Conduct from the time a student signs up for and participates in the first practice for a sport or activity and shall be in effect throughout the season. Students/athletes are subject to the terms of the Code of Conduct in and out of school throughout the specific sport/activity season.

The standard of proof for all allegations of wrongdoing shall be that of “reasonable belief.” Conviction and/or court action is not required, and the principle of reasonable doubt will not apply.

This Code of Conduct applies to all Middle School and High School students involved in IHSAA sanctioned activities.

Policy History
Adopted: June, 2007
Revised: June, 2015
CONCUSSION AWARENESS AND REMOVAL FROM PARTICIPATION

The Board of Trustees of the Pocatello/Chubbuck School District No. 25 is committed to implementing safe practices for students who participate in extra-curricular activities inclusive of those practices that are in compliance with Idaho Code 33-1625 Youth Athletes – Concussion and Head Injury Guidelines and Requirements. Though the District takes care to ensure all extra-curricular activities are as safe as practicable, it is not possible to remove all danger from such activities and the District acknowledges that concussions may result. The purpose of this policy is to address situations in which student concussions have occurred or are suspected to have occurred.

This policy only applies to organized athletic league or sport in which any District student participates as an athlete or youth athlete. For the purposes of this policy, athlete or youth athlete means an individual who is eighteen (18) years of age or younger and who is a participant in any middle school or high school athletic league or sport. A school athletic league or sport shall not include participation in a physical education class.

Pre-Season Education
The administration and coaches will work to ensure that athletes, youth athletes, parents, volunteers, and assistant coaches are educated about concussions. Prior to being allowed to engage or participate in any school athletic league or sport:

- Each student desiring to participate in such school athletic league or sport, and the student’s parents/legal guardians, shall be provided notice of and/or copies of any concussion guidelines of information available from the State Department of Education and the Idaho High School Activities Association, and this policy.
- Each student desiring to participate in such school athletic league or sport, and the student’s parents/legal guardians, shall acknowledge that they have been provided notice of and/or copies of the guidelines or information available from the State Department of Education and the Idaho High School Activities Association, as well as this policy, and have had the opportunity to review and have reviewed such information. Further, each student and the student’s parents or guardians shall sign an applicable waiver for participating in such school athletic league or sport.
- The signed waiver and acknowledgement of review of the appropriate information shall be returned to the District prior to the student being allowed to participate. In all cases, athletes and youth athletes will not be allowed to participate in school athletic leagues or sports until the above requirements are met.

Protocol on Suspected Concussion
According to the Centers for Disease Control and Prevention, the following signs and symptoms shall guide the decision making of a coach, assistant coach, volunteer coach or any other school District employee in removing a student from participation who is suspect of having a concussion. Any student athlete who is suspect of having a concussion shall be removed from participation and referred to a qualified health care professional.

Signs and symptoms observed by an adult:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can’t recall events prior to hit or fall
CONCUSSION AWARENESS AND REMOVAL FROM PARTICIPATION

- Can't recall events after hit or fall

**Signs and symptoms reported by an athlete:**
- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Just not "feeling right" or is "feeling down"

Coaches, assistant coaches, volunteer coaches or any other school District employee shall not try to judge the severity of the injury themselves. Health care professionals have a number of methods that they use to assess the severity of concussions. Coaches, assistant coaches, volunteer coaches or any other school District employee shall record the following information, if possible, to help health care professionals in assessing the athlete after the injury:
- Cause of the injury and force of the hit or blow to the head or body
- Any loss of consciousness (passed out/knocked out) and if so, for how long
- Any memory loss immediately following the injury
- Any seizures immediately following the injury
- Number of previous concussions (if any and if it is known)

An athlete may be returned to participate once the athlete is evaluated and authorized in writing to return by a qualified health care professional who is trained in the evaluation and management of concussions. After the athlete is cleared by a physician, coaches will adhere to the IHSAA “Guidelines for Gradual Return to Play” and all District staff will follow any classroom accommodations recommended by the Athletic Director per Form C-44d. The following health care professionals meet the standard level of training for evaluation and management of concussions: physician or physician assistant licensed under Idaho Code, advanced practice nurse licensed under Idaho Code, licensed health care professional trained in the evaluation and management of concussions who is supervised by a directing physician in accordance with Idaho Code. If the authorization is signed by a licensed health care professional trained in the evaluation and management of concussions, such authorization must also be countersigned by the directing physician.

In accordance with Idaho Code an individual reasonably acting in accordance with the protocol developed pursuant to Idaho Code and then acting upon such protocol shall not form the basis of a claim for negligence in a civil action.

In addition, coaches, referees, game officials, game judges and athletic trainers shall review such guidelines and information upon employment and biannually thereafter.

**Policy History**
Adopted: August, 2012
Revised: March, 2013
STUDENT ACTIVITY AND PARTICIPATION FEES AND STUDENT FINES

The Board of Trustees of the Pocatello/Chubbuck School District No. 25 is committed to providing opportunities for student growth and development through active participation in school activities and engaging in active learning in the classroom. Depending on the classroom experience or activity, some of these opportunities are fee dependent, with some fees being required and others being optional.

Student activity fees are paid at the time of registration. Participation fees are paid timely to actively participate in an IHSAA affiliated sport or activity.

ACADEMIC AND CO-CURRICULAR FEES
Per the Constitution of the State of Idaho, students shall be provided a general, uniform and thorough free public school education. As such, the District will not charge fees associated with the minimum requirements for academic credit. Students wishing to utilize materials or obtain credits or certifications beyond the minimum requirement are responsible for any additional costs.

Optional Fees
The following fees are optional, unless a student chooses to participate beyond the minimum requirements for academic credit, or unless specified below:

- Student Body Activity Fee (Required for middle and high school students participating in extra-curricular activities)
- Student Body Activity Card Retake
- Class Dues: Freshman, Sophomore, Junior, Senior
- Picture Fee: Freshman, Sophomore, Junior, Senior
- Yearbook Fee
- Parking Permit (Required for students who park on school property)
- Holt Arena Graduation Fee (Required for students who walk at graduation)
- PSAT Test: Juniors
- Dual Enrollment Welding (ISU fee)
- Pharmacy Tech (Certification fee)
- CPR Certification Course (If taken through the district)
- Uniform Cleaning Fee (Required for students participating in competitive group performances which require an extra-curricular participation fee)
- Instrument Maintenance Fee

EXTRACURRICULAR PARTICIPATION FEES
Extracurricular participation fees are not associated with the minimum requirements for academic credit and are the responsibility of the student and family. Extracurricular participation fees can include, but are not limited to:

- Band (Marching band & flag team only)
- Choir – Competitive groups only: (Century Singers, Highland Trouveres; Gate City Singers)
- Debate/Speech (Competitive only)
- Drama (Competitive only)
- Baseball
- Basketball
- Cheerleading
- Cross Country
- Dance/Drill Team
- Football
- Golf
- Softball
- Soccer
- Swimming
- Tennis
- Track and Field
- Volleyball
- Wrestling
STUDENT ACTIVITY AND PARTICIPATION FEES AND STUDENT FINES

Elementary/Preschool Fees
Elementary students wishing to participate in optional field trips may be asked to pay a field trip fee.

Optional Montessori preschool fees are paid monthly as outlined in the Procedure.

Musical Instruments
In order to provide a variety of instrumentation, limited numbers of district owned special types of instruments will be made available to students enrolled in the various music programs through the District Music Department. An instrument maintenance fee is payable at the time the student receives the instrument.

Further, the Board of Trustees values the care of school resources and expects students to exercise respect for district owned property. Should district property be abused or damaged, fees will be assessed from the parties responsible. All fees shall be paid within the trimester or semester in which the damage of district property occurred. Unpaid fees may result in the District pursuing any legal remedies available in order to collect outstanding fees.

Some fees may be refunded on a prorated basis, taking into consideration days attended and reason for leaving. Some fees are non-refundable including, but not limited to, those fees paid by students who leave the program due to disciplinary reasons or fees paid for special travel or events.

Student Fines
Students are expected to be responsible and respectful of district property and may be assessed fines for the loss or damage of district property. Fines may include, but are not limited to the following:
- Damaged or lost books, or late return of books to the media center
- Damaged or lost instruments or musical equipment
- Illegal parking on school property
- Damage to school district property, including vandalism

Unpaid Fees/Fines
All books, instructional materials, uniforms, equipment, or other district property must be returned in order to avoid incurring a fine. Parent/legal guardians who have students with unpaid fees, fines and/or unreturned materials, equipment or property may be turned over to collections.

Increased Fee Requirement
The Board of Trustees is required by Idaho Code to hold a public hearing if any fees are increased five percent (5%) beyond the amount of the fee last collected, or if imposing a new fee. The district must advertise once each week for two (2) weeks preceding for the purpose of hearing public comments regarding the proposed fee increases or new fees.

The Superintendent is directed to establish a procedure which maintains a record of the adopted fees as set by the Board of Trustees.

Policy History
Adopted: August, 1973
Revised: October, 2018
STUDENT ACTIVITY AND PARTICIPATION FEES AND STUDENT FINES

OPTIONAL PARTICIPATION IN ACADEMIC AND CO-CURRICULAR FEES
Academic and co-curricular activities that go beyond the minimum requirement for academic credit are optional. Students that choose to participate in these optional activities or courses are required to pay the associated fee as outlined below. These fees are to be paid at the time of registration.

High School
- Student Body Activity Card (Required for students participating in extra-curricular activities) $50.00
- Student Body Activity Card Retake $5.00
- Class Dues: Freshman; Sophomore $2.00
- Class Dues: Junior $4.00
- Class Dues: Senior $6.00
- Picture Fee: Freshman; Sophomore; Junior $2.00
- Picture Fee: Senior $15.00
- Yearbook Varies
- Parking Permit (Required for students who park on school property) $10.00
- Holt Arena Graduation (Required for students who walk at graduation) $4.00
- PSAT Test: Junior $15.00
- Dual Enrollment Welding (ISU fee, per trimester) $20.00
- Pharmacy Tech (Cost of Certification) $300.00
- CPR Certification Course (If taken through the district) $30.00
- Instrument Maintenance (If provided by the district) $75.00

Middle School
- Student Body Activity Card (Required for students participating in extra-curricular activities) $15.00

EXTRACURRICULAR PARTICIPATION FEES
Extracurricular participation fees are paid timely to participation in an IHSAA affiliated sport or activity. Extracurricular participation fees are not associated with the minimum requirements for academic credit and are the responsibility of the student and the family of the student.

High School Extracurricular Activities
- Band (Performing/Marching)*
- Baseball
- Basketball
- Cheerleading
- Choir (Performing)*
- Cross Country
- Dance / Drill Team
- Debate / Speech
- Drama
- Football
- Golf
- Softball
- Soccer
- Tennis
- Track and Field
- Volleyball
- Wrestling

*Beyond the classroom requirements

High School Participation Fee
- First Activity $105.00
- Second Activity $90.00
STUDENT ACTIVITY AND PARTICIPATION FEES AND STUDENT FINES

- Third Activity $75.00
  
  If applicable:
  - Uniform Cleaning: *Marching/Performing Band* $15.00
  - Advanced Choir/Robe Cleaning: *Century Singers; Highland Trouveres; Gate City Singers* $35.00
  - Football Helmet Reconditioning $50.00

Middle School Extracurricular Activities
- Basketball
- Cheerleading
- Cross Country
- Track and Field
- Volleyball
- Wrestling

Middle School Participation Fee
- Per Activity $45.00

Students and/or families in need should talk to the school’s Athletic Director regarding available scholarships, or financial assistance.

Optional Elementary/Preschool Fees
- Field Trip Fee (Required if participating in field trips) $10.00/Annually
- Pre-School (Montessori) $180.00/Monthly

Musical Instruments
There are a limited number of District owned specialty instruments available for students enrolled in the various music programs. The maintenance fee for a District owned instrument is $75.00 and is payable at the time the student receives the instrument.

A portion of the maintenance fee may be refundable on a prorated basis if a student leaves the program early, however, the fee is non-refundable if a student leaves the program due to disciplinary reasons.

STUDENT FINES
Students may be assessed fines for the loss or damage of district property. Fines may include, but are not limited to the following:

- Damaged and/or lost books Cost of textbook
- Damage to school/district property Cost of repair/replacement
- Illegal parking $5.00

Restitution is to be submitted and paid through the Business Office according the district’s Damage/Loss procedure.

Other fines may be assessed of students as appropriate.

Procedure History
Adopted: August, 1973
Revised: November, 2016
OUT-OF-STATE ACTIVITIES INVOLVING STUDENT OVERNIGHT TRAVEL

The Board of Trustees of the Pocatello/Chubbuck School District No. 25 recognizes that carefully planned and well-coordinated student trips can enrich and enhance the instructional program. It shall be the policy of the District to approve only those out-of-state student trips which are of value in meeting educational objectives and which do not seriously interfere with the educational routine of students who must remain in school.

All regular programs of the district require prior approval whenever out-of-state, overnight travel is considered. Regular programs of the district are those that may typically be funded through activity funds. These include: athletics, IHSAA activities, field trips, performances or competitions that represent the school. Other organizations and clubs are required to obtain prior permission to travel out-of-state when their membership is made exclusively from the student body of the school, they have a school approved constitution, meet regularly during the school year and are not organized exclusively to promote travel and raise funds for travel.

Out-of-state activities, involving any student or student group, which requires more than one day and/or remaining overnight must be approved by the Board of Trustees.

Fund raising projects to finance an out-of-state overnight activity are not to begin until after the activity has been approved by the Board of Trustees.

Out-of-state student trips shall be limited to points within a radius of 1,000 miles and the total round trip shall not exceed 2,500 miles. District busses may be used for student travel within a 250-mile radius of Pocatello. Commercial transportation must be used when the travel exceeds the 250-mile limit. Any exception to the above criteria must have board approval.

Extended student trips taken during the time school is in session shall be limited to no more than three (3) days loss of school time and six (6) days overall trip time. A student group shall not take more than one such trip during any school year.

Out-of-state activities which do not require more than one day and/or remaining overnight will require the approval of the Superintendent of Schools or his/her designee.

Non-School Trips for Students and Staff
The District recognizes that a wide variety of travel may be both educational and beneficial to students and staff members. It is not the purpose of the District to regulate the students or staff members who organize programs for the purpose of promoting travel, sight seeing, or touring for whatever purpose.

When a non-school tour that is out-of-state and overnight involves school staff or students and is taken during school time, the following guidelines apply: the school or District assumes no liability for insurance, conduct, safety, itinerary, or other aspects of the tour.

The tour group may request that the School Board declare the tour as "extraordinary" in regard to absences if school is to be missed by students. These absences are limited to restrictions for regular school programs.

Staff members who go on the tour are expected to use their personal leave time. If insufficient personal leave time is available for the staff member, professional leave may be granted by the Superintendent. Cost of substitute teachers, is covered by the staff member or the tour group.
OUT-OF-STATE ACTIVITIES INVOLVING STUDENT OVERNIGHT TRAVEL

The District assumes no liability for expenses incurred by the tour. Students and staff members should pay their own way. Fund raising may not be done in the name of the school or the District.

Planning meetings and other meetings for the tour may not be done during class time.

Policy History
Adopted: August, 1973
Revised: March, 2013
OUT-OF-STATE ACTIVITIES INVOLVING STUDENT OVERNIGHT TRAVEL

Out-of-state trips involving students of School District No. 25 must meet educational objectives of the District. The trips must be carefully planned and coordinated and may not seriously disrupt the educational program of nonparticipating students.

Requests for permission for any student or group of students to participate in out-of-state activities must be made by the teacher or sponsor on the "Student Out-of-State Activities Pre-Planning Form", Number S-12. The form must be completely filled out and approved by the principal, then submitted to the Superintendent of Schools or designee not later than September 30th of the current school year for approval or disapproval by the Board of Trustees. Under extraordinary circumstances the form may be submitted after the September 30th deadline when a student(s) has been elected to a state office or has been declared a winner(s) in a state sponsored extracurricular activity, such as debate, F.H.A., etc. and has earned the right to represent the District and State in regional and/or national activities.

The teacher or sponsor will be notified of approval or disapproval of the request as soon as possible. If the request is approved, the teacher or sponsor will then complete the "Student Out-of-State Activities Request for Approval Form", Number S-12A and submit it to the Principal and appropriate Director for their final approval. The final detailed itinerary for an approved activity must be submitted by the teacher or sponsor to the Superintendent or designee not less than sixty (60) days prior to the departure date of the proposed trip. This will allow time for planning and scheduling transportation. When District No. 25 buses are to be used for transportation the itinerary must be approved and signed by the Director of Transportation and the appropriate Director of Education.

Students or parents should not become involved in any preparation or activity relative to the trip, including fund raising, until after it has been approved by the Board of Trustees.

Procedure History
Adopted: August, 1973
Revised: March, 2005
SCHOOL ACTIVITIES ON SUNDAY

No school function or activity is to be held on Sunday without the written permission of the Superintendent of Schools. This shall include activities such as play rehearsal, athletic practices, and etc.

Policy History
Adopted: August, 1973
Revised: N/A
MIDDLE SCHOOL ATHLETICS

Middle School athletic activities shall be of intra-scholastic nature.

Policy History
Adopted: August, 1973
Revised: March, 2005
MIDDLE SCHOOL SOCIAL ACTIVITIES

All middle school social activities are to be planned for all students. These social activities are to be supervised by a faculty member or members.

Activities Schedule – Time and Number
All middle school social activities shall be held during the daytime. If the activity involves school time, not more than one class period should be used.

School dances and social activities shall not exceed three per semester.

Location of Activity
All social activities shall be confined to each separate middle school building.

Policy History
Adopted: August, 1973
Revised: March, 2005