

MEMORANDUM

To: Board of Trustees

Twin Falls School District 411

From: Eva Craner, Director of Public Relations

Re: Policy Updates

Date: Sept. 11, 2017

First Reading:

Administration recommended changes:

2920 Distribution and Posting of Non-Curricular Materials [Delete this Policy]

3250 Distribution and Posting of Materials [Delete this Policy]

4230 Distribution and Posting of Materials and Notices

5130 Administrative Leave Designated By Superintendent

5401 Sick Leave

ISBA Updates:

2365 Participation of Private School Students in Federally Funded District Programs

2380 Head Start Program Coordination

2420 Parent and Family Engagement

2420P Parent and Family Engagement Guidelines

3000 Entrance, Placement, and Transfer

3060 Education of Homeless Children

4135 Website Accessibility and Nondiscrimination

4160 Parent Right-to-Know Notices

4170 District or School Operated Social Media

8245 Unpaid School Meal Charges

The Board of Trustees reserves the use of school time, personnel and resources for the conduct of the district's curricular and activity programs. Distribution of non-curricular materials may be made available to students and staff in the schools subject to the following. The materials will be deemed unacceptable if they:

1. Attack ethnic, religious or any racial group ("hate literature").
2. Promote hostility, disorder, or violence.
3. Promote activities or actions that are contrary to statute, state board rules and regulations, or local school board policies and/or procedures.
4. Proselytize a particular religious or political belief.
5. Invade the rights of others or are libelous.
6. Inhibit the functioning of the school.
7. Advocate interference with the rights of any individual.
8. Favor or oppose any political candidate.
9. Present obscene or pornographic material as defined by prevailing community standards.
10. Promote products or services for commercial purposes that do not significantly contribute to the instructional program, student benefit, or community betterment.

Anyone who wishes to distribute materials in the schools must submit the material to the superintendent or his designee for initial approval a minimum of two business days before the proposed distribution. The superintendent or his designee will approve or disapprove the distribution on the basis of the material's acceptability as defined above. A secondary approval needs to be granted by the building principal to distribute materials in his/her building. Additionally, the person agrees to:

1. Distribute the material at places within the school or on school grounds as designated by the school principal, except that in no event will the materials be distributed directly to students in class.
2. Distribute the materials before school, during regularly scheduled lunch periods, or after the close of school.
3. Not in any way compel nor coerce a student to accept any materials.
4. Remove from school premises or grounds all discarded items.

In the event the superintendent rejects a request for the material distribution, the decision may be appealed to the Board of Trustees. This policy governs non-curricular materials, not supplementary instructional materials, which are covered by other policies or procedures. However, staff members will not distribute non-curricular materials to students unless they are approved for distribution as identified in this policy. The superintendent may make a copy of this policy available to any person or persons wishing to distribute non-curricular materials.

~~Violation of this policy by students or staff will result in disciplinary action. Violation of this policy by any other person or persons may result in a Board action to litigate for injunctive relief and/or damages where applicable.~~

Cross Reference: ~~4230 Use of School Property for Posting Notices~~



Policy History:
Adopted: 4/8/2013
TFSD
Revised: 8/11/14
~~12/14/15~~

~~The distribution of materials from outside the school system uses a considerable amount of valuable educational time. This time is taken away from students, teachers, and the clerical staff. It is the District's policy to limit the distribution of materials to parent and student organizations sponsored by the District or other governmental agencies. Materials that provide information valued or needed by the District may also be distributed.~~

~~Students should not be used to distribute partisan materials or information pertaining to a school or general election, budget or bond issue, or negotiations. Students should not be exploited for the benefit of any individual, group or profit-making organization.~~

~~No staff member may distribute any materials on school property without prior approval of the chief school administrator. All materials distributed will clearly indicate their source. Non-school-related materials will be plainly labeled, including a disclaimer that the activity is "not a school-sponsored activity."~~

~~All organizations must have the approval of the Superintendent before materials may be distributed. The Superintendent will use the guidelines listed above in the approval of the distribution of the materials.~~

~~In order to facilitate the distribution of materials with information about student activities offered in the community, each school will do the following:~~

- ~~A. Maintain a centrally located bulletin board for the posting of bulletins.~~
- ~~B. Maintain a table where flyers and other information can be made available to students.~~
- ~~C. Include announcements for student related activities in newsletters that go home to students. The announcements must be submitted one (1) week prior to the newsletter in which the announcement is to go home, must advertise a youth-oriented activity, and must be of non-religious or political nature.~~

~~It is the intent to post all notices and place flyers on the distribution table except those that are viewed by the Superintendent as likely to be disruptive, libelous or obscene; or which violate Policy 2920 Distribution/Posting of Non-Curricular Materials.~~

~~Cross Reference: 2920 Distribution/Posting of Non-Curricular Materials
 3430 Distribution of Fund Drive Literature through Students
 4240 Distribution of Fund Drive Literature through Students~~

~~Policy History:
Adopted on: 8/11/14~~

Revised on: ~~10/12/15~~

Non-school related organizations may ask the Superintendent or designee for permission to:

1. Display posters in the area reserved for community posters; or
2. Have flyers, notices, brochures, or other types of written information distributed to students.

Anyone who wishes to distribute materials in the schools must submit the material to the superintendent or his designee for initial approval a minimum of two business days before the proposed distribution. The Superintendent will designate approval by initialing the information to be distributed. The superintendent's approval indicates to the building administrator that the information **may** be distributed.

The building principal **may** decide whether distributing any document is in the best interests of his/her students and may delay, prohibit altogether, or alter the manner in which information is distributed as he/she deems appropriate.

Posters and/or flyers subject to a request must be student oriented and have the sponsoring organization's name prominently displayed. Permission will be denied to post or distribute any material that would:

1. Disrupt the educational process;
2. Violate the rights of others;
3. Invade the privacy of others;
4. Infringe on a copyright; or
5. Be obscene, vulgar or indecent.
6. Attack ethnic, religious or any racial group ("hate literature").
7. Promote hostility, disorder, or violence.
8. Promote activities or actions that are contrary to statute, state board rules and regulations, or local school board policies and/or procedures.
9. Proselytize a particular religious or political belief.
10. Invade the rights of others or be libelous.
11. Inhibit the functioning of the school.
12. Advocate interference with the rights of any individual.
13. Favor or oppose any political candidate.
14. Present obscene or pornographic material as defined by prevailing community standards.
15. Promote products or services for commercial purposes that do not significantly contribute to the instructional program, student benefit, or community betterment.

No commercial publication shall be posted or distributed unless the purpose is to further a school activity, such as graduation, class pictures or class rings. No information from any candidates for non-student elective offices shall be posted in the school, except on election-day, or distributed to the students. Additionally, the person agrees to:

1. Distribute the material at places within the school or on school grounds as designated by the school principal, except that in no event will the materials be distributed directly to students in class.
2. Distribute the materials before school, during regularly scheduled lunch periods, or after the close of school.
3. Not in any way compel nor coerce a student to accept any materials.
4. Remove from school premises or grounds all discarded items.

If permission is granted to distribute, the organization must arrange to have copies delivered to the school. Approved literature must be delivered to the building secretary in bundles of 25 for easy distribution. Literature will not be accepted for distribution prior to the start of the school year, during the first two weeks of the school year, or the last two weeks of the school year.

In the event the superintendent rejects a request for the material distribution, the decision may be appealed to the Board of Trustees. This policy governs non-curricular materials, not supplementary instructional materials, which are covered by other policies or procedures. However, staff members will not distribute non-curricular materials to students unless they are approved for distribution as identified in this policy. The superintendent may make a copy of this policy available to any person or persons wishing to distribute non-curricular materials.

Violation of this policy by students or staff will result in disciplinary action. Violation of this policy by any other person or persons may result in a Board action to litigate for injunctive relief and/or damages where applicable.

Cross Reference: ~~2920 Distributing and Posting of Non-Curricular Materials~~

Policy History:

Adopted on: 8/11/14

ISBA 2013

Revised on: 10/12/14

The Board hereby delegates to the Superintendent and any designee of the Superintendent the Board's authority to place a certificated employee on a period of paid administrative leave/ paid suspension if the Superintendent/designee believes that such action is in the best interest of the District.

Should this authority be exercised and any certificated employee placed onto a period of paid administrative leave or suspension, this action shall be presented to the Board within twenty-one 21 days of taking such action, whether at the next regularly scheduled Board meeting or a special meeting.

At the time the Board is presented with the action they shall either ratify or nullify the act of placing the certificated employee onto a period of paid leave or suspension. The Board may continue the period of administrative leave or suspension at the time the Board takes action.

The Superintendent is delegated the authority to address classified personnel leave without notification to the Board and is delegated authority to address classified personnel discipline and termination without Board approval.

If the Superintendent or Board is making a decision as to whether or not to place an employee on a period of involuntary leave of absence, some of the considerations in making such a decision may include:

1. Whether or not the conduct at issue involves a possible:
 - A. Criminal act;
 - B. Violation of the Code of Ethics for Idaho Professional Educators;
 - C. A violation of federal or state education laws or regulations; or
 - D. A violation of District Policy and/or Procedure.
2. Whether or not the conduct at issue involves the health, welfare, or safety of the District's students or employees.
3. Whether or not there is an event identified.
4. If the event involves an allegation of abuse of a student or minor, there is an "identified victim" or some other information that provides indicia of credibility.
5. If the event involves an allegation of abuse of a student or minor, the report in question is anonymous or there are any other indicia of credibility.

6. Whether or not there is an identified victim or identified event that the District could investigate.

7. Whether or not there is a concern that the presence of the employee on school property could be detrimental to the investigation process and/or a concern that the employee and/or the presence of the employee interferes with the investigation process.

Whether or not there is an ongoing/related criminal investigation associated with the same alleged event or allegations.

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

Policy History:

Adopted on: 8/11/14

ISBA 2012

Revised on:

At the beginning of the employment year, all non-certificated employees of this district and all certificated employees will be entitled to sick leave with full pay of one (1) day for each month of service in which they work a majority portion of that month, as projected for the employment year.

CALCULATION OF SICK LEAVE

Sick leave will be calculated pursuant to the employee's "month of service," as projected at the beginning of the employment year. If it is projected that the employee will work a majority portion of the hours for which he/she is normally scheduled during any given month, he/she will be entitled to sick leave for that month. Sick leave benefits will not be credited for those months in which the employee is not projected to work a majority portion of his/her month of service.

Certificated Employees: See CBA

Non-Certificated, Full-Time Employees: Non-certificated, full-time employees who are scheduled to work 40 hours per week, 12-month per year, will be credited sick leave at the rate of one (1) eight-hour day per month of service. Non-certificated, 12-month employees who work less than full time but more than 20-hours per week will be credited sick leave at a rate calculated proportionate to the average hours worked per day.

Non-Certificated, School-Year Employees: Non-certificated employees who work less than full time will be credited sick leave at a rate calculated proportionate to the average hours worked per school day for the months of September through June.

MEDICAL DOCUMENTATION

~~To protect the district against malingering and false claim of illness, an employee may be required to provide proof of illness, at the discretion of the superintendent or designee.~~ The District, may in its discretion, require proof of illness when deemed appropriate, including but not limited to suspicion of abuse of sick leave or false claims of illness or injury. The superintendent or designee may require proof of the employee's ability to return to work following an illness or injury.

ACCUMULATION OF SICK LEAVE

Unused sick leave will be accumulated from year to year, as long as an employee remains continually in the service of this district.

If a new employee has been employed by another district or state educational agency during the year immediately preceding, that individual's accumulated sick leave, up to the maximum number of days allowed to accumulate in this district will be secured for, and credited to, that new employee.

In no event will the board compensate an employee for unused sick leave.

LEGAL REFERENCE:

Idaho Code Sections

33-1216 through 33-1218 Family Medical Leave Act

Policy History:

Adopted on: 12/08/08

EMT 2006

Revised on: 9/10/12

8/11/14

6/13/16

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

To accomplish this objective, the Superintendent or designee shall:

1. Initiate timely and meaningful consultation with appropriate private school officials to effectuate provision of services to eligible children, on an equitable basis and individually or in combination, as requested by the officials, by providing covered special educational services, instructional services (including evaluations to determine the progress being made in meeting such students' academic needs), counseling, mentoring, one-on-one tutoring, or other federally funded benefits (such as dual or concurrent enrollment, educational radio and television, computer equipment and materials, other technology, and mobile educational services and equipment) that address their needs; and
2. Ensure that teachers and families of the children participate, on an equitable basis, in services and activities developed pursuant to District Policy 2420 on parent engagement.
3. Ensure that such educational services or other benefits, including materials and equipment, are secular, neutral, and non-ideological.
4. Ensure that the educational services and other benefits for such private school children are equitable to the services and other benefits for participating public school children, and are provided in a timely manner.
5. Assign an employee to help ensure such equity for such private school children, teachers, and other educational personnel.
6. Ensure the expenditures for educational services and other benefits to eligible private school children are equal to the proportion of funds allocated to participating school attendance areas based on the number of children from low-income families who attend private schools. The proportional share of funds is determined based on the total amount of federal funds received by the District for education services prior to any allowable expenditures or transfers by the local educational agency. Funds allocated to the District for educational services and other benefits to eligible private school children shall be obligated in the fiscal year for which the funds are received by the District.
7. Ensure notice is provided in a timely manner to the appropriate private school officials served by eligible students of the allocation of funds for educational services and other

benefits that the District determines are available for eligible private school children. Such notice shall be provided at least every two years. These services may be provided to eligible private school students either directly or through contracts with public and/or private agencies, organizations, and institutions.

8. Ensure timely and meaningful coordination with appropriate private school officials during the development of the District's programs for the purpose of reaching an agreement on how to provide equitable and effective services to eligible private school children, the results of which agreement shall be provided to the employee designated by the Superintendent. The consultation should include identification of:
 - A. How the children's needs will be identified;
 - B. What services will be offered;
 - C. How, where, and by whom the services will be provided;
 - D. How the services will be academically assessed and how the results of that assessment will be used to improve those services;
 - E. The size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds allocated for such services, and how that proportion of funds is determined;
 - F. The method or sources of data that will be used to determine the number of children from low-income families in the District's participating school attendance areas who attend private schools;
 - G. How and when the District will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
 - H. How, in the event the District disagrees with the preferences of the private school officials regarding the provision of services through a contract, the District will provide in writing to the private school officials an analysis of the reasons why it has chosen to not use a contractor;
 - I. Whether the District will provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
 - J. Whether to provide equitable services to eligible private school children:

- I. By creating a pool or pools of funds with all of the eligible federal funds based on all the children from low-income families in a participating school attendance area who attend private schools; or
- II. In the District's participating school attendance area who attend private schools with the proportion of funds allocated under eligible federal funds based on the number of children from low-income families who attend private schools; and

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

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

Cross Reference: 4160 Parent Right to Know Notices

Legal Reference: 20 USC § 6320 Participation of Children in Private Schools, Every Student Succeeds Act of 2015

Policy History:

Adopted on:

Revised on:

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

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

1. Developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood education program;
2. Establishing channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies or other entities carrying out early childhood education programs, as appropriate, to facilitate coordination of programs;
3. Conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood education programs, to discuss the developmental and other needs of individual children;
4. Organizing and participating in joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff; and
5. Linking the educational services provided by such local educational agency with the services provided by local Head Start agencies.

Legal Reference: 20 USC § 6322 Coordination Requirements, as amended by ESSA of 2015

Policy History:

Adopted on:

Revised on:

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

1. **Demonstrate Joint Development of Engagement Plan:** The District shall involve parents and family members in jointly developing the District's Plan; and
2. **Coordinate Assistance and Support:** The District shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education; and
3. **Coordinate with Other Programs:** The District shall coordinate and integrate its parent and family engagement strategies to the extent feasible and appropriate, with the District's other relevant federal, state, and local programs; and
4. **Conduct Annual Program Evaluation:** The District shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of its parent and family engagement policy in improving the academic quality of all its schools receiving Title I funds, including identification of:
 - A. The barriers to greater participation by parents in improvement plan activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - B. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

- C. The strategies that will be implemented to support successful school and family interactions.
5. **Implement Evaluation Findings:** The District shall use the findings of the evaluation performed pursuant to Paragraph 4, above, to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the District's parent and family engagement policy described herein; and
6. **Establish a Parent Advisory Board:** The District shall involve parents in the activities of the schools receiving Title I funds, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent and Family Engagement Policy.

School-Level Policy Development

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

1. **Parental Involvement:** All District schools receiving Title I funds shall:
 - A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's programs, to explain the requirements of this policy, and the right of the parents to be involved; and
 - B. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with reserved Title I funds, transportation, child care, or home visits, as such services relate to parental involvement; and
 - C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the District's and school's available programs, including the planning, review, and improvement of the school's parent and family engagement policy and the joint development of the schoolwide program plan, except that if a school has in place a process or procedure for involving

parents in the joint planning and design of the school's programs, the school may use that process or procedure, if such existing process or procedure already includes an adequate representation of parents of Title I qualifying children; and

D. Provide parents of participating children:

I. Timely information about qualifying programs;

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

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

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

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

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

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

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

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

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

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

District and School Level Development

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

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

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

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

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

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

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

G. May provide necessary literacy training for parents from Title I funds in the event the District has exhausted all other reasonably available sources of funding for such training; and

- H. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; and
- I. May train parents to enhance the involvement of other parents; and
- J. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; and
- K. May adopt and implement model approaches to improving parental involvement; and
- L. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; and
- M. May develop appropriate roles for community-based organizations and businesses in parent involvement activities;
- N. Shall provide such other reasonable support for parental involvement activities under this section as parents may request; and
- O. Shall inform parents and organizations of the existence of the program.

2. **Accessibility of Information for Parents:** In carrying out the parent and family engagement requirements of this policy, the District and participating schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

~~The District endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy the word “parent” also includes guardians and other family members involved in supervising the child’s schooling.~~

~~Pursuant to federal law, the District will develop jointly with, agree upon with, and distribute to parents of children participating in the Title I program a written parent involvement policy. The notice shall include information about complaint procedures regarding Title I parental participation programs, and shall inform parents of their right to request information about the professional qualifications of both the teachers and the paraprofessionals who teach and work with their children. To the extent practicable, each parent should receive the policy in a language they can understand.~~

~~The Board directs the Superintendent to develop a plan to provide support for schools in planning and implementing parent involvement activities. The Superintendent is also directed to coordinate and integrate other parental involvement strategies related to programs such as Head Start, Reading First, Early Reading First, Even Start Family Literacy Programs, Home Instruction Programs for Preschool Youngsters, Parents as Teachers, and public preschools.~~

~~At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the parental involvement program for the next school year. Proposed activities to address the requirements of parental involvement goals shall be presented.~~

~~If the school wide program developed is not satisfactory to the parents of participating children, any parent comments on the plan shall be submitted to the District when the school makes the plan available to the local educational agency.~~

~~In addition to the required annual meeting, at least three additional meetings shall be held at various times of the day and/or evening for parents of children participating in the Title I program. These meetings shall be used to provide parents with:~~

- ~~1. Information about programs provided under Title I;~~
- ~~2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and how the school will provide individual student academic assessment results;~~
- ~~3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and~~
- ~~4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the District level.~~
- ~~5. The opportunity for parents to evaluate involvement activities and to identify barriers to greater participation. This input shall be used to inform strategies for effective parental involvement, and to revise policy as necessary.~~

~~Parents with disabilities shall be provided with an opportunity to request the auxiliary aids and services of their choice. Such support shall be provided by the school unless it demonstrates that another effective means of communication exists, or that use of the means chosen by the parent would result in a fundamental alteration in the service, program, or activity or in an undue financial and administrative burden. Outreach efforts shall include outreach to parents of limited English proficient students to inform them of how the parents can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet the challenging State academic achievement standards and State academic content standards expected of all students.—~~

~~Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through payment of transportation and childcare costs.~~

~~The parents of children identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist at home in the education of their children.~~

~~Each school in the District receiving Title I funds shall develop jointly with parents of children served in the program a "School Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting State standards. The "School Parent Compact" shall:~~

- ~~1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's academic achievement standards;~~
- ~~2. Indicate the ways in which each parent will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time;~~
- ~~3. Address the importance of parent teacher communication on an ongoing basis with (at a minimum) parent teacher conferences, frequent reports to parents, and reasonable access to staff; and~~
- ~~4. Describe students' responsibility for academic improvement.~~

Cross Reference: 4160 Parents Right to Know Notices

Legal Reference: 20 U.S.C. § 6311 State Plans

20 U.S.C. § 6312 Local Education Agency Plans

20 U.S.C. § 6318 Parental Involvement

~~Title I of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6301-6514, as implemented by 34 CFR parts 200, 201, 203, 205, and 212~~

~~Improving America's Schools Act, P.L. 103-382, § 1112 Local Education Agency Plans~~

~~P.L. 107-110, "No Child Left Behind Act of 2001," Title I—Improving the Academic Achievement of the Disadvantaged, § 1118~~

~~20 U.S.C. § 6318 No Child Left Behind~~

Policy History:

Adopted on:

Revised on:

PROCEDURE TITLE: Title-I Parent Involvement Family Engagement Guideline

PAGE 1 of 3

In order to achieve the level of Title-I parent involvement family engagement desired by outlined in District Policy 2420 on this topic, these procedures guide the development of each school's annual parental involvement plan designed to foster a cooperative effort among parents, school, and community.

Parent involvement activities developed at each school will include opportunities for:

1. Volunteering;
2. Parent education;
3. Home support for the child's education; and
4. Parent participation in school decision making.

The District will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices. The District encourages schools to include family literacy when a substantial number of students have parents who do not have a secondary school diploma or its recognized equivalent or have low levels of literacy.

Roles and Responsibilities

Students

It is the responsibility of the student to:

1. Cooperate with school personnel and be responsible for their behavior;
2. Complete all homework assignments on time;
3. Participate to the best of their ability in all classes;
4. Read independently or with family on a regular basis; and
5. Let teachers, school counselors, and family know when they need help.

Parents

It is the responsibility of the parent to:

1. Actively communicate with school staff;
2. Be aware of policies, rules, and regulations of the school and District;
3. Take an active role in the child's education by reinforcing at home the skills and knowledge the student has learned in school;
4. Take an active role in assuring that the child is prepared to attend school each day; and
5. Utilize opportunities for participation in school activities.

Staff

It is the responsibility of staff to:

1. Work with parents to develop and implement a school plan for parent involvement;
2. Promote and encourage parent involvement activities;
3. Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement; and
4. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Community

Community members who volunteer in the schools have the responsibility to:

1. Be aware of the policies, rules, and regulations of the school and District; and
2. Utilize opportunities for participation in school activities.

Administration

It is the responsibility of the administration to:

1. ~~Facilitate and implement the Title I Parent Involvement policy and plan~~ Provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District to plan and implement effective parent and family involvement activities to foster improved student academic achievement and school performance;
2. Provide training and space for parent involvement activities;
3. Provide resources to support successful parent involvement practices;
4. Provide inservice education to staff regarding the value and use of contributions of parents and how to reach out to, communicate, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; and
5. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand; and
6. Develop jointly with, agree on, and distribute to, parents and family members of participating children a written parent and family engagement policy; and
7. Coordinate and integrate its Title I parent and family engagement strategies with the parent and family engagement strategies of the District's other relevant programs; and
8. Create and support a Parent Advisory Board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent and Family Engagement Policy; and

9. Ensure that each school in the District jointly develops with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identifies the means by which the school and parents will build and develop a partnership to help children achieve the challenging State academic standards and includes the requirements of District Policy 2420.

Procedure History:

Promulgated on:

Revised on:

Every student has a basic right to attend school. His or her primary purpose in attending school is to engage in learning, and his or her cooperation and dedication is fundamental to obtaining a quality education.

The Board of Trustees seeks to protect the rights of each student and promote the welfare of the student body. These student policies are intended to facilitate a quality experience for students in all activities related to the educational program. Each student should have the experiences that will enable him or her to become a useful and productive citizen.

Entrance, Date, and Age

No pupil may be enrolled in the kindergarten or first grade whose fifth or sixth birthday respectively does not occur on or before the first day of September of the school year in which the child registers to enter school. Any child of the age of five years who has completed a private or public out-of-state kindergarten for the required 450 hours but has not reached the age and date requirements set above shall be allowed to enter the first grade.

Initial Enrollment

Immunization records or an appropriate waiver and birth certificate are required for admission to the all District schools (subject to provisions of McKinney Homeless Assistance Act, see District Policy 3060).

If a birth certificate is not provided upon enrollment of a student for the first time in elementary or secondary school, the District shall notify the person enrolling the student in writing that he must provide within 30 days either a certified copy of the student's birth certificate or other reliable proof of the student's identity and birth date, which proof shall be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate. Other reliable proof of the student's identity and birth date may include a passport, visa, or other governmental documentation of the child's identity. If the person enrolling a student fails to provide the information within the requested 30 days, the District shall immediately notify the local law enforcement agency of such failure and again notify the person enrolling the student, in writing, that he has an additional ten days to comply. If any documentation or affidavit received pursuant to this section appears inaccurate or suspicious in form or content, the District shall immediately report the same to the local law enforcement agency. Local law enforcement will investigate these reports. Failure of a parent, or person in custody of a child, or a person enrolling a student, to comply with the documentation requirements of this section after a lawful request shall constitute a misdemeanor.

A student transferring schools within the District need not provide proof of identity and birth date if the student's record already contains such verified information.

Initial Placement

The goal of the District shall be to place students at levels and in settings that will enhance the probability of student success. Developmental testing together with other relevant criteria, including but not limited to health, maturity, emotional stability, and developmental disabilities, may be considered in the placement of all students. Final disposition of all placement decisions rests with the principal, subject to review by the Superintendent and the Board.

Transfer

District policies regulating pupil enrollment from other accredited elementary and secondary schools are designed to protect the educational welfare of the child and of other children enrolled in the District.

Elementary Grades (K-8): Any student transferring into the District will be admitted and placed on a probationary basis for a period of two weeks.

Should any doubt exist with teacher and/or principal as to grade and level placement of the student, the student shall be subject to an educational assessment to determine appropriate grade and level placement.

During the two-week probationary period, the student will be subject to observation by the teacher and building principal.

Secondary Grades (9-12), Credit Transfer: Requests for transfer of credits from any secondary school shall be subject to a satisfactory examination of the following:

1. Appropriate certificates of accreditation;
2. Length of course, school day, and school year;
3. Content of applicable courses;
4. The school facility as it relates to credit earned (i.e., lab areas for appropriate science or vocational instruction);
5. An appropriate evaluation of student performance leading toward credit issuance; and
6. Final approval of transfer credits will be determined by the high school principal, subject to review upon approval by the Superintendent and Board of Trustees.

Transfer from Persistently Dangerous Schools

If any school within the District is found to be persistently dangerous in accordance with federal law, students attending the school shall be permitted to transfer to another traditional or charter school within the District which is not persistently dangerous and which is meeting annual yearly progress requirements. The transfer may be either permanent or temporary and lasting until the

school of origin is no longer designated as persistently dangerous. Parents or guardians of students shall be notified that the school has been designated as persistently dangerous within ten days of being so designated. Within 20 days of receiving such notification, students may be transferred to another school within the District.

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

Cross Reference: 3060 Education of Homeless Children
4160 ~~Notice to Parents Required by No Child Left Behind Act of 2001~~ Parents Right-to-Know Notices

Legal Reference: Art. IX, § 9, Idaho Constitution- Compulsory Attendance at School
I.C. § 18-4511 School Duties—Records of Missing Child—Identification
Upon Enrollment—Transfer of Student Records
I.C. § 33-201 School Age
I.C. § 33-209 Transfer of Student Records – Duties
I.C. § 39-4801 Immunization required
I.C. § 39-4802 Exemptions
20 U.S.C. § 7912 Unsafe School Choice
20 USC § 6313 Eligible School Attendance Areas
42 USC § 11432 Education of Homeless Children and Youths

Policy History:

Adopted on:

Revised on:

It is the policy of the District to ensure that:

1. Each child of a homeless individual and each homeless child has equal access to the same free, appropriate public education, including a public preschool education, as provided to other students;
2. Homelessness does not in any way separate homeless students from the mainstream school environment; and
3. Homeless children and youths have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging state academic standards to which all students are held.

The Board of Trustees directs all District schools to admit children who are homeless regardless of residence and irrespective of whether the homeless child is able to produce records normally required for enrollment. The Board shall not enter into ~~may not require~~ an out-of-District attendance and tuition agreement with another district for a homeless child.

All schools and employees of the District ~~Schools in the _____ School District will~~ shall work to ensure that children and youth who are homeless are free from discrimination, segregation, and harassment. The District will also strive to prevent stigma against students who are homeless.

Definitions

For the purposes of this Policy, the following definitions shall apply.

The terms “enroll” and “enrollment” includes attending classes and participating fully in all school activities.

The terms “homeless,” “homeless individual,” and “homeless person” include:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Migratory children who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses 1 through 3 above; and
5. An unaccompanied student and homeless families with children and youth are also defined as homeless if they:
 - A. Have experienced a long term period without living independently in permanent housing;
 - B. Have experienced persistent instability as measured by frequent moves over such period, and
 - C. Can be expected to continue in such status for an extended period of time because of chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse, the presence of a child or youth with a disability, or multiple barriers to employment.

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.

In General

The District shall ensure the following is provided according to the homeless student's best interest:

1. That the homeless student's education continues in the school of origin for the duration of homelessness:
 - A. In any case in which a family becomes homeless between academic years or during an academic year; and
 - B. For the remainder of the academic year, if the student becomes permanently housed during an academic year; or
2. That the homeless student is eligible to enroll in the same schools as non-homeless students who live in the same attendance area where the homeless student is actually living.

School Stability

In determining the best interest of the homeless student each school within the District shall:

1. Presume that keeping the student in the school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent or guardian, or (in the case of an unaccompanied youth) the student;
2. Consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless students, giving priority to the request of the student's parent or guardian or (in the case of an unaccompanied youth) the student;
3. If, after conducting the best interest determination based on consideration of the above presumptions, the Superintendent or designee 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
4. In the case of an unaccompanied student, ensure that the District's liaison designated under "District Liaison," below, assists in placement or enrollment decisions under this subparagraph, gives priority to the views of such unaccompanied student, and provides notice to such student of the right to appeal under "Enrollment Disputes," below.

Immediate Enrollment:

1. **In General:** The school selected in accordance with this policy shall immediately enroll the homeless student, even if the student:
 - A. Is unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation; or
 - B. Has missed application or enrollment deadlines during any period of homelessness.
2. **Relevant Academic Records:** The enrolling school shall immediately contact the school last attended by the student to obtain relevant academic and other records.
3. **Relevant Health Records:** If the student needs to obtain immunizations or other required health records, the enrolling school shall immediately refer the parent/guardian of the student, or (in the case of an unaccompanied student) the student, to the District's liaison designated under "District Liaison," below, who shall assist in obtaining all necessary immunizations and/or screenings, or other required health records, in accordance with "Records," below.

Records

Any record ordinarily kept by the school, including immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless student shall be maintained:

1. So that the records involved are available, in a timely fashion, when the student enters a new school or school district; and
2. In a manner consistent with FERPA, applicable Idaho law, and District policy.

Enrollment Disputes

If a dispute arises over eligibility, or school selection or enrollment in a particular school:

1. The student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;
2. 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 bases for any decisions related to school selection or enrollment made by the District, or other entity, including the rights of the parent, guardian, or unaccompanied student to appeal such decisions;
3. The parent, guardian, or unaccompanied student shall be referred to the local educational agency liaison designated under “District Liaison” below, and upon being informed of the dispute, the liaison shall initiate an appeal of the dispute regarding the educational placement of a homeless student as expeditiously as possible; and
4. In the case of an unaccompanied student, the liaison shall ensure that the student is immediately enrolled in the school in which the student seeks enrollment pending resolution of the student’s dispute.

Placement Choice

The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

Privacy

Information about a homeless student’s living situation shall be treated as a student education record, and shall not be deemed to be disclosable “directory information” under the Family Education Records Privacy Act (“FERPA”).

Contact Information

Nothing in this policy shall prohibit the District and/or the enrolling school from requiring the parent or guardian of a homeless student to submit contact information.

Comparable Services

Each homeless student in the District shall be provided services comparable to those services provided to other students in the school attended by the homeless student, including the following:

1. Transportation services;
2. Educational services for which the student meets eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965, or similar State or District sponsored programs, educational programs for children with disabilities, and educational programs for English Learners;
3. Programs in career and technical education;
4. Programs for gifted and talented students; and
5. School nutrition programs.

District Liaison

For purposes of this policy, the Superintendent shall designate a District employee to serve as its liaison to serve homeless students in accordance with the following provisions. The liaison for homeless students designated by the Superintendent shall ensure that:

1. All homeless students are identified by school personnel through outreach and coordination activities with other entities and agencies;
2. All homeless students are enrolled, and have a full and equal opportunity to succeed the same as non-homeless students of the District;
3. 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;
4. 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;

5. 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;
6. 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;
7. Enrollment disputes are mediated in accordance with “Enrollment Dispute,” above;
8. 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;
9. School personnel providing services to homeless students receive professional development and other support; and
10. Unaccompanied homeless students:
 - A. Are enrolled in school;
 - B. Have opportunities to meet the same challenging state academic standards as the State establishes for other students; and
 - C. Are informed of their status as independent students under 20 USC § 1087vv(d), and that such students may obtain assistance from the District Liaison to obtain verification of such status for purposes of the Free Application for Federal Student Aid.

Local and State Coordination

The District’s liaison(s) for homeless students shall, as a part of their duties, coordinate and collaborate with the Idaho State Office of the Coordinator for Education of Homeless Children and Youths, as well as with community and school personnel who are responsible for the provision of education and related services to homeless students. 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.

~~Information regarding this policy, including the educational rights of children and youth identified as homeless, will be distributed to all students upon enrollment and once during the school year, or may be included in any student handbook distributed by the District. It will also be provided to students who seek to withdraw from school, and posted in every school in the District, as well as other places where children, youth, and families who are homeless receive services.~~

~~The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, medical records requirements, guardianship issues, uniform or dress code requirements, residence, birth certificates, school records, and other documentation. Students shall be enrolled in school immediately, without delay regarding any required documents. Once such documents are obtained, they shall be maintained so that they are available in a timely fashion when the child enters a new school or school district. The District shall serve students regardless of whether they are in the custody of a parent or guardian.~~

~~The Superintendent or designee shall also review and revise rules and practices to ensure that homeless students have equal access to educational services. Homeless students shall have access to services comparable to services offered to other students, including but not limited to:~~

- ~~1. Transportation services;~~
- ~~2. Educational services for which the student meets eligibility criteria, such as Title I;~~
- ~~3. Educational programs for children with disabilities and limited English proficiency;~~
- ~~4. Programs in vocational and technical education, as well as programs for gifted and talented students; and~~
- ~~5. The school nutrition program.~~

~~The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths not currently attending school. The Superintendent or designee shall appoint a liaison for homeless children. The liaison shall act to ensure that:~~

- ~~1. Homeless students are identified;~~
- ~~2. Homeless students enroll in and have a full and equal opportunity to succeed in the schools of the District;~~
- ~~3. Homeless youth who have separated from school are provided with opportunities and assistance to reenroll;~~
- ~~4. Students and families have the opportunity to receive educational services for which they are eligible;~~
- ~~5. Parents or guardians are informed of educational and other opportunities available to their children;~~
- ~~6. Parents or guardians are given opportunities to participate in their child's education;~~

7. ~~Parents or guardians are informed of all transportation services, including transportation to and from the student's school of origin, and are assisted in accessing transportation services;~~
8. ~~Public notice of the educational rights of students in homeless situations is disseminated where children and youth receive services;~~
9. ~~Channels of communication are established between the liaison and local Head Start staff if applicable;~~
10. ~~Enrollment disputes are mediated in accordance with State and federal law as well as District policy;~~
11. ~~Unaccompanied youth, as defined in the McKinney Homeless Assistance Act, are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement;~~
12. ~~Youth who lack immunization(s) or other medical records are assisted in obtaining these;~~
13. ~~The names of all homeless students shall be submitted to the local school nutrition office so that those students can receive free breakfast and lunch. This need not be accompanied by an application to receive free or reduced meals;~~
14. ~~Unaccompanied youth are assisted in selecting and enrolling in a school, and that they are provided with notice of the right to appeal an enrollment decision; and~~
15. ~~Parents, school personnel, and others are informed of the rights of homeless children and youth.~~

~~The homeless liaison will also coordinate with, and seek support from, the State Coordinator for the Education of Homeless Children, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other such organizations and agencies. Coordination will include conducting outreach and training. Both public and private agencies will be encouraged to support the liaison and the schools in implementing this policy.~~

~~A "homeless child" is defined as provided in the McKinney Homeless Assistance Act, but may include:~~

1. ~~Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care;~~
2. ~~Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings;~~
3. ~~Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; and~~
4. ~~Migratory children and youth who are living in a situation similar to those described above.~~

~~An “unaccompanied youth” is defined as provided in the McKinney Homeless Assistance Act, but may include a youth not in the physical custody of a parent or guardian.~~

~~Children and youth identified as homeless in the District, both in and out of school, shall be identified. Data shall be collected on the number of children and youth experiencing homelessness in the District; where they are living; their academic achievement (including state and local assessments); and the reason for any enrollment delays, interruptions in their education, or school transfers.~~

School Selection

~~Each child and youth identified as homeless has the right to remain at his or her school of origin or to attend any school that houses students who live in the attendance area in which the child or youth is actually living, as well as take advantage of any District policy relating to open enrollment and under State law.~~

~~Therefore, in selecting a school, children and youth who are homeless will remain at their school of origin to the extent feasible, unless that is against the parent’s/guardian’s or youth’s wishes. Students may remain at their school of origin the entire time they are homeless and until the end of any academic year in which they become permanently housed. The same procedure will be followed if a child or youth loses his or her housing during the summer. Services that are required to be provided, including transportation to and from the school of origin and services under federal and other programs, will not be considered in determining feasibility.~~

~~If a student is sent to a school other than the school of origin or the school requested by the parent/guardian or unaccompanied youth, the District shall provide a written explanation of its decision and the right to appeal, whether or not the individual disputes the placement. Such explanation should be complete, as brief as possible, simply stated, and provided in a language the parent/guardian or unaccompanied youth can understand. This written explanation shall include:~~

- ~~1. Contact information for the homeless student liaison and State coordinator, with a brief description of their roles;~~
- ~~2. A simple, detachable form to initiate the dispute resolution process. One copy of the form should be retained by the school, and another copy should be returned to the parent/guardian or youth for their records when it is submitted;~~
- ~~3. A step by step description of how to dispute the school’s decision;~~
- ~~4. Notice of the right to enroll immediately in the school of choice pending resolution of the dispute;~~
- ~~5. Notice that “immediate enrollment” includes full participation in all school activities;~~

6. Notice of the right to appeal to the State if the District-level resolution is not satisfactory; and
7. Timelines for resolving District and State-level appeals

If an unaccompanied youth or parent/guardian chooses to appeal a placement decision, the District will refer him or her to the homeless student liaison, who shall expeditiously facilitate this process.

Transportation

Parents and unaccompanied youth will be informed of their right to transportation before they select a school for attendance. At a parent's request, transportation will be provided to and from the school of origin for a child or youth experiencing homelessness. For unaccompanied youth, transportation will be provided to and from the school requested by the liaison for homeless children following consultation with the student. Transportation will be provided for the entire time the child or youth has a right to attend that school including during pending disputes.

If a student's school of origin was in a different district than the school the student is to attend, the District shall seek an agreement with the district of origin on the division of transportation costs. If no such decision is reached, the districts shall divide the costs equally as required by the McKinney-Vento Act. It is the District's policy that inter-district disputes will not result in a homeless student missing school. If such a dispute arises, they will arrange transportation and immediately bring the matter to the attention of the liaison for homeless children. In addition to receiving transportation to and from the school of origin upon request, children and youth who are homeless will also be provided with other transportation services comparable to those offered to other students.

Disputes

If a dispute arises over any issue addressed in this policy, the child or youth experiencing homelessness will be admitted immediately to the school in which enrollment is sought pending final resolution of the dispute. The student will also have the right to all appropriate educational services, transportation, free meals, and Title I, Part A services while the dispute is pending.

If agreement cannot be reached between the parties regarding the educational placement or enrollment status of the student, then the District shall promptly seek further assistance from the State Coordinator of Homeless Education to review and determine within ten business days how the student's best interests will be served. All interested parties will be expeditiously informed of the State's determination in writing. The decision of the State Department of Education shall constitute final resolution.

Training

The homeless liaison will conduct training and sensitivity/awareness activities regarding the education of homeless children for all local education association staff.

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 ~~Notice to Parents Required by No Child Left Behind Act of 2001~~ Parents Right-to-Know Notices

Legal Reference: 42 U.S.C. § 11301, et seq. McKinney-Vento Homeless Assistance Act
20 U.S.C. § 6311, et seq. Title 1, Part A, of the Elementary and Secondary Education Act, as amended by ESSA of 2015
20 U.S.C. § 1400 Individuals with Disabilities Education Improvement Act of 2006
42 U.S.C. § 1758 Child Nutrition and WIC Act of 2004
42 U.S.C. § 9801-642A Improving Head Start for School Readiness Act of 2007
I.C. § 33-1404 Districts to Receive Pupils
~~Education for Homeless Children and Youth Program: Title VII of the McKinney Vento Homeless Assistance Act, As Amended by the No Child Left Behind Act of 2001: Non-Regulatory Guidance~~

Policy History:

Adopted on:

Revised on:

The District is committed to ensuring that people with disabilities have an opportunity equal 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.

Benchmarks for Measuring Accessibility

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 will conform to the W3C Web Accessibility Initiative's (WAI) Web Content Accessibility Guidelines (WCAG) 2.0 Level AA and the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0 techniques 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, with substantially equivalent ease of use; and that they are not excluded from participation in, denied benefits or, or otherwise subjected to discrimination in any District programs, services, and activities delivered online.

All existing web content produced by the District, and new, updated, and existing web content provided by third party developers, will conform to the WCAG 1.0 Level AA and the WAI-ARIA 1.0 techniques for web content or updated equivalents. This policy applies to all new, updated, and existing web pages, as well as all web content produced or updated by the District or provided by third-party developers.

Website Accessibility Concerns, Complaints, and Grievances

A student, parent, or member of the public who wishes to submit a complaint or grievance regarding a violation of 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 complain directly to a school administrator. The initial complaint or grievance should be made using the District's Uniform Grievance Form, upon request at the District office, however, a verbal complaint or grievance may be made. When a

school administrator receives the information, they shall immediately inform the District's Director of Public Relations. The Complainant need not wait for the investigation of any grievance or complaint in order to receive the information requested.

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.

Testing and Accountability

The District will ensure website accessibility training to all appropriate personnel, including employees who are responsible for developing, loading, maintaining, or auditing web content functionality. The Director of Public Relations will be responsible for reviewing and evaluating new material that is published by school webmasters and uploaded to the website for accessibility on a periodic basis. The Director of Public Relations will be responsible for reviewing all areas of the District's website and evaluating its accessibility annually. 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.

Cross Reference:	Uniform Grievance Procedure	4120
	Uniform Grievance Form	4120F

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

Policy History:

Adopted on:

Revised on:

Academic Notices

1. **Teacher Qualifications:** At the beginning of each school year, the District shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the District will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
 - A. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - B. Whether the teacher is teaching under emergency or other provisional status through which State qualifications or licensing criteria has been waived;
 - C. Whether the teacher is teaching in the field or discipline consistent with the teacher's certification; and
 - D. Whether paraprofessionals provide services to the student and, if so, their qualifications.

2. **Student Performance:** The District must provide parents the following information on the level of achievement of the parent's child:
 - A. Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required by law; and
 - B. Timely notice that the student has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Testing Transparency Notices

1. **Testing Notification:** At the beginning of each school year, the District shall notify the parents of each student that the parents may request, and the District will provide the parents in a timely manner, information regarding any State or District policy regarding student participation in any required assessments which information shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

2. **Testing Information:** The District shall make widely available through public means (including by posting in a clear and easily accessible manner on the District's website and, where practicable, on the website of each school served by the District) for each grade served

by the District, information on each test or assessment required by ESSA 20 USC § 6311, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including: The subject matter to be assessed; the purpose for which the assessment is designed and used; the source of the requirement for the assessment; and, if available, the amount of time the students will spend taking the assessment, the schedule for the assessment, and the time and format for disseminating test results.

English Learner Program Notices

1. **Initial Program Notice:** The District shall, not later than 30 days after the beginning of the school year, inform a parent of an English learner identified for participation or participating in such a program of:
 - A. The reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
 - B. The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
 - C. The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
 - D. How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
 - E. How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
 - F. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
 - G. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in Section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
 - H. Information pertaining to parental rights that includes written guidance—
 - (i) Detailing the right of parents to have their child immediately removed from such program upon their request;

- (ii) Detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - (iii) Assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.
2. **Program Notice During School Year:** For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the District shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program consistent with subparagraph (1), above.
 3. **Parental Participation:** The District shall provide the parents of English Learners information regarding how the parents can: be involved in the education of their children; be active participants in assisting their children to attain English proficiency; achieve at high levels within a well-rounded education; and meet the challenging State academic standards expected of all students; and shall implement an effective means of outreach to parents of the above include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of English Learners.
 4. **Program Exclusion and Admission:** A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

Parent and Family Engagement

Parents shall be notified of the parent and family engagement policy as outlined in 2420-2420P, in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Education of Homeless Children and Youths

1. The District shall provide written notice, at the time any homeless child or youth seeks enrollment in a school, and at least twice annually while the child or youth is enrolled in the school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth), which shall be signed by the parent or guardian, that:
 - A. Sets forth the general rights provided by the McKinney-Vento Act as set forth in District Policy No. 3060; and
 - B. Specifically states:
 - i. The choice of schools homeless children and youths are eligible to attend;
 - ii. That no homeless child or youth is required to attend a separate school for homeless children or youths;

- iii. That homeless children and youths shall be provided comparable services, including transportation services, educational services, and meals through school meals programs;
 - iv. That homeless children and youths should not be stigmatized by school personnel; and
 - v. Includes contact information for the local liaison for the homeless children and youths.
2. In the case of an unaccompanied homeless youth, the District shall ensure that the homeless liaison assists in placement or enrollment decisions, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

Each district shall ensure that public notice of the educational rights of homeless children is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

Persistently Dangerous Schools

A “persistently dangerous school” is defined as a school which, for three consecutive years, meets the following criteria:

1. In each of the three consecutive years, there is one instance of: suicide; sexual offense; or kidnapping; or
2. The school exceeds an expulsion or student conviction rate of: 1 % of the student body; or three students, whichever number is greater, for violent criminal offenses or for violations of federal or state gun free schools requirements on school property or at a school sponsored event while school is in session.
3. For the purposes of this definition, a “violent criminal offense” is defined as conduct which could be charged as a felony or misdemeanor involving the threat of or actual physical injury, a sexual offense, homicide, rape, robbery, aggravated assault, aggravated battery, stalking, first degree kidnapping or aggravated arson.

If a school in the District is identified by the state as a “persistently dangerous school,” the Superintendent, or designee, shall ensure the following actions are accomplished in a timely manner:

1. Notify the parents of all students attending the school that the state has identified the school as persistently dangerous. Notification to the parents must occur within ten school days from the date the state provided such notice to the District.
2. Offer all students in such school the opportunity to transfer to a safe public school within the District. If there is no other school in the District, the District is encouraged, but not required, to explore other options such as an agreement with a neighboring district to accept transfer students. The offer to transfer students should occur within 20 school days from the time the District received notice from the state.

3. For those students who accept the offer, the transfer should be completed within 30 school days from the date the District notified the affected parents.
4. Parental notification regarding the status of the school and the offer to transfer student may be made simultaneously.
5. For student(s) choosing a transfer:
 - a. Students should be transferred to a school that is making adequate yearly progress (AYP) and is not identified as being in need of improvement, corrective action, or restructuring.
 - b. Transfers may be temporary or permanent, but must be in effect as long as the school is identified by the state as persistently dangerous.
 - c. In the event there is no other qualifying school in the District to accept the transferring student(s), the Superintendent should explore other options, such as an agreement with a neighboring district to accept the student(s). (See, Idaho Code §§ 33-1402, 33-1404.)

School Intervention Action Plan: For any school identified as “persistently dangerous” for two consecutive years, the District shall identify the problems and implement a written intervention action plan to ensure a safe school environment for students, faculty, and other school employees. Within 30 days of being notified, the intervention action plan shall be submitted to the State Department of Education (SDE) for approval. SDE will monitor the school progress.

Safe School Option for Victims: If a student is a victim of a violent criminal offense while attending school during normal school hours or at a school sponsored event, the District shall provide the following safe school options:

1. Within ten school days the Superintendent or designee shall ensure that the student is offered the opportunity to transfer to a safe school within the District;
2. If there is no qualifying school in the District, the District is encouraged, but not required, to explore other options such as an agreement with a neighboring district to accept the student.

To the extent feasible, the District will work with local victim assistance programs to determine whether they have services or funds available to help students in these circumstances. The Superintendent or designee should contact the office of the local county attorney to identify and locate qualified programs in the county.

Student Privacy

1. The student privacy policies developed by the District shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in

schools served by the District. At a minimum, the District shall provide such notice at least annually at the beginning of the school year and within a reasonable period of time after any substantive change in such policies; and offer an opportunity for the parent to opt the student out of the activity.

2. The District shall provide reasonable notice of such existing policies to parents and guardians of students, e.g., “*The Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. Copies of those policies are available on request.*”

Program Notices to Parents Format

The notice and information provided to parents under this policy shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents of English Learners can understand.

Cross Reference: 2385 Limited English Proficiency Programs
2100 Curriculum Development and Assessment
2140 Student and Family Privacy Rights
2385 Limited English Proficiency Programs
2420 Parent and Family Engagement
3000 Entrance, Placement, and Transfer
3060 Education of Homeless Children

Legal Reference: 20 U.S.C. § 6311 et seq. State Plans
20 U.S.C. § 6312(e) Parents Right to Know
20 U.S.C. 1414(d) Individuals with Disabilities Education Act
20 U.S.C. 6318 Parental Involvement, as amended by ESSA of
2015
20 U.S.C. § 6321 Fiscal Requirements
20 U.S.C. § 7912 Unsafe School Choice Option
20 U.S.C. §§ 1232g, et seq., Family Education Right to Privacy Act

Policy History:

Adopted on:

Revised on:

District or School Operated Social Media

The District recognizes the value in using social media tools to reach students, parents, and community members in an effective and efficient manner. This policy establishes guidelines for the use of District- and/or school-operated social media sites. The policy does not apply to private student or parent organizations.

The best, most appropriate District/school use of social media tools fall generally into three categories:

1. As a means of disseminating time-sensitive information as quickly as possible (example: school closure due to weather conditions);
2. To promote upcoming District/school events, such as athletic competitions and other curricular and extracurricular events; and
3. To recognize outstanding achievement on the part of students and teachers.

Each District/school that operates a social media site shall designate a staff member “Content Manager” who shall be responsible for the content and maintenance of the social media site(s). This person shall be identified as the responsible Content Manager in both social media and District/school websites and contact information shall be provided.

Social media sites shall be in compliance with all relevant District policies and state and federal rules and regulations, including without limitation, the Idaho Code of Ethics for Professional Educators, student and personnel acceptable Internet use policies, records retention policies, and applicable privacy and confidentiality policies adopted by the District or as provided by State or federal law. No confidential or proprietary information of the District shall be posted. No student records shall be posted.

Directory information regarding students may be posted on social media, which may include photos, student names, grade level, academic awards and information in relation to school-sponsored activities, organizations, and athletics. Any parent/student who has not opted out of providing directory information pursuant to District Policies 3570 and 3575 consents to the publishing of student directory information on social media, and such content shall not be a violation of applicable District policy or State or federal law.

Users and visitors to social media sites shall be notified that the intended purpose of the site is to serve as a mechanism for communication between the District/schools and students, parents, and members of the community.

The Content Manager may remove any material that would:

1. Disrupt the educational process or compromise the safety of students or staff;
2. Violate the rights of others;
3. Invade the privacy of others;
4. Infringe on a copyright;
5. Be obscene, vulgar, or indecent;
6. Promote, foster or perpetuate discrimination on the basis of race, ethnicity, age, religion, gender, national origin, physical or mental disability or sexual orientation;
7. Include sexual content or links to sexual content;
8. Encourage illegal activity;
9. Constitute hazing, harassment, intimidation, bullying, or cyberbullying;

These guidelines must be displayed to users or made available by hyperlink. Any content removed based on these guidelines must be retained, including the time, date, and identity of the poster when available.

The Superintendent or designee reserves the right to restrict or remove any content that is deemed in violation of this social media policy or any applicable law.

Cross Reference:	3570-3570P	Student Records
	3575	Student Data Privacy and Security
	4130	Public Access to District Website
	4260	Records Available to Public
	5280	Professional Standards Commission Code of Ethics
	5325-5325P	Employee Use of Social Media Sites, Including Personal Sites
	8605	Retention of District Records

Legal Reference:	20 U.S.C. § 1232g	Family Education Rights and Privacy Act
	34 C.F.R. 99	Family Education Rights and Privacy Act
	Title 74 Chapter 1	Public Records Act
	I.C. § 33-133	Idaho Student Data Accessibility, Transparency, and Accountability Act
	I.D.A.P.A. 08.02.02.076	Code of Ethics for Idaho Professional Educators
	I.D.A.P.A. 08.02.02.077	Definitions for Use with the Code of Ethics for Idaho Professional Educators

Policy History:

Adopted on:

Revised on:

The District adopts the following policy to ensure District employees, families, and students have a shared understanding of expectations regarding meal charges. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day, avoid identifying to other students or bystanders students with insufficient funds to pay for school meals, and maintain the financial integrity of the school nutrition program.

Unpaid Meal Charges

When a student's school meal account funds are exhausted, a student paying the full or reduced price for meals may charge additional meals to his or her school meal account. No student will be denied the reimbursable meal. Charging of a la carte or extra items to a student's account with a negative balance will not be permitted, regardless of the student's eligibility status.

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

[SELECT ONE]

[OPTION 1: The District will make reasonable efforts to notify families when meal account balances reach a negative balance. If an account does have a negative balance, additional communications will be advanced to the family in order to seek payment for the negative fund balance and to re-establish a positive account balance for the student's use. At least one written warning shall be provided to a student and his or her parent or guardian. Families will be notified by the automated calling system and/or a letter sent home with the student and/or by mail and/or by email.

This notice may include a copy or description of this policy and information regarding how to apply for free or reduced price meals, including contact information for the Director of Operations and/or Food Service Supervisor, who can help them with the application process. Active efforts to encourage eligible households to apply for free or reduced lunch may be used to prevent meal charges.

If payment of a negative balance of 50 dollars or more is not received within 30 days of the mailing of the final notice of negative account balance, the debt may be turned over to the Superintendent or the Superintendent's designee for collection. If the debt is not paid within 30 days of mailing the final notice of the negative account balance, it shall be considered bad debt for the purposes of federal law concerning unpaid meal charges. Such bad debt must be restored using non-federal funds, from sources such as the District's general fund, special funding from state or local governments, or other sources.

Efforts to collect payment may include 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 and parents/guardians of students are encouraged to prepay meal costs. Payments for school meals may be made by:

1. Bringing payment to the school OR District office;
2. Making payments through the mealtime website listed on the district website (4.9% convenience fee)
3. Paying with a credit or debit card at the school office or district office.

Notification

The District will provide a copy of this policy to all households at the start of school each year and to families and students that transfer into the District at the time of transfer. All District staff responsible for enforcing any aspect of the policy shall also receive a copy of this policy. It may also be communicated to school social workers, school nurses, the homeless liaison, or other staff members who may assist students in need. The District may also make this policy available in student handbooks, on the District website, or by other means deemed appropriate.

Records

Records of how and when this policy is communicated to households and staff will be retained.

The District shall also retain documentation of the handling of bad debt, including:

1. Evidence of efforts to collect unpaid meal charges in accordance with the this policy;
2. Evidence the collection efforts fell within the timeframe and methods established by this policy;
3. Financial documentation showing when the unpaid meal charge(s) became an operating loss; and
4. Evidence any funds written off as bad debt were restored to the nonprofit school food service account using non-Federal sources.

Charitable Assistance

The District may establish an unpaid meal charges fund to cover the cost of unpaid meal charges. Charitable groups, individuals, school fundraisers, and others may donate to this fund. Parents/guardians of children who pay the full amount for school meals and who have funds left over in their school meals account at the end of the school year may be offered the option of donating these funds to the unpaid meal charges fund.

If the District chooses to establish an unpaid meal charges fund, the Superintendent or his or her designee shall establish procedures for the use of such funds.

Other Reference: 2017 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools, United States Department of Agriculture
Unpaid Meal Charges: Guidance Q&As, March 23, 2017, United States Department of Agriculture

Legal Reference: SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies, United States Department of Agriculture

Policy History:

Adopted on:

Revised on: