

MEMORANDUM

To: Board of Trustees
Twin Falls School District 411
From: Eva Craner, Director of Public Relations
Re: Policy Updates
Date: June 14, 2021

First Reading:

Administrative Updates:

- 2370 Homebound Hospital and Home Instruction
- 2395 Idaho Digital Learning Academy Classes
- 2585 Trained School Dogs – NEW
- 2700P High School Graduation Requirements
- 3010 Open Enrollment
- 3010F Open Enrollment Application Form
- 3010P Open Enrollment
- 3346 Restraint or Seclusion of a Student
- 3360 Discipline of Students with Disabilities
- 3362 Disciplining Students with Disabilities (IDEA) – REMOVE
- 3363 Disciplining Students with Disabilities (section 504) – REMOVE
- 3510 Student Medications – REMOVE
- 3510P Student Medications - REMOVE
- 3510 Student Medications – NEW
- 3515P Food Allergy Management

A student absent from school for more than ten (10) consecutive days because of health or physical impairment ~~will~~ may be provided the educational services as appropriate in the home or hospital. ~~of a teacher or an aide in the home or hospital.~~ Appropriate school officials will determine the types of education services to be provided. These services may include such strategies as remote learning options, assignment of a teacher or paraprofessional in the home, online content, study packets, etc. The educational services will be provided in coordination with the appropriate certified professional. Appropriate educational services may begin as soon as eligibility has been established by the District with a written statement from a licensed medical examiner and a written parental or guardian request. Anytime a homebound teacher or paraprofessional is provided, a responsible adult must be present with the student at all times.

Such students shall be included in calculating the average daily attendance.



Legal Reference: I.C. § 33-1001 Definitions
I.C. § 33-1003A Calculation of Average Daily Attendance

Policy History:

ADOPTED: 8/11/14

ISBA

REVISED:

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

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

IDLA Site Coordinator

The District will provide an individual ~~to serve, employed by the District, as a~~ IDLA Site Coordinator. ~~The Site Coordinator is to regularly motivate and monitor the progress of students.~~ The role of the Site Coordinator is to:

- A. Advise students on appropriate IDLA courses for registration.
- B. Ensure that students are completing IDLA course work on a timely basis, including checking grades online every three weeks.
- C. Proctor IDLA final exams.
- D. Facilitate communications with students' parents/guardians and IDLA instructors regarding IDLA course progress ~~and the IDLA instructor.~~

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

Student and Course Selection Within the District

District administrators, counselors, and teachers will ~~work collaboratively with parents to~~ identify those students who will benefit from IDLA classes.

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

- A. Need to make up credits in order to graduate on schedule;
- B. Are eligible for hospital or homebound programs;
- C. Are interested in advanced placement or dual credit courses;
- D. Want to supplement their curriculum by taking course(s) not offered at their school;
- E. Have scheduling conflicts;
- F. Want to accelerate their academic program by taking additional courses to facilitate early graduation;

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

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

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

Ethical Conduct

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

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

Tuition / Fees

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

If the student is enrolled in six or more credits with the District, which may be through a District high school or IDLA, or sufficient classes to qualify as fulltime in a District high school, the student is responsible for all tuition and registration fees for any additional non-approved courses to be paid to IDLA. To the extent possible, the district will assist students in utilizing the Advanced Opportunities funding for this purpose.

Grading

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

Advanced Placement Designation on Transcript

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

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



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

Cross Reference: 3270-3270P Acceptable Use of Electronic Networks

Legal References: I.C. § 33-5502 Creation—Legislative Findings—Goal
I.C. § 33-5505 Definitions.
Paulson v. Minidoka School District No. 331, 93 Idaho 469, 470 (1970).

Policy History:

ADOPTED: 8/11/14

ISBA

REVISED:

The Twin Falls School District supports the use of trained dogs in the schools for the benefit of its students subject to the conditions of this policy. Trained school dogs are not the same as “emotional support animals” or “service animals” as referred to in policy 2375. The term “Trained School Dogs” will be utilized to refer to any approved dog working in the District as described in this policy.

Having appropriately trained school dogs in District schools is a goal-driven intervention that is directed by a building administrator or designee and is meant to improve the physical, social, emotional, and/or cognitive function of students in the schools. It is the intent of this policy to encourage handlers to collaborate on training in order to use consistent commands/language when possible and to have consistent behavioral expectations. There will be no more than one trained school dog in a school building at any given time unless preapproved by the building administrator. Dog and handler teams will be determined based on school goals aligned with student needs.

Trained School Dog Qualifications

District-trained school dogs will be individually trained and will have proof of successful completion of the AKC Canine Good Citizenship Evaluation to begin working in the schools.

Once AKC CGC is acquired by dog and handler, work can begin in the school. Additionally, once an AKC-certified dog has reached the minimum age requirement for therapy training, the dog and handler team must enroll in a therapy program to maintain their working status in the school. Therapy dog training and certification may be completed through local or national organizations that specialize in therapy dog training. Therapy dog certification must be obtained within one year of starting work in the school. Any requested extensions may be approved by the administration and are not to exceed one additional year.

The term puppy will apply to any dog under the age of 1. Puppies will be allowed in the school for social and training purposes. Puppies will only attend school part-time until the training pathway or evaluation has been completed. If the handler is training a puppy for the potential use as a trained school dog, the handler and building administrator will determine the amount of appropriate time the puppy is in the school.

Activities

Examples of activities that students may engage in with a trained school dog include petting and/or hugging the dog, speaking to the dog, giving the dog simple commands that the dog is trained to respond to, and reading to the dog. Trained school dogs may also be used as an aide to therapy with the school counselor, in meetings with parents and/or academic teams, as well as in activities that provide positive behavior interventions and support. Activities are not limited to those listed above, and the building administrator must approve any and all activities in which trained school dogs participate. Buildings are not required to have trained school dogs, and building administrators reserve the right to determine whether dogs are an appropriate addition to

their building.

School dogs will be assigned to designated areas appropriate to the dog's training. Dogs must be on a 4' to 6' leash in hallways and other common areas. Dogs should be on a leash at all times unless in the counselor's office, administrator's office, or other areas pre-determined by an approved Trained School Dog plan.

Training

District-trained school dogs will be individually trained and will have proof of successful completion of the AKC Canine Good Citizenship Evaluation to begin working in the schools.

Once AKC CGC is acquired by dog and handler, work can begin in the school. Once a dog has reached the minimum age requirement for therapy training, the dog and handler team must enroll in a program to maintain their working status in the school. Therapy dog training and certification may be completed through local or national organizations that specialize in therapy dog training. Therapy dog certification must be obtained within one year of starting work in the school. Any requested extensions may be approved by the administration and are not to exceed one additional year.

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Care and Safety

The handler will be a District administrator/counselor/or other designated school district employee who has been trained, evaluated, and registered with the trained school dog to provide animal-assisted activities and animal-assisted interactions within the schools. The handler shall assume full responsibility for the trained school dog's care, behavior, and suitability for interacting with students and others in the schools while the trained school dog is on school property. Because the District recognizes the importance and value of the trained school dogs program, school district funds may be available for insurance coverage, health and training/certification needs. All other financial responsibility will lie with the dog's handler.

The handler shall submit proof from a licensed veterinarian that the trained school dog is in good health and has been immunized against diseases common to dogs. Dogs must be spayed or neutered before being approved as a trained school dog. The handler and trained school dog shall wear appropriate identification such as a tag, collar, bandana, or service-type vest.

The following information will be kept current and on file at the school building office:

1. Proof from a licensed veterinarian that the trained school dog is in good health and has been immunized against diseases common to dogs. Such vaccinations will be kept current and up to date at all times.
2. Documentation of training and certifications.

3. A District approved plan for each individual trained school dog. This will have details pertaining to individual dog and handler teams and will include elements such as schedules, activities/interventions, care, toileting plans, etc.

The handler shall be responsible for the supervision and humane care of the trained school dog, including any feeding, exercising, and cleaning up after the trained school dog while it is in the school building or on school property. The handler shall not leave the trained school dog unsupervised or alone on school property at any time. The handler shall maintain control of the trained school dog at all times and shall not tether the dog to any individual or object.

The handler shall ensure that the trained school dog does not pose a health and safety risk to any student, employee, or other person at the school and that the trained school dog is brought to the school only when properly groomed, bathed, free of illness or injury, and of the temperament appropriate for working with children and others in the school.

In the event that there are multiple trained dogs at a school, the handler is responsible for confirming whether or not there will be any other trained dog(s) on site prior to scheduling any visit with a trained school dog. The handler shall take steps with appropriate staff to ensure that the dogs do not engage inappropriately while on school property. When multiple dogs are engaged in a planned activity on school district property, the handlers shall ensure that the dogs have an opportunity to greet each other prior to entering the school building. Once inside the building, the handlers shall ensure that the dogs are each on a four-foot leash, given workspace at least eight feet from each other, and are given no opportunity for contact or socialization with each other while working.

Interactions with Students or Staff Members with Allergies and Aversions

Any time the trained school dog is planned to be used with a student or staff member the handler will first ask the individuals if they are comfortable interacting with the dog. If for any reason the individual declines interacting with the dog, the handler will remove the dog to a separate area as designated by the school administrator.

Exclusions or removal from school property for dogs:

A trained school dog may be excluded from school property if an administrator determines that:

1. The handler does not have control of the trained dog at any time,
2. The trained school dog presents a direct and immediate threat to others in the school, including other trained school dogs on the school premises, or
3. The trained school dog's presence otherwise interferes with the educational program.

The handler shall immediately remove the dog from school property when instructed to do so by a school or district administrator.

Exclusions for handlers:

A trained school dog handler may be excluded from program participation if an administrator determines that:

1. A handler has acted in a way that is intentionally harmful to the dog's health and safety,

2. The handler's implementation of the program interferes with the handler's contractual duties,
3. The handler's implementation of the program is not meeting the identified needs or aligning with the goals of the trained school dog program, or
4. A handler intentionally violated this policy or the individual trained school dog's plan.



Policy History:

ADOPTED:

TFSD

REVISED:

**Twin Falls and Canyon Ridge H.S.
Graduation Requirements**

Content Area	
Core of Instruction	36 credits (minimum)
Electives	16 credits (minimum)
Total Credits	52 credits (minimum)
Language Arts (<i>English – 8 credits and Speech – 1 credit</i>)	<p>9 credits</p> <ul style="list-style-type: none"> Classes must be taken over 4 years and must include: <ul style="list-style-type: none"> English 9/Honors English 9 – 2 credits English 10/Honors English 10 – 2 credits English 11/Advanced Placement English 11 – 2 credits English 12/ Advanced Placement English 12 – 2 credits Speech – 1 credit
Mathematics	<p>6 credits</p> <ul style="list-style-type: none"> Algebra I (or meets Algebra I standards) – 2 credits AND Geometry (or meets Geometry standards) – 2 credits OR Integrated Math I – 2 credits AND Integrated Math II – 2 credits <i>The combination of Integrated Math I and II meet the standards of Algebra and Geometry</i> Secondary Mathematics of the student's choice – 2 credits 2 credits must be taken in the last year of high school in which the student intends to graduate unless the student has: <ol style="list-style-type: none"> Earned 8 or more high school credits of mathematics that include Algebra II or higher level of mathematics before their senior year; and Has completed 6 or more high school math credits prior to the fall of their last year of high school, including 2 semesters of an Advanced Placement or dual credit Calculus or higher level course <p>For the purposes of this procedure, the last year of high school shall include the summer preceding the fall start of classes. High school math credits completed in middle school shall count for the purposes of this section.</p> <ul style="list-style-type: none"> Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six credits of high school level mathematics. Dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, including AP

	<p>Computer Science and dual credit computer Science courses may be counted as a mathematics credit if the student has completed Algebra II (or equivalent integrated mathematics) standards.</p> <p><i>*Students who choose to take Computer Science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit</i></p>
Science	<p>6 credits</p> <ul style="list-style-type: none"> • 4 credits shall be laboratory sciences
<p>Social Studies</p> <p><i>(Must include U.S. History – 4 credits, and American Government – 2 credits)</i></p>	<p>7 credits</p> <ul style="list-style-type: none"> • Students must pass the U.S. citizenship test • History (9th grade) – 1 credit • U.S. History (10th grade) – 2 credits • U.S. History/Advanced Placement U.S. History (11th grade) 2 credits • American Government/ Advanced Placement American Government (12th grade) 2 credits
Marketing Economics/Macro Economics	<p>1 credit</p>
<p>Humanities</p> <p><i>(Interdisciplinary Humanities, Fine Arts or Foreign Language)</i></p>	<p>2 credits</p> <ul style="list-style-type: none"> • 2 consecutive years of world language are encouraged • The following courses will satisfy the two (2) humanities credits: 2D & 3D Design, Pottery I II & III, Digital Imaging, Bella Voce, Concert Choir, Chamber Singers, Symphony Band, Orchestra, World Language, Creative Writing I & II, Drawing & Painting I, II, III, and IV, Studio Art III and IV, Digital Art and Design I, II, III, and IV, Wind Ensemble, Varsity Band, Theater I, II, and III, Studio V, Production and Design.
Computer Electives Courses	<p>2 Credits</p> <ul style="list-style-type: none"> • Beginning Office (or meets the Beginning Office standards) 1 credit • The second credit may be earned from a list of courses determined by the principals and department leaders. The list of courses will be published each year in the registration handbook.
Health and PE	<p>3 credits</p> <ul style="list-style-type: none"> • Health – 1 credit • Each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health course. • PE – 2 credits • One PE credit must be in 10th, 11th, or 12th grade • Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or 18 weeks of a sport

	recognized by the local school district may choose to substitute participation up to one (1) credit of physical education.
Electives	16 credits 9 th grade transitions course (may be listed as different names at each high school) – 2 credits
Postsecondary Readiness Plan	4-Year Learning Plan This should typically be completed by at the end of 8 th grade
Advanced Opportunities	Districts must offer at least one Advanced Opportunity such as: Dual Enrollment Advanced Placement Career Technical Education
Senior Project	Required to include an oral presentation and written report by the end of grade 12.
College Entrance Exam	Take either the ACT or SAT by the end of grade 11.
ISAT	Pass the ISAT with a score of Proficient or Advanced in Reading, Math, and Language Usage and Science.
Middle School	Must take pre-algebra before entering 9 th grade.

Magic Valley H.S. Graduation Requirements

Content Area	
Core of Instruction	29 credits (minimum)
Electives	17 credits (minimum)
Total Credits	46 credits (minimum)
Language Arts (English – 8 credits and Speech – 1 credit)	9 credits (Speech credit can be obtained through other courses that meet the state speech requirement as approved by the local district.)
Mathematics	6 credits Including courses that meet Algebra I and Geometry standards; 2 credits must be taken in last year of high school.
Science	6 credits (4 laboratory sciences)
Social Studies (US History, Economics and American Government)	5 credits Students must pass the U.S. citizenship test.
Humanities (Interdisciplinary Humanities, Fine Arts or Foreign Language)	2 credits
Health and PE	1 credit of Health
Postsecondary Readiness Plan	4-Year Learning Plan This should typically be completed by at the end of 8 th grade
Advanced Opportunities	Districts must offer at least one Advanced Opportunity such as:

	Dual Enrollment Advanced Placement Tech Prep
Senior Project	Required to include an oral presentation and written report by the end of grade 12.
College Entrance Exam	Take either the ACT or SAT by the end of grade 11.
ISAT	Pass the ISAT with a score of Proficient or Advanced in Reading, Math, and Language Usage and Science.
Middle School	Must take pre-algebra before entering 9 th grade.

Credits Obtained by Demonstrating Mastery

Students may achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the District.

The Superintendent or designee will appoint a committee to develop a process whereby students may be awarded credit upon having demonstrated mastery of a subject's content standards.

Course Load

All students will be required to register for ~~at least 6.5 credits~~ a full course load per semester to be eligible for a diploma.

In hardship cases, a parent/guardian may petition the Board or designee, through the high school principal, to allow his/her son/daughter to take less than the required number of classes during any given semester.

Middle School Credit

In instances where students take required high school courses in middle school, credit will be awarded for those courses per Policy 2607.

~~If a middle school student completes any required high school course with a grade of C or higher before entering the ninth grade, and if that course meets the same standards that are required in high school and the course is taught by a teacher certified to teach high school content who meets the federal definition of highly qualified for that course, then the student has met the high school content area requirement for such course. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript and the student's parent or guardian shall be notified in advance when credits are going to be transcribed. However, the student's parent or guardian may elect to not have the credits and grade transferred to the student's high school transcript. The student still must complete the required number of credits in all high school core subjects identified above in addition to the courses completed in middle school, except those exempted by IDAPA 08.02.03.105.01.d.iii or unless the student is a participant in the Advanced Opportunities Program.~~

College Entrance Examination

A student must take one of the following college entrance or placement examinations before the end of the student's eleventh-grade year: ACT or SAT.

A student may elect an exemption in their eleventh grade year from the college entrance exam requirement if the student is:

1. Enrolled in a special education program and has an Individual Education Plan that specifies accommodations not allowed for a reportable score on the approved tests; or
2. Enrolled in a Limited English Proficient program for three (3) academic years or less; or
3. Enrolled for the first time in grade twelve (12) at an Idaho high school after the spring statewide administration of the college entrance exam; or
4. Receiving special education services through a current Individualized Education Plan (IEP), in which case the student may utilize an alternate placement exam in lieu of the SAT or ACT.

Students who miss the statewide administration of the college exam during their eleventh (11th) grade year may instead take the examination during their twelfth (12th) grade year if they:

1. Transferred to an Idaho school district during their eleventh (11th) grade year; or
2. Were homeschooled during their eleventh (11th) grade year; or
3. Missed the spring statewide administration of the college entrance exam for a documented medical reason.

Senior Project

A student shall complete a senior project that includes a research paper and oral presentation by the end of grade twelve (12). Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school to work internship programs at the discretion of the District. The project must include elements of research, development of a thesis using experiential learning or integrated project based learning experiences, and a presentation of the outcome. **Additional requirements for the senior project are the discretion of the District.**

Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to satisfy this requirement.

Idaho Standards Achievement Test (ISAT)

Students must take the Idaho Standards Achievement Test (ISAT) during a student's 10th grade year and (starting with the class of 20224) receive a proficient score as defined by Idaho Standards Achievement Test's Achievement Level Descriptors in Reading, Math, and Language Usage.

If the student does not attain the required score during their 10th grade year, they will take the

Idaho Standards Achievement Test (ISAT) in their 11th grade year and must receive the proficient score, as defined above unless the student is exempt under the following conditions:

1. The student has an Individualized Education Program (IEP) that outlines alternate requirements for graduation or adaptations are recommended on the test; or
2. The student is considered an Limited English Proficiency (LEP) student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; or
3. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. Such state exit exams must be approved by the state board of education, measure skills at the tenth grade level or above, and be in comparable subject areas to the ISAT; or
4. Upon appeal to the board of trustees for an alternate measure(s) to demonstrate proficiency, the student successfully met the criteria established by the board of trustees.

Before appealing to the District for an alternate measure, the student must be:

1. Enrolled in a special education program and have an IEP, or
2. Enrolled in an LEP program for three (3) academic years or less, or
3. Currently enrolled in the fall semester of the senior year or later.

The alternative must contain multiple measures of student achievement.

1. The alternative must be aligned, at a minimum, to tenth grade state content standards for the subject matter in question.
2. The alternative must be valid and reliable.
3. At least ninety percent (90%) of the criteria of the alternative, or combination of measures, must be based on academic proficiency and performance.

Civics Test

All secondary students must successfully pass the civics test or alternate path. "Civics Test" as used herein means the 100 questions used by officers of the United States citizenship and immigration services as a basis for selecting the questions posed to applicants for naturalization.

The District will determine the method and manner in which to administer the civics test. A student may take the civics test, in whole or in part, at any time after enrolling in grade 7 and may repeat the test as often as necessary to pass the test. The District will document on the student's transcript that the student has passed the civics test.

The applicability of this requirement for students who receive special education services will be governed by the student's Individualized Education Plan.

Waiver of Requirement

Graduation requirements generally will not be waived under any circumstances. However, in rare and unique hardship circumstances, the Principal may recommend and the Superintendent may approve minor deviations from the graduation requirements.

Credit Calculation

Credits toward graduation requirements cannot be counted more than once for meeting the minimum requirements.

Alternative Programs

Credits received from an accredited secondary school, an accredited correspondence course institution, or accredited post-secondary institution will be accepted towards fulfillment of Twin Falls School District graduation requirements. A maximum of six (6) credits from an accredited correspondence course used to meet elective credit requirements and/or for credit retrieval may be applied towards fulfillment of the Twin Falls School District graduation requirements.

Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, university courses, correspondence courses, and online/virtual courses.

Credit for work experience may be offered when the work program is a part of and supervised by the school.

All classes attempted at District high schools and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average (GPA) and class rank. Credit shall be awarded only once regardless of repetition of the course.

Class Rank (Grade Point Average)

Class Rank is compiled from semester grades as generated by PowerSchool.

Early Graduation or Flexible Schedule

A student may, at the student's option and upon notification to the student's school, be relieved from completing their remaining high school graduation requirements and apply for a flexible schedule or graduate early if the student:

1. Is at least 16 years of age;
2. Maintains a cumulative 3.5 grade point average;
3. Obtains permission from a parent/guardian, if under the age of 18;
4. Achieves a college and career readiness score as defined by the State Board of Education;
5. Files the following with school:

A. Notification of their intent to take a flexible schedule OR graduate early;

- B. The student's participation portfolio defined in Idaho Code 33-6101 consisting of a description of a student's nonacademic and cocurricular activities including, but not limited to, student government, sports, music ensembles, theater, clubs, organizations, work, internships, and volunteering. A participation portfolio should also include any leadership positions a student holds in nonacademic activities; and
- C. An essay of at least one page explaining why the student wishes to have a flexible schedule which must include the future plans using the flexible schedule OR early graduation;

6. Completes the following:

- A. The required civics test;
- B. The economics credit, government credits, and senior project required to graduate. A student's senior project may describe the student's experience in achieving a college and career readiness score and a detailed explanation of the student's future plan.

Students eligible for a flexible schedule may be relieved from high school graduation requirements in order to:

- 1. Take elective courses, career technical education programs, or courses selected by the student which are available within the District;
- 2. Participate in apprenticeships or internships;
- 3. Act as a tutor at any grade level; or
- 4. Engage in such other activities identified by the Board.

The building administrator will approve or deny the student's flexible schedule. A student who is granted a flexible schedule must adhere to the plan submitted to the school as a part of their eligibility. Students who are under 18 may modify their plan with the approval of the student's parent/guardian.

A student who completes all of the graduation requirements set forth by the District and the State Department of Education prior to the completion of eight semesters of school attendance in grades 9-12 may petition the Superintendent and the Board for early graduation by submitting an "Early Graduation Application Form" to the Superintendent through the building principal. The Superintendent shall submit the application to the Board for endorsement and approval at the end of the quarter preceding the requested graduation date.

Senior students who will complete all required credits and elective requirements have the option to request to graduate mid-term of their senior year. The student must complete an "Early Graduation Application Form" no later than three months in advance of their intended graduation date, which allows time for the application to be presented to the Board. Students who choose the mid-term graduation option may participate in all graduation activities and will receive their diploma at the same time as regularly enrolled students

The Superintendent is authorized to create any procedures necessary to assist students to achieve early graduation or flexible schedule as well as create incentives for participation in any early

graduation program. Students who opt for a flexible schedule may apply for Advanced Opportunities funding. Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

Failure to Complete

If a student fails a class required by the Twin Falls School District and/or the State Board of Education, the student must repeat the class successfully before credit will be granted.

At the beginning of a senior student's second semester, if he/she lacks sufficient credits to graduate with his/her class, the student and/or parent should be informed in writing. The administration should attempt to supply this notification within 30 days following the end of the first semester of the student's senior year.

Students who do not meet the necessary requirements for graduation may return to their respective high school and enroll only in the classes that they need to graduate.



Cross Reference: 2435 Advanced Opportunities
2607 Awarding High School Credit for Courses Taken Before Ninth Grade
2710 High School Graduation Requirement – Alternative

Legal Reference: I.C. § 33 4601, *et seq.* Advanced Opportunities
§ 33-6101 Opportunities for College and Career Ready Students

IDAPA 08.02.01.350 Early Graduation
IDAPA 08.02.03.105 High School Graduation Requirements
IDAPA 08.02.03.107 Middle Level Credit System

Procedure History

ADOPTED: 8/11/14

TFSD & ISBA

REVISED: 3/14/16

9/12/16

7/25/18

5/13/19

3/9/20

7/13/20

The School Board of Trustees recognizes that some of its patrons may want to enroll their children in a different school than the school that serves the attendance area in which they reside. The Board also recognizes that some out-of-District parents/guardians may want to send their child to a District school. Therefore, this policy is adopted to allow all in-district and out-of-district patrons to request that their children attend certain schools in the District under specified conditions. In making a decision on a student's open enrollment application, the District shall consider the needs of the student requesting the open enrollment transfer as well as the other students affected by the open enrollment transfer. A student currently under suspension or expulsion in this District or another district is not eligible for Open Enrollment under this policy.

Due process for all students remains the same regardless of what school they attend within the District and regardless of where the student resides once accepted under the open enrollment policy.

Transportation

Parents or guardians of a student accepted under this open enrollment policy will be responsible for transporting the accepted student. If bus space is available, then students accepted under the open enrollment policy may be transported from an appropriate, established bus stop within district boundaries.

Sports

Eligibility rules for participating in extracurricular activities shall apply to students who request to attend a different school as described in this policy and any related procedures.

It is recommended that a student who is considering submitting an open enrollment application to this District, and who anticipates participating in a sport governed by the Idaho High School Activities Association (IHSAA) should review IHSAA rules prior to submitting their open enrollment application. Certain school transfers could lead to a student being ineligible to play at the varsity level for one year.

Application/Approval Process

An open enrollment application must be submitted annually for admission to a specific school. Applications will be accepted from January 1 to February 1 of each year for enrollment in the subsequent school year. It is the School Board's intent to allow waiver of the application acceptance period for continuous acceptance of open enrollment applications when classroom space is available. This deadline shall be waived in the case of students who move out of their attendance zone during the school year.

The student's parent or guardian must apply annually for admission to a school outside the zone in which they reside. A student who has previously been accepted for open enrollment will not automatically be reenrolled.

Students who reside in the District and move out of their school attendance zone during the

school year must initiate an Open Enrollment request to stay in their school.

The Superintendent or designee has established a procedure (see 3010P) for:

- the method of determining which students are chosen when classroom space is limited;
- notifying parents of the action taken on the open enrollment application;
- the factors which may possibly cause an open enrollment application to be denied;
- the process for removing a student from a transfer school, including the grounds for removal, parent notification, and the appeal process.

Re-enrollment

~~As long as a transfer student continues to reapply for enrollment, the principal shall treat that student as if he/she resides in that school's attendance area, except in the circumstances described below. To the extent possible, the principal shall expedite the enrollment process.~~

~~Students who reside in the District and move out of their school attendance zone during the school year must initiate an Open Enrollment request to stay in their school.~~

~~The principal may deny an open enrollment request when such enrollment would negatively impact the efficient use of the District resources as described in 3010P~~

Student Rights and Responsibilities

All student's rights and responsibilities remain the same regardless of what school they attend within the District and regardless of where the student resides once accepted under the open enrollment policy

Revocation of an Open Enrollment Transfer

1. The District reserves the right to remove a transfer student at any time because of unacceptable behavior in violation of School District policies or because of false or misleading information on the open enrollment application.
2. If a student's transfer is revoked, the parent/guardian may request an administrative review by the Superintendent. The parent/guardian must request the review within five (5) school days of receiving notice that their child's transfer has been revoked.
3. The Superintendent must render a decision to the parent/guardian's request for review within five (5) school days. The decision of the Superintendent may be appealed to the School Board of Trustees.

Preventing or Recruiting Potential Open Enrollment Students

Neither the District nor its employees will take any action to prohibit or prevent application by a student to attend school in another school district or to attend another school within the District. In no event is the District, or an employee of the District, to recruit students outside of their attendance area. Violation of this policy may involve disciplinary action up to and including dismissal.



Cross Reference: 2240 Class Size
3010P Open Enrollment
3080 Nonresident Student Attendance by Out of State Students

Legal Reference: I.C. §33-512 Governance of Schools
I.C. §33-1401 Transfer of Pupils - Definitions
I.C. §33-1402 Enrollment Options
I.C. §33-2001 Education of Exceptional Children - Definitions

Policy History:

ADOPTED: 12/9/13

ISBA

REVISED: 8/11/14
9/12/16
11/11/19
3/9/20
10/12/20

3010F

Twin Falls School District 411

Student Transfer **Open Enrollment** Request

This application is to be completed by a parent or guardian requesting that a student be transferred from another school district, or a school in one residential attendance zone within the district to another school within the district. This application must be complete for the transfer to be considered. **No applications for transfer will be accepted before January 1 for the subsequent school year.** NOTE: For out-of-district applicants, a copy of the applicant student's cumulative record must be attached to this application. The cumulative record may be obtained by the parent/guardian from the student's current school.

3010F-1

This request is made with full agreement to the following:

- I certify that the information provided is accurate and complete.
- I understand that approval of this request shall be dependent upon the acceptance and rejection standards stated in the district's policy, and revocation of this transfer may occur in accordance to the conditions listed in the district's policy.
- I understand that students will only be allowed one transfer during the school year.
- I understand that the granted transfer does not guarantee specific classes/courses.
- I understand that initial approval must occur with the receiving school principal; the receiving principal determines a) grade level enrollment, b) the intended education program, and/or c) capacity and class loads in accordance with district policy.
- I understand that state and district athletic eligibility rules and regulations govern participation in athletic and activity programs.
- I understand that my student must continue to attend the resident school until the effective start date of the transfer and that nonattendance is subject to truancy procedures.
- I understand that I am responsible for providing transportation to and from school for my student.
- I understand that requests are approved for one school year only, and it is my responsibility to complete an Open Enrollment Application Form each year until my student moves to the next school level.
- I understand that the transfer can be revoked at any time if there are attendance or discipline issues ~~or if there is no longer space within the grade level, class or program.~~

Parent/Guardian

In signing this form, the parent/guardian confirms that he/she has read and understands the information listed on this form and that the information is accurate.

Parent/Guardian Signature

Date

Steps:

1. **Submit this form to the requested school.**
2. **The principal will contact the student's home school to verify information. Expelled students will be referred to the Superintendent.**
3. **Parents will be notified no later than 60 days after the close of the application period or 60 days after the application is made, if outside of the normal application period. If the request is made after the start of school for the current school year, parents will be notified of a decision within five (5) school days. Approved forms will be sent to the student's home school for a signature.**
4. **The form will be returned to the requested school and kept on file.**

Receiving Principal's Comments:

Transfer Request (Receiving Principal): ☐ **Approved** ☐ **Denied**

If denied due to space, this request will be kept on file for the requested year should space become available.

Receiving Principal's Signature:

Date:

Home Principal's Signature:

Date:

ADOPTED: 8/11/08

TFSD

REVISED: 11/11/19

10/12/20

Open Enrollment Application forms are available at any Twin Falls District school. Students who reside in the District and move out of their school attendance zone during the school year must initiate an Open Enrollment request to stay in their school.

The application, together with the student's cumulative record, special education file, IEP, or other applicable documents, if any, should be submitted to the District no later than February 1 for enrollment during the following school year. The School Board may waive this deadline so that the District may continually accept open enrollment applications when classroom space is available. The Board or designee will not admit any student prior to viewing that student's records from the student's previous school districts.

The District has the option of accepting a student who does not meet the criteria set forth herein, if the student agrees to special conditions of admission, as set forth by the District.

No tuition shall be charged when a student attends a non-resident school under the State's Enrollment Options Program.

Application for District Students

1. For students who reside in the Twin Falls School District, the parent/guardian completes the Open Enrollment Application form and submits it to the principal of the school they wish to attend (receiving school). The receiving school principal will notify the home school principal.

Application for Out-of-District Students

2. For students who reside outside the Twin Falls School District boundary, the parent/guardian completes the Open Enrollment Application form and submits it to the principal of the school they wish to attend (receiving school) and the parent/guardian must give notice to the home school.

Decision Regarding Application

Once the receiving school principal receives the application from an in-District or out-of-District parent/guardian, the principal makes a determination to approve or not approve the transfer by completing the appropriate section of the Open Enrollment Application. Approval or denial will happen on a case-by-case basis, utilizing and applying the factors noted below. The receiving school principal, if possible, should be knowledgeable and/or review the applicable records concerning:

1. The student;
2. The student's academic history;
3. The student's disability evaluation data, if any; and/or
4. The placement options

Applications will normally be considered on a “first-come first-served” basis. However, in situations where openings are limited, the Principal may give priority if a student:

- has a parent employed by the District (excluding temporary employees and contractors);
- was previously enrolled at the requested school in a prior year;
- has a brother or sister enrolled at the requested school;
- resides in the attendance area of another District school; or
- has a unique situation or extraordinary circumstances.

Any non-resident student placed by court order under the Idaho Youth Rehabilitation Act or the Child Protection Act and residing in a licensed home, agency, or institution located within the District shall be enrolled and shall not be charged tuition.

Homeless children as defined by the Steward B. McKinney Homeless Assistance Act (P.L. 100-77), may attend any school district or school within a district without payment of tuition when it is determined to be in the best interest of such homeless child.

The Superintendent or designee will notify the parent/guardian of his or her decision within 60 days of the close of the application period or of the application, if submitted outside of the application period.

If the request for open enrollment is denied, the denial will include a written explanation. If the application is denied because classroom capacity has been reached at the school of choice, the denial may include information about other schools in the District that are below capacity.

If the request for open enrollment is approved, the notification will inform the parents of the following:

1. Parents must provide transportation or get student to the nearest District bus stop, if space is available;
2. State law requires reapplication on an annual basis;
3. Inappropriate behavior in violation of District policies may be grounds for removing the student during the school year; and
4. Special education, English Language Learners (ELL), or alternative school students must meet the requirements and the procedures established for those programs.

Grounds for Denial of Application

Factors which may cause an Open Enrollment Application to be denied include:

1. A school, grade, or program(s) has lack of available classroom space and/or staff, such as when the current enrollment is at or above the following:

Grade
K-1

Class/Teacher Load Size
21

2-3	21
4-5	27
6-12	161 students per teacher per day
Special Education Resource	17
Developmental Preschool	15
Spec. Ed. Self-Contained	An average of 7 students per classroom
English Language Learners (ELL)	21 per full-time ELL teacher
Alternative Schools	13 students per classroom

Exceeding such levels shall constitute a hardship to the District. The enrollment of a student from another District or attendance zone shall also be deemed to constitute a hardship if it would

- a. Require the hiring of additional staff, the provision of educational services not currently provided in the school, or the crowding of existing classes;
 - b. Cause an excessive number of students in a particular building.
2. The student has been suspended or expelled, or has committed a disciplinary violation for which he/she could be suspended or expelled,
 3. The student has a history of other documented disciplinary infractions or would cause a disruption of the education process. Factors to be included in making this determination may include:
 - a. Whether the student is in good standing with the most recently attended school in terms of conduct and attendance;
 - b. Whether the student demonstrates a record free of truancy;
 - c. Whether the student demonstrates a clean behavior record in the school last attended for a period of at least one year;
 - d. Whether the student's presence poses a detriment to the health and safety of other students and/or staff; or
 - e. It is determined that information on the Open Enrollment Application has been misrepresented or was incomplete.

Revocation of an Open Enrollment Transfer

~~As long as a transfer student applies for re-enrollment, the Superintendent or designee shall treat that student as if he or she resides in that school's attendance area. However, the~~ The District reserves the right to remove an open enrollment transfer student at any time because of unacceptable behavior in violation of District policies or because of false or misleading information on the open enrollment application.

If a student's transfer is revoked, the parent/guardian may request an administrative review by the Superintendent of the transfer school. The parent/guardian must request the review within five school days of receiving notice that their child's open enrollment transfer has been revoked.

The Superintendent of the transfer school must render a decision to the parent/guardian request for review within five school days. The decision of the Superintendent may be appealed to the Board.

If a student who is a resident of another district applies to this District and is accepted under the terms of this policy and fails to attend, he or she shall be ineligible to apply again for open enrollment in this District.

Students with Disabilities

In-District and out-of-district students with disabilities are not treated differently from non-disabled students with respect to consideration for placement in the school of their choice, unless the District has made an individual determination that disability-related needs of a particular student with a disability cannot be reasonably met at the school of their choice due to appropriate consideration of teacher and staff resources, program availability, hardship to the District, Declaration of Hardship, and/or other factors.



Legal Reference: I.C. §33-1402 Enrollment Options

Policy History

Adopted:	12/9/13
ISBA	3/03
Revised:	8/11/14
	9/12/16
	7/9/18
	11/11/19
	10/12/20

It is the priority of the Board of Trustees of this District to promote a safe learning environment for all students and staff. The Board recognizes that there may be emergency situations where it becomes necessary for a staff member to physically restrain or place a student in seclusion when the student's behavior poses an imminent risk of serious physical harm to self or others. The purpose of this policy is to ensure that all students and staff are safe in school, and that any student who may have a behavior crisis is free from the inappropriate use of physical restraint or seclusion.

The Board supports school-wide programs and services that promote positive student behavior to improve overall school safety and create an environment that is conducive to learning, while also minimizing the need for the use of physical restraint and seclusion and ensuring that they are only used as a last resort in an emergency situation.

DEFINITIONS

"Aversive techniques" are techniques using means physical, emotional, or mental distress as a method of redirecting or controlling behavior.

"Crisis intervention" means the implementation of a predetermined strategy to mitigate immediate harm to students or staff in a behavioral crisis.

"De-escalate" means utilizing strategically employed verbal or non-verbal interventions to reduce the intensity of threatening behavior before a crisis situation occurs.

"Emergency" means a situation in which a student's conduct creates a reasonable belief in another person that the student's conduct has placed the student or any other person in imminent danger of serious physical harm. An emergency requires an immediate intervention.

"Functional behavioral assessment (FBA)" means the evaluation process of gathering and evaluating information that can be used to hypothesize about the function of student behavior and to developing a behavior intervention plan (BIP) for those students on an individualized education program (IEP).

"Imminent" means likely to happen right away or within a matter of minutes.

"Positive behavioral interventions and supports" means application of a broad range of systematic and individualized strategies for achieving important social and learning outcomes, while preventing problem behaviors by making them irrelevant, inefficient, and ineffective.

"Restraint" means a physical, mechanical, or chemical restraint used for the purpose of immobilizing or reducing an individual's freedom of movement for the purpose of preventing harm to students and others.

"Physical restraint" means immobilizing or reducing the ability of a student to move his or her torso, arms, legs, or head freely; not including temporary touching or holding for the purposes of escorting the student to a safe location.

“Mechanical restraint” means using a device, object, or equipment to restrict a student’s freedom of movement; not including the use of devices prescribed by a qualified health professional, vehicle restraints, or devices used by law enforcement officers.

“Seclusion” means involuntary confinement in a room or other space during which a student is prevented from leaving, or reasonably believes that he will be prevented from leaving, by means that include, but are not limited to, the following: (1) manually, mechanically, or electrically locked doors that, when closed, cannot be opened from the inside; (2) blocking or other physical interference by staff; or (3) coercive measures, such as the threat of restraint, sanctions, or the loss of privileges that the student would otherwise have, used for the purpose of keeping the student from leaving the area of seclusion. The term does not include a timeout used for the purpose of calming the student as part of an approved program.

APPROPRIATE USE OF PHYSICAL RESTRAINT OR SECLUSION

Each school will establish practices that have the goal of making the school climate and environment welcoming and supportive of learning, and promote the recognition and reinforcement of appropriate student behavior. It is expected that school staff will implement positive behavioral interventions and supports, functional behavioral assessments and related behavior plans, and utilize constructive methods to de-escalate potentially dangerous situations.

In the case of a student on an individualized education program (IEP) whose behavior impedes the learning of that student or others, consideration of the use of positive behavioral interventions and supports and other strategies to address that behavior will occur.

~~The District authorizes staff members to use physical restraints in limited situations.~~ The use of any form of restraint or seclusion of a student, as defined in this policy, is prohibited except by appropriately trained District personnel in circumstances where the proportional restraint or seclusion is necessary because the student’s conduct creates a reasonable belief in the perspective of the trained personnel, that the conduct has placed the student, employee, or any other individual in imminent danger of serious bodily harm. However, any District employee is authorized to utilize restraint in an emergency situation.

Restraint or seclusion should only be implemented in situations where a student’s behavior poses an imminent danger of serious physical harm to self or others, and not as a routine strategy to address instructional problems or inappropriate behavior. ~~Staff members are authorized to restrain a student or place a student in seclusion when an emergency, as defined above, exists.~~

The following guidelines apply to the use of physical restraint or seclusion:

1. Staff members will take reasonable efforts to prevent the need for the use of physical restraint or seclusion by implementing positive behavioral interventions and supports.
2. Staff members may only use physical restraint or seclusion in situations where the student’s behavior poses an imminent danger of serious physical harm to ~~them~~ self or others, and other interventions are ineffective.
- ~~3. In such cases, the school resource officer or local law enforcement will be notified immediately. Where possible, the decision as to whether to restrain or confine a student will~~

~~be left to such law enforcement personnel. When use of restraint or confinement is underway when law enforcement personnel arrive, law enforcement shall take over upon arrival.~~

4. Staff members will utilize the least restrictive technique necessary to end the threat of imminent danger of serious physical harm.
5. Staff members will carefully and continuously visually monitor the student when physical restraint or seclusion is used to ensure the appropriateness of its use and the safety of the student and others.
6. Staff members will immediately terminate the use of physical restraint or seclusion as soon as it is determined the student is no longer in imminent danger of serious physical harm to self or others, or if the student is observed to be in severe distress.
7. Staff members will document in writing each incident requiring physical restraint or seclusion.
8. Selected staff members will be trained on the appropriate use of effective alternatives to physical restraint and seclusion, and when appropriate, the safe use of physical restraint and seclusion. Only trained personnel will employ these interventions whenever possible.
9. Staff members will review and revise behavioral strategies as appropriate to address the underlying cause of the dangerous behavior, and to prevent the repeated use of physical restraint or seclusion for managing the dangerous behavior.
10. Parents will be notified verbally regarding physical restraint or seclusion as soon as possible and no later than 24 hours following the restraint or seclusion. (See section entitled “Notice to Parent/Guardian.”)

PROHIBITED PRACTICES

The following are prohibited under all circumstances, including emergency situations:

Staff members are prohibited from using mechanical restraints (e.g., handcuffs or plastic straps) to restrict a student’s freedom of movement. This policy does not prohibit law enforcement from using physical or mechanical restraints in exercising their law enforcement duties.

Staff members are prohibited from using chemical restraints (i.e., drugs or medication) to control behavior or restrict freedom of movement. An exception is warranted as decided by a consultation between the IEP committee and a qualified health professional. In that case, drugs or medications must be (1) prescribed by a qualified health professional, and (2) administered as prescribed by the qualified health professional.

Staff members are prohibited from using aversive techniques (e.g., shaming or “wall sits”) to control behavior or restrict freedom of movement.

Staff members are prohibited from using physical restraint or seclusion techniques that restrict a student’s breathing or harm the student, and will be limited to using reasonable force when utilizing physical restraint or seclusion with a student. Specifically, the use of prone (i.e., lying face down) physical restraints should be avoided.

Staff members are prohibited from employing physical restraint or seclusion procedures when a known psychiatric, medical or physical condition of the student would make physical restraint or seclusion dangerous for that student. For example, seclusion is inappropriate for students who are severely self-injurious or suicidal.

Staff members are prohibited from using any technique that is inconsistent with the student's rights to be treated with dignity and to be free from abuse. The use of any technique that is abusive will be reported to the appropriate authorities.

Staff members are prohibited from using physical restraint or seclusion (1) as a form of punishment or discipline; (2) as a means of coercion, retaliation, or as a convenience; (3) as a planned behavioral intervention in response to behavior that does not pose imminent danger of serious physical harm to self or others; or (4) in a manner that endangers the student.

NOTICE TO ADMINISTRATOR

Staff members must notify the building principal administrator (and special education director, if appropriate) immediately when a student is physically restrained or placed in seclusion. The building administrator shall notify the Superintendent or designee as soon as possible and will provide the designee with a copy of the report of the events within 24 hours.

OBSERVATION OF STUDENT

Seclusion will not be used unless a staff member can continuously monitor the student for visual or auditory signs of physiological distress and can communicate with the student. A staff member will maintain continuous, direct visual and auditory contact with the student throughout the duration of any physical restraint or seclusion to ensure the appropriateness of its use and the safety of the student and others.

Students will be permitted to use the restroom upon request and will be escorted to and from the restroom. Students will also be provided water on request.

Monitoring will be conducted by a staff member who has received the required training to ensure the safety of the student and that procedures are appropriately implemented and documented.

SECLUSION AREA

Each school building must designate a clean and safe seclusion area intended for confining a student without causing or allowing the student to harm them him- or herself or others. The seclusion area will be of reasonable size; adequately lighted, ventilated, and heated/cooled; free from any objects or potential hazards that unreasonably expose the student or others to harm; permit direct, continuous visual and auditory monitoring of the student; must not be locked or prevent the student from exiting the area should an emergency arise; and comply with state and federal fire safety requirements.

A staff member will be required to visually inspect the seclusion area before and after each use to determine whether the area is clean and safe, and address any concerns by cleaning the area and/or reporting the concerns to maintenance staff.

TIME AND DURATION

Physical restraint and seclusion should not be used any longer than necessary to allow a student to regain control of ~~his/her~~ their behavior.

If an emergency seclusion lasts longer than the suggested maximum time, the following are required: additional support (e.g., change of staff, introducing a specialist, or obtaining additional expertise) and documentation to explain the extension beyond the time limit.

REINTEGRATION INTO THE CLASSROOM

Staff members may make an independent judgment about when the student is ready to rejoin classmates or other activities. Reintegration may occur quickly, or may be very gradual, but will depend on the circumstances and the emotional state and readiness of the student to return to the normal situation.

INCIDENT REPORTING

Immediately after the student has restored emotional and behavioral control following the use of physical restraint or seclusion, a staff member not involved with the incident will visually examine the student to ascertain if any injury has been sustained during the physical restraint or seclusion.

The building administrator ~~or designee~~ will verbally notify the parent/guardian as soon as possible and no later than 24 hours after the physical restraint or seclusion occurs.

The staff member(s) involved with the incident shall complete a written report as soon as possible after the incident. All use of physical restraint or seclusion procedures must be documented on ~~an~~ “incident report.” **TFSD Restraint and Seclusion Incident Report.** The ~~incident~~ report will be completed within one school day of the incident.

The building ~~principal~~ administrator ~~or designee~~ will place a copy of the report in the student’s education file, which will be made available to the student’s parent/guardian.

Each staff member involved in an incident will engage in a debriefing session to determine what could have been done to prevent the need for use of physical restraint or seclusion for this student specifically and for other students in similar situations.

INCIDENT REPORT REQUIREMENTS

The following should be included in the incident report created after each instance of physical restraint or the use of seclusion:

1. Information about the student (i.e., name, grade, etc.).
2. If the student has a disability (IDEA or Section 504), and the type of disability.
3. The date and **the** start and end times of the restraint or seclusion.
4. The location of the incident.

5. A description of the incident.
6. A description of the dangerous behavior that resulted in the implementation of physical restraint or seclusion.
7. If applicable, a note that physical restraint or seclusion were not employed due to a psychiatric, medical, or physical condition of the student that would make physical restraint or seclusion dangerous for that student.
8. Possible events that triggered the dangerous behavior that led to the restraint or seclusion.
9. Prevention, redirection, or pre-correction strategies that were used during the incident.
10. A description of the restraint or seclusion strategies that were used during the incident and a log of the student's behavior during physical restraint or seclusion.
11. A description of any injuries or physical damage that occurred during the incident.
12. How the student was monitored during and after the incident.
13. A description of behaviors displayed demonstrating the student's ability to return to the educational environment.
14. The staff member(s) who participated in the implementation, monitoring, and supervision of physical restraint or seclusion and whether the person(s) had training related to restraint or seclusion.
15. The extent to which the staff member(s) adhered to the procedural implementation guidelines.
16. The follow-up that will occur to review or develop the student's positive behavioral interventions and supports in order to avoid the use of restraint or seclusion in the future.
17. The date and time the parent/guardian was notified.

NOTICE TO PARENT/GUARDIAN

The building ~~principal~~ administrator or ~~designee~~ will verbally notify the parent/guardian of a student's requiring physical restraint or seclusion as soon as possible and no later than 24 hours following the incident. Verbal notice will include a brief summary of the incident and contact information for the staff member who will provide additional information. The delivery of the verbal notice will be documented by the building ~~principal~~ administrator or ~~designee~~ District.

Verbal notice will be provided via telephone. In the event a ~~staff member~~ building administrator or ~~designee~~ is unable to speak directly to the parent via telephone, a message will be left on the individual's voicemail, if available. If unable to reach the parent via telephone or leave a message on voicemail, the ~~staff member~~ building administrator or ~~designee~~ will send an e-mail to the parent, if the e-mail address is known.

The building principal administrator or designee will place a copy of the incident report in the student's education file, which will be made available to the student's parent/guardian.

Parents/guardians will receive written, annual notice about the District's policies and procedures for restraint and seclusion. These policies will be available with other school Board policies to all parents electronically via our website or as a hard copy on request.

CRISIS INTERVENTION TRAINING

Any teachers and other personnel who are likely to make a decision as to whether to restrain or confine a student will complete crisis intervention training on the appropriate use of effective alternatives to physical restraint and seclusion, and in cases involving imminent danger of serious physical harm, on the safe use of physical restraint and seclusion. A list of trained personnel and their contact information shall be posted in the office and made available to teachers. Training in crisis intervention may include, but is not limited to:

1. Evidence-based skills training related to positive behavioral interventions and supports, safe physical escort, crisis prevention, understanding antecedents, de-escalation strategies, and conflict management.
2. Evidence-based techniques shown to be effective in the prevention of physical restraint and seclusion, including techniques to identify events and environmental factors that may trigger emergency safety situations.
3. Evidence-based techniques shown to be effective in keeping both school personnel and students safe when imposing physical restraint or seclusion.
4. Techniques to identify dangerous behaviors, as well as methods for evaluating the risk of harm to determine whether the use of physical restraint or seclusion is warranted.
5. The risk of using physical restraint or seclusion in consideration of a student's known and unknown psychiatric, medical, and physical limitations.
6. First aid and cardiopulmonary resuscitation (CPR).
7. The requirements of this policy and the procedures to be followed in cases of physical restraint and seclusion.

Employees not trained in restraint and seclusion use shall be trained on how to respond when they believe use of restraint or seclusion is necessary. Restraint and seclusion techniques will only be utilized by a person who has been trained in crisis intervention. Other school personnel may employ physical restraint and seclusion procedures only in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff should request assistance from trained staff as soon as possible.

MONITORING AND REPORTING

The Superintendent or designee will oversee the use of physical restraint and seclusion procedures and ensure compliance with this policy in the District. The Superintendent or designee

will comply with all state and federal requirements for reporting incidents of physical restraint or seclusion.

The building ~~principal~~ administrator or designee will oversee the use of physical restraint and seclusion procedures and ensure compliance with this policy within the school.

ANNUAL POLICY REVIEW

The District will annually review this policy and related procedures to determine the efficacy of the policy and procedures; whether modification of the policy or procedures is necessary; and whether selected school staff should receive additional training on positive behavior intervention and supports, or the proper use of restraint and seclusion. The review must include a review of the documentation and reporting of incidents involving physical restraint and seclusion.



Legal References: I.C. § 33-512 Governance of Schools
I.C. § 33-1612 Thorough System of Education
IDAPA Proposed Rule 08.02.03.160-161 (Aug. 11-12, 2010)
U.S. Dept. of Ed., *Restraint and Seclusion: Resource Document* (2012),
<http://www.ed.gov/policy/restraintseclusion>.
34 C.F.R. §300.324(a)(2)

Policy History

ADOPTED: 01/10/11
EMT
REVISED: 07/08/13
10/12/15

In May 2012, the Office of Special Education Programs (OSEP) of the U.S. Department of Education released *Restraint and Seclusion: Resource Document*. The document identifies 15 principles for states, local school Districts, parents/guardians, and other stakeholders to consider when developing and implementing policies and procedures related to physical restraint and seclusion. Idaho does not currently have any state statutes, regulations, or policies addressing this issue. Although the Idaho State Board of Education released a set of proposed rules in 2010 regarding the use of physical restraint and seclusion, the proposed rules were never promulgated. This policy was drafted to meet the requirements of the proposed rules, dated August 11-12, 2010, and is based on the principles as set forth in the above-mentioned resource document.

Code of Conduct Violations by Students with Disabilities, Resulting In Disciplinary Consequences ~~of Ten (10) School Days or Less~~

~~ISBA recommends use of~~ The TFSD #411 follows the guidelines developed by the Idaho Department of Education in its *Idaho Special Education Manual*. As of the development of this amended policy, the most recent version of this manual is 2016~~8~~. Please refer to Chapter 12, Discipline, of the manual. The manual can be found on the internet by going to the Special Education section of the State Department website or by accessing the following link: http://www.sde.idaho.gov/site/special_edu/manual_page.htm.

Policy History

ADOPTED: 8/11/14

ISBA

REVISED:

See also: ~~Disciplining Students with Disabilities (IDEA) Policy 3362~~

~~Disciplining Students with Disabilities (Section 504) Policy 3363~~

All procedures set forth in the “Student Suspension” policy and the “Student Expulsion” policy will be followed when it is necessary to discipline students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA). The following additional procedures will also be adhered to when disciplining students with disabilities.

DISCIPLINARY ACTIONS

Ten-day disciplinary removal

School personnel may order a disciplinary removal of a student with disabilities for not more than ten (10) consecutive school days per infraction to the extent suspension would apply to students without disabilities. Cumulative suspensions, if over ten (10) school days in a school year must not constitute a significant change in placement.

In determining whether a significant change in placement has occurred, school personnel will review whether the student is subjected to a series of removals that constitute a pattern of exclusion because they cumulate to more than ten (10) school days in a school year, and because the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another indicate such a pattern of exclusion.

Any time a student is suspended for more than ten (10) school days in a school year the student will be provided services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out on his or her IEP, although in another setting, as determined by school personnel, in consultation with at least one of the student’s teachers.

Forty-five school day disciplinary removal

1. The Superintendent or designee may order a change in placement of a student with a disability to an appropriate interim alternative educational setting, as determined by the IEP Team. The placement change may occur regardless of whether the behavior is a manifestation of the student’s disability, and may occur for the same amount of time that a student without a disability would be subject to discipline, but for not more than forty-five (45) school days if:
 - a. The student carries or possesses a weapon to or at school, on school premises, or to or at a school function. “Weapon” for the purposes of this policy is defined as any weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury. This term does not include a pocket knife with a blade of less than two and one-half (2½) inches in length.
 - b. The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

- c. ~~The student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. “Serious bodily injury” for the purposes of this policy is defined as a showing of substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of function of a bodily member, organ, or mental faculty.~~
2. ~~School personnel may request a change in placement to an appropriate interim alternative educational setting from a hearing officer for not more than forty five (45) school days if it is determined by personnel that a student with a disability is substantially likely to cause injury to himself or herself, or to others in the current educational placement.~~
3. ~~School personnel may petition the court for an injunction to remove any student with a disability from school or to change the student’s current educational placement if personnel believe that maintaining the student in the current educational placement is substantially likely to result in injury to the student or to others.~~

~~FUNCTIONAL BEHAVIORAL ASSESSMENT/BEHAVIORAL INTERVENTION PLAN~~

~~If a student with a disability is removed from his/her current placement to an appropriate interim alternative educational setting for not more than forty five school days (irrespective of whether the behavior is determined to be a manifestation of the student’s disability) or if school personnel seek to order a change in placement that would exceed ten (10) school days for behavioral violations, and it has been determined that the misbehavior is not a manifestation of the student’s disability, the student shall receive, as appropriate, a functional behavioral assessment, behavioral intervention services, and modifications that are designed to address the behavioral violation so that it does not recur.~~

~~Within ten (10) school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, a manifestation determination shall be conducted. In the event it is determined that the student’s conduct was a manifestation of his/her disability, the IEP team shall:~~

1. ~~Conduct a functional behavioral assessment and implement a behavioral intervention plan for the student, provided such an assessment has not been conducted prior to the manifestation determination; or~~
2. ~~In the situation where a behavioral intervention plan has been developed, review the plan and modify it, as necessary, to address the behavior; and~~
3. ~~Return the student to the placement from which the student was removed, unless the student has been placed in an appropriate interim alternative educational setting, or the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.~~

MANIFEST DETERMINATION

Within ten (10) school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the District, the parent, and relevant members of the IEP Team will conduct a manifestation determination. A decision to change the placement of a student for disciplinary reasons may include expulsion in the event the student's behavior is not found to be a manifestation of his/her disability.

EXPULSION

If a student on an Individualized Education Program (IEP) is expelled from school after a manifestation determination has found that the student's behavior was not a manifestation of the student's disability, educational services, consisting of services necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP, will be provided to that student at an alternative setting.



Legal Reference: — IDEA Amendments of 2004
— 20 U.S.C. Chapter 33, Section 1415(k)
— 34 C.F.R. Part 300
— *Honig v. Doe*, 484 U.S. 686, 108 S. Ct. 592 (1988)
— IDAPA 08.02.03.600
— Idaho Special Education Manual, September 2001

Policy History

ADOPTED: — 12/08/08

EMT

REVISED: — 8/11/14

This policy addresses disciplining students with disabilities, as defined by Section 504 of the 1973 Rehabilitation Act. For those students with disabilities under the Individuals with Disabilities Education Act (IDEA), the disciplinary procedures required by the IDEA will be followed. In the event a student has disabilities under both Section 504 and the IDEA, the IDEA policy shall be followed in determining appropriate disciplinary actions.

SUSPENSION

A student with a disability, as defined by Section 504 of the 1973 Rehabilitation Act, may be suspended for not more than ten (10) consecutive school days per incident.

Whenever a school considers suspending a student with a disability for more than ten (10) cumulative school days in a school year, a 504 team will be convened to determine if the cumulative suspensions constitute a significant change in placement by reviewing the following factors:

1. Whether the misconduct for which the student was suspended on the last occasion was substantially similar to the previous occasions;
2. The length of each suspension;
3. The proximity of the suspension to one another; and
4. The total amount of time the student is excluded from school.

The 504 team will consist of individuals who are knowledgeable about the student, the evaluation data, and the placement options.

If the 504 team determines that the exclusion would constitute a significant change in placement, the school will conduct a manifestation determination as set forth below.

EXPULSION

Prior to submitting an expulsion recommendation to the board of trustees for any student with a disability as defined by Section 504 of the 1973 Rehabilitation Act, a 504 team will make a “manifestation determination.” A manifestation determination involves a review of the student’s misconduct, the student’s disability and the services provided to determine:

1. Was the conduct in question caused by, or did it have a direct and substantial relationship to, the student’s disability?
2. Was the conduct in question the direct result of the district’s failure to implement the 504 plan?

In reviewing the questions set forth above, the 504 team will review information regarding the student's disability that is recent enough to afford an understanding of the student's current behavior. In the absence of reasonably current information about the student's disability, the school district will conduct or cause to be conducted additional evaluation(s) regarding the student's disability before making the manifestation determination. If either manifestation determination question answer is "yes," the student will not be expelled. However, the 504 team may determine that a placement change is necessary for that student.

If the answers to both the questions set forth above are "no," the school may proceed with the recommendation of expulsion to the board in the same manner as for similarly situated students who do not have disabilities.

If the student's parent/guardian disagree with the 504 team's determination of the manifestation determination, a hearing may be requested under this district's Section 504 hearing procedure. Although the parent/guardian may disagree with the manifestation determination findings, the student may be expelled after following the proper procedures. Educational services may cease after expulsion, to the same extent education services cease for non-disabled peers.



Legal Reference: — Section 504 of the 1973 Rehabilitation Act
— 29 U.S.C. Ch. 16 Secs 706(8) and 794-794b
— 34 CFR Part 104
— Idaho Code Section 33-205

Akron (OH) City School Distr., OCR Letter, 19 IDELR 542 (1992)

Discipline of Students with Disabilities in Elementary and Secondary Schools, OCR, October 1996

Portsmouth (VA) Pub. Sch., 48 IDELR 229 (OCR 2006)

Policy History

ADOPTED: — 12/08/08

EMT

REVISED: — 01/10/11

— 08/11/14

The Board will permit the administration and self-administration of medication to students in schools in its jurisdiction in accordance with the following policy. Medication includes over-the-counter, prescription, and homeopathic medication used to treat an ailment.

If a parent/guardian wishes for a student to self-administer medication:

1. The parent/guardian will complete the form entitled, "Medication Order," which can be accessed in school offices and on the district website. This form must be completed and signed by the parent. In instances where the medication is a prescription medication, it must also be signed by a licensed health care provider.
2. One form must be completed, with necessary signatures, for each medication that the student is to receive.
3. Forms must be renewed with each change in dosage.
4. The parent/guardian must agree to comply with this policy for handling, storage, and disposal of medications.
5. Students will come to the office to receive his/her medication at the assigned time(s) and will self-administer under the supervision of trained school staff, unless designated to carry their medication as described below for the treatment of diabetes, asthma, allergic reactions, or other diagnosis requiring emergency rescue medication.
6. In instances where a student is prescribed an emergency rescue medication, a Health Care Plan will be created by the school nurse. Such students shall be permitted to possess and use a prescribed emergency rescue medication at all times or in a designated location as prescribed by the Health Care Plan or physician's order.
7. In instances where a student is prescribed an inhaler to be carried with them, an Asthma Inhaler Agreement form will be completed by the parent and the physician. The Asthma Inhaler Agreement may serve as the Medication Order form.
8. If the administration by someone other than the student is necessary, the nurse must develop a Health Care Plan for the student before any medication is given by school personnel;

Employees assisting with the self-administration of medication will be trained by the school nurses. Each school will maintain a list of staff members who have undergone this training on an annual basis.

Handling and Storage of Medications

All medications, except those approved for keeping by students for self-administration, must first be delivered by the parent or other responsible adult to the employee assisting with the self-administration of medication. In most instances, this will be the school secretary. The employee must:

1. Examine any new medication to ensure that it is properly labeled with dates, name of the student, medication name, dosage, and physician's name (if applicable);
2. Record on the Student Individual Medication Log the date the medications were received by school personnel and, in the case of prescription medication, the amount of medication received by school personnel;
3. Store all medications, prescription and nonprescription, in their original containers and store medication requiring refrigeration at 36F - 46F; and
4. Store medications in a securely locked storage compartment excluding those medications approved for the student to possess for self-administration. Controlled substances will be contained in a separate compartment, secured, and locked at all times. This excludes prescription emergency rescue medications as designated in a student's Health Care Plan or Asthma Inhaler Agreement.

Access to all stored medication will be limited to persons authorized to administer medications or assist in the self-administration of medications. Each school will maintain a current list of those persons authorized to administer and assist with self-administration of medications.

Administering Medications to Students by School Personnel

No employee except qualified health care professional or those trained by the school nurses on an annual basis may administer a drug or prescription drug to a pupil under this policy except in an emergency situation.

The school nurse may administer medication to any student in the school with written authorization from the student's licensed health care practitioner and parent/guardian.

Where the administration of medication by school personnel is a routine or expected activity for a particular student, there will be a Medication Order form on file and the subject shall be addressed in a student's Health Care Plan. The subject may also be addressed in the student's Section 504 Plan or IEP, if applicable.

Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel.

Emergency Administration of Medications

In case of an anaphylactic reaction or the risk of such reaction, a school nurse or school personnel trained by the school nurse on an annual basis may administer emergency oral and/or injectable medication to any student in need thereof on the school grounds, in the school building, or at a school function, according to the Medication Order form. There must be on record a medically diagnosed allergic condition that would require prompt treatment to protect the student from serious harm or death.

Training administrators and designated staff members on how to administer medications in an emergency situation shall be done by the school's nurse or other licensed health care practitioner on an annual basis to assure such individuals have knowledge as to how to administer emergency medication to students orally or by injection. Records including the content of the training, participants, trainer, and the date of training shall be retained.

When a medication is administered by school personnel in an emergency situation, such administration will be documented on the Emergency Medication Administration Form, which will be maintained with other logs of medication self-administration.

Self-Monitoring and Treatment of Diabetes

A student with diabetes, upon written request of the student's parent/guardian and treating physician, shall be permitted to perform blood glucose checks, administer insulin through the insulin delivery system the student uses, treat hypoglycemia and hyperglycemia, and otherwise attend to the care and management of the student's diabetes in the classroom and in any area of the school or school grounds, and to possess on the student's person at all times all necessary supplies and equipment to perform these monitoring and treatment functions.

Self-Administration of Emergency Rescue Medication such as Asthma Medication, Insulin/Diabetic Treatment, or Epinephrine Auto-Injectors

Pursuant to Idaho Code § 33-520 covering the self-administration of asthma medication, the following shall apply to epinephrine auto-injectors, insulin, or blood glucose monitoring supplies if a parent/legal guardian chooses to have his or her child self-medicate:

1. The parents/guardians of the pupil shall provide to the school nurse written authorization for the self-administration of medication. This will be documented in a Health Care Plan or Asthma Inhaler Agreement.
2. The parents/guardians shall provide to the school nurse a Medication Order form stating that the student has a severe allergic reaction (anaphylaxis), asthma, another potentially life-threatening respiratory illness, or diabetes and is capable of, and has been instructed in, the proper method of self-administration of medication. In cases where the student has severe or life-threatening allergies, Policy 3515 Food Allergy Management, and any related procedures shall be followed. For students with a severe allergic reaction, asthma, another potentially life-threatening respiratory illness, or diabetes, the student's physician or health care provider-supplied information may contain:
 - A. The name and purpose of the medication;
 - B. The prescribed dosage;
 - C. The time(s) at which or the special circumstances under which medication should be administered;
 - D. The possible side-effects of the medication;

- E. Actions to take in the event of an emergency, including if the medication does not improve the child's breathing or allergic reaction;
 - F. Contact information for the physician and parent/guardian; and
 - G. If applicable, a list of the child's asthma triggers or allergies.
3. The school's administration and appropriate teachers and school personnel are informed that the student is self-administering prescribed medication. Such notification shall be done in a manner so as to best preserve the privacy of the student and the student's medical condition to the extent appropriate.

For students with severe or life-threatening allergies, this information may be provided in the student's Health Care Plan.

Disposal of Medication

School personnel must either return to the parent/guardian or destroy (with permission of the parent/guardian) any unused, discontinued, or obsolete medication. Medication that is not repossessed by the parent/guardian within a seven-day period of notification by school authorities will be disposed of by the school nurse.

Additional Requirements for Self-Administration of Medications

The Board or designee will inform the parents/guardians of the student in writing that the District and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication by the pupil, absent any negligence by the District, its employees, or its agents, or as a result of providing all relevant information provided pursuant to subdivisions of this subsection with the school nurse, absent any negligence by the District, its employees, or its agents, or in the absence of such nurse, to the school administrator.

The parents/guardians of the pupil shall sign a statement acknowledging that the District shall incur no liability as a result of any injury arising from the self-administration of medication by the pupil and that the parents/guardians shall indemnify and hold harmless the District and its employees or agents against any claims arising out of the self-administration of medication by the pupil.

Students who are authorized to carry their own epinephrine auto-injectors or supplies necessary for diabetes monitoring and/or treatment may be retested periodically to ensure they are still capable of correctly self-administering the medication.

Any school employee authorized in writing by the school nurse may assist with self-administration of medications provided that only the following acts are used:

1. Verbal suggestions, prompting, reminding, gesturing, or providing a written guide for self-administering medications;
2. Handing a prefilled, labeled medication holder, labeled unit dose container, syringe, or original marked, labeled container from the pharmacy to the student;

3. Opening the lid of the above container for the student;
4. Guiding the hand of the student to self-administer the medication;
5. Holding a container of fluid and assisting the student in drinking fluid to assist in the swallowing of oral medications; and/or
6. Assisting with the removal of a medication from a container for students with a physical disability which prevents independence in the act.



Cross Reference: 3515 Food Allergy Management

Legal References: I.C. § 33-520 Policy Governing Medical Inhalers, Epinephrine Auto-Injectors, Insulin and Blood Glucose Monitoring Supplies

I.C. § 54-1401 Nurses — Purpose — License Required — Representation to the Public

Policy History:

ADOPTED: 11/11/13

ISBA

REVISED: 8/11/14

1/9/17

Assistance in Self Administration of Medicines to Students

Any school employee authorized in writing by the school administrator or school principal:

1. ~~May assist in the self administration of any drug that may lawfully be sold over the counter without a prescription to a pupil in compliance with the written instructions, if the pupil's parent/guardian consents in writing.~~
2. ~~May assist in the self administration of a prescription drug to a pupil in compliance with the written instructions of a licensed health care practitioner, if the pupil's parent/guardian consents in writing.~~

Administering Medicines to Students

~~No employee except a qualified health care professional may administer a drug or prescription drug to a pupil under this policy except in an emergency situation.~~

~~The Board will permit the administration of medication to students in schools in its jurisdiction. Pursuant to the written authorization of the student's licensed health care practitioner, as well as the written authorization of a parent/guardian, the school nurse (who has received direction as to the administration of medication by the student's licensed health care practitioner) may administer medication to any student in the school.~~

~~Where administration of medication is a routine activity for a particular student, the subject shall be addressed in a student's health care plan, Section 504 Plan or IEP, as applicable.~~

~~Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a school employee and should not be practiced by any school personnel.~~

~~The absence of a school nurse for the administration of medication shall be addressed on a case-by-case basis considering proper compliance with Idaho law and the medical needs of the student.~~

Emergency Administration of Medicines

~~In case of an anaphylactic reaction or the risk of such reaction, a school nurse or delegate may administer emergency oral and/or injectable medication to any student in need thereof on the school grounds, in the school building, or at a school function, according to the standing order of the chief medical advisor or the student's private physician.~~

~~In the absence of a school nurse, the administrator or designated staff member exempt from the nurse licensure requirements who has completed training in administration of medication, may give emergency medication to students orally or by injection. There must be on record a~~

~~medically diagnosed allergic condition which would require prompt treatment to protect the student from serious harm or death.~~

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

~~Record of the medication administered in an emergency will be entered on an Individual Student Medication Record and filed in the student's cumulative health folder.~~

Self Monitoring and Treatment of Diabetes

~~A student with diabetes, upon written request of the student's parent/guardian and written authorization from the student's treating physician, shall be permitted by the Board to perform blood glucose checks, administer insulin through the insulin delivery system the student uses, treat hypoglycemia and hyperglycemia, and otherwise attend to the care and management of the student's diabetes in the classroom and in any area of the school or school grounds, and to possess on the student's person at all times all necessary supplies and equipment to perform these monitoring and treatment functions.~~

Self Administration of Asthma Medication, Insulin/Diabetic Treatment, or Epinephrine Auto-Injectors

~~Pursuant to Idaho Code covering the self administration of asthma medication, the following shall apply to epinephrine auto injectors, insulin, or blood glucose monitoring supplies if a parent/legal guardian chooses to have his or her child self-medicate:~~

- ~~1. The parents/guardians of the pupil shall provide to the Board or designee written authorization for the self administration of medication.~~
- ~~2. The parents/guardians of the pupil shall provide to the Board or designee written certification from the physician of the pupil that the pupil has a severe allergic reaction (anaphylaxis), asthma, another potentially life threatening respiratory illness, or diabetes and is capable of, and has been instructed in, the proper method of self administration of medication. In cases where the pupil has severe or life threatening allergies, Policy 3515 Food Allergy Management, and any related procedures shall be followed. For students with a severe allergic reaction, asthma, or another potentially life threatening respiratory illness, or diabetes the student's physician or health care provider supplied information shall contain:
 - ~~A. The name and purpose of the medicine;~~
 - ~~B. The prescribed dosage;~~~~

- ~~C. The time(s) at which or the special circumstances under which medication should be administered;~~
 - ~~D. The length of time for which medication is prescribed;~~
 - ~~E. The possible side effects of the medicine;~~
 - ~~F. Actions to take in the event of an emergency, including if the medication does not improve the child's breathing or allergic reaction;~~
 - ~~G. Contact information for the physician and parent/guardian; and~~
 - ~~H. If applicable, a list of the child's asthma triggers or allergies.~~
3. ~~The school's administration and appropriate teachers and school personnel are informed that the student is self-administering prescribed medication. Such notification shall be done in a manner so as to best preserve the privacy of the student and the student's medical condition to the extent appropriate.—~~

For students with severe or life-threatening allergies this information may be provided in the student's Emergency Care Plan.

Additional Requirements for Self-Administration of Medicines

~~The Board or Board designee will inform the parents/guardians of the pupil in writing that the District and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication by the pupil, absent any negligence by the District, its employees, or its agents, or as a result of providing all relevant information provided pursuant to subdivisions of this subsection with the school nurse, absent any negligence by the District, its employees, or its agents, or in the absence of such nurse, to the school administrator.—~~

~~The parents/guardians of the pupil shall sign a statement acknowledging that the District shall incur no liability as a result of any injury arising from the self-administration of medication by the pupil and that the parents/guardians shall indemnify and hold harmless the District and its employees or agents against any claims arising out of the self-administration of medication by the pupil.—~~

~~Students who are authorized to carry their own epinephrine auto-injectors or supplies or equipment necessary for diabetes monitoring and/or treatment of diabetes may be retested periodically to ensure they are still capable of correctly self-administering the medication.—~~

As used in this section:

1. ~~"Medication" means an epinephrine auto-injector, a metered dose inhaler, or a dry powder inhaler or insulin, insulin delivery system and/or supplies or equipment necessary for diabetes monitoring and/or treatment prescribed by a physician and having an individual label;~~
2. ~~"Self-administration" means a student's use of medication pursuant to prescription or written direction from a physician; and~~

- ~~3. A student who is permitted to self administer medication pursuant to this section shall be permitted to possess and use the prescribed medication at all times.~~

~~Any school employee authorized in writing by the school administrator or principal may assist with self administration of medications provided that only the following acts are used:~~

- ~~1. Verbal suggestions, prompting, reminding, gesturing, or providing a written guide for self administering medications;~~
- ~~2. Handing a prefilled, labeled medication holder, labeled unit dose container, syringe, or original marked, labeled container from the pharmacy to the student;~~
- ~~3. Opening the lid of the above container for the student;~~
- ~~4. Guiding the hand of the student to self administer the medication;~~
- ~~5. Holding a container of fluid and assisting the student in drinking fluid to assist in the swallowing of oral medications; and/or~~
- ~~6. Assisting with removal of a medication from a container for students with a physical disability which prevents independence in the act.~~

Handling and Storage of Medicines

~~All medications, including those approved for keeping by students for self medication, must first be delivered by the parent or other responsible adult to the nurse or employee assisting with the self administration of medication. The nurse or the employee must:~~

- ~~1. Examine any new medication to ensure that it is properly labeled with dates, name of student, medication name, dosage, and physician's name;~~
- ~~2. If administration is necessary, the nurse must develop a medication administration plan for the student before any medication is given by school personnel;~~
- ~~3. Record on the Student's Individual Medication Record the date the medication is delivered and the amount of medication received;~~
- ~~4. Store medication requiring refrigeration at 36F—46F; and~~
- ~~5. Store prescribed medicinal preparations in a securely locked storage compartment excluding those medications approved for self administration. Controlled substances will be contained in a separate compartment, secured, and locked at all times. Students shall be permitted to possess and use a prescribed inhaler or epinephrine auto injector at all times.~~

~~No more than a 45 school day supply of a medication for a student will be stored at the school. All medications, prescription and nonprescription, will be stored in their original containers.~~

~~Access to all stored medication will be limited to persons authorized to administer medications or assist in the self administration of medications. Each school will maintain a current list of those persons authorized by delegation from a licensed nurse to administer medications.~~

Disposal of Medication

~~School personnel must either return to the parent/guardian or destroy (with permission of the parent/guardian) any unused, discontinued, or obsolete medication. Medicine which is not repossessed by the parent/guardian within a seven day period of notification by school authorities will be destroyed by the school nurse in the presence of a witness~~



~~**Legal Reference:** I.C. § 33-520 Policy Governing Medical Inhalers, Epinephrine Auto-Injectors, Insulin and Blood Glucose Monitoring Supplies
I.C. § 54-1401 Purpose License Required Representation to the Public~~

Policy History

~~**ADOPTED:** 8/11/14~~

~~ISBA~~

~~**REVISED:** 10/12/15~~

~~10/10/16~~

The procedure of administering medications specifically concerns pupils with chronic illness or disability requiring medication prescribed by a physician during the school day. Only in those cases where failure to take the prescribed medications would jeopardize the child's health should the school's designated personnel administer or supervise the administration of a prescribed medication. Such administration will be in accordance with the following guidelines to avoid any legal liability for mishaps associated with the administration of the medication:

1. The school will provide the student's parent or legal guardian with a copy of the form entitled, "Physician's Medication Order for School Administration."
2. One form must be completed for each medication that the student is to receive and must be signed by the physician prior to administration of medication. Forms must be renewed with each change in dosage.
3. The medication must be in its original container with the student's name, physician's name, drug name, schedule of administration, dosage, and date clearly marked. If this information is not clearly displayed, the school will refuse to accept the medication.
4. All medications should be stored in a refrigerator, lockable cabinet, or file in the school office except for emergency medications a student has been authorized to self-administer.
5. When the "Physician's Medication Order for School Administration" form is brought to school, it may be kept either with the medication or filed alphabetically in a separate cabinet.

Designated school personnel will dispense over the counter medication only within the framework of this policy; i.e., only if requested to do so by the physician through the Physician's Medication Order for School Administration.

At the designated time(s), the student should come to the office to receive his/her medication. The student will be asked his/her name, the name will be checked against the name on the prescription container, and the student will be observed taking the medication.

When the medication is completed, the physician's medication order will be placed in a central file until the end of the school year. Medication records will be retained in accordance with school district policy.

6. The principal's designee will be responsible for reviewing each school's medication system and for the periodic review of individual student medication records.

Students who are able to self-administer specific medication may do so provided all of the following conditions are met:

1. A physician or dentist provides a written order for self-administration of said medication.
2. There is written authorization for self-administration of medication from the student's parent or guardian.
3. The principal and appropriate teacher(s) are informed that the student is self-administering prescribed medication.



Procedure History

ADOPTED:

TFSD

REVISED: ~~1/11/94~~

~~6/14/04~~

~~6/10/13~~

~~10/12/15~~

Medical Plans of Care

There are several written documents individualized for a particular student ~~with a severe or life-threatening food allergy~~ which may be used to address the student's needs throughout the school day. These may be developed with input from a core team, which may include the student (if appropriate), the student's parent/guardian, the principal or his/her designee, the student's teacher, the school nurse, the cafeteria manager, the counselor, transportation staff, coaches, and other personnel deemed necessary ~~to make decisions about food allergies~~. Medical care plans may include information pertaining to food allergy management. Medical plans of care may include the:

Emergency Care Plan: A medical plan of care distributed to all school personnel who have responsibilities for the care of the student. This plan specifically describes how to recognize a food allergy emergency and what to do when signs or symptoms of these conditions are observed. In the event the student reports exposure to a food allergen or shows symptoms of anaphylaxis, he or she may be treated according to the Emergency Care Plan. This plan may be developed from information provided by the student's physician and parent/guardian prior to the student's entry to school, or immediately after the student is diagnosed with a severe allergy. Similar plans may also be developed for staff members with severe allergies.

Individualized Healthcare Plan: A medical plan of care that may be developed by the school nurse in collaboration with the student's health care provider and core team to provide written direction for school personnel to follow in accommodating the student's needs throughout the day. It may address conduct and use of allergen-containing products in the classroom, the cafeteria, the library, at recess, on field trips, during extracurricular activities, and in other environments the student will face during the school day or during District-sponsored activities. The plan may describe functional problem areas, set goals for overcoming problems, list tasks or interventions to meet the goals, and identify staff members responsible for implementing the plan. This plan may be developed prior to the student's entry to school or immediately after the student is diagnosed with a severe or life-threatening allergy. Input from the core team may be sought before changes are made to this plan. Similar plans may also be developed for staff members with severe allergies.

If a student's severe or life-threatening allergy is determined to be a disability, it may also be addressed in a Section 504 Service Agreement and/or in the Related Services Component of their Individualized Education Program (IEP).

A complete set of a student's current medical plans of care related to food allergies may be maintained by the school nurse. The Superintendent or building principal/administrator may also require that copies of the Emergency Care Plan be kept in other places where they may be needed, such as with epinephrine auto-injectors kept in other places in the school.

The school nurse may provide information or copies of the different components of a student's medical plans of care to appropriate personnel, including teachers, cafeteria staff, District staff supervising school-sponsored extracurricular activities, and others who may be involved in the implementation of the medical plans of care. Such information may be provided to substitute teachers along with contact information for the school nurse.

Students With Disabling Special Dietary Needs

When a student's food allergy is identified, evaluated, and determined to be a disabling condition, the District shall make appropriate accommodations, substitutions or modifications for such students in accordance with the applicable policies relating to students with disabilities.

In such cases, the student may be required to have a written medical statement signed by a licensed physician to be included with the student's Individualized Healthcare Plan. The medical statement may identify:

1. The student's special dietary disability;
2. An explanation of why the disability restricts the student's diet;
3. The major life activity(ies) affected by the disability;
4. The food(s) to be omitted from the student's diet; and
5. The food or choice of foods that must be provided as the substitute.

Students With Non-Disabling Special Dietary Needs

The District may, at its discretion, make appropriate accommodations, substitutions, or modifications for students who have a special dietary need but who do not meet the definition of disability, such as a food intolerance or allergy that does not cause a reaction that meets the definition of a disability. The decision to accommodate such a student shall be made on a case-by-case basis.

Students who fall under this provision may be required to have a written medical statement signed by a physician, physician assistant, or certified registered nurse practitioner identifying the following:

1. The medical or other special dietary condition which restricts the student's diet;
2. The food(s) to be omitted from the student's diet; and
3. The food or choice of foods to be substituted.

Allergy In-Service Training

The District may provide periodic training to teachers, aides, volunteers, substitutes, food service personnel, transportation personnel, and others as needed on any of the following topics:

1. Basic information such as signs, symptoms, and risks associated with food allergy and anaphylaxis;
2. Awareness of food and non-food items that might present risk;
3. Strategies that reduce the risk of exposure to identified allergens throughout the school day;
4. Designation and maintenance of allergen-free zones;
5. Basic food handling procedures, including hand washing, avoiding cross-contamination, and cleaning surfaces;

6. District and school level policies, procedures, and plans for managing students with chronic health conditions including allergies;
7. How to respond in the case of a possible severe or life-threatening allergic reaction;
8. Local emergency medical service procedures;
9. Proper storage and administration of epinephrine auto-injectors, antihistamines, and other medications;
10. Strategies to manage student privacy and confidentiality while maintaining an inclusive class environment; and
11. How to deal with food allergy-related bullying.

Epinephrine and Other Medications

Students with severe allergies may be permitted to carry an epinephrine auto-injector with them, in accordance with Policy 3510. A student's epinephrine may also be kept in other locations where it would be easily accessible for the student, such as in their classroom, with a District employee supervising lunch or recess periods, or on their bus. Locations for storage will follow the manufacturer's guidelines. Staff may be notified of the locations of epinephrine in the school. The Superintendent or building principal may require that whenever students are present at a school, at least one person who has been trained to administer an epinephrine auto-injector is also present.

Any student who receives epinephrine at school must be **either**:

1. immediately transported to a hospital for evaluation by a licensed healthcare provider and further observation; or
2. immediately released into the care and custody of their parent(s)/guardian(s).

The Cafeteria

The Superintendent or building **principal/administrator** may require that cafeteria staff take any of the following steps to accommodate students with severe or life-threatening allergies:

1. Prohibit specific foods;
2. Clean and sanitize kitchen surfaces and equipment to avoid cross contamination with potential food allergens;
3. Wear non-latex gloves, and change or wash gloved hands during extended use to avoid cross-contamination with potential food allergens;
4. Have photos of students with severe or life-threatening allergies placed in the kitchen, only for kitchen staff to view;
5. Make appropriate substitutions or modifications to meals served to students with serious allergies;
6. Be prepared to make food ingredient lists used in food production and service available. Maintain food labels from each food served to a child with allergies for at least twenty-four (24) hours following service in case the student has a reaction from a food eaten in the cafeteria; and
7. With parental approval, set up cafeteria procedures such as entering a student's allergy into computerized database. Such information would remain confidential and shared on a need-to-know basis in compliance with federal privacy regulations.

Allergies and the Classroom

The school nurse, teacher, and parents of any children with severe or life-threatening allergies, may set a classroom protocol regarding the management of food in the classroom. This protocol will be communicated by the teacher to the students and parents of the affected class, and may include any of the following accommodations:

1. The parents of students with severe or life-threatening allergies may provide allergen-free snacks to be kept in the classroom and given to the student when treats are served in the classroom;
2. Students, parents, and staff may be prohibited from bringing homemade treats or specified foods for in-class consumption. Only commercially prepared treats with intact ingredient labels may be allowed in class;
3. Teachers may notify parents in writing of any school related activity that requires the use of food in advance of the project or activity;
4. Use of food for instructional lessons may be limited or eliminated;
5. Use of food or candy as part of a school project related to the curriculum may be prohibited; and
6. Allergen-containing foods may be prohibited in classrooms during after-school activities when that classroom will be used by a student with a known food allergy during the school day.

The Superintendent or building principal/administrator may require teachers to take any of the following additional steps to accommodate students with severe or life-threatening allergies:

1. Post signs indicating rules for preventing exposure to life-threatening allergens in the classroom and ensure that these rules are enforced;
2. Eliminate the use of food allergens in the allergic student's educational tools, school-provided supplies, and incentives;
3. Participate in the planning of students' re-entry into school after an anaphylactic reaction; and
4. Send notices to parents of students in the classroom that the classroom is a free zone with regard to a specified food.

Teachers may be required to develop and implement age-appropriate lessons on allergies for such subjects as health, family and consumer sciences, biology, and physical education. Such lessons may emphasize:

1. Support for, and inclusion of, classmates with chronic health conditions, such as food allergies;
2. Bullying prevention, including reporting harassment, hazing, and bullying to school personnel;
3. Knowledge of potential allergens and the symptoms of a potentially life-threatening reaction;
4. Differences between life-threatening allergies and food intolerances;
5. Appropriate response to emergency situations such as life-threatening allergic

- reactions;
- 6. Developmentally-appropriate self-management of food allergies; and
- 7. The importance of following District health policies and guidelines, such as those regarding hand washing, food-sharing, and allergen safe zones.

Transportation

The school bus drivers may be informed when they are transporting a student with a life-threatening allergy. The Superintendent or building principal/administrator may require bus drivers to take any of the following additional steps to accommodate students with severe or life-threatening allergies:

1. Strictly enforce a policy of no eating on the bus. Students with medically documented needs may be permitted to eat allergen-safe foods on the bus;
2. Refrain from handing out food treats; and
3. Assign seats to students, and/or seat students with life-threatening allergies immediately behind and to the right side of the bus driver.

The Superintendent or building principal/administrator may require the transportation department to send letters to parents of all students who use District transportation informing them that at least one student at the school has a life-threatening allergy, requesting that their child wash their face and hands after breakfast and before boarding the bus, and informing them of rules prohibiting students from eating on the bus.

Field Trips

The Superintendent or building principal/administrator may require that those organizing field trips take any of the following steps to accommodate students with severe or life-threatening allergies:

1. Take into consideration the potential for exposure to the student's food allergens when determining sites for field trips, and consider ways of avoiding allergen exposure during the field trip;
2. Notify parents of students with severe or life-threatening allergies and the school nurse as soon as possible of any upcoming field trip;
3. Allow parents of students with severe or life-threatening allergies to accompany the student on field trip;
4. Store meals for students with food allergies separately to minimize cross-contamination;
5. Ensure that students do not eat on the bus;
6. Prepare ways for participants to wash hands before and after eating, such as with hand wipes;
7. Appoint a District employee attending the field trip to implement any student's Emergency Care Plan if necessary, and bring all supplies necessary to do so; and
8. Note the location of closest medical facility ahead of time.

Other Accommodations

The Superintendent or building principal~~administrator or the designee~~ may require that any of the following steps be implemented to accommodate students with severe or life-threatening allergies:

1. Prohibit food and utensil trading and sharing, and post signs in schools informing students that they are expected to neither trade nor share food or utensils;
2. Designate particular tables in the cafeteria, particular classrooms, areas within classrooms, or other areas as allergen-free zones. These zones may be designated by a universal symbol, and be cleaned with a separate wash bucket and cloth with District-approved cleaning agents;
3. Post signs at points of entry to each school and/or on the school or District website advising that there are students with life-threatening allergies. Such signs may not disclose the identity of the student with the food allergy unless his or her parent has consented to that disclosure;
4. Have letters sent to all parents of children attending school or classroom with at least one student known to have a life-threatening allergy, notifying them of the severity of the health threat, signs and symptoms to be aware of, and concise list of foods and materials of concern and school policy regarding them. This will be done in a way that protects the confidentiality of the student with the life-threatening allergy. If other students or parents may be able to guess or deduce which student has the life-threatening allergy, approval of the student's parent may be sought before the letter is sent;
5. Hold Emergency Care Plan drills to assure the efficiency and effectiveness of such plans;
6. Ensure that there is at least one functioning emergency communication device, such as a walkie-talkie or cell phone, available at all times in classrooms, on field trips, at recess, during physical education class, at school-sponsored extracurricular activities, and/or on school buses;
7. Develop a cleaning protocol to ensure that the threat of allergens is minimized;
8. Prohibit the sale of particular food items in the school; and
9. Request that students refrain from bringing foods to which a student is known to have a severe or life-threatening allergy to school, and request that parents refrain from sending such foods to school. A Superintendent or building principal may completely prohibit particular food items from the school or school grounds when it is felt that the benefits of doing so would outweigh the difficulty of enforcing such a ban and the controversy such a measure is likely to provoke.

Confidentiality

The District will endeavor to maintain the confidentiality of students with food allergies, to the extent appropriate and as requested by the student's parents/guardians. District staff shall maintain the confidentiality of student records as required by law, regulations, and Board policy.

Expectations of Students with Severe or Life-Threatening Allergies and their Parents

The Board expects students with life-threatening allergies to do the following, as age appropriate:

1. Take as much responsibility as possible for avoiding allergens, including refraining from sharing or trading of foods or eating utensils with others, refraining from eating anything with unknown ingredients or a known allergen; avoid putting anything in mouth such as writing utensils, fingers, or other foreign objects;
2. Use proper hand washing before and after eating and throughout the school day;
3. Learn to recognize personal symptoms;
4. Notify an adult immediately if they eat something they believe may contain a food to which they are allergic;
5. Notify an adult if they are being bullied, harassed, hazed, or threatened by other students as it relates to their food allergy;
6. Carry their epinephrine auto-injector with them at all times if they are permitted to do so, or know where the auto-injector is kept and who has access to it;
7. Know how to get to the nurse's office;
8. Develop an awareness of their environment and their allergen-free zones; and
9. Know their overall Individual Healthcare Plan and understand the responsibilities of the plan.

The Board encourages parents of students with serious allergies to do the following, as age appropriate:

1. Teach their child to:
 - a. Not share snacks, lunches, drinks, or utensils;
 - b. Know which foods are and are not safe for them to eat, and to read labels and understand ingredient safety;
 - c. Understand the importance of hand washing before and after eating;
 - d. Recognize the first symptoms of an allergic or anaphylactic reaction;
 - e. Communicate with school staff as soon as he/she feels a reaction is starting;
 - f. Understand rules and expectations about bullying related to food allergies, and report such teasing and/or bullying;

- g. Carry his/her own epinephrine auto-injector when appropriate, or know where the epinephrine auto-injector is kept and who has access to it;
 - h. Administer his/her own epinephrine auto-injector and be able to train others in its use; and
 - i. Develop awareness of their environments, including allergy-controlled zones.
2. Inform the school nurse of their child's allergies prior to the opening of school, or as soon as possible after diagnosis. All food allergies must be verified by documentation from physician, nurse practitioner, or physician assistant;
 3. Work with the core team collaboratively to develop the Individualized Healthcare Plan, ~~and provide an Emergency Care Plan completed~~ **authorized** by the student's physician;
 4. Complete and submit all requested and required forms. Provide the school with current cell phone **number**, ~~pager~~, and other emergency contact numbers;
 5. Allow District health personnel to consult with the student's physician or healthcare provider, and provide current contact information for the healthcare provider;
 6. Provide the school nurse with up-to-date emergency medications so they can be placed in all required locations for the current school year. Parents may be requested to provide two (2) or more epinephrine auto-injectors. Medications must comply with the District medication policy of proper labeling and expiration;
 7. Consider providing a medical alert bracelet for their child;
 8. If requested, provide "safe snacks" for their student's classroom in case of an unplanned special event. Parents may also be asked to provide a nonperishable safe lunch to be kept at school in case the student forgets to bring lunch;
 9. Review policies, procedures, and plans with the core team annually and following any allergic reaction at school; and
 10. Provide the school nurse with at least annual updates on their child's allergy status. Inform the school of any changes in the child's life-threatening allergy status and provide a physician's statement if the student no longer has food allergies.



Cross Reference: 3510 Student Medications

Procedure History

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ISBA

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1/9/17