

MEMORANDUM

To: Board of Trustees
Twin Falls School District 411
From: Eva Craner, Director of Public Relations
Re: Policy Updates
Date: January 8, 2024

Second Reading:

ISBA Updates:

- 2335 Digital Citizenship and Safety Education
- 3340P Corrective Action and Discipline
- 3510 Student Medications
- 3518 Treatment of Opioid Overdoses
- 3530 Suicide
- 3545 Student Questioning and Arrests
- 4140 Visitors to the Schools
- 4330 Spectator Conduct and Sportsmanship for Athletic and Co-Curricular Events
- 5280 Professional Standards Commission (PSC) Code of Ethics
- 5500 Personnel Files

Administrative Updates:

- 2700P Graduation Requirements
- 3281 Gender Identity and Sexual Orientation

The Superintendent or designee will endeavor to see that District students are educated on ~~network etiquette~~ and appropriate online behavior, including cyber-bullying awareness, digital citizenship, and online safety and etiquette. Students will receive instruction as appropriate to the educational and developmental needs of students.

The Superintendent or designee will provide professional development, training, and resources for teachers, administrators and other staff members responsible for supervising students' internet use in the following areas:

1. Monitoring of student online activities.
2. Instruction of students in proper ~~online network~~ etiquette.
3. Instruction of students in discerning among online information sources and appropriate materials.
4. Bullying and cyber-bullying awareness and response, in accordance with the District's bullying policy.
5. Instruction of students on appropriate interaction in social networking websites and chat rooms.
6. Instruction of students on safe use of email, chat rooms, and other direct electronic communication.

The District may use ~~the following~~ methods such as those listed below to ~~of providing~~ instruction on appropriate online behavior and cyber-bullying awareness:

1. Incorporation of instruction into course objectives or daily lessons of planned instruction, as appropriate.
2. Class assemblies or special instruction given in the school library or media center.
3. Special technology courses that are required for students at various grade levels.
4. Online ~~courses tutorial programs~~ required in order for students to use a district network account.

The ~~IT Coordinator or designee~~ ~~technology and/or curriculum team~~ will also make resources available to parents/guardians on teaching students about acceptable internet use, appropriate online behavior, network etiquette, cyber-bullying awareness and response, and appropriate use of social networking websites and chat rooms.



Cross Reference: 3270 District Provided Access to Electronic Information, Services, and Networks
3295P Hazing, Harassment, Intimidation, Bullying, Cyber Bullying

5265 Employee Responsibilities Regarding Student Harassment,
Intimidation, and Bullying

Legal Reference: I.C. § 18-917A Student Harassment – Intimidation - Bullying
P.L. 110-385 Broadband Data Services Improvement Act
Children’s Internet Protection Act (CIPA) 47 U.S.C. § 254(h)(5)(B)-(C),
254(l)
Internet Safety 20 U.S.C. § 6777
Children's Internet Protection Act Certifications Required
47 C.F.R. § 54.520(c)(1)(i)

Policy History

ADOPTED: 8/11/14

ISBA

REVISED: 8/10/15
11/11/19

Discipline Philosophy

Discipline is an integral and important part of the educational process. Students are expected to demonstrate good manners, honesty, integrity, respect, and accept responsibility for their actions. The objective of any corrective action is to assist the student in learning and growing from their mistakes.

Corrective Action

Purpose: Corrective action ensures that students learn and grow from their mistakes so they may make responsible decisions that protect the rights of students, teachers, and school officials, and to maintain the continuity of the educational process.

Corrective action will apply to students anytime the student is engaged in, or traveling to/from any school activity under the direction or supervision of district personnel or contracted employees.

Corrective Action Procedures:

Problems that cannot be handled by the classroom teacher should be referred to the principal or other school officials assigned to the task for entry into the corrective action procedure at the appropriate step. Every effort will be made to keep parents informed when a student enters the corrective action procedure. Principals ultimately have the authority to deal with all infractions except for violations involving the possession of firearms and/or dangerous implements. Principals, therefore, may offer diversion or accountability alternatives at any step of the corrective action process.

Steps: Step 1 or 2 if cooperative
 Step 2 or 3 if uncooperative or the action is repeated.

Step 1. Disciplinary Action:

Disciplinary action is the term used for all forms of corrective action other than suspension, emergency removal or expulsion. Disciplinary action may be administered by a building principal, assistant principal or other persons designated by the administrator. Disciplinary action may include:

Counseling	Work detail
Parent conferences	Detention
Home visitation	Restitution
Special services	Referral to other agencies
Peer mediation	

Step 2. Suspension:

A suspended student is denied attendance at school and participation in other school sponsored activities for a stated period of time. This includes denial of admission to or entry upon any property that is controlled by the school district. Students undergoing in-school suspension are allowed on school property for academic purposes only. The building administrator may impose this action.

Parents/Guardians must be notified prior to suspension except in instances when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable. An arrangement can be made between the school or teacher and the student or their family so that graded work missed during the period of suspension can be completed by the student for consideration for the student's grade.

1. In-School Suspension: The student would continue their school day under administrative monitoring by a staff member.
2. Temporary Suspension: A suspension up to and not exceeding five school days, except as detailed in Policy 3340. Conditions and limitations of a temporary suspension are as follows:
 - a. Prior to a temporary suspension, an informal conference will be conducted with the student and/or parents/guardians.
 - b. Any student subject to a temporary suspension must be provided, upon their return, an opportunity to make up time, assignments, and tests missed as outlined in the building's attendance and makeup policy. At the end of the period of suspension, the student shall be automatically readmitted to school. The re-admittance may be contingent on reasonable conditions prescribed by the Superintendent or principal.
 - c. At the request of building administration, the Superintendent may suspend a student for a period up to ten (10) additional school days.
 - d. At the request of the Superintendent of schools, the Board of Trustees may suspend a student for a period up to five (5) additional school days.

Step 3. Expulsion:

Expulsion means a denial of attendance to school or any other activity conducted by or on behalf of the school district for an indefinite period of time. An expulsion also may include a denial of admission to or entry upon real or personal property that is owned, leased, rented or controlled by the school district. All expulsions are subject to the conditions and limitations as set forth in Expulsion Policy 3740 and Procedure 3740P.

Note: A student may be removed immediately from a class, subject, or activity by a certified teacher, an administrator, or persons designated by the administrator, and sent to the building principal or designated school authority. The teacher or administrator must have good and sufficient reason to believe that the student's presence poses an immediate and continuing threat or substantial disruption of the educational process. This removal can continue until the threat or disruption has been addressed; or the building administrator imposes disciplinary action, suspension, or recommends expulsion.

Code of Conduct and Corrective Action for Activities

Activity directors and/or coaches may choose to develop a written discipline code for their activity which may dictate more severe consequences than the corrective action procedures listed in this document. These special activity discipline codes, which must be approved by building administrators, will be enforced as long as the student is engaged in that particular activity.

Law Enforcement Interviews

There are a variety of circumstances when a law enforcement official may ~~to~~ interview a student on a school campus. Practices related to law enforcement interviews are detailed in Policy 3545 Student Questioning and Arrests. ~~The district requests that these officials, when practicable:~~

- ~~1. notify the building administrator or designee;~~
- ~~2. record or document the interview/interrogation; and~~

3. ~~initiate communication with parents/guardians, either by the building administrator or the law enforcement official, at the earliest appropriate time, as long as it does not obstruct the investigation.~~

~~These requests may not pertain to School Resource Officers, as interviewing and communicating with students is a common part of their law enforcement role within the school.~~

Search and Seizure

As detailed in Policies 3370 and 3370P, School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by the student, without notice or consent of the student.

Offenses Violating Idaho Code

Appropriate law enforcement agencies will be notified. Parents/guardians will be notified.

Personal and Property Rights Violations Requiring Disciplinary Action

1. Altercation or Harassment: A serious argument or verbal harassment which, in the judgment of the staff member, may lead to physical violence or be physically, mentally, or emotionally abusive or degrading.
2. Incitement to Disorder: The incitement by an individual or group to commit or engage in any behavior precisely limited by Idaho Code.
3. Verbal Abuse of School Personnel: Unprovoked, overt, verbal or nonverbal communications of disrespect or contempt directed toward staff members.
4. Willful Disobedience: Overt and conscious disregard for a legal request or order given by a recognized school or civil official or their deputy.
5. Robbery: The act of taking the personal property of another, from their person or in their presence, against their will or under constraint of fear or force.
6. Petty Theft: Theft of items valued at less than \$1,000.00
7. Theft: To unlawfully take away another person's property without their consent, secretly and without the use of threat or violence.
8. Entering Another's Locker, Desk, or Personal Belongings Without Permission: The act of entering another student's locker, desk, or other personal belongings without permission.
9. Possession of a Stolen or Lost Article: The possession (on the person or in the locker/car), of any article reported lost or stolen.
10. Vandalism: Willful damage to personal or public property.
11. Breaking, Entering, and/or Damaging School Facilities or Property: Forcibly entering a school

facility, entering a school facility without the permission of school authorities, and/or damaging a school facility or school property. If the offense is committed by a high school senior during his/her senior year, the student will forfeit the opportunity to attend his/her graduation ceremony.

12. Truancy: Any student attending school in the Twin Falls School District 411 is deemed truant from school or class if the student is absent from school without the consent of the student's parent/guardian or school officials, or is absent from school with the consent of the parent for an invalid reason. Valid reasons for being absent from school include illness, purposes considered essential to the family operation (e.g., death, divorce), and other reasons deemed significant by the family and school officials. Truancy includes absence from school or from class after arrival at school and departure from school during the school day without permission of school officials. Class work, homework, and exams missed while truant will not be allowed to be made up for credit. Truancy is a major disciplinary violation, and as such will result in parent(s)/guardian(s) being notified.

13. Improper Parking of Student Vehicles: All students who park vehicles in areas other than the designated parking area.

Corrective Action Sequence: The vehicle will be impounded at the student's expense.

14. Negligent Driving: The operation of a motor vehicle in a manner which could endanger life or property. Driving speed shall be reasonable and prudent on all school grounds and parking lots.

Corrective Action Sequence: Step 1 or 2 and/or referred to police and/or restricted from parking or operating a vehicle on or around school property

The following violations, 15-17, begins at corrective actions Step 2:

15. Harassment/Bullying: Any student's repeated, willful, and malicious behavior that threatens, harms, "bullies," or otherwise harasses another student, thereby disturbing that student's ability to peaceably attend school or any school-related function. Harassment/Bullying includes, but is not limited to, threatening to fight or fighting, use of vulgar or offensive, profane, or indecent language, racial slurs, comments referring to a student's mental/physical disability, sexual or religious orientation, dress, grades, and any other conduct that can be construed as offensive by the victim or the school. Further details regarding harassment and bullying may be found in Policy 3295 and Procedure 3295P.
16. Assault: An intentional threat or attempt, with force, to do physical harm to someone, including extortion.
17. Hazing: Any action or situation created that causes or is reasonably likely to cause harassment, bodily danger, or physical harm, severe mental or emotional harm, extreme embarrassment or ridicule, or personal degradation or loss of dignity to any student or other person associated with a school. NOTE: In order for "hazing" to be "harassment," the actions must be directed at an individual or group on the basis of race, national origin, religion, color, disability, age, grade level, or gender, or be unwelcome behavior of a sexual nature. Further details regarding hazing may be found in Policy 3295 and Procedure 3295P.

18. Sexual Harassment: Is defined as unwelcome sexual advances, requests for sexual favors, other verbal or physical conduct of a sexual nature, and/or discrimination based on gender differences.

Corrective action: Follow District Sexual Harassment Policy 3290

19. Fighting: The exchange of blows or other violent physical contact between or among two or more students.

Corrective action: Begins Step 2 for grades 9-12

20. Battery: (a) willful and unlawful use of force or violence upon the person of another; or (b) actual, intentional and unlawful touching or striking of another person against the will of the other; or (c) unlawfully and intentionally causing bodily harm to an individual.

Corrective action: Begins at Step 2 and may include Step 3 depending on the severity of the offense.

21. False Reports of Explosives, Bomb Threat, Alarms or 911 Emergency Call: Any student who reports to any police officer, sheriff, employee of a fire department or fire service, prosecuting attorney, newspaper, radio station, television station, employee of a bus service, employee of a school district, that a bomb or other explosive has been placed or secreted in a school building, school bus or on school property knowing that such report is false.

Corrective Action:

Kindergarten through grade 2 Start at Step 1
Police must be notified

Grade 3 through grade 5 Start at step 2
Police must be notified. Student held financially liable.

Grade 6 through grade 12 Step 2 or 3 if cooperative
Step 3 if uncooperative
Police must be notified. Student held financially liable.

22. Substance Abuse Policy and Procedures: Refer to Procedure 3321P: Student Drug, Alcohol, and Tobacco Use, District Policy manual.

23. Possession or Use of Fireworks, Weapons, and Dangerous Instruments: Possession, handling, or transporting any deadly and dangerous weapon-as defined in Section 921 of Title 18 of the United States Code, ~~or~~ Twin Falls City Code 6.2.1, or other items that the district considers dangerous. These items shall include but are not limited to a firearm, dirk knife, Bowie knife, dagger, switchblade, metal knuckles, including any knife other than a pocket knife with a blade of less than 2½ inches in length, any explosive, including firecrackers, look-alike or replica weapons, regardless of composition, air gun, flipper or other contrivance which propels a missile or missiles by use of compressed air, springs or any elastic substance; or any other dangerous object, on or about their person while on the property of the school district, while engaged in a school activity on other property, and/or while riding school-provided transportation.

Corrective action: Step 2 Suspension and Step 3 Expulsion for a minimum of one year or as determined by the Board of Trustees on a case-by-case basis.

24. Possession or use of a pocket knife of less than 2 ½ inches in length: Possessing, handling, or transporting a folding knife of less than 2 ½ inches in length on or about the person while on the property of the school district, while engaged in a school activity on other property, and/or while riding school-provided transportation.

Corrective action: At the discretion of the building administrator depending on the disciplinary history of the student, may include suspension on a case-by-case basis.

25. Use of Weapon or Dangerous Implement: Causing or attempting to cause physical injury with a weapon or dangerous implement as defined in the aforementioned paragraph, or behaving in a way, with any instrument, that could cause physical injury to any person.

Corrective action: Step 2 Suspension and Step 3 Expulsion for a minimum of one year or as determined by the Board of Trustees on a case-by-case basis.

26. Disruptive Acts: The intentional use of or urging of others to use violence, force, coercion, threat, intimidation, fear, or any other conduct to cause the substantial and material disruption or obstruction of any lawful mission, process or function of the school.

Corrective action: Starts at Steps 2 and 3

27. Falsification of School Documents Including Digital Documents: Alteration of school documents (passes, report cards, permanent records, etc.)

28. Prohibition of Gangs and Hate Groups: Gangs, hate groups, and similar organizations or groups which advocate hatred or discrimination on the basis of race, color, religion, gender, ancestry, national origin, or disability are inconsistent with the fundamental values of the educational environment of the Twin Falls School District 411. The activities of such groups and their members are prohibited on school district property and at all school functions.

Such prohibited activities include, but are not limited to: the congregation of members, the solicitation or recruitment of members, the possessions of group paraphernalia and materials, the intimidation of others, the advocacy of discrimination, and any other behavior, such as the wearing of gang colors or insignia and the use of language, codes, gestures that provoke violence or seek to advocate the purpose and objective of such groups. Disciplinary action may include suspension or expulsion.

29. Breach of Confidentiality of Records: Disclosure of personally identifiable information about a student is permitted only to school officials who have been determined by the district to have legitimate educational interests. Directory information may be disclosed to people who do not have a legitimate educational interest unless the parent or eligible student has objected to disclosure of this information. Directory information is defined in Procedure 3570P.

Procedures for Students with Disabilities

Students with disabilities are entitled to all of the due process rights set forth above. In addition, the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) provide additional discipline procedures to a student with disabilities. The

District shall comply with the provisions of the IDEA and Section 504 when disciplining students with disabilities.

Suspension of Students with Disabilities

The District may suspend a student with disabilities for up to ten cumulative or consecutive school days in a school year for violation of the code of student conduct and educational services may cease to the same extent educational services cease for students without disabilities. Cumulative suspensions, if over ten school days in a school year, must not constitute a significant change in placement.

A significant change in placement occurs when a student with a disability is removed for more than ten consecutive school days or is subjected to a series of suspensions or removals that constitute a pattern of exclusion because they are more than ten school days in a school year, and because the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another indicate a pattern of exclusion.

In order to extend a suspension beyond ten cumulative or consecutive school days in a school year, the district must conduct a manifestation determination review as detailed in the Idaho Department of Education Idaho Special Education Manual.

For a student with an Individualized Education Program (IEP) who is suspended for more than ten cumulative school days in a school year and a change in placement does not occur, educational services shall be provided to the extent necessary to enable the student to appropriately progress in the general education curriculum and appropriately advance toward achieving the goals set out in the IEP, although in another setting, as determined by school personnel, in consultation with at least one of the student's teachers. For students with 504 Plans, if it is determined that the student's violation is not a manifestation of the student's disability, services shall not be provided.

Expulsion of Students with Disabilities

A student with an IEP or a 504 plan may not be expelled if the student's violation of the student code of conduct is a manifestation of the student's disability. Such determination shall be conducted through the manifestation determination review in the Idaho Department of Education Idaho Special Education Manual. Any student with an IEP or 504 plan whose violation of the code of conduct is not a manifestation of the student's disability may be expelled pursuant to expulsion procedures to the same extent a nondisabled student would be expelled for the same violation.

If a student on an IEP is expelled for conduct not a manifestation of the student's disability the student shall continue to receive education services at an alternative setting, consisting of services necessary to enable the student to appropriately progress in the general education curriculum and appropriately advance toward achieving the goals set out in the student's IEP during the period of expulsion. Additionally, the student must receive, as appropriate, a functional behavioral assessment (FBA) and behavior intervention services and modifications designed to address the behavior violation so that it does not recur.

If a student with a 504 plan is expelled for conduct not a manifestation of the student's disability, educational services may cease during the period of expulsion to the same extent educational services cease for students without disabilities.

Additional Provisions

A student on an IEP who has carried a weapon to school or to a school function, or who knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school or a school function may be removed from the student's current placement. Such a student may be placed in an appropriate interim alternative educational setting for no more than 45 school days in accordance with the IDEA.

A student who is not on an IEP and who has violated the code of student conduct may assert any of the protections provided by the IDEA if it is determined the District had knowledge that the student was a child with a disability before the behavior that precipitated the disciplinary action occurred.

The District had knowledge if:

1. The parent/guardian expressed concern in writing to supervisory or administrative personnel, or to the student's teacher, that the student is in need of special education and related services; or
2. The parent/guardian requested an evaluation; or
3. The student's teacher, or other District personnel expressed specific concerns about a pattern of behavior by the student directly to the director of special education or other supervisory personnel.

Complaints and Grievances

As detailed in the Uniform Grievance Policy 4120 problems are best resolved at the building level. Parents/guardians and students have the right to an informal conference with the building principal administrator or designee for the purpose of resolving the problem. If the complaints/grievances are not resolved, parents/guardians and students have the right to present their concerns orally or in writing to the Director of Elementary or Secondary Programs. If the concerns are still not resolved, the parents/guardians and students have the right to present their issues to the Superintendent and then to the School Board.



Cross References: 3290 Sexual Harassment
 3295 Hazing, Harassment, Intimidation, Bullying, Cyber Bullying
 3295P Hazing, Harassment, Intimidation, Bullying, Cyber Bullying
 3321P Student Drug, Alcohol, and Tobacco Use
 3545 Student Questioning and Arrests
 3570P Student Records
 3740 Student Expulsion – Denial of Enrollment
 3740P Student Expulsion – Denial of Enrollment
 4120 Uniform Grievance Policy

Legal References: US Code 18 Section 921 Firearms Definitions
 Twin Falls City Code 6.2.1 Air Guns, Weapons
 Idaho Code § 33-205 Denial of School Attendance
 Idaho Code § 18-3302D Carrying Weapons or Firearms on School Property

Idaho Department of Education Idaho Special Education Manual.

Procedure History:

ADOPTED:

TFSD

REVISED:	9/12/95	3/9/09
	7/9/96	6/10/13
	6/10/97	8/11/14
	10/14/97	3/14/16
	11/25/97	4/13/20
	5/11/99	12/13/21
	6/13/00	7/10/23
	6/12/01	
	12/9/02	
	5/12/03	
	7/14/03	
	7/19/04	
	12/13/04	
	11/28/08	

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 healthcare 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; and
8. If the administration by someone other than the student is necessary, the nurse must develop a Health Care Plan **or a medication order form** 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 Medicines

All medications, except those approved for keeping by students for self-administration, must first be delivered by the parent or other responsible adult, or in the case that the student has been approved by the school nurse or secretary to deliver the medication, 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 non-prescription, 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 Medicines 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 Medicines

In case of an anaphylactic reaction or the risk of such reaction, a school nurse or school personnel trained by ~~but~~ 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.

Epilepsy and Seizure Disorder Plans

Upon written request of the parent/guardian of a student who has epilepsy or another seizure disorder, the District shall authorize the implementation of a health care plan. This may also be documented in a 504 plan as deemed appropriate for each individual student. The plan will include, but is not limited to, the following:

1. Providing notice of the student's condition to all employees who interact with the student;
2. The student's symptoms;
3. Whether the student has restrictions that would inhibit their full participation in exercise and sports and, if applicable, any accommodations required;
4. If applicable, accommodations for school-related activities, such as school trips and after-school activities; and
5. How to maintain communication with the student, parents/guardians, the student's healthcare team, and the school nurse or employee responsible for administering emergency medication.

The plan may be updated annually and as necessary if there is a change in the health status of the student.

All employees who have received notification that a student they interact with has epilepsy or another seizure disorder will be provided with information about how to recognize indicators for epilepsy and seizure disorder, epilepsy, or seizure disorder first aid, when to call for assistance, and a parent/guardian and emergency contact information for that student. The training shall be provided by the school nurse. The training may be individualized to each student, if necessary.

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

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

1. The parents/guardians of the pupil shall provide to the school nurse or administrative staff, including school secretaries, 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 or designee a Medication Order form stating that the student has a severe allergic reaction (anaphylaxis), asthma, another potentially life-threatening respiratory illness, epilepsy or another seizure disorder, 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, seizure disorder, or diabetes the student's physician or healthcare provider-supplied information may 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 possible side-effects of the medicine;
 - 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 or seizure triggers or allergies.
3. The school's administration and appropriate teachers and school personnel ~~are~~ shall be 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.

Medications to Reverse an Opioid Overdose

The District participates in a program that provides treatment of opioid overdoses, as outlined in Policy 3518.

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 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 Medicines

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 medication ~~epinephrine auto-injectors or supplies, or equipment~~ necessary for ~~managing their diabetes, allergies, asthma, or epilepsy or other seizure disorder monitoring and/or treatment~~ may be retested periodically to ensure they are still capable of correctly ~~using self-administering~~ the medication.

Any school employee ~~authorized in writing by the~~ ~~who receives the appropriate training~~ ~~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.

This policy shall be reviewed annually by the Board of Trustees or their designee.



Cross References: 3515 Food Allergy Management
3518 Treatment of Opioid Overdoses

Legal References: IDAPA 08.02.03.160.01.a.i. Rules Governing Student Health Policies
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: 7/12/21

TFSD

REVISED:

The District's Board of Trustees wishes to prevent opiate-related overdose deaths. For this reason, The Board authorizes the District Superintendent to work with the District's school nurses to make available either naloxone, sometimes marketed as Narcan, or any other opioid antagonist permitted by IC 54-1733B. If the Superintendent elects to make opioid antagonists available in District schools, the Superintendent or their designee shall establish procedures for the acquisition, storage, and administration of opioid antagonists and for the training of staff members in how to administer them. This procedure shall also provide a process for ensuring there is an adequate supply of opioid antagonists at each school designated to have a supply, ensuring that the medication has not expired, and replacing the medication as needed.

The Superintendent or their designee may obtain opioid antagonists from a licensed health professional authorized to prescribe and dispense them by Idaho law.

Documentation that the opioid antagonist was prescribed and dispensed in accordance with State law shall be maintained in the support service office, and copies of any directions provided with the opioid antagonist shall be kept with the medication.

Administration of an opioid antagonist shall not be required in circumstances of unavailability of the medication, unavailability of an employee trained to administer it, and/or uncertainty as to whether an opioid overdose is occurring, among other reasons. This policy shall not create a duty on the part of the District and/or its personnel to administer opioid antagonists.

Training

Before any District employee may administer an opioid antagonist under this policy, the employee must successfully complete training on recognizing opioid-related overdoses, administering the opioid antagonist provided by the District, promptly seeking medical attention for drug overdoses, and on this policy. Employees shall be trained every year on these topics.

A list of District employees who successfully completed such training shall be maintained, updated, and kept by the District.

If the District's School Resource Officer does not already carry an opioid antagonist which they are trained and authorized to use, they may also be trained to administer opioid antagonists and provided with access to the schools' supplies of the medication in the same manner as trained District staff.

Students shall be encouraged to immediately report medical emergencies to school officials to ensure medical assistance can be immediately provided.

Storage of Opioid Antagonists

If the Superintendent directs for opioid antagonists to be kept at a school, the medication shall be stored in a safe location in compliance with the drug manufacturer's instructions. The opioid antagonist shall be readily accessible to those employees who have completed the required training to administer it in the event of a suspected drug overdose. All properly trained employees shall be made aware of exactly where naloxone is being stored.

Administration of Opioid Antagonist

These protocols shall be followed when administering an opioid antagonist to respond to a suspected drug overdose:

1. The employee shall immediately ensure that someone calls 911 for emergency medical service personnel to be dispatched to respond to a suspected drug overdose.
2. The employee shall administer the opioid antagonist in accordance with the training they have received and take any further measures directed by their training.
3. The employee shall fully cooperate with emergency medical service personnel responding to the scene and shall not interfere with or impede the administration of emergency medical services to the individual suffering the suspected drug overdose.
4. The employee shall notify the building administrator of the incident as soon as possible.
5. The employee shall provide a written report following the standard accident reporting process describing the facts and circumstances surrounding the event.

Indemnification

Any person who administers an opioid antagonist provided under this policy to another person who appears to be experiencing an opiate-related overdose and who:

1. Acts in good faith and exercises reasonable care; and
2. Contacts emergency medical services as soon as possible

will not be liable in a civil or administrative action or subject to criminal prosecution for such acts, as described in IC 54-1733B.

Parental Notification

The District shall notify all parents/guardians of students of this policy once each school year.

A student's parent/guardian, as well as law enforcement, shall be notified of any incident in which their student is believed to have been under the influence of alcohol or controlled substances in accordance with Policy 3321. The student's parent/guardian shall be notified of any health emergency they experience, as described in Policy 3540.

Non-Employee Administration of Opioid Antagonists

Nothing in this policy is intended to regulate, restrict, or otherwise deter any emergency medical technician from administering their own supply of an opioid antagonist when responding in good faith to a suspected drug overdose occurring on District property.

Cross References:	3321	Student Drug, Alcohol, and Tobacco Use
	3540	Emergency Treatment

Legal Reference:	IC 54-1733B	Opioid Antagonists
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Policy History:

Adopted on:

Revised on:

Reviewed on:

It is the intent of the Twin Falls School District to protect the health of its pupils. As such, and as directed by Idaho Code, the District has established a policy addressing suicide prevention, intervention, and postvention procedures. While the District has a responsibility to notify a student's parent/guardian regarding any known changes in the student's mental, physical, or emotional health or well-being ~~Notwithstanding, no such duty exists neither a school district nor a teacher has a duty to warn of the suicidal tendencies of a student absent the teacher's or school district's~~ District's knowledge of direct evidence of such suicidal tendencies. ~~The Board directs the Superintendent or designee to draft and implement~~ The district will utilize internal procedures and processes relating to:

1. Suicide prevention;
2. Suicide intervention; and
3. Suicide postvention.

Prevention

Prevention procedures may include but are not limited to, direction for school and the appropriate school staff members to:

- A. Offer and provide help and assistance, including early identification;
- B. Support and/or counsel students;
- C. Provide referral to appropriate sources outside the school;
- D. Designate staff members who will be responsible for planning and coordinating the implementation of district procedures addressing suicide. This will typically be the school counselors in coordination with the building administrators;
- E. Encourage staff to report to the counselor, students they believe may be at elevated risk of suicide. This will typically be done by the building administrator;
- F. Provide additional training on suicide prevention for all staff for whom such training is deemed necessary; and
- G. Offer resources to parents/guardians on suicide prevention.

Intervention

Intervention procedures may include but are not limited to, direction for the school and the appropriate school staff members to:

- A. Contact the parents/guardians of students suspected as any risk of suicide. The purpose of reporting any risk-assessment results to parents/guardians is to underscore the need for parents/guardians to act, not to report a judgment of risk;
- B. Contact emergency services to assist a student who is at any risk of suicide, when appropriate;
- C. Provide first aid until emergency personnel arrive, when appropriate; and
- D. Move other students away from the immediate area of any suicide attempt on District property or at a District event.

Postvention

Postvention in the event of a death by suicide procedures may include but are not limited to, direction for school and the appropriate school staff members to:

- A. Provide after-care support for faculty, staff, and students after a sudden death has occurred;
- B. Adhere to the procedures provided in the Emergency Response Manual; and
- C. Offer mental health services and/or mental health resources to students likely to be strongly affected by a recent death.

Postvention in the event of a suicide attempt procedures ~~may~~ will include but are not limited to, direction for school and the appropriate school staff members to:

- A. Require from parents a discharge summary or documentation from an outside counselor or doctor prior to a student who has attempted suicide returning to the school building; and
- B. Establish a system of support or re-entry plan for the student upon their return.

District personnel shall attend to the rights of the student and ~~their~~ ~~his or her~~ family.

The District shall comply with all requirements of State law and administrative rules for training by personnel on suicide prevention and awareness.



Legal References: I.C. § 33-136 Suicide Prevention in Schools
I.C. § 33-512B Suicidal Tendencies – Duty to Warn
I.C. § 33-6001 Parental Rights
IDAPA 08.02.02.112 Suicide Prevention in Schools
IDAPA 08.02.03.160 Safe Environment and Discipline

Policy History

ADOPTED: 8/11/14

ISBA

REVISED: 6/11/18
5/13/19
6/13/22
4/10/23

Interviews by School Administrators (Student Victims/Witnesses)

When a violation of board policy or school rule occurs, the school principal or designee may question a potential student victim or students who may have relevant information without prior consent of the parent/guardian or legal custodian. Another adult may be present during the questioning of students.

Interrogations Interviews by School Administrators (Student Suspect)

In situations where a student is suspected of violating board policy or school rule, the principal building administrator or designee may interrogate interview or question the suspected students without the prior consent of the student's parent/guardian or legal custodian. The school official must first have reasonable grounds however, to suspect that the student committed such a violation or has relevant information. The nature and extent of the questioning must be reasonably related to the objectives of the questioning. If the student denies any involvement or culpability, the student will be afforded the opportunity to present his or her side of the story, orally or in writing.

Interviews and Interrogations Questioning by Law Enforcement Officials (School-Related Violation)

If a law enforcement officer, not including the school resource officer, is present on school property solely to question a specific, identified student, the school's administrative personnel or school resource officer (SRO) shall bring the student to a designated location for questioning. Law enforcement officers, excluding the SRO, who are present for such an interview should not otherwise roam the school's facility in an effort to locate the student. They should remain in the administration office while school personnel seek out the student. However, if there is a safety concern or other emergency situation involving a student, the school and law enforcement officials shall work together on the best way to contact that student.

Any questioning of a student by law enforcement should take place in a private room or area where confidentiality can be maintained.

In most cases, parents/guardians should be given the chance to be present for questioning. However, depending on the nature of the investigation, the law enforcement officer may choose not to include the parent in the interview. Regardless, a building administrator shall notify a student's parent or legal guardian by phone call or text message if a minor student has been or may be questioned by a school resource officer or other law enforcement official, unless the child is a victim or suspected victim of physical child abuse, abandonment, and/or neglect.

The District recognizes that it is not always possible to notify a parent/guardian of a student prior to an interview by law enforcement, whether by an SRO or otherwise. At minimum, when the

District is aware that such questioning has occurred, the building administrator or designee shall notify the parent/guardian of such event by phone call or text before the end of the day when the interview occurred.

School personnel shall not require any student to subject themselves to any law enforcement interview. If a parent/legal guardian directs that a student is not to be subject to a law enforcement interview, such direction will be honored by the school and law enforcement will have to make other arrangements to conduct such questioning.

The building administrator or their designee may request to be present at the interview, but should not take part in any questioning. If present, the principal or designee should at all times remain a neutral observer. At the discretion of the law enforcement officer, the request to be present may or may not be accommodated. When a building administrator is present in the interview, they may be required to participate in legal proceedings pertaining to the incident.

When students are questioned by law enforcement officers, District personnel are not responsible for a police officer's compliance with the law. If a parent/guardian or student refuses to consent to police questioning, it is the law enforcement officer's responsibility to respond appropriately to such refusal.

Questioning by Law Enforcement Officials About School-Related Violations

When a suspected violation of criminal law has occurred on school grounds, at a school sponsored activity, or at an activity involving school operations, school officials may request law enforcement officers conduct a criminal investigation. ~~law enforcement officers may be notified by school officials to request a criminal investigation.~~ Law enforcement officers may also independently conduct ~~determine that an investigation requiring~~ student interviews as part of criminal investigations. ~~is necessary, and interrogations is necessary.~~ When law enforcement officers question a student victim, witness or suspect in such instances, school officials shall make an effort to notify the student's parent, guardian or legal custodian in advance of the interview or interrogation.

~~When students are interviewed or interrogated by law enforcement officers, the principal or designee shall request that police officers observe all procedural safeguards prescribed by law. However, district personnel are not responsible for a police officer's compliance with the law. If a parent or student refuses to consent to police questioning, it is the law enforcement officer's responsibility to respond appropriately to such refusal.~~

School discipline investigations conducted by school administrators and criminal investigations conducted by law enforcement officers, with the exception of School Resource Officer personnel, may ~~shall be conducted independently in a parallel manner~~ rather than as a joint investigation. Therefore, a school discipline investigation need not stop as soon as the school administrator believes that a crime has been committed. The results of the parallel investigations may be shared among school officials and the police.

Interviews and Interrogations Questioning by Law Enforcement Officers (About-Non-School-Related Violation)

The District strives to maintain cooperative working relations between law enforcement, child protective services, and school authorities. Law enforcement officers may wish to interview students regarding their knowledge of suspected criminal activity and may wish to interrogate question students who are themselves suspected of engaging in criminal activity. Except when law enforcement officers have a warrant or other court order, or when emergency or other exigent circumstances exist such interviews and interrogations are discouraged during the student's class time. conducting interviews during the student's class time is discouraged. Whenever possible, interviews on matters not related to potential violations of District or criminal activities during school-sponsored events should take place away from school and outside of school hours. Whether an interview will be permitted at school during school hours shall be at the discretion of the building administrator, except when a warrant or court order requires that it be conducted immediately. The principal and principal's building administrator or designee have the right and the obligation to take reasonable steps to prevent disruption of school operations and the educational process while at the same time cooperating with law enforcement efforts. Accordingly, the principal building administrator or designee shall work together with law enforcement officers to coordinate efforts and minimize or prevent such disruption in cases of student interviews and interrogations. In the event of disagreement, the principal or designee shall immediately contact the area administrator or district legal counsel for assistance.

Before any student interview or interrogation begins regarding suspected criminal activity, the principal building administrator or designee shall ascertain that the law enforcement officer has proper identification evidencing affiliation with an identified law enforcement agency. The principal or designee shall request that all procedural safeguards prescribed by law are observed by the law enforcement officers when interviewing student witnesses or interrogating student suspects. An effort shall be made to notify the student's parent, guardian or legal custodian in advance of the interview or interrogation regarding suspected criminal activity. Whether or not to postpone the interview or interrogation until the parent arrives is ultimately the law enforcement officer's decision. **In cases involving investigation of reported child abuse of a student where the suspected perpetrator is a member of the student's family, such parent/guardian contact would not be warranted.** The Idaho Department of Health and Welfare or law enforcement may exclude school personnel from any child abuse investigations/and related interviews and may use a school building to conduct the interview.

Arrests by Law Enforcement Officers

A law enforcement officer may take a student into custody if the student has been placed under arrest, if the officer declares the student or others to be in imminent danger, or if the student's parent/guardian, or legal custodian and the student consent to such a release. The When practical, the officer must first notify the principal building administrator or designee so that the student may be summoned to the principal's office and taken into custody in a manner that is as inconspicuous as possible and minimizes disruption of school operations and the educational process. When an emergency situation arises and the student is taken into custody or arrested on

school premises without prior notification to the principal or designee, the law enforcement officer should notify school authorities of the situation as soon as possible.

When a student is removed from school by law enforcement officers for any reason, ~~school officials~~ the building administrator or designee will make every reasonable effort to notify the student's parent/guardian, ~~or legal custodian~~, including attempts to contact them by phone call or text message. The school official will document such effort in writing. ~~Before removing~~ When law enforcement officers make a formal arrest or the student from school, the police shall sign a release form ~~is otherwise in which they assume full~~ law enforcement custody, any and all responsibility for ~~the~~ that student is transferred to law enforcement personnel. If a school official has reason to believe ~~that a student was removed from~~ a student is wrongly detained or arrested, they shall not interfere in any way, but will contact the Superintendent or designee. ~~the school by a law enforcement officer without making a valid arrest or without the consent of the student and Superintendent or designee will document the report and will determine the next appropriate action. the parent/guardian, or legal custodian, the school official will attempt to immediately contact the area administrator or legal counsel.~~

School officials will notify the appropriate ~~area~~ district administrator of the removal of any student from school by law enforcement under any circumstance. ~~School officials shall request that all procedural safeguards prescribed by law are observed by law enforcement officers conducting an arrest.~~ District personnel are not ~~however~~ responsible for an officer's legal compliance with respect to said arrest.

Definitions:

1. "Interview or questioning" means asking ~~The questioning of a student in a private individual setting who may be a witness or victim of~~ about an incident. This does not include instances when school resource officers interact with students as part of their daily responsibilities within the school setting.
2. "Reasonable Suspicion" means a common-sense belief based on the information at hand that criminal activity or a violation of school rule or policy has happened or will happen
3. "Interrogation" ~~The questioning of a student suspected of violating Board and/or District policy, school rule or criminal law.~~
4. "Reasonable Grounds to Suspect" ~~More than a generalized suspicion or a mere hunch, but not requiring certainty that a violation has occurred. For example, it may be based upon, among other things, direct observations or the reported observations or experiences of others. It involves a common-sense conclusion about human behavior based upon all of the circumstances presented.~~
5. "Probable Cause" ~~A set of probabilities grounded in factual and practical considerations, which would cause a reasonable person to believe that a violation has occurred. It requires having more evidence for than against.~~



Cross References: 3200P Student Rights and Responsibilities
4400 Relations with Law Enforcement and Child Protective Agencies
5260 Abused and Neglected Child Reporting

Legal References: I.C. § 6-904(1) Exceptions to Governmental Liability
I.C. § 16-1605 Reporting of abuse, abandonment or neglect
I.C. § 16-1606 Immunity
I.C. § 16-1607 Reporting in bad faith—Civil Penalties
I.C. § 16-1631 Authorization for Department to Act
I.C. § 20-516 Apprehension and Release of Juvenile—Detention
I.C. § 33-6001 Parental Rights

Other References: Idaho Attorney General Annual Report 93-2 (1993) (available at <https://www.ag.idaho.gov/content/uploads/2017/12/1993.pdf>)

Policy History

ADOPTED: 8/11/14

ISBA

REVISED: 9/14/15

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

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

~~An~~ Visits to individual who wishes to visit a classrooms during instructional time may only do so ~~shall be permitted only~~ with prior approval from the building administrator principal's and classroom teacher.'s approval and s Parents/guardians of District students shall have reasonable access to observe all school activities during school hours in which the child is enrolled, provided they have received prior permission. Parents/guardians who are otherwise legally prohibited from such access shall not be granted permission. Such visits shall not be permitted if their occurrence, duration, ~~or~~ frequency, or conduct on campus interferes with the delivery of instruction or disrupts the normal school environment.

Nothing in this section shall prevent a reasonable denial of entry due to emergency or safety drills, situations outlined in school safety plans, an emergency lockdown, periods of statewide testing, school officials' enforcement of the provisions of section IC 33-512, or other specific situations listed in District policy or building rules.

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

Conduct on School Property

The District expects mutual respect, civility, and orderly conduct among all individuals on school property or at a school event. No person on school property or at a school event shall:

1. Injure, threaten, harass, or intimidate a staff member, a Trustee, sports official or coach, or any other person;
2. Damage or threaten to damage another's property;
3. Damage or deface District property;
4. Violate any Idaho law, or town or county ordinance;
5. Smoke or use of other tobacco products including lighted or unlighted cigarettes, cigars, pipes, smokeless tobacco in any form, other smoking products, electronic cigarettes, nicotine delivery systems, or vaporizer smoking devices.;

6. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs, or possess dangerous devices or weapons except in accordance with IC 18-3302D Possessing Weapons or Firearms on School Property;
7. Impede, delay, disrupt, or otherwise interfere with any school activity or function, including using cellular phones in a disruptive manner;
8. Make an audio or video recording in the classroom without prior approval of the building principal and classroom teacher;
9. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the School Board;
10. Operate a motor vehicle:
 - a. In a risky manner;
 - b. In excess of 20 miles per hour; or
 - c. In violation of an authorized District employee's directive;
11. Engage in any risky behavior, including rollerblading, roller skating, or skateboarding; or
12. Violate other District policies or regulations including Policy 4420 Visits to District Property by Sex Offenders, or an authorized District employee's directive.

Enforcement ~~Loitering / Unauthorized Persons~~

The Principal has the authority to request assistance from law enforcement if any visitor or unauthorized individual refuses to leave school grounds or creates a disturbance. Violation of District policy may lead to removal from the building or grounds and denial of further access to District buildings or grounds.

Anyone observing a person violating this policy shall immediately notify the building administrator or designee. ~~Employees shall report to the Principal any person loitering on or near a school building or school grounds.~~ The Principal or designee may request such unauthorized individual direct the person to leave or remove them him/her from the school premises or area. If the individual does not leave voluntarily or resists removal, law enforcement shall be notified and requested to assist in the removal. The principal or designee shall notify the Superintendent's office immediately if such a situation develops.

Unauthorized persons loitering in or about any school building, or on school grounds shall be asked to leave the premises. Any such person failing to leave the premises shall be considered to be in probable violation of disorderly conduct or trespassing statutes. Law enforcement shall be notified and requested to remove the individual from the building or grounds.



Cross Reference: 3330 Student Discipline
4320 Disruption of School Operations
4420 Visits to District Property by Sex Offenders

Legal Reference: IC § 33-512 Governance of Schools

Policy History:

ADOPTED: 8/11/14

ISBA

REVISED:

Any person, including an adult, who behaves in an unsportsmanlike manner during an athletic or co-curricular event may be ejected from the event the person is attending and/or denied admission to school events for up to a year, ~~after a Board hearing~~. Examples of unsportsmanlike conduct include, but most certainly are not limited to:

1. Using vulgar or obscene language or gestures;
2. Yelling or raising one's voice with the purpose of intimidation;
3. Possessing or being under the influence of any alcoholic beverage or illegal substance;
4. Possessing a weapon;
5. Fighting or otherwise striking or threatening another person;
6. Failing to obey the instructions of a security officer or School District employee; and
7. Engaging in any activity which is illegal or disruptive of the educational process.

~~The Superintendent may seek to deny future admission to any person by delivering or mailing a notice, sent by certified mail with return receipt requested, containing:~~

- ~~1. The date, time, and place of a Board hearing;~~
- ~~2. A description of the unsportsmanlike conduct; and~~
- ~~3. The proposed time period that admission to school events will be denied.~~

The Board delegates to the Superintendent or designee the authority to deny future admission to any person for up to one year by delivering or mailing a notice informing them of this denial of admission.



Legal References: I.C. § 33-205 Denial of School Attendance
I.C. § 33-512 Governance of Schools
I.C. § 33-1222 Freedom of Abuse
I.C. § 18-916 Abuse of School Teachers
I.C. § 18-6409 Disturbing the Peace

Policy History

ADOPTED: 8/11/14

ISBA

REVISED:

The Code of Ethics for Idaho Professional Educators was developed by the Professional Standards Commission, approved by the Idaho State Board of Education, and approved by the Idaho Legislature.

The District's professional educators are required to comply with the most current version of the Code of Ethics provided in IDAPA 08.02.02.076.

Additionally, the Board requires all classified employees and volunteers of the District to comply with the Code of Ethics to the extent applicable to their work. Violation of the Code of Ethics may result in disciplinary action up to and including termination of employment or volunteer position with the District.



Legal Reference: I.D.A.P.A. 08.02.02.076 Code of Ethics for Idaho Professional Educators

Policy History

ADOPTED: 10/13/14

ISBA

REVISED: 06/13/16
03/06/23

The District maintains a complete personnel record for every employee (certificated and classified). Much of the information contained in employee personnel files is confidential and access to such files should be limited to the Superintendent, Principal, Human Resources, the employee's supervisor, the employee, the employee's designee or representative, and school districts requesting information based upon Idaho Code for hiring.

~~A log of those persons other than the Superintendent, principal, human resources personnel or other administrative staff accessing records, will be kept indicating the date and time of inspection, name of person requesting access, description of the records copied, if any, and the initials of the person providing the access and/or copies requested.~~

In accordance with federal law, the District shall release information regarding the professional qualifications and degrees of teachers and the qualifications of paraprofessionals to parents upon request, for any teacher or paraprofessional who is employed by a school receiving Title I funds, and who provides instruction to their child at that school.

In accordance with state law, not later than twenty (20) days after receiving a request from another Idaho public school, the District shall release information regarding job performance or job-related conduct, as defined by Idaho Code to school districts requesting such information for hiring purposes. See Policy 5100 and Procedure 5500P.

~~The District shall maintain official District files for employees.~~

An employee's official file shall be kept in the District administrative office. It should, at a minimum, contain the following records:

1. Application materials;
2. Contracts of employment;
3. Communications from the administration;
4. Performance evaluations;
5. Rebuttals to performance evaluations;
6. Parental input materials;
7. Written reprimands, directives, commendations, or awards;
8. Original statements/releases to/from hiring school districts;
9. Original acknowledgement of receipt of professional liability insurance providers list;
10. A copy of the employee's job description signed by the employee;
11. A signed acknowledgement that the employee has received a copy of the District's sexual harassment policy;
12. A signed acknowledgement that the employee has received a copy of the District's email and internet use policy;
13. Documentation of additional training received, course work completed, in-service attended, etc.;
14. Documentation of fingerprints and background checks;
15. Documentation of record and/or reference checks pursuant to Idaho Code 33- 1210;

16. Rebuttal documents;
17. Copies of certifications from the Office of the Superintendent of Public Instruction;
18. Transcripts of credits earned (for credit review purposes);
19. Salary schedule placement; and
20. Any information relevant to the evaluation of the employee.

The file may contain notes and observations. Letters of recommendation will be kept in a separate, ~~sealed~~ file maintained by the ~~Superintendent~~ Human Resources Department or a separate, ~~sealed~~ portion of the personnel file. Personal notes of supervisors should be placed in the personnel file, if they are relevant to the evaluation of the employee.

Each employee will be provided written notice of all materials placed in an employee's personnel file. Notice shall be provided within ten (10) days of placement of information in the employee's file or, if possible, presented to the employee prior to placement in the file. An employee will have the opportunity to attach a rebuttal to any information placed in the employee's personnel file. An employee will have twenty-one (21) days (from the date of written notice of placement) to attach a statement or notification of rebuttal.

Upon request, an employee or the employee's designee or representative will have access to the employee's personnel file, with the exception of letters of recommendation and interview notes, and will be provided copies, upon request within a reasonable period of time. The request, inspection, and/or copying of the file will be logged indicating the date and time, name of person requesting access, description of the records copied, if any, and the initials of the person providing the access and/or copies requested.

Other Files upon Separation

Idaho law recognizes that other files may be kept relative to employees, such as investigative files. Upon separation of employment, all documents from such files, including investigative files, shall be moved into the employee's personnel file. Names of students, fellow employees, or complainants (with the exception of the employee's administrative supervisor or other administrative authors) shall be redacted from such documents before they are placed in the personnel file. Copies of such documents shall be provided to the employee within ten (10) days of placement in the personnel file and written notice of their inclusion in the file by sending such to the employee's last known address via certified mail, return receipt requested. The employee shall be given the opportunity to file a rebuttal to such information in the same manner outlined above.

Record Keeping Requirements under the Fair Labor Standards Act

In addition to the information to be placed in an employee's personnel file set forth hereinabove, any and all payroll information required by the Fair Labor Standards Act shall also be kept for each employee as follows:

1. Records required for ALL employees:
 - A. Name in full (same name as used for Social Security);

- B. Employee's home address, including zip code;
 - C. Date of birth if under the age of 19;
 - D. Gender (may be indicated with Male/Female, M/F, or a Mr., Mrs., Miss, or Ms.);
 - E. Time of day and day of week on which the employee's work week begins;
 - F. Basis on which wages are paid (such as \$5/hour, \$200/week, etc.);
 - G. Any payment made which is not counted as part of the "regular rate";
 - H. Total wages paid each pay period; **and**
 - I. I-9.
2. Additional records required for non-exempt employees:
- A. Regular hourly rate of pay during any week when overtime is worked;
 - B. Hours worked in any work day (consecutive twenty-four-(24)-hour period);
 - C. Hours worked in any work week (or work period in case of 207[k]);
 - D. Total daily or weekly straight-time earnings (including payment for hours in excess of forty (40) per week, but excluding premium pay for overtime);
 - E. Total overtime premium pay for a work week;
 - F. Date of payment and the pay period covered;
 - G. Total deductions from or additions to wages each pay period;
 - H. Itemization of dates, amounts and reason for the deduction or addition, maintained on an individual basis for each employee;
 - I. Number of hours of compensatory time earned each pay period;
 - J. Number of hours of compensatory time used each pay period; **and**
 - K. Number of hours of compensatory time compensated in cash, the total amount paid and the dates of such payments.

In no case will attorney communications be placed in the employee file.



Cross References: 4130 Public Access to District Records
 5100 Hiring Process and Criteria
 5205 Job Descriptions
 5240F Sexual Harassment/Intimidation in the Workplace Policy
 Acknowledgement
~~5330F Employee Electronic Mail and On-Line Services Use~~
~~Acknowledgment~~
 5340 Evaluation **and Probation** of ~~Certified~~ **deated** Personnel
 5820 Evaluation of Non-Certified Staff
~~See Also:~~ 5500P Personnel Records

Legal References: 29 USC 201, et seq. Fair Labor Standards Act
 29 C.F.R. § 516.2 and 3 Record keeping requirements
 I.C. § 74-106 Records Exempt from Disclosure – Personnel Files, etc.
 I.C. § 33-517 Non-certificated personnel
 I.C. § 33-518 Employee personnel files

I.C. § 33-1210 Information on past job performance

Policy History

ADOPTED: 8/11/14

ISBA

REVISED: 1/11/16
6/13/16

**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 ●Dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, including AP 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. ●Students are encouraged to take math their senior year. must take math each semester until they reach proficiency on the math portion of the ISAT <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
Social Studies	7 credits

<i>(Must include U.S. History – 4 credits, and American Government – 2 credits)</i>	<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	1 credit
Humanities <i>(Interdisciplinary Humanities, Fine Arts or Foreign Language)</i>	2 credits <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 Courses	2 credits <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	3 credits <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 ● 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 the end of 8th grade

Senior Project	Required to include an oral presentation and written report by the end of grade 12.
ISAT	Pass the ISAT with a score of Proficient or Advanced in Reading, Math, and Language Usage.
Civics Test	All secondary students must successfully pass the civics test or alternate path.
Financial Literacy	All secondary students must successfully complete coursework in financial literacy standards as outlined in Idaho Code 33-1614.

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 <i>(English – 8 credits and Speech – 1 credit)</i>	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 <i>(US History, Economics and American Government)</i>	5 credits Students must pass the U.S. citizenship test.
Humanities <i>(Interdisciplinary Humanities, Fine Arts or Foreign Language)</i>	2 credits
Health and PE	1 credit of Health
Postsecondary Readiness Plan	4-Year Learning Plan This should typically be completed by the end of 8 th grade
Senior Project	Required to include an oral presentation and written report by the end of grade 12.
ISAT	Pass the ISAT with a score of Proficient or Advanced in Reading, Math, and Language Usage.
Civics Test	All secondary students must successfully pass the civics test or alternate path.
Financial Literacy	All secondary students must successfully complete coursework in financial literacy standards as outlined in Idaho Code 33-1614.

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 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.

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.**

As detailed in the Senior Project Guidelines, 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 11th-grade year and (starting with the class of 2026) 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 11th grade year, they will take the Idaho Standards Achievement Test (ISAT) in their 12th 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.

Financial Literacy

All secondary students must successfully complete coursework in financial literacy standards as outlined in Idaho Code 33-1614. This may be achieved through participation and completion of an economics course (for students graduating in 2024) or participation and completion of a course that covers the Idaho financial literacy core competencies (for students graduating in 2025 or after).

Waiver of Requirement

Graduation requirements generally will not be waived except as outlined in the Early Graduation of Flexible Schedule portion of this policy. 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 an accredited post-secondary institution will be accepted towards the 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 the 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 co-curricular 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; and
 - 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 schools and enroll only in the classes that they need to graduate.

Students who fail to attain the requirements for graduation by the end of the day on the last scheduled school day for seniors may be excluded from participation in the school's graduation ceremony.



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
I.C § 33-6101 Opportunities for College and Career Ready Students
I.C § 33-1614 Financial Literacy
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

03/9/20

7/13/20

7/12/21

4/11/22

8/08/22

8/07/23

POLICY TITLE:	Gender Identity and Sexual Orientation	POLICY NO: 3281 PAGE 1 of 3
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The Board believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of sexual orientation, gender identity, or gender expression. This policy is designed to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities. It is the responsibility of the District to provide all students, including LGBTQ+ students, with a safe school environment. Discrimination, harassment, bullying, or sexual harassment complaints involving a student's gender identity or sexual orientation shall be handled in the same manner as other discrimination, harassment, bullying, and sexual harassment complaints. Failure of any school student or school employee to abide by the terms and provisions of this policy will subject such individuals to disciplinary action.

Consistent with Section 18-4511, Idaho Code, the District will use the sex indicated on a student's birth certificate when applying district policies. If a student does not have a birth certificate, ~~consistent with Section 18-4511, Idaho Code~~, an alternative form of governmental identification may be considered for the determination of a student's sex. Under no circumstances shall District personnel require a medical exam or physical inspection to establish a person's sex.

A student's use of restrooms, changing facilities, and sleeping rooms shall be addressed as described in Policy 9605, and a student's gender will therefore affect access to such facilities. In no case, however, will a student be denied the right to participate in school activities and/or an overnight trip because of that student's gender or sexual orientation. The District will provide all students the opportunity to participate in any activities segregated by gender in a manner that is consistent with the Idaho High School Activities Association (IHSAA) rules and regulations.

Accommodations

A student or the student's parent/guardian may request a meeting be held with the building principal, the student, and the student's parent/guardian to discuss accommodations related to a student's gender expression or identity. The goal of the meeting is to develop an understanding of that student's needs with respect to their gender identity and develop a plan to address those needs.

Change of Official School Records

District records required by law to include the student's legal name and/or gender will be changed by the District upon the student's/former student's presentation of appropriate legal documentation to the District Office. Any current or former student may present to the Superintendent or designee responsible for student records a copy of a court order or birth certificate identifying a change to the student's legal name and/or gender. The student's records will be changed accordingly.

Student Records and Privacy

The District's official records, as required by law, shall utilize a student's legal name. In situations where State or federal law or administrative rules require school employees to use or report a student's legal name or gender, such legal name or gender shall be utilized. However, school staff shall utilize practices to avoid the inadvertent disclosure of the student's transgender status.

Information regarding a student's sexual orientation, gender identity, gender expression, legal name, or gender assigned at birth may constitute confidential information. Disclosure of such information shall be in accordance with District policies pertaining to student privacy. The student's educational record shall not include mention of the student's sexual orientation.

District official records include school yearbooks and annuals as these documents are often used for identification purposes. As such, students' legal names will generally be used in these publications unless a name change is otherwise approved by the student's parent/guardian.

Confidentiality

School employees should not disclose a student's transgender status or sexual orientation to other individuals, regardless of setting, including the other school personnel unless they have a legitimate need to know or unless the student has authorized such disclosure. Action in violation of such student confidentiality may subject an employee to discipline, up to and including possible termination, and for certificated personnel, a report to the Professional Standards Commission.

However, when the school becomes aware of a student's change in a student's gender identity or expression and such change constitutes a change in the student's mental, emotional, or physical health or wellbeing, the building principal and/or school counselor shall notify the student's parent/guardian. The individuals responsible for parental notification shall keep documentation that such notification has occurred detailing the date and time, participants in the communication, manner of communication, and the content of such communication.

Faculty/Staff Concerns with a Student's Health/Performance

If the school's staff members believe that a gender identity or expression issue is presenting itself and creating difficulty for a student at school, the school's administrative staff and/or counselor shall approach the student's parent/guardian about the issue. An individual teacher shall not approach a student's parent/legal guardian to address such a student situation. Instead, they shall notify the building principal or school counselor. The building principal or their designee shall work with the counselor to notify the student's parent/guardian and take any appropriate further steps.

If a student, parent/guardian, or District employee has an issue or concern related to this policy, they should discuss the concern with the building administrator so that a resolution can be reached.



- Cross Reference:** 2140 Student and Family Privacy Rights
3255 Student Dress
3280 Equal Education, Nondiscrimination, and Sex Equity
3290 Sexual Harassment/Intimidation of Students
3295 Hazing, Harassment, Intimidation, Bullying, Cyber Bullying, Menacing
3575 Student Data Privacy and Security
9605 Facilities Separated by Sex
- Legal Reference:** 20 U.S.C. § 1681, et seq. Title IX of the Educational Amendments
I.C. § 33-133(1)(j)(ii) Definitions—Student Data—Use and Limitations—Penalties
IC § 33-6602 et seq. Definitions
- Other Reference:** Idaho High School Activities Association Rules & Regulations, Rule 11-3 Transgender Student Participation

Policy History

ADOPTED: 10/12/15

ISBA

REVISED: 7/10/23