



Elementary School Handbook

Student & Parent Edition

2026-2027

This Handbook is intended for elementary students at West Ada School District. Acknowledgement of access to this Handbook is in 26-27 School Forms, through your PowerSchool Parent account and must be completed annually.

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West Ada School District Elementary School List

Barbara Morgan STEM Academy 1825 Chateau Dr. Meridian, ID 83646 208-855-4430 Principal: Katie Mittleider	Hillsdale Elementary 5225 South Stockenham Way Meridian, ID 83642 208-350-4443 Principal: Justine Burgess	Pleasant View Elementary 4600 North Gondola Dr. Meridian, ID 83646 208-350-4490 Principal: Amy Senethavilay
Cecil D. Andrus Elementary 6100 Park Meadow Dr. Boise, ID 83713 208-855-4430 Principal: Diane Escandon	Hunter Elementary 2051 W. McMillan Rd. Meridian, ID 83642 208-855-4285 Principal: Katie Rutan	Ponderosa Elementary 2950 N. Naomi Ave. Meridian, ID 83646 208-855-4040 Principal: Kaycee Choate
Chaparral Elementary 1155 N. Deer Creek Ln. Meridian, ID 83642 208-350-4180 Principal: Doni Davis	Independence Elementary 2305 N Pollard Ln. Star ID 83669 208-350-4045 Principal: Jeff Christopherson	Prospect Elementary 4300 N. Red Horse Way Meridian, ID 83646 208-350-4000 Principal: Gwenda Venecia
Chief Joseph School of the Arts 1100 E. Chateau Dr. Meridian, ID 83646 208-350-4200 Principal: Kayla Burton	Joplin Elementary 12081 West DeMeyer St. Boise, ID 83713 208-855-4345 Principal: Breanne Rosco	River Valley Elementary 2900 E. River Valley St. Meridian, ID 83646 208-350-4295 Principal: John Ursillo
Christine Donnell School of the Arts 7075 S. Five Mille Rd. Boise, ID 83709 208-355-4335 Principal: Jennifer Maxwell	Lake Hazel Elementary 11711 Lake Hazel Rd. Boise, ID 83709 208-350-4075 Principal: Kara Ritter	Seven Oaks Elementary 1441 S. Seven Oaks Way Eagle, ID 83616 208-350-4095 Principal: Shay Davis
Desert Sage Elementary 9325 W. Mossywood St. Boise, ID 83709 208-350-4020 Principal: Jennifer Logan	Mary McPherson Elementary 1050 E. Amity Rd. Meridian, ID 83642 208-855-4300 Principal: Jennifer Arsenault	Siena Elementary 2870 East Rome Dr. Meridian, ID 83642 208-350-4370 Principal: Kacey Schneidt
Discovery Elementary 2100 E. Leighfield Dr. Meridian, ID 83646 208-855-4090 Principal: Buffy Roberts	McMillan 1901 McMillan Dr. Boise, ID 83713 208-855-4475 Principal: Sara DiGrazia	Silver Sage Elementary 7700 Snohomish St. Boise, ID 83709 208-855-4485 Principal: Anne Spittle
Eagle Elementary 475 N. Eagle Rd. Eagle, ID 83616 208-855-4365 Principal: Corinne Hoppe	Meridian Elementary 1035 NW 1 st St. Meridian, ID 83642 208-855-4335 Principal: Courtney Parker	Star Elementary 700 North Star Rd. Star, ID 83669 208-855-4110 Principal: Todd Adams
Eagle Hills Elementary 650 Ranch Dr. Eagle, ID 83616 208-855-4365 Principal: Nolan Kerby	Paramount 550 W. Producer Dr. Meridian, ID 83646 208-350-4120 Principal: Brooke Roy	Summerwind STEM Academy 3675 Jullion Way Boise, ID 83704 208-375-0210 Principal: Meghan Stewart
Eliza Hart Spalding STEM Academy 12311 W. Braddock Dr. Boise, ID 83709 208-321-2150 Principal: Melissa Hampton	Pepper Ridge 2252 S. Sumpter Way Boise, ID 83709 208-855-4130 Principal: Alisa Tueller	Ustick Elementary 435 Ustick Rd. Boise, ID 83713 208-855-4120 Principal: Heidi Jackman-Rahn
Frontier Elementary 11851 Musket Dr. Boise, ID 83713 208-350-4190 Principal: Jennifer Dunlop	Peregrine 1860 Waltman St. Meridian, ID 83642 208-350-4285 Principal: John Labbe	Willow Creek Elementary 6195 N. Long Lake Way Meridian, ID 83646 208-350-4410 Principal: Jared Christensen
Galileo STEM Academy 4735 W. Saguaro Dr. Eagle, ID 83616 208-350-4105 Principal: Rob Lamb	Pioneer School of the Arts 13255 W. McMillan Rd. Boise, ID 83713 208-855-4100 Principal: David Jakious	

Introduction

Welcome Students and Parents/Guardians!

This handbook is presented to familiarize you with elementary school rules, policies, and general information. Parents are encouraged to read this Handbook so that they will know the rules, policies, and become involved in their school.

Each student is expected to respect the rights and privileges of other students, school staff including building administration, school resource officer, security officer, teachers, and West Ada School West Ada School District staff. Students shall exercise their rights responsibly and in compliance with procedures established for the orderly conduct of the West Ada School West Ada School District's educational mission. The West Ada School West Ada School District's rules of conduct and discipline are established to achieve and maintain order in the school.

Throughout this handbook, the term "parents" includes any parent, legal guardian, or person having lawful authority over the student. The term "District" throughout the handbook refers to the West Ada School District

Attendance

Attendance Policy

The West Ada School District acknowledges the critical role that regular attendance and punctuality play in student academic growth and achievement. Active participation in classroom learning activities, guided by effective teachers and enriched by peer interactions, is essential for a comprehensive educational experience. Education extends beyond written assignments and homework; it includes instruction, formative assessments, interventions, discussions, and collaborative work that occur in the classroom. These experiences cannot be duplicated through homework or make-up work alone. When a student is absent, whether excused or unexcused, valuable learning opportunities are forfeited.

Regardless of the reasons for absence, students who are absent more than twenty percent (20%) of the school year or in a class reduce their chances of demonstrating or achieving proficiency.

The District attendance requirement mandates that students must attend school and/or class at least ninety percent (90%) of the time during each grading period while school is in session, encompassing both excused and unexcused absences. Idaho law requires any person under sixteen (16) years of age to be enrolled in school. (Refer to 0515.10: Attendance)

- Students are allowed three (3) unexcused absences per AM and/or PM learning block during the semester. A student who is identified with chronic absenteeism or extended absenteeism may be retained or disenrolled.

Unverified/Unexcused Absence (A)

An **Unexcused** absence occurs when a student is absent from any class without justifiable cause and support. Excessive Unexcused absences may result in additional administrative actions up to and including loss of credit or retention. See the Unexcused absence thresholds below for more detail on absenteeism levels.

Truancy Absences (A)

A **Truancy** absence occurs when a student is absent from any class without parental permission or school knowledge. Truancies not only count as Unexcused (see above) but are also subject to disciplinary procedures outlined in Policy 0504.10. Moreover, any child under the age of sixteen (16) who accrues ten (10) Truancies may be referred to the Ada County prosecuting attorney pursuant to Idaho Code 33-206.

Absence Reporting

Keeping **Unexcused** and **Truancy** in mind, absences are recorded based on the following criteria:

1. Whether or not **Advanced Notice** was provided to the school.
2. Whether or not **Supporting Documentation** was provided to the school.

Advanced Notice

Advanced Notice means that the school was notified the student would be absent from class for that particular time *before* the absence actually occurred. Examples that allow for Advanced Notice include but are not limited to:

- Day-of Illness Notification
- Vacations
- Scheduled Medical/Dental or Court Appointments
- Club Sport Events
- Religious Observation
- Familial Obligations

Parents/Guardians are encouraged to provide Advanced Notice whenever possible.

Supporting Documentation

Supporting Documentation means that the school was provided acceptable documentation supporting the absence. Examples of Supporting Documentation include but are not limited to:

- Completion of a Self-Directed Learner (SDL) form (see below for details)
- Doctor or dental appointment verification (doctor's note, portal record, or provider confirmation)
- Court documentation or official notice to appear
- Bereavement verification (e.g., obituary, family statement, or administrative confirmation)
- Other documentation supporting extenuating circumstances approved by the building administrator.

Parents/Guardians are encouraged to provide Supporting Documentation whenever possible.

Note for Sick Students and Parents/Guardians: Students who are not feeling well, particularly those showing symptoms such as a fever, nausea, diarrhea, or vomiting, are encouraged to stay home. The expectation for students to attend school at least 90% of the time, accommodates these situations.

Parents or guardians who are licensed professionals cannot act in both capacities when excusing a student's school attendance. They are prohibited from using their professional authority to excuse absences while simultaneously serving as the student's parent or guardian, as this constitutes a conflict of interest. Excuses for future absences from health providers will not be accepted.

Absence Codes

The intersection of **Advanced Notice** and **Supporting Documentation** results in four possible absence codes.

A (Absent)

This happens when neither Advanced Notice nor Supporting Documentation is provided. Absences encoded as **A do** count as Unexcused and as Truancy.

PRC (Parent Communication)

This happens when Advanced Notice is provided but Supporting Documentation is not provided/not completed. Absences encoded as **PRC do** count as Unexcused, but **do not** count as Truancy.

WAI (Waived)

This happens when Advanced Notice is not provided, but Supporting Documentation is provided after the absence. (The most common case for **WAI** is illness supported by a doctor's note.) Absences encoded as **WAI do not** count as Unexcused and as Truancy.

SDL (Self-Directed Learner)

This happens when Advanced Notice is provided along with an SDL form as Supporting Documentation. Absences encoded as **SDL** do not count as Unexcused, and as Truancy. (See below for details.)

Note: These four codes are the most common. However, be aware that there are other codes that are used to describe other scenarios which are handled by attendance secretaries manually, such as Suspensions, Activities, etc.) See below for a description of those less common codes.

Self-Directed Learner (SDL) Details

A self-directed learner designation allows a student to request a flexible option to meet immediate educational needs. A student is eligible to be designated as a self-directed learner if they meet at least one of the following criteria, as stipulated in Idaho Code 33-512:

- Demonstrated mastery of content knowledge through overall grades.
- Starting in grade 5, demonstrated mastery of addition and multiplication for numbers 0-10, as well as related subtraction and division problems, known collectively as "math facts" as evidenced by a passing grade in the students' math class.
- Starting in grade 8, demonstrated an informed choice of post-secondary career and education goals by completing and updating their personalized student learning plan.
- Building Administrator approval.

Self-Directed Learner (SDL) activities allow a planned event to avoid being recorded as an Unexcused absence. These SDL activities are over-and-above normal classwork and are not considered a substitute for in-person instruction. An absence may be coded as **SDL** only when Advanced Notice is provided and the following process is completed:

1. **Parent/Guardian Notification:** Parents or guardians must notify the school in advance of the planned absence. Upon notification, the absence is initially coded as **PRC** (Parent Communication).
2. **SDL Assignment Plan:** The SDL teacher communicates to the parent and student the required learning assignment(s), which may include study, research, a project, and/or a presentation aligned to instructional standards.
3. **Submission Timeline:** All SDL work must be completed and submitted to the SDL teacher within 10 school days following the student's return from the absence.
4. **Attendance Coding Determination:** The SDL work is then reviewed for completeness.
 - If the SDL work is completed satisfactorily and accepted by the SDL teacher, the absence is re-coded from **PRC** to **SDL**.
 - If the work is not completed or is not accepted, the absence remains coded as **PRC**.

Note: The SDL process is designed as a flexible alternative but is not a substitute for regular class attendance, nor does it exempt students from completing all regular classwork, assessments, or instructional expectations missed during the absence.

Any questions related to the SDL process can be directed to the school administration. It is important to recognize that although an SDL assignment may be reviewed for completeness beyond the actual date of the absence, the SLD request itself must be submitted in advance

Abuse

While the goal of the above is to provide a simple and flexible reporting process for parents, students, and staff knowing that absences will occur, any abuse of the system (including excessive WAI submissions or SDL requests) may result in reduction or elimination of future opportunities to avoid Unexcused absences.

Educational Program Attendance Thresholds

The State of Idaho maintains minimum attendance requirements for all public-school students. Accordingly, the following definitions have been established to outline thresholds and remediation processes to ensure that all students remain on track. These thresholds are reset every semester.

Elementary School

State	Unexcused Absences	Process
Good Standing	3 or fewer full days	
Acute Absenteeism	4 full days	Intervention
Chronic Absenteeism	7 full days	Possible Retention
Extended Absenteeism	11 or greater full days	Possible Disenrollment

Alternate (ALT)

A student who is in an alternate learning environment such as a mental health facility or Juvenile Detention.

In Building (IB)

A student is physically on campus but not in the designated classroom for the following purposes:

- Administrator Office (VPO)
- Break/Behavior Support for SpEd Students/ML/504 (BBS)
- Counselor Office (CS)
- Nurse Office (NSO)
- School Based Mental Health (SBMH)
- School Resource/Security Office (SRO)
- Testing (TST)

In-School Suspension (ISS)

A student has been assigned to in-school suspension.

- The building administrator or designee will notify the attendance secretary with student name, grade, and timeframe.
- The attendance secretary will change the absence to ISS.

Out-of-School Suspension (OSS)

A student has been suspended out of school.

- The building administrator or designee will notify the attendance secretary with student name, grade, and timeframe.
- The attendance secretary will change the absence to OSS.

Checkout (CKO)

A student who is checking out of school through the office and leaves within the last 45-30 minutes of the AM or PM learning block.

Excused Checkout (XCK)

A student who is checking out of school for a professional appointment with supporting documentation.

Tardy (T)

A student is considered 'Tardy' if they are not in the assigned classroom when the bell rings within the first 10 minutes of class. Teachers are expected to mark a student tardy.

- **Chronic Tardiness** is defined as the student's 'Tardy Rate' exceeding ten percent (10%) calculated as the number of days with tardies divided by the number of tardies days in school. Tardy interventions should be implemented to assist students in reducing tardiness through active parental engagement.
- **Excessive Tardiness** is defined as the student's 'Tardy Rate' exceeding twenty percent (20%) of the number of days in school times the number of tardies. Tardy interventions should be implemented to assist students in reducing tardiness through active parental engagement.

Tardy Late (TL)

A student is considered 'Tardy Late' if they are more than 10 minutes late for class. A student who arrives late to school will need to stop at the office to check in.

Excused Late Arrival (XLA)

A student is late for school for the following reasons:

- The student provides professional appointment documentation if late to school.
- Tardiness due to West Ada School District transportation delays will be excused.

Building administration may excuse student tardiness in cases of inclement weather or other extenuating circumstances.

Parent Notification

In the event of an absence, for the safety of your student, an automated text message will be sent to the number listed on the student information page in PowerSchool if a phone call has not been received to verify an absence. Parents will be notified when the student reaches the state of "Acute Absenteeism" in the AM and/or PM learning block. Students who are identified with "Chronic or Extended absenteeism" or being habitually truant may result in a denial to promote the student to the next grade level or be disenrolled.

Reporting an Absence

When your student is unable to attend, please contact the school office as soon as possible. For the safety of your student, an automated text message will be sent to the number listed on the student information page in PowerSchool if you have not contacted the school by 9:30 a.m.

When your student is absent from school, call your school's attendance line to leave a message with the following information:

- Student's name and grade (spell the last name)
- Your name and relationship to the student
- Reason and date of absences
- If you would like your student to have a Self-Directed Learner (SDL) opportunity

Release of A Student

For students' safety, parents are required to sign a student out at the office when removing them from school.

- Students will remain in the classroom until parents arrive to maximize instructional time.
- When anyone other than a parent/guardian is picking up a student, they **MUST** have a note from a Parent. The school may contact the parents to confirm the request.
- A parent may also call the office and authorize the person listed as an emergency contact to pick up their student.

- Schools use the approved District's ID verification as a security measure when students check in or out of school during the day.
- Government issued picture ID will be required for anyone picking up a student.

Make-Up Work

Students may be allowed up to two days per absence to complete make-up work for full credit. Assignments or tests that were made prior to the date of the absence are due or will be taken upon return.

Grading

Grade Reporting

- All courses will have final grades at the individual priority standard level. There is no overall course or subject grade.
- Grades will reflect the current level of understanding related to specific priority standards.
- Grades are updated by teachers as evidence is collected and measure the progress made toward end of the year expectations.
- Parents may access **PowerSchool** to monitor student academic progress throughout the year.
- Grades will be reported in the middle and the end of the school year. Report cards are available through the Parent PowerSchool account under Historical Documents.
- Parents may contact the student's teacher and/or counselor regarding an academic concern.
- Math and ELA progress reports will be available after the fall, winter, and spring benchmarks.

Grading Due Process

In accordance with [Policy 0518.10: Education Records](#) and the [Family Education Rights and Privacy Act \(FERPA\)](#), parents or students who are 18 years of age or older have the right to request a school correct educational records which the parent or adult student believes to be inaccurate or misleading. Any challenge to a final grade awarded by a teacher shall be made within **one semester** following the date of notification of the original grade. Progress report grades shall not be subject to appeal. Whereas a student's final grades are considered an educational record, this procedure outlines the process by which a parent or eligible student can appeal a student's final grade.

- If a student or parent believes a final grade has been unfairly or inappropriately assigned, the first step in the appeal process is to contact the teacher who issued the grade requesting clarification. This may include a phone conversation, email, or in person meeting. The appeal shall specifically describe how the teacher's established grading system was unfairly or inappropriately applied to the student. The purpose of the first step is to try to reach an understanding or an agreement as to how to move forward.
- If the issue cannot be resolved with the teacher, the student or parent may request a meeting with the Assistant Principal of Achievement or Assistant Principal of Instruction or designee. At such a meeting, the teacher shall also be present. The purpose of this meeting is to determine the presence of clerical or mechanical errors, fraud, bad faith, grade book structure issues, lack of clear expectations or any violation of policy/procedure.

When a student's final grade is challenged, the teacher who gave the grade shall be given an opportunity to state orally, in writing, or both, the reasons for which the grade was given. The parent and/or student shall be given the opportunity to state orally, in writing, or both, the reasons for which the grade is being appealed. Written documentation of the findings and a recommendation for resolution shall as determined by the dean of students and forwarded to the parents, student, teacher, and building principal.

If the issue is still unresolved, according to the parent, student, or teacher, an appeal in writing shall be made to the building principal. The appeal shall include the specific concerns that have not been considered or agreed upon by all parties. The building principal and

Director of Instruction will review the findings and recommendations for resolution of the dean of students for a final decision. Written notification of the final decision will be provided to the parent, student, and teacher. The decision of the building principal and Director of Instruction is final.

Grading Scale

Grades will be reported on a 4-point proficiency scale with a score of 3 reflecting grade level proficiency. The following scores will be used: 4, 3.5, 3, 2.5, 2, 1.5, 1 and 0.

- **Score 4.0:** In addition to score 3.0 performance, in-depth inferences and applications that go beyond what was taught.
- **Score 3.5:** In addition to score 3.0 performance, in-depth inferences, and applications with partial success.
- **Score 3.0:** Target Goal/Learning Intention
- **Score 2.5:** No major errors or omissions regarding 2.0 content, skills and/or processes and partial success of 3.0 content, skills and/or processes.
- **Score 2.0:** Simpler Goal/Intention.
- **Score 1.5:** Partial demonstration of the 2.0 content, processes and/or skills but major errors or omissions regarding the 3.0 content, processes and/or skill.
- **Score 1.0:** With help, partial demonstration of the 2.0 content, processes and/or skills.
- **Score 0.0:** Even with help, no demonstration of content, processes and/or skills.

Academic Information

Homework Guidelines

- Homework should have a clear purpose, be aligned with the student's level, and correlate with the Idaho State Standards.
- Homework should utilize information and concepts that are highly familiar to students and possibly enable students to "go deeper" in their learning.
- Homework resources should be clear and locatable for student access. The location of the resources should be explicitly taught and consistently reinforced with students. Student internet access at home should be considered.
- Homework or practice work is valid when completed at home or at school.
- Clearly defined guidelines should be consistent to ensure understanding by students and parents. West Ada School District guidelines should become more specific at the building level, and again at the classroom level.
- Homework or practice assignments should take into consideration the recommended total daily homework amounts. The values indicate the range of minutes from multiple studies and are total maximum homework/practice amounts per day summed across all subject areas.

Grades K-3 = 10 to 30 minutes maximum (daily)

Grades 4-5 = 30 to 90 minutes maximum (daily)

Grades 6-8 = 50 to 120 minutes maximum (daily)

Grades 9-12 = 60 to 120 minutes maximum (daily)

Definitions

- **Homework** – Student work that is assigned during class time and completed outside of class or specifically designated to be completed outside of class. Teacher discretion is used to determine if the student's work is graded. If the work is not graded, it is considered practice.
- **Evidence** – Tasks that allow students to show what they know and can do in relation to established learning targets.
- **Practice** – Tasks that allow students to learn the content. These tasks are considered the learning journey.
- **Classwork** – Student work specifically designed to be done in class. Grading is at the teacher's discretion.
- **Scoring** – Evaluating student work solely for feedback.

Student/Classroom Placement Considerations

To provide the best education possible, building principals consider many factors before making student placements. These factors include class size, number of students, student ratios, student abilities and special needs, personality of teachers, students who should be separated, and Parent input. Final decisions on placement rest with the building administration. Forms may be made available for Parent input for class placement at the discretion of the building administration.

Testing

Assessments are important markers to measure and support learning. Accurate assessment of student achievement is essential in ensuring academic growth for all students. The West Ada School District utilizes state and West Ada School District- assessments to ensure that a full range of data is available for students, Parents, and school personnel. Results are used to determine placement, participation in extension and remediation programs, and communication of progress as measured against Idaho Standards and West Ada School District curriculum. In addition to classroom assessments, students participate in fall and winter diagnostic testing, spring state testing (Idaho Standards Achievement Test) and Civics testing. Students are required to participate in state and local assessments as outlined in IDAPA 0802.03.111.04.

Withdrawal From School

If it is necessary for the student to withdraw from school, the student must have parental permission. The Parents will obtain an Official Withdrawal form from the school office.

PowerSchool

PowerSchool is an electronic application utilized by the District to house critical student contact information, upload documents, as well as communicate with staff. It is imperative that parents keep this information updated. If there is a change to student information, such as phone numbers, addresses, emergency contacts, or to student forms, parents should immediately log into the system to update. Please note, only a parent or guardian may make changes to a student's PowerSchool information. School personnel are not able to make any changes to a student's information.

The District also uses PowerSchool to track and share information on students' progress and growth. Teachers in the District use PowerSchool to keep record of students' grades and attendance, which a parent can then view anytime by logging into the PowerSchool application, either from a desktop or mobile device. Note the mobile app is provided directly by PowerSchool and is not supported with technical assistance from the school District IT department.

Parents will need to create a PowerSchool parent account. To create an account, a parent will need their parent access ID and access password. These login credentials can be obtained from the main office of your student's school.

Contact Changes

Please keep the school informed of your correct home address, phone numbers for home, business and your emergency person, and e-mail address. Updating this information will ensure that the school will be able to contact you in an emergency. Please note, only a parent or guardian may make changes to a student's PowerSchool information. School personnel are not able to make any changes to a student's information. A parent or guardian can update this information by accessing the student's PowerSchool account in School Forms throughout the school year.

Support Services

Counselors

School counselors deliver a comprehensive school-counseling program encouraging all students' academic, career and personal/social development and helping all students in maximizing their individual student achievement. Services provided by the school counseling department included: individual student planning; individual and group counseling; consultation with staff members and parents;

community referrals; and classroom guidance presentations. Counselors maintain “confidentiality” except in the following situations:

- Disclosure of abuse, abandonment, or neglect.
- Disclosure about suicide ideation and/or intent to harm self or others.
- To comply with a court order or subpoena.
- Disclosure of the commission of a crime.

Disclosure as required pursuant to Section 33-6001 and 32-1015, Idaho Code, Parental Rights, where there is a change in the student's mental, emotional, or physical health or well-being, as defined by the District.

Section 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as “Section 504,” is a federal law that protects students from discrimination based on disability. Section 504 assures that students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities. To be eligible, a student must have a physical or mental impairment that substantially limits one or more major life activities, as stated in Title 34, part 104 of the Code of Federal Regulations (CFR). [Refer to Policy 0570.10: Education of Exceptional Children.](#)

Rights Under Section 504

This is a notice of you and your students' rights under Section 504, and the rights you have if you disagree with the school District's decisions. [34 CFR 104.32]

Student Rights

Your student has the right to:

- Receive free and appropriate public education.
- Participate in and benefit from the District's educational programs without discrimination.
- Be provided with an equal opportunity to participate in the District's non-academic and extracurricular activities.
- Be educated with students who do not have disabilities to the maximum extent appropriate.
- Be educated in facilities and receive services that are comparable to those provided to students without disabilities.
- Receive accommodation and/or related aids and services to allow your student an equal opportunity to participate in school activities.
- Receive educational and related aids and services without cost, except for those fees imposed on the Parents of students without disabilities.
- Receive special educational services if needed.

Parent/Guardian Rights

Under (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) parents/guardian have the right to:

- Review your student's educational records and receive copies at a reasonable cost. You will not be charged if the cost would keep you from reviewing the records.
- Ask the District to change your student's education records if you believe that they are wrong, misleading, or are otherwise in violation of your student's privacy rights. If the District refuses this request, you have the right to challenge the refusal by requesting an impartial hearing.
- A response to your reasonable requests for explanations and interpretations of your student's education records.

Obtaining Section 504

Your student has the right to an evaluation to determine if they are eligible under Section 504. [34 CFR 104.35, 104.36]

You have the right to:

- Receive notice before the District takes any action regarding the identification, evaluation, and placement of your student.
- Have evaluation and placement decisions made by a group of persons, often called a “504 team”, including persons who know your student, the meaning of the evaluation information, and the placement options available.
- Have evaluation decisions based on a variety of sources, such as aptitude and achievement tests, teacher recommendations, physical conditions, medical records, and parental observations.
- Refuse consent for the initial evaluation and initial placement of your student.
- If your student is eligible under Section 504, your student has a right to periodic re-evaluations, including re-evaluations before any significant change is made in your student’s placement.

Appealing a 504 Decision

If you disagree with the District’s decisions regarding your student’s identification, evaluation, educational program, or placement under Section 504, you may request mediation or an impartial due process hearing. You and your student have the right to take part in the hearing. You may also be represented by an attorney if you wish to hire one. Hearing requests and other concerns can be made to:

West Ada School District
Section 504 Compliance Officer, ~~Ramona Lee~~ **Darcy Beck**
1303 E. Central Drive, Meridian, ID 83642.
(208) 855-4500

You have the right to file a complaint of discrimination with the U.S. Department of Education’s Office for Civil Rights (OCR), or to file a complaint in federal court. Generally, an OCR complaint may be filed within 180 calendar days of the act that you believe was discriminatory.

U.S. Department of Education
Office for Civil Rights (OCR)
915 Second Ave, Room 3310, Seattle, WA 98174-1099.
(206)-607-1600/TDD: 206-607-1647

[Office for Civil Rights | U.S. Department of Education](https://www.ed.gov/office-for-civil-rights)

Discrimination, ADA Title II, and Title IX

The District does not discriminate based on race, color, national origin, religion, sex, disability, gender identity, sexual orientation or status in admission to its educational programs and activities as prescribed by federal and state laws and regulations. Students are required to report to the building administration or designee, discrimination of which the student becomes aware. Parents are to encourage their student to report discrimination to their teacher or building administration. Parents are encouraged to contact building administration if there are concerns.

The District is committed to providing equal access and full participation for all individuals looking to access the District’s facilities, programs, and activities consistent with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990. If you need any disability-related accommodation to access our facilities, programs, and activities, please contact the District’s Title II ADA Compliance Coordinator and the District will work to assist you. Additionally, to obtain information about the existence and location of accessible services, activities, and facilities in the District, please contact the Title II ADA Compliance Coordinator who will work to answer your accessibility questions. The District takes complaints regarding access to its facilities, programs, and activities very seriously. To learn more about District’s policies and procedures regarding the ADA and Section 504, please visit the District’s

Policy Manual, available at [Refer to Policy 0570.10: Education of Exceptional Children](#). Refer to [Refer to Policy 0203.03: Patron Grievances](#)

Title IX of the Educational Amendments Act of 1972 requires equity between men and women in three areas:

- equal opportunity to participate in sports in relation to the percentage of men and women in the student body
- equal access to scholarship money
- facilities and support services.

Title IX also protects everyone, both students and staff, from sexual misconduct and discrimination regardless of gender, sexual orientation, gender identity, and gender expression, ensuring everyone has a right to be free from unequal treatment in educational programs or employment, sexual harassment, such as unwelcome sexual advances, stalking or harassment on social media, and sexual violence, such as sexual assault, dating violence, or domestic violence.

The District is committed to providing equal opportunities to all persons regarding its educational programs, policies, and employment practices. Inquiries or complaints should be directed to the District's Title IX Coordinator or through the [Title IX Report Form](#). Contact information for the Title IX Coordinator may be located at the bottom of the District's website homepage.

Refer to [Policy 0403.80: Title IX-Nondiscrimination Policy](#) and [Administrative Regulation 0403.80-AR\(1\): Title IX-Nondiscrimination Policy](#).

Academic/Behavior Concerns

When academic or behavioral concerns become apparent to either Parent, teacher, or other school personnel such as the building's administration or counselor, the building MTSS team has a problem-solving process to address the issue. The first step is for the parent and teacher to discuss the concern and attempt interventions in the classroom. If the concern persists or significantly impacts the student learning, the parent or teacher may refer the student to a building problem solving team to review the concern and interventions previously tried. This team may then develop an additional intervention plan and timeline. If the concern persists even after additional interventions, the student may be referred to a building level multidisciplinary team for further assessments. There will be circumstances where a student's academic or behavior concerns are of such a nature that informal classroom interventions are not the appropriate first step and the school's personnel shall refer a student to the MTSS team.

Academic Integrity

Academic integrity mandates that students produce their own work which aims to foster and safeguard an environment of trust, fairness, and respect. [Refer to Administrative Regulation 0521.10-AR\(1\): Academic Integrity](#)

Class Size

The Board of Trustees recognizes the importance of a low teacher/student ratio and strives to decrease class size where appropriate when funding and facilities permit. It is important to provide a learning environment that is positive and productive for every student in the classroom. This can best be achieved if class enrollments are maintained at manageable levels. [Refer to Policy 0601.30: Class Size & Load](#) and [Policy 0510.10: Student Enrollment and Enrollment Options](#)

Devices Issued to Elementary Students

All students in the District are provided with a District issued device under District's One-to-One Program. As a student of the District and the parent/guardian of such a student, you assume responsibility for loss, damage, or theft of assigned technology. Whether used at school or off school premises, you recognize that the device District property and will not intentionally maltreat the equipment or act with gross negligence.

The District offers an "Optional Device Protection Plan." The cost of the optional "Device Protection" is \$25 for 1 year of coverage and can be renewed each year. This \$25 cost covers one (1) claim per year for accidental damage, loss, or theft. Subsequent claims may

be filed with the building administration and will incur a \$20 deductible. Negligence, gross negligence or purposeful damage, failure to file a police report for lost or stolen devices and intentional damage to someone else's device are NOT covered by this "Device Protection" program. When necessary, a loaner device can be checked out while repairs are being completed. Devices checked out to students in grades K-12, will remain assigned to them throughout the term of their elementary, middle, and high school enrollment. Students in these grade levels are expected to take their device home each day to ensure they are fully charged and ready for use.

- Grade K, classroom sets of Chromebooks with cases will be issued and assigned to students.
- Grades 1-5, classroom sets of laptops with cases will be issued and assigned to students.
- In the event of a remote learning declaration, District elementary schools will communicate with parents on a device pickup/distribution plan to enable students to use these devices at home.

For more information regarding the District's Device Protection Program, please click [HERE](#) to visit the District website.

Education Records

Upon request, education records are available for examination by Parents of minor students and students over 18 years of age or who have otherwise been emancipated. The use of a student's legal name is required for all education records contained in the student's permanent file and in PowerSchool. [Refer to Policy 0518.10: Education Records](#)

Family Educational Rights and Privacy Act: FERPA

The Family Education Rights Privacy Act (FERPA) is a federal law that protects the privacy of student educational records. FERPA affords parents/legal guardians and students over 18 years of age "eligible students" certain rights with regard to the student's educational records. These rights include the ability to inspect such records within 45 days of a written request and the right to request a school amend (through challenge/change and expungement) records believed to be inaccurate or misleading. Reference District Policy 0518.10.

This serves as notice that the District, in accordance with FERPA, discloses certain student educational records, without consent. This disclosure includes providing access to school officials/agents with legitimate educational interest, other schools to which a student is transferring, certain governmental officials for audit/evaluation purposes, appropriate parties in connection with financial aid to a student, accrediting organizations, to comply with a judicial order or lawfully issued subpoena, to appropriate officials in cases of health and safety emergencies and in limited circumstances with state and local authorities and the juvenile justice system.

Pursuant to FERPA, the directory information is the information that can be disclosed by the District, without additional action or individualized parental consent. The District is required to provide parents/guardians and adult students with written notice as to the matters considered by the District to be Directory Information. This notice will be given annually and at the time of the student's enrollment. The notice includes:

- The information designated as Directory Information.
- The right of the parent/guardian or eligible student to refuse to allow the District to disclose Directory Information regarding their student, in whole or in part. This request must be received by the District in writing within 30 calendar days of receipt of the notice.
 - For the purposes of opting-out of Directory Information, the parent/guardian or adult student's annual designation in the District's electronic student information system shall be deemed by the District as a written opt-out notification.

Directory Information includes:

- Student's legal name
- Enrollment status, awards earned, honor roll data, and diploma earned
- Participation in officially recognized activities and athletics

- Weight and height only with regard to members of athletic teams and only to the extent that such is publicly disclosed for the subject athletic event
- Information found in school yearbooks or activities and athletic programs
- Photographs or videotapes of the student used by the District for recognition of student achievement, awards, and for community relations, including but not limited to inclusion in District publications, video presentations, social media and on the District's web site

In accordance with Every Student Succeeds Act and the National Defense Authorization Act, as the District receives federal funds, Directory Information as well as student names, addresses and phone numbers will be made available to the military or institutions of higher education upon request. Parents/legal guardians or students over the age of 18 may opt-out, requesting in writing that their information not be released.

U.S. Department of Education
Family Policy Compliance Office
400 Maryland Ave. SW, Washington, DC 20202- 5920

Parent-Teacher Conferences

Parents will be notified of conference dates and times by the school. Parents are strongly encouraged to make every effort to attend. Parents may schedule additional conferences during the school year; they may do so by contacting the teacher or student's counselor.

Textbooks/School Property

Students are responsible for textbooks, devices, device accessories, access cards, and other school property assigned to them. Students may be charged for missing, lost, stolen or damaged books, electronic devices and/or other school property.

Roles & Responsibilities

Responsibilities of Administrators

Administrators have the responsibility to (not in order of priority):

- Serve as the building's instructional leader.
- Serve as role models for students on their campus in accordance with the standards of the profession.
- Aid students in learning appropriate school behavior.
- Facilitate the school discipline management plan, train teachers, and respond to discipline problems.
- Encourage parent communication with the school, including PowerSchool reports and participation in Parent-teacher conferences.
- Provide responses to Parental inquiries (i.e., attendance, discipline, grades, etc.).
- Supervise all affairs regarding school management, operations, and activities.
- Serve as liaison between students, Parents, teachers, and the Board of Trustees.

Responsibilities of Parents

For your student's success you are encouraged to (not in order of priority):

- Make every effort to provide for the physical and emotional needs of your student. (i.e., being well rested and prepared for school with homework done, etc.)
- Keep informed of school policies and academic requirements of school programs.

- Support your student in pertinent school-related activities/organizations.
- Be sure your student is appropriately dressed at school and school-related activities.
- Discuss report cards and school assignments with your student.
- Bring to the attention of school authorities any learning problems or conditions that may relate to your student's education.
- Maintain up-to-date home, cell, work, and emergency telephone numbers and other pertinent information at the school.
- Regularly review and update the Student Health Information Intake Form and student medical information in PowerSchool.
- Initial in School Forms that you and your student understand the information and responsibilities as outline in the Student Handbook.
- Promote high expectations for your student's behavior, school achievement, and homework.
- Establish and maintain open lines of communication between home, school, and teachers.
- Participate in school activities including parent-teacher conferences.
- Communicate concerns to counselor, building administration, and/or teacher.

Responsibilities of Students

Student responsibilities for achieving a positive learning environment at school or school-related activities shall include (not in order of priority):

- Attending all classes, daily and on time.
- Being prepared for each class with appropriate materials and assignments.
- Wear appropriate clothing.
- Exhibiting respect toward others.
- Conducting themselves in a responsible manner.
- Paying required fees and fines (i.e. library, activities, lunch accounts and devices);
- Refraining from violations of the Code of Student Conduct.
- Obeying all school personnel, District Policies and Administrative Regulations, District and school rules, and regulations including safety rules while at school or related activities, regardless of location and while on the bus.
- Seeking changes in District Policies and Administrative Regulations District and school rules and regulations in an orderly and responsible manner through appropriate channels.
- Cooperating with staff in investigation of disciplinary cases and volunteering information when the student has knowledge relating to an offense.
- Conveying information to their Parents about academic and extracurricular requirements, District Policies and Administrative Regulations, District and school rules, and the student's progress (Including progress reports).

Responsibilities of Teachers

Teachers have the responsibility to (not in order of priority):

- Perform teaching and extracurricular duties with appropriate preparation.
- Teach to the standards of performance required by the District.
- Teach the District curriculum.
- Serve as role models for the students, in accordance with standards of the teaching profession.
- Use discipline management techniques developed in the school discipline management plan.

- Promote good student discipline by modeling regular attendance and punctuality.
- Comply with District Policies and Administrative Regulations, District and school rules and regulations, and directives from building administration personnel.
- Maintain an orderly classroom atmosphere conducive to learning.
- Establish rapport and open lines of communication with Parents, students, and other staff members.
- Encourage students to strive toward self-discipline.
- Participate in meaningful Parent-teacher conferences.

Health Services

It is imperative that parents keep Health Services staff informed and up to date on your child's health condition via the health history and consent forms located in School Forms through the PowerSchool Parent account. Illnesses, injuries, screenings, or chronic health needs will be addressed with electronic parental consent which can be found in School Forms through the PowerSchool Parent account.

The District adopts an opt-in policy for preventative health and wellness screenings such as Hearing and Vision screenings. Consent for screenings is also located in School Forms through the PowerSchool Parent account. **Please note, if consent to treat is not given, but your student has a life-threatening emergency event, emergency services may be rendered by the District's personnel. (Examples, CPR, Epinephrine for anaphylaxis or Narcan for possible opioid overdose).**

- Health Services is a specialized holistic practice of nursing which supports the health (physical, emotional, mental), wellbeing, and the ultimate educational success and life-long achievement of students. This is done to enhance education rather than to the detriment of education, being ever mindful of providing health services at times to minimize negative impact on instruction.
- Health Services will coordinate with students, parents, and their medical providers to develop health action plans and implement necessary life-saving measures for chronic medical/mental needs to maximize educational instruction while ensuring safety at school.
- Licensed nurses participate in special program meetings (504 and IEP) and multidisciplinary meetings to assist the team with identifying individualized accommodations for students with medical, emotional, or mental needs.
- As Health Services is not intended to replace primary care or public health responsibilities, we kindly refer those lingering illnesses and injuries to our community health partners. If you need assistance with referrals to those resources, we are here to help. Health Services will tend to illnesses or injuries that arise during the school day and will notify parents of a change in their student's health condition.
- Every School Health Office has a Registered Nurse (RN) assigned to provide case management and oversight to the students. Daily the Health Office functions with either a Registered Nurse (RN), a Licensed Practical Nurse (LPN) or a Health Technician (HT).
- Parent responsibilities include keeping health information up to date in PowerSchool (including a list of current medications and doses), notifying Health Services of immediate changes in health conditions, and following the specific guidance and requirements outlined below and located on the District Website.

Please refer to the [Health Services | West Ada School District](#) website for specific guidance and requirements for:

- When to Keep Students Home from School
 - Common Illnesses and nurse recommendations for return to school parameters
 - Administration of Medications or Other Products at School
 - Proof of Immunization Requirements (Complete Immunization Record, Exemption or Conditional Admission)
 - **Note:** Students with exemptions may be excluded from school per the Health Department's recommendation for an

extended period in the event of an outbreak of a disease for which the student is not fully vaccinated.

- Concussion Information
- Community Services
- Considerations for Additional Services or Accommodations, Section 504

The goal is to provide access in the general school setting to best serve students and to clarify what constitutes Universal Tier 1 basic health support for all students versus academic accommodations. No student will be subject to discrimination for having a health impairment. Health impairment includes both physical and mental conditions. Parents/Guardians are encouraged to notify the Health Services office at the student's school verbally, and via the Health History Form in Power School, of any changes in their student's health condition, to include a new diagnosis. The school can provide Parents/Guardians with assistance to make these updates in Power School. The Power School Health History includes language informing parents to notify school of concerns and of Section 504.

Anytime any member of the school team or a parent has an academic concern related to a health condition, a team meeting should be convened to discuss the concern. When aware of a health impairment that may substantially limit a major life activity, the District will initiate the 504 processes in a timely manner. Consideration will be given to the length of time and severity of symptoms for potential resolution of a temporary health condition when determining need of a 504 referral. Examples of this include concussions, broken bones, and situational mental health conditions such as depression and anxiety. The time frame can vary based on the diagnosis and the individual response and needs as the health condition may be considered a temporary impairment.

All students may access basic needs such as bathroom and student provided food and water. If this access leads to a pattern of behavior that disrupts the classroom, the teacher may direct the student to access these needs at a different time.

- When there is a specific health condition, teachers will be notified via the Power School medical alert.

Students have access to the health office including licensed health staff all day every day, either in-person or via a virtual platform.

Teachers can make academic adjustments to meet the health needs of students. Therefore, no formal 504 plan is needed to provide academic adjustments or universal health supports. The 504 process should be initiated if a team member, including the parent, suspects an impairment resulting in a substantial limitation to a major life activity.

- Academic adjustments could include extended time, differentiation, access to notes, needed breaks, priority standard focus, etc.
- Universal Health Supports could include access to health services office, bathroom, student provided food and water, nursing interventions etc.

All efforts will be made to preserve instruction time. Attempts will be made to deliver nursing services and interventions outside of instructional time.

Documentation of Team processes and decisions, including parent notifications, should occur in the student notes or the 504 module, if the Section 504 process has been initiated.

Teachers can make academic adjustments to meet the health needs of students. Therefore, no formal 504 plan is needed to provide academic adjustments or universal health supports. The 504 process should be initiated if a team member, including the parent, suspects an impairment resulting in a substantial limitation to a major life activity. Academic adjustments could include extended time, differentiation, access to notes, needed breaks, priority standard focus, etc. Universal Health Supports could include access to health services office, bathroom, student provided food and water, nursing interventions etc. All efforts will be made to preserve instruction time. Attempts will be made to deliver nursing services and interventions outside of instructional time. Documentation of Team processes and decisions, including parent notifications, should occur in the student notes or the 504 modules, if the Section 504 process has been initiated.

U.S Department of Education Frequently Asked Question about Section can be located here: [Frequently Asked Questions: Section 504 Free Appropriate Public Education \(FAPE\) | U.S. Department of Education](#).

Student Accident Coverage

Injuries that occur from accidents during school hours or while participating in school activities are to be addressed through personal or family medical plans. The District does not provide medical insurance to automatically pay for medical expenses when students are injured at school or during a school activity. The District does have basic liability coverage as required by the State of Idaho. Lost, stolen, or damaged equipment or clothing is not covered by District insurance. Please refer to the [Enrollment | West Ada School District](#) then select “*Other Related Forms*” to access optional student insurance.

Lunch/Breakfast Meal Program

Well-balanced breakfasts and lunches are prepared fresh daily in your school’s cafeteria. All meals are nutritionally analyzed, and portions are set according to grade level. Menus are reviewed by a Registered Dietitian and are healthy and nutritious following the USDA guidelines.

Information on carbohydrates, allergens and nutrients can be found at [School Nutrition | West Ada School District](#). If a student has special dietary needs, including food allergies, the student’s Parent should record this information in PowerSchool in the Student’s Health History Form, notify the school nurse, and complete both the Medical Meal Replacement Form and the Medical Authority Checklist located on the District website under School Nutrition- Meal Substitution for Medical Reasons, Nutrients, Allergens. We do serve products that contain peanuts or tree nuts as well as products that are processed in a facility that also processes nuts.

Online applications for free and reduced priced meals may be found at [School Nutrition | West Ada School District](#) and assistance is available upon request. Applications are evaluated according to USDA guidelines on income and family size and are required to be completed annually. LINQ Connect is an online service that provides Parents the convenience and information to manage student meal accounts. There are no transaction fees associated with these types of payments. The system speeds up serving lines in the cafeteria, eliminating the need to send checks to school or worry about lost/forgotten lunch money. Funds deposited through LINQ Connect are usually available for student use within minutes of the transaction.

The District Nutrition Program utilizes a computerized accounting system. Each student will be set up with a meal account that may be accessed using their student identification number. The best time to place money in student accounts would be before school or through the online service. For your convenience, you may deposit any amount of money in your student’s account – please make checks payable to Nutrition Program. Charges may be made only in emergency situations - all charges need to be paid as soon as possible. Please visit [School Nutrition | West Ada School District](#) to access information on current meal prices and meal charge guidelines. At the District we believe in feeding all students that come through our service lines. It is our procedure if a student comes into our serving line, they will not be denied a meal based on their account balance or eligibility status. Negative balances will be communicated regularly with legal guardians listed in PowerSchool. If you wish to not have your student(s) be able to purchase a school meal, please contact the School Nutrition Office at 208-855-4575 or via email at nutrition@westada.org for blocks to be added to their account or with any questions regarding meal accounts, LINQ Connect or free and reduced applications.

Code of Conduct

The District and the individual schools shall establish written school rules and procedures regarding the maintenance of orderly student conduct. The procedures will be communicated to students and parents on an annual basis. Every reasonable effort will be made to resolve minor discipline violations before escalating to the Administrator of Safety and Behavior. Early communication with parents is expected.

Expected Student Behavior

- Students should enter the room in an orderly manner and be in their assigned seats, quiet and ready to work.

- Students are responsible for bringing the required books, supplies, pencils, assignments, papers, and equipment to each of their classes.
- Students are to show courtesy and respect for other students, staff, and the school resource officer.
- Students are not to mark on, or deface desks, tables, doors, walls, bulletin boards, books, counters, display areas, or other school property.
- Students must obtain a pass from the teacher before leaving the classroom.
- Students are to be dismissed by the teacher in an orderly manner when the bell rings.
- Students are to be attentive, attempt assignments, and work without disturbing other students.
- Students are to follow class standards and rules as determined by each teacher about sharpening pencils, getting drinks or water, collection and distribution of papers, books, etc.
- Students or parents are financially responsible for damaged or lost school materials and equipment.
- Students are not to use profanity on campus.
- Students are not to make slurs, stereotypes, and/or sexual comments.
- Students are to refrain from harassment, intimidation or bullying. Idaho Code defines "harassment, intimidation or bullying" as any intentional gesture, written, verbal, physical act, or threat by a student that a reasonable person, under the circumstances, should know will have the effect of intimidating, threatening or abusive educational environment for a student.

Peer Conflict	Bullying	Harassment
• Balance • One time or isolated event • of power exists between students • Not a group picking on one student • Students are willing to work out conflict with assistance OR leave each other alone	• Carried out repeatedly over time • Imbalance of power • Intentional, planned harm doing • Often unprovoked • Aggression can be carried by a single individual or a group. • Can be physical, verbal, relational, or electronic (cyberbullying)	• Aggressive behavior focused on an individual's race, color, national origin, religion, sex, disability, age, ethnic background, gender, gender identity, or sexual orientation. • Behavior is severe, persistent or pervasive enough to interfere with a student's ability to participate in or benefit from school.

Student Prohibited Behavior

Students attending District campuses are prohibited from engaging in the following behavior:

- Physical abuse against a student, including, but not limited to, hitting, pushing, tripping, kicking, blocking, or restraining another's movement; causing damage to another's clothing or possessions; and another's belongings.
- Verbal abuse against a student, including, but not limited to, name calling, threatening, taunting, and malicious teasing.
- Psychological abuse against a student, including, but not limited to, spreading harmful or inappropriate rumors regarding another, drawing inappropriate pictures, or writing inappropriate statements regarding another, and intentionally excluding another from groups, or similar activities.

The school District also views bullying to include any act of retaliation taken against:

- Any person bringing a complaint of bullying.
- Any person assisting another person in bringing a complaint of bullying, or
- Any person participating in an investigation of an act of bullying.

Students in the District are expected to:

- Treat each other with respect.
- Refuse to bully anyone.
- Refuse to watch, laugh, or join in when someone is being bullied.
- Report bullying to an adult.

Bullying

The District strives to maintain a safe school environment for all students while attending school, riding the school bus, and attending District-sponsored activities on school premises or at other locations. Bullying, regardless of the specific nature of the students' behavior, is disruptive to a safe school environment and will not be tolerated.

Bullying refers to any intentional gesture—written, verbal, physical act, or threat—by a student, carried out repeatedly over time, involving an imbalance of power, which a reasonable person under the circumstances should know causes

- Harming a student
- Damaging a student's property
- Placing a student in reasonable fear of harm to themselves
- Placing a student in reasonable fear of damage to their property
- It is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening or abusive educational environment for a student
- Unreasonably interferes with an individual's educational performance
- Otherwise adversely affects an individual's educational opportunities

Cyberbullying

Cyberbullying refers to aggressive, intentional acts carried out by a group or individual using electronics as a method to cause harm. These include but are not limited to:

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
- Picture/video-clip bullying via electronic device is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people.
- Phone call bullying via electronic device uses silent calls or abusive messages.
- Email bullying uses email to send bullying or threatening messages.
- Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- Bullying through instant messaging (IM/DM) is an Internet-based form of bullying where students are sent messages as they conduct real-time conversations online.
- Bullying via websites includes the use of defamatory blogs (web logs), personal websites, and social media.

Reporting Procedures

Any student(s), and/or parent(s) who believe a student is being bullied, should report the situation to the building administration or designee. Please do not hesitate to call the building administrator if you have any concerns. Refer to [Policy 0502.90: Bullying](#) and [Idaho Code 33-512\(6\)](#).

Harassment/Relationship Abuse

The District strives to maintain a learning environment that is free from harassment. Each student has the right to attend school in an atmosphere that promotes equal opportunities and that is free from all forms of discrimination and conduct that can be considered harassing, coercive or disruptive.

Students attending District campuses are:

- Prohibited from engaging in any conduct which could reasonably be construed as constituting harassment on the race, color, national origin, religion, sex, disability, age, ethnic background, gender, gender identity, or sexual orientation.
- Prohibited from sexually harassing other students.
- Required to report, to the building administration or designee, harassment of which the student becomes aware.

This policy applies to all conduct on District premises, school sponsored events, transportation to and from school. The District strongly encourages students to report instances of harassment to building administration or school security. Please do not hesitate to call the building administrator if you have any concerns.

Reporting Procedures

Any student(s), and/or Parent(s) who believe a student is being harassed, should report the situation to the building administration or designee. Please do not hesitate to call the building administrator if you have any concerns. [Refer to Policy 0502.70: Student Harassment/Relationship Abuse.](#)

Dress Code

Students must present an appearance that is conducive to an effective learning environment for themselves and their classmates and which does not materially interfere with school operations. Students are expected to demonstrate pride in their appearance, which reflects individually on them and collectively on the school. The Board of Trustees directs the Superintendent to establish student dress code procedures consistent with this policy.

Dress Code Expectations

The following dress code requirements apply to all students at all locations:

- Clothing must cover the body from the chest to below the buttocks. This includes all private and intimate parts of the body.
- All tops must cover the stomach, back, chest, and torso. Shirts that expose the shoulders must have a strap or fabric that goes over both shoulders and adheres to the other provisions of this dress code.
- The fabric covering all private parts must not be see-through.
- Pants/bottoms with rips, tears, or mesh are acceptable but shall not reveal or expose a private/intimate part of the body nor cause a safety concern (i.e., a tripping hazard because the hem of the pant leg drags onto the floor).
- Hats or head coverings are prohibited at the elementary level except for those related to medical or religious exemptions.
- Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, career-technical, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as uniforms, safety gear, footwear or accessories.
- No clothing or accessories may depict prejudice, hatred, alcohol, drug, tobacco, pornography, or profanity, or denote gang involvement, violence, or illegal activities.
- Personal accessories must not distract from the school and/or learning environment and not pose a safety hazard to self and/or others.

Building administration may designate days when reasonable modifications to this Policy may be made, such as spirit or theme days, etc. Such days must be set by the building administration. Nothing in this dress code shall be construed to restrict or ban a student's wearing of religious clothing and/or accessories, except for unprotected speech. Parents having religious-based concerns regarding the dress code are encouraged to discuss them with the building administration. Any appeals of the building administration decision shall follow the District's grievance process. [Refer to Administrative Regulation 0523.10-AR\(1\): Student Dress Code](#) for additional information.

Dress Code Enforcement

Students in violation of this dress code will be provided with three options to meet the dress code during the school day:

- Students will be asked to put on their own alternative clothing, if already available at school, to be dressed to code for the remainder of the day.
- Students will be provided with temporary school clothing to be dressed to code for the remainder of the day.

- If necessary, students' parents may be contacted during the school day to bring alternative clothing for the student to wear.

Repeating violations of the District Dress Code may result in further progressive discipline.

Physical Education Dress Code

Students will need to wear attire that will allow them to participate safely and appropriately in physical activity while following dress code guidelines. Clothing such as shorts, T-shirts, sweats, and athletic style footwear is needed for students to participate to the fullest and safest extent possible. Schools should not require specific styles or colors of clothing. *Optional:* if a school or PE department would like to sell a specific uniform, they are welcome to do so. However, the amount charged to students must be the actual cost of the uniform and students should not be encouraged or required to purchase a uniform.

School Safety

The District takes the safety of our students and staff very seriously. Schools annually review the Building Safety and Security Plan to be prepared. [Refer to Policy 0706.10: Emergency and Disaster Preparedness.](#)

Adverse Conditions & Emergency Closures

During inclement weather or a red air alert, buildings will be open from 8:45 am to 4:15 pm. Students shall remain inside during typical outside activity times. Parents/students be sure to dress appropriately as conditions often change during the day.

Should inclement weather or emergency situations occur, which would result in the closing of schools, the information will be sent from the District's mass communication system via text or email and announced by the local TV and radio stations as well as the District web site. [Refer to Administrative Regulation 0601.20-AR\(1\): Adverse Conditions & Emergency Closures.](#)

Animals on Campus

Animals (including insects) are not allowed on campus except with prior building administration approval. Animals may be allowed on campus when they are required for a unit of instruction from the District adopted curriculum. The animals may remain on campus only as long as required by the unit of instruction that is being taught. Animals are not allowed at after school activities unless they are approved by the building administration, meet the requirements of Idaho Code 56-704A, or are needed by an individual with a disability (i.e., a service animal). Therapy and emotional support animals are not considered service animals. [Refer to Policy 1003.50: Service Animals in Schools](#)

Backpacks and Personal Bags

Students are allowed to carry backpacks/bags to and from school. During the school day, these items may not be allowed in instructional areas unless approved by the building administration or designee.

Before and After School Supervision

For safety, students shall not arrive on school grounds prior to fifteen (15) minutes before school and must exit school grounds no later than fifteen (15) minutes after the final bell or after the conclusion in the student's participation in an after-school activity. School personnel are not available for supervision outside of those times. If your student is not picked up within the identified time frames, the building administration/personnel may contact non-emergency law enforcement services.

Cell Phones & Personal Electronic Devices

Students will use electronic communication or data devices in a manner consistent with instructional and testing activities in the classroom. These devices include, but are not limited to, digital devices of all types, music playing devices, cameras, all types of headphones, wireless devices, smart watches, and laptop computers.

- Use of these devices must not violate the District policy, cause classroom disruption, nor may they be used in the access, creation, or possession of inappropriate materials (i.e., pornography).

- The use of electronic devices outside the classroom is at the discretion of the building administration. Parents or students who bring any electronic device to school or to a school activity do so at their own risk; the District and its schools assume no liability for damage, theft, etc.
- Recording or taking pictures is prohibited on District property (including buses) unless approved by the building administration.
- If the policies are violated, administrators will determine consequences based on the severity of the incident. Additionally, on the first offense the device may be confiscated until a parent retrieves it from the front office/building administration.

Cell phones and other personal electronic devices may not be kept on a student's person during instructional periods. A teacher may have discretion to use electronic devices in the classroom if it enhances the lesson and is not disruptive to the educational environment.

Each school or classroom, as determined by the building administrator, must designate an area for students to deposit their electronic devices prior to the start of class, facilitating easy monitoring by teachers. This area may include student lockers, a basket, phone vault, or other conspicuous and clearly communicated "Designated Storage Area".

Devices must be powered off before being placed in the designated storage area. This practice promotes an environment conducive to academic engagement and reduces disruptions. Teachers may opt to designate a responsible student or establish a rotation system for collecting devices, ensuring a smooth and timely process while fostering a sense of accountability among students for their belongings.

Smartwatches and other wearables are specifically exempted from the requirement to be placed in a "designated storage area" but must be powered down during instructional time. Any use of or distractions created because of powered wearable devices will be subject to disciplinary action. [Refer to Administrative Regulation 0522.10-AR\(1\): Cell Phone and Personal Electronic Devices](#).

Closed Campus

All District elementary schools have been designated as closed campus schools. Once students are on campus, they are required to only leave with permission and accompanied by their parent/guardian. Leaving campus without permission constitutes truancy. [Refer to Policy 0707.10: Closed Campus - Schools](#).

Deliveries

Flowers, plants, balloons, food, or other deliveries to students will not be accepted due to student allergies, storage, and disruption to the school day. (i.e., Door Dash, Uber Eats, etc.)

Field Trip Release

Upon request, students may be released to the parents at the end of a field trip. The parent needs to check the student out by signing the student checkout sheet that is in the possession of a teacher or building administration at the end of the activity.

Identification Badges and Cards

- **Student Identification (ID) Badge:**
 - Are provided for all students.
 - Should be attached to and remain on the student's backpack.
 - Are provided for bus ridership.
 - Provided free of charge for the first badge each school year
 - Do NOT have student photos.
 - Are the responsibility of the student. Students will be charged for damaged or lost Identification badge through the main office.
- **Student School Cards:**
 - Are provided to teachers for all students in the class.

- Will be kept in the teacher's possession.
- Do have students' photos.
- Are to be used to access student meal accounts.
- May be used to check out material(s) from the school's library.

Inappropriate School Items

Items that are inappropriate for school are those items that can cause a disruption to the learning environment and serve no educational purpose. The following are examples of items that may be deemed inappropriate for school.

- Sunflower seeds, toothpicks, rubber bands, squirt guns, etc. - these items are not permitted because of the problems caused by misuse.
- *Riding* skateboards, bikes, roller skates, scooters, shoes with wheels, and roller blades on school property is prohibited.
- Hover Boards are not allowed on campus.
- Trading cards, toys, or other items of value
- Animals, unless brought with building administration approval (reference Animals on campus; Service Animals)
- Laser pens, shock pens
- Latex balloons

While on school campus, students may not sell items as part of a fund-raising project *for another school or organization* other than those supported by a school-wide effort. (reference fundraising)

Knowingly Present

Knowingly Present shall mean that a student was present or in attendance at a gathering of students during which one or more of the attendees (other than the student at issue) were involved in any District violation.

Library/Media Center

The library/media center is open throughout the school day, from before school until after school. Most books may be checked out for two weeks and may be renewed unless placed on reserve. Fines may be charged for overdue books and replacement costs will be charged for lost or damaged materials.

Media Release

The school or the District periodically uses images and names of students in various media (printed, photographic, social media, or video, including the school yearbook) to promote school activities or programs. Parents may choose to opt-out their student from District or school sponsored media including but not limited to websites, newsletters, and/or newspapers by indicating so in School Forms through the "Policy Forms" tab in the PowerSchool Parent account.

Patron Grievance

When there are issues/problems between a Parent or student and teacher every effort should be made to solve the problem at the lowest level. [Refer to Policy 0203.03: Patron Grievances.](#)

Restricted Areas

Each school facility has restricted areas as determined by the building administration. Students will be informed by the building administration as to the locations. Students found in these areas may be subject to disciplinary action.

Safety Drills

The District approved the Idaho Standard Command Response for Schools (ISCRS) standards for safety procedures.

- Fire Drills are held monthly.

- Lockdown Drills are held each semester.
- Hall-Check and Reverse Evacuation Drills will be held throughout the year.
- Earthquake Drills may be held annually.

School Announcements and Other Communication

Announcements are made daily. A club/organization advisor and a building administrator or designee must authorize all announcements before submitting them to the office before they are read. The District approves flyers from organizations as community service. The electronic distribution of flyers on the Community Bulletin Board does not imply sponsorship nor endorsement of a program or event. Organizations who would like to request electronic flyer distribution to the Community may do so through the online request form - <https://www.westada.org/page/community-bulletin-board>

Student-Owned Property (Care, Loss, and Damage)

Students are responsible for the care, security, and condition of all personal items brought to school. The District does not accept liability for any personal property that is lost, stolen, or damaged on school property or at school-sponsored activities due to theft, fire, water damage, misuse, or any other cause.

For lost items, students should check the main office. If an item has been stolen, students or parents should report the incident to the school's security officer, School Resource Officer, or the Administrator of Safety and Behavior.

Items left in the lost and found for an extended period may be donated to charitable organizations. The donation schedule will be determined by the building administration.

Surveillance Cameras

District elementary schools have surveillance cameras on campus. Please be advised that surveillance cameras are in operation inside and outside of school facilities. Surveillance videos are the sole property of the District. Per [Idaho Code 33-133](#) and FERPA regulations, student images may not be shared.

Trespassing/Loitering

[Idaho Code 33-512 \(11\)](#) authorizes officers and school officials "...to prohibit entrance to each schoolhouse or school grounds, to prohibit loitering in schoolhouses or on school grounds, and to provide for removal from each schoolhouse or school grounds of any individual or individuals who disrupt the educational process or whose presence is detrimental to the morals, health, safety, academic learning or discipline of the pupils. A person who disrupts the educational process or whose presence is detrimental to morals, health, safety, academic learning, or discipline of the pupils or who loiters in schoolhouses or on school grounds, is guilty of a misdemeanor."

This policy includes students who have been suspended, expelled from school, or students not enrolled in a class or classes. Persons who do not leave when asked to do so, or who return after having been told to leave, will be remanded to local law enforcement authorities. Students are expected to be off school grounds within 15 minutes after the dismissal bell or the conclusion of an after-school activity. Pending inclement weather or a red air alert, buildings will be open from 8:00 am to 3:30 pm. Students shall remain inside during typical outside activity times.

Unauthorized School Bus Entry

[Idaho Code 18-1522](#): A person shall be guilty of a misdemeanor if that person:

- Enters a school bus with intent to commit a crime.
- Enters a school bus and disrupts or interferes with the driver.
- Enters a school bus and refuses to disembark after being ordered to do so by the driver.

The District shall place notices at the entrance to school buses which warn against unauthorized school bus entry.

Volunteers

Parents are encouraged to actively participate and support your student's school. Whatever your talents, and/or your interests, your school welcomes your time and support. Information regarding the District's Volunteer Program is available on the District website and the District's Volunteer Handbook. [Refer to Policy 0905.10: Volunteer Program](#)

Disciplinary Procedure

When a student continues to violate the Code of Conduct, the building administrator will decide the appropriate action to be taken. As per Idaho Code 33-1224 and to Policy 0520.10: Discipline Procedure restrains and seclusion of a student will not be used of a form of discipline or classroom governance. Options include, but are not limited to:

- A conference with the student and parent
- Creation of a behavioral plan
- In-school suspension
- Out of school suspension
- Referral to the School Resource Officer (SRO)
- Expulsion

Discipline Step Procedures

The following is the procedure for offenses that disrupt normal school functioning but are not regarded as major offenses. Major offenses may result in a suspension and/or recommendation for expulsion at any time, depending on the severity.

Tier One

- Teacher will conference with student and document student behavior.
- Teacher will continue to document student behavior and determine appropriate intervention strategies.
- Teacher will contact parents and possibly the counselor and building administration.

Tier Two

- Teacher refers the student to the building administration on a referral form and parents are contacted. This indicates that the student has not responded to Tier One interventions in the classroom.
- Referrals will result in a conference with the student, parent notification, and assignment of a consequence determined by the building administration. A review of Tier One interventions and alternate strategies may be considered by the building administration and the teacher.
- For severe deviant behavior, incorrigibility, or repeated violations, the student may be suspended from school for a period of one to five (1-5) days by the building administration. An informal hearing will be given to parents/guardians before suspending, according to Idaho Code 33-205. This may take place by phone call, MS Teams meeting, or school conference. Continued referrals may result in progression to Tier Three.

Tier Three

- When the student does not respond to interventions, alternative placement, or recommendation for expulsion will be considered. A discipline log will be maintained in PowerSchool by the building administration or designee. Out of school suspensions will be reported to the West Ada Safety and Security Director.

Minor Disciplinary Offences

Minor disciplinary offenses are those incidents that disrupt normal school functioning but are not regarded as major offenses. See Discipline Step Procedure regarding consequences for multiple minor offenses.

Major Disciplinary Offences

Major disciplinary offenses are those incidents that disrupt normal school functioning and may result in a suspension, recommendation for expulsion, and/or referral to the Student Resource Officer (SRO) when applicable.

Examples of major disciplinary offenses may include but are not limited to:

- **Alcohol/Drug/Tobacco** – Using, possessing, selling, furnishing, or having been under the influence of any controlled substance, alcoholic beverage, intoxicant of any kind, tobacco, or smoking paraphernalia (include e-cigarettes and vapor devices). The use/abuse, possession, selling, furnishing of any prescription/non-prescription drug or any materials that give the appearance of alcohol, tobacco, or other controlled substances. [Refer to Policy 0520.10: Student Discipline.](#)
- **Arson** – Any open flame and/or the malicious burning of or attempt to burn self, **any person or property** on school grounds or during school activities. Refer to [Policy 0520.10: Discipline Procedure.](#)
- **Bullying** – Repeated exposure over time to negative actions on the part of one or more students who, through actions or words, strive(s) to exert power over another student or students. [Refer to Policy 0502.90: Bullying.](#)
- **Cheating** – Cheating in any form or manner is unacceptable. Every incident of cheating will be investigated by the teacher/designee and an administrator. For classroom assessments, and/or district assessments, the offending student will redo an assignment or assessment similar to the one of which they cheated. The assignment or assessment must be completed outside of instructional time. If the student is unwilling or unable to complete the assignment or assessment outside of instructional time the student will receive a zero on the assignment or assessment. The offending student will be assigned disciplinary consequences deemed appropriate by the administrator according to [Refer to Administrative Regulation 0521.10-AR\(1\): Academic Integrity.](#) Concurrent credit students are expected to adhere to the rules and regulations as set forth in the universities' Student Code of Conduct.

Cheating on a state assessment or other high stakes test is a Tier III discipline step and the assessment will be invalidated. The offending student will be assigned disciplinary consequences in accordance with the [Refer to Administrative Regulation 0521.10-AR\(1\): Academic Integrity.](#)

- **Criminal Activity** – Any illegal activity occurring on school District property, other than traffic infractions, occurring during school hours or non-school hours or at a school sponsored event will be considered a major disciplinary offense.
- **Derogatory Remarks** – are words, comments, or gestures that are intended to hurt, insult, or put down another person or group. These remarks show disrespect and may target someone's identity, such as their race, gender, appearance, abilities, beliefs, or background.
 - Derogatory remarks can include:
 - Name-calling or insults
 - Jokes or comments that make fun of others
 - Negative or offensive language directed at a person or group
 - Statements that degrade, demean, or show a lack of respect

Such behavior may contribute to bullying or harassment and is not permitted in the school environment.

- **False Alarms** – Fire alarm or 911 calls. If costs occur, restitution may be required.
- **Fighting** – Includes physical abuse; No student shall willfully and/or maliciously disturb the peace by challenging to fight, fighting, instigating, or encouraging others to fight. Offenders may be charged with the appropriate offense and subjected to legal consequences.

- **Forgery/Misrepresent** – Creation or use.
- **Gambling** – Placing something at risk, such as money or personal items, in the hopes of gaining something of greater value.
- **Gang/ Group affiliated Attire/Symbols/Tattoos** – The Board of Trustees desires to keep District schools and students free from the threats of harmful influence of criminal gangs as defined in [Idaho Code 18-8502](#). The use of identifiers denoting criminal gang membership are prohibited and include, but are not limited to hand signals, apparel, jewelry, accessories, books, or manners of grooming which, by virtue of color, arrangement, trademark, symbol or any other attribute, creates a clear and present danger of the commission of unlawful acts on school premises. In determining whether or not a student is in violation of the prohibition on wearing/display of a gang-related item, the District may utilize law enforcement resources to verify that such items or indicators do indeed violate this policy or pose a threat to the security of the school environment. This policy shall be applied at the building administration's discretion as the need for it arises at individual school sites.
- **Harassment** – [Refer to Policy 0502.70: Student Harassment/Relationship Abuse](#).
- **Inappropriate Behavior** – Including but not limited to swearing, obscene gestures, and any negative or unsafe behavior that disrupts the learning environment.
- **Inappropriate Online Behavior** – any communication through the internet, mobile electronic devices, or other online platforms, including social media, that harasses, threatens, or bullies a public school employee or any other person, or contains obscene or discriminatory content, or otherwise harms their reputation, dignity, or safety, regardless of whether the conduct occurs on or off school property or during or outside of school hours. (Idaho Code 33-512E)
- **Incorrigibility** – Repeated unmanageable/disruptive behavior
- **Insubordination** – Failure to cooperate, being dishonest, or willfully defying the school personnel. Insubordination during emergency situations or emergency drills may be disciplined at the highest level.
- **Mood Altering Substances** – [Refer to Policy 0520.10: Student Discipline](#).
- **No Touch** – Students are to always keep their hands and feet to themselves. This includes, but is not limited to, public displays of affection, horseplay, pushing, shoving, or bumping into each other. Dependent of severity, Safe and Appropriate Touch violations may be minor or major violations of the school discipline policy.
- **Objectionable Literary/Pictorial Materials** – Includes but is not limited to possession, creation, or distribution of pornographic material or inappropriate images.
- **Peer Conflict** – Includes verbal abuse.
- **Safety** – May include unsafe behavior that compromises the safety of staff and students in the classroom. In addition, but not limited to, possession or use of any item considered unsafe for school (i.e., matches, lighters, etc.).
- **Stealing/Theft** – Attempting to steal or possession of stolen property, whether school property or private property
- **Threats** – The District takes all threats against the safety of our students seriously.
 - Students/Parents who are aware of a threat being made against either an individual or the school population should report that threat immediately to the Administrator of Safety and Security or Designee.
 - Concerns regarding safety and/or threats may be reported through the “See Tell Now” Program with the Idaho Office of School Safety and Security, school personnel, or the proper law enforcement agency for investigation and follow-up.
 - If a threat occurs after school hours or on a weekend, please contact local law enforcement.
 - Students that create or communicate in any manner knowingly false information concerning a threat being made against either an individual or the school population will receive appropriate discipline up to and including a recommendation for expulsion. Written or verbal threats of physical harm
- **Retaliation** – Any person found to have retaliated against another individual for reporting an incident in good faith may be subject to disciplinary action up to and including expulsion.
- **Truancy** – Regular or habitual truancy

- **Vandalism** – Deliberate destruction or defacing which damages school or private property.
- **Violence**- Incident with/without injury

Forms Of Discipline

Detention/Loss of Privilege

A loss of privilege or lunch detention, and after/before school detention are discretionary disciplinary actions that are available to the building administrator or designee to use when dealing with discipline.

Suspension

Suspension and/or detention may be used as a disciplinary action or to remediate tardies or tardy lates. Students will be allowed to make up the missed work due to a suspension.

In-School Suspension

The student is removed from the classroom and assigned to a specific area during the regular classroom time. These absences do not count in the allowable absences per semester. A student who is suspended in school for more than one period may not be allowed to participate in school activities.

Out-of-School Suspension

The student may not be at school for a specific amount of time. Parent contact will be made (if possible) prior to suspension. Students will not be allowed to participate in school activities including games and/practice. Students who are suspended out of school will not be allowed at school or on school grounds for the duration of their suspension.

Expulsion

[Idaho Code 33-205](#) states, The Board of Trustees may deny enrollment, or may deny attendance at any of its schools by expulsion, to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school District in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the board of trustees upon such reasonable conditions as may be prescribed by the board; but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

Due Process for Students

Student Due Process rights refer to the legal rights offered to students in educational settings, ensuring fair treatment and protection under the law along with protection from discrimination practices in disciplinary actions based on race, gender, disability, or other protected characteristics. In the event a student is accused of violating a policy, regulation, or rule established by the District, building administration, or classroom teacher, the student has the following due process rights.

Notice

A student has the right to be informed of the charges or allegations against them from the investigation. This means they should receive clear information about what behavior is being questioned. The building administrator must inform the student of their due process rights and will not determine a penalty until the student has been given the opportunity to respond to the alleged infraction.

Informal Hearing Meeting

Students are entitled to meet with school administrative personnel regarding alleged misconduct that may result in disciplinary action affecting their educational opportunities, including in-school or out-of-school suspension. During this informal hearing meeting, the student and, when appropriate, the student's parent or guardian will be informed of the nature of the alleged misconduct and the

proposed disciplinary action and will be provided an opportunity to respond, ask questions, and share their perspective before the disciplinary decision is finalized, except where immediate removal is necessary to protect the safety or orderly operation of the school. The purpose of this meeting is to ensure the matter is considered promptly, fairly, and consistent with District policy and Idaho law.

Decision Based on Evidence

Disciplinary actions must be based on factual evidence. Schools are required to evaluate the facts before making decisions and must apply rules consistently. Prior to assigning consequences, the building administrator will consult the District's Discipline Matrix, and parents/guardians will be notified.

Decision Appeal

Students have the right to appeal a disciplinary decision if they believe the process was unfair or if new evidence arises. To initiate an appeal, the parent or student must submit a written request, including supporting evidence, to the building principal within **three (3) school days** of receiving the disciplinary decision. A meeting will be scheduled with the student, parent/guardian, and the building principal within **five (5) school days** of the request. The principal will provide a written decision within **three (3) school days** following the meeting.

If the issue remains unresolved, parents may appeal in writing to the Director of Security and Behavior within **seven (7) calendar days** of receiving the principal's decision. The Director will schedule a meeting within **five (5) school days** of the appeal request and must provide a written decision to the parents within **five (5) calendar days** after the meeting. The Director of Security and Behavior decision is final. Minutes may be taken at all hearings by an electronic recording device. In all hearings, students and Parents have the right to have legal counsel present. Refer to [Policy 0520.10: Discipline Procedure](#).

Safe School Assistants

Safe School Assistants are part of the behavior program and may supervise any student involved in a minor or major disciplinary offense. Major disciplinary offenses may incur loss of eligibility for extracurricular activities during the suspension day(s).

Search and Seizure

The District recognizes that substance abuse, the harmful use of drugs and alcohol, the possession of objects or materials considered unsafe, and the problems associated with these are becoming increasingly commonplace in our society. We recognize that a student's involvement can lead to illness of chemical dependency and alcoholism or may be harmful to themselves or other students. We support prevention, early intervention, and appropriate referrals. We will be involved in disciplinary action when needed. [Refer to Policy 0722.10: Interviews and Administrative Searches](#).

Investigations

The school administrator or designee will investigate allegations of misconduct. The building administrator in charge of investigation may, at a minimum, take the following steps:

- Obtain a written statement from the complainant regarding the allegations.
- Obtain a written statement from the accused.
- Obtain a written statement from witnesses, if any.

Any allegation of misconduct involving Title IX will be handled through the District's Title IX Policy, refer to [District Policy 0403.80: Title IX-Nondiscrimination Policy](#) and [Administrative Regulation 0403.80-AR\(1\): Title IX-Nondiscrimination Policy](#) and [Title IX | West Ada School District](#) website for more information.

Any interviews conducted by law enforcement, will be addressed as per [Policy 0722.10: Interviews and Administrative Searches and I.C. 33-6001](#).

Reasonable Suspicion

The concept of “reasonable suspicion” as outlined in *New Jersey vs. T.L.O. (1985)* allows student searches by school officials, if the officials have information that leads them to believe that a student has broken the law or school policy and that the search will yield evidence of a violation. A desk, locker, vehicle, phone, or person may be searched for if reasonable suspicion exists.

Suspicion Less Searches

School property, such as lockers and desks, are jointly held by the school and the student. School authorities have the right to conduct general inspection of all such property on a regular basis. During these inspections, items that are school property, such as textbooks and library materials may be collected. Students have no expectation of privacy in such locations. All vehicles on school property are subject to general inspection (suspicion less searches).

Law Enforcement Dogs

Subject to the following conditions, the administrator may authorize the use of dogs to detect the odor of prohibited substances or items on school grounds. The administrator shall be present. Students shall not be in the immediate vicinity of the dogs while the dogs are searching.

Personal Searches

No search of a student by school personnel should be conducted in the presence of other students unless no other options are available. When a search of a student’s person is conducted, the person conducting the search shall be the same sex as the student. A witness of the same sex as the student shall be present during the search.

Seizure of Illegal Items

Illegal items (e.g., weapons, drugs, etc.) or other possessions reasonably determined by proper school authorities to be a threat to the students’ safety or to others’ safety and security can be seized by school officials. All illegal items will be turned over to law enforcement for disposition.

Seizure of Other Items

Other items that may be used to disrupt or interfere with the educational process may be temporarily removed from the student’s possession by a staff member or building administration. Such items may be returned to the student or parent by the staff member or through the building administration.

School Resource Officer (SRO)

This program is administered on a cooperative basis between the District and the police/sheriff’s office, with an emphasis placed on helping students with problems at home or at school. In some cases, diversion programs are offered for first-time offenders as an alternative to court. This may involve informal probation for the student in lieu of criminal prosecution. Because of prolonged and frequent contacts, the SRO can effectively counsel and, in some cases, release first offenders. Serious or repeat offenders, however, may be referred to juvenile court where they are assigned professional court counselors. .

Transportation

Bus Badge Requirement

Bus riders must be registered through the PowerSchool Request for Transportation form in order to receive a bus assignment. Students must be assigned to the bus and scan their school-issued student ID badge when riding the bus.

If a replacement badge or Temporary Bus Pass is needed, students should see the school front office. Students not assigned to the bus or without their badge or Temporary Bus Pass in the afternoon may need to remain at school and arrange alternative transportation home.

To ensure accurate bus manifests, if a student does not scan their badge for 30 days, it will be assumed the student is no longer riding, and the bus assignment will be removed. Families may submit a new Request for Transportation if bus service is needed again.

Stop Time Notice

Bus drivers can make the stop up to 5 minutes before or after the scheduled bus arrival time. Students should be at the bus stop ready to load at least five minutes before the scheduled pick-up time. At the end of the day, most buses leave the school within 6-7 minutes after the final bell. Students need to be sure to go directly to the bus after their last class. A bus will not be sent back for students who simply run late.

Bus Conduct Rules

These are the general bus guidelines to be followed on every school bus. A complete list of rules and safety tips can be found on the [West Ada Transportation webpage](#) as well as [Policy 0702.57: Transportation Discipline](#).

- Students must remain seated, facing forward in their assigned seats.
- Students must always keep hands and feet to themselves.
- Students should talk quietly and kindly. Silence is required at all railroad crossings.
- Eating, drinking, and littering are not allowed on the bus.
- A Temporary Bus Pass issued by the school office is required to ride any bus or use any stop other than the assigned stop.
- Parents/guardians cannot board the school bus without the driver's permission.

Prohibited Items

- Perfume sprays, deodorant, and/or any other aerosol or sprays.
- Sports balls and bats unless fully contained within a zippered bag.
- Skateboards, scooters, and rollerblades unless fully contained in a zippered bag.
- Zero Tolerance is given for the following items: Weapons, Laser Pens, Drugs & Alcohol, Cigarettes or other Tobacco products, E or Vapor Cigarettes, Flammable Objects, Explosive Devices, Hoverboards, and Animals (Reference [Policy 1003.50: Service Animals in Schools](#))

Policies

Policies may also be reviewed on the District website at [West Ada School District | Home](#). If you do not have access to the internet, a copy of the policy or policies will be provided to you by your school upon request.