

Garden Valley School District No. 71

PERSONNEL

5700

Substitutes

The Board authorizes the use of substitute teachers as necessary to replace teachers who are temporarily absent. Under no condition is a teacher to select or arrange for a private substitute. Certified substitutes are preferred for certified positions.

Compensation:

- Substitutes will be paid a minimum of four hours, ~~and hourly after the first four hours.~~
Substitutes may be in multiple positions throughout the work day.
- ~~Pay will be \$12.00 per hour if the substitute has a Bachelor's Degree.~~
- ~~Pay will be \$10.00 per hour if the substitute does not have a Bachelor's Degree.~~
- **Pay will be \$12.50 per hour.**
- Substitutes who work for the same certified teacher for 10 consecutive days or more will be paid \$13.00 per hour. ~~if the substitute has a Bachelor's Degree. and \$11.00 per hour if the substitute does not have a Bachelor's Degree.~~
- ~~Maintenance (Janitor) substitute pay will be \$11.50 per hour.~~
- ~~Food Service substitute pay will be \$11.00 per hour.~~

Cross Reference: 5110

Criminal History / Background Checks

Policy History:

Adopted on: 02-13-2012

Revised on: 02-09-2021

Revised on: 11-20-2024

Garden Valley School District No. 71

NONINSTRUCTIONAL OPERATIONS

8300

Emergencies and Disaster Preparedness

The Board recognizes the importance of being prepared for various types of emergencies, both natural and human, that could occur while school is in session. Because of this, the District has developed appropriate plans and procedures to deal with such emergencies at school facilities or involving school transport. It is important that students, employees, and parents be knowledgeable about the various emergency plans and procedures and be prepared should such an emergency occur.

Development of Crisis Management Plan

The District will develop and maintain an emergency operations plan to act as a guide for District Trustees, administration, staff, students, parents/guardians, and community members to address potential crises in the District. The Board also directs the Superintendent to ensure that each District school develops its own emergency operations plan. These plans shall be exempt from disclosure under public records laws, as described in IC 74-105.

The emergency operations plan will provide direction for the District and for each site to use prior to, during, or after any emergency situation.

The Superintendent or designee shall be responsible for directing the development of a comprehensive Crisis Management Plan. They shall coordinate with school staff and local emergency response agencies in developing these plans. This plan will be shared with representatives of local municipalities and appropriate emergency personnel. The emergency operations plan will be reviewed annually by the Crisis Management Committee, which shall include representatives of principals and site managers.

Each principal and site manager shall receive a copy of the emergency operations plan and shall provide inservice training on plan implementation. This training shall be provided annually for every employee and to new employees upon hiring.

The District emergency operations plan serves as the foundation for the development of individual site and program plans.

Legal References

IC § 33-512
IDAPA 08.02.03.160

Description

District Trustees - Governance of Schools
Safe Environment and Discipline

Cross References

Code

Description

8520

Inspection of School Facilities

Policy History:

Adopted on: 03-11-2026

Reviewed on:

Amended on:

Garden Valley School District No. 71

NONINSTRUCTIONAL OPERATIONS

8320

Fire Drills and Evacuation Plans

Goal

The Board recognizes the importance of being prepared for emergencies and the role fire drills play in being prepared. The emergency evacuation drill trains staff and students and evaluates their efficiency and effectiveness in carrying out emergency evacuation procedures.

Frequency

Monthly fire drills are required for all occupants. The frequency shall be allowed to be modified in severe climates and the fire code official shall have the authority to modify the frequency.

First Evacuation Drill

The first evacuation drill of the school year must be completed within twenty days of the beginning of classes.

Time

Fire drills shall be held at unexpected times and under varying conditions to simulate the unusual conditions that occur in case of fire. Emergency evacuation drills shall be conducted at different hours of the day or evening, during the changes of classes, when the school is at assembly, during the recess or gymnastic periods, or during other times to avoid distinction between drills and actual fires.

Assembly Points

Outdoor assembly areas shall be designated and shall be located a safe distance from the building being evacuated so as to avoid interference with fire department operations. The assembly areas shall be arranged to keep each class separate to provide accountability of all individuals.

Record Keeping

Records shall be maintained of emergency evacuation drills and include:

1. Identity of the person conducting the drill;
2. Date and time of the drill;
3. Notification method used;
4. Number of occupants evacuated;

5. Special conditions simulated;
6. Problems encountered;
7. Weather conditions when occupants were evacuated; and
8. Time required to accomplish a complete evacuation.

Fire Safety and Fire Evacuation Plans

Fire safety and evacuation plans, emergency procedures, and employee training programs shall be approved by the fire code official and be prepared and maintained by the school.

Fire Evacuation Plan

The District shall ensure the safety and health of students and staff by having in place at all times an emergency evacuation plan. The District will cooperate and coordinate with city, county, and State emergency personnel. The District shall review its emergency evacuation plan annually to determine whether the procedures in place require modification. The Plan will be posted in the District office as well as in every school building in the District. The Plan will be provided to each staff member at the beginning of the school year. In addition, the District will educate parents and patrons in the District by providing periodic information regarding the Plan.

The fire evacuation plan must include:

1. Emergency egress or escape routes and whether evacuation of the building is to be complete or, where approved, by selected floors or areas only or with a defend-in-place response;
2. Procedures for employees who must remain to operate critical equipment before evacuating;
3. Procedures for accounting for employees and occupants after the evacuation has been completed;
4. Identification and assignment of personnel responsible for rescue or emergency medical aid;
5. The preferred and any alternative means of notifying occupants of a fire or emergency;
6. The preferred and any alternative means of reporting fires and other emergencies to the fire department or designated emergency response organization;
7. Identification and assignment of personnel who can be contacted for further information or explanation of duties under the plan; and
8. A description of the emergency voice or alarm communication system alert tone and preprogrammed voice messages, where provided.

Fire Safety Plans

The fire safety plan must include:

1. The procedures for reporting a fire or other emergency;

2. The life safety strategy and procedures for notifying and evacuating occupants or for a defend-in-place response (if applicable);
3. Site plans indicating the following:
 - A. The occupancy assembly point;
 - B. The location of fire hydrants; and
 - C. The normal routes of fire department vehicle access
4. Floor plans identifying the locations of the following:
 - A. Exits;
 - B. Primary evacuation routes;
 - C. Secondary evacuation routes;
 - D. Accessible egress routes;
 - E. Areas of refuge;
 - F. Exterior areas for assisted rescue;
 - G. Manual fire alarm boxes;
 - H. Portable fire extinguishers;
 - I. Occupant-use hose stations; and
 - J. Fire alarm annunciators and controls
5. A list of major fire hazards associated with the normal use and occupancy of the premises, including maintenance and housekeeping procedures;
6. Identification and assignment of personnel responsible for maintenance of systems and equipment installed to prevent or control fires; and
7. Identification and assignment of personnel responsible for maintenance, housekeeping, and controlling fuel hazard sources.

In the Event of a Fire

All incidents of unintentional fires will be reported to the building principal whether or not the fire department response is required. All department heads, supervisors, etc. will ensure that their employees are aware of the location of fire extinguishers and fire alarm pull boxes in their work area(s). All employees should be made aware of the location of the fire extinguishers and fire alarm pull boxes in their work area(s). All employees should be made aware of emergency evacuation routes for their work area, the location of the fire exit windows, etc.

In the event of a fire:

1. Promptly direct the charge of the fire extinguisher toward the base of the flame. If an emergency exists, activate the building alarm and contact the building principal.
 - A. If a minor fire appears controllable, immediately contact, or direct someone in the area to contact, the building principal.

- B. For large fires that do not appear controllable, immediately activate the building alarm and contact, or direct someone to contact the building principal. Close all doors while exiting the building to reduce oxygen and slow the spread of fire. Do not lock the doors!
2. Assist in the evacuation of the building. Smoke is the greatest danger in a fire, so be prepared to stay near the floor where the air will be less toxic.
 3. If trapped, hang an article of clothing out of the window to signal security officers. Anyone trapped in the room should remain close to the floor to avoid smoke.

During an evacuation, direct crowds away from fire hydrants and roadways, and clear sidewalks immediately adjacent to the building. Ask bystanders to assist in watching windows, doorways, etc. for persons who may be trapped inside. Do not attempt to rescue them. Notify fire department personnel.

Legal References

2012 Idaho Fire Code
 2018 International Fire Code
 IC § 41-253
 IDAPA 08.02.03.160
 IDAPA 16.04.18.418

Description

2012 Idaho Fire Code
 2018 International Fire Code
 Adoption of International Fire Code
 Safe Environment and Discipline
 Fire Evacuation Drills

Adopted on: 03-11-2026

Reviewed on:

Revised on:

Garden Valley School District No. 71

INSTRUCTION

2200

School Year / Calendar / Instructional Hours

School Fiscal Year

The fiscal year of the school is from July 1 to June 30.

School Calendar

The Board annually shall establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays.

Holidays / Commemorative Days

School holidays shall include New Year’s Day, Memorial Day, Independence Day, Thanksgiving Day, and Christmas Day.

For those commemorative days that fall on a school day, the teachers and students shall devote a portion of the day on each such day designated in I.C. § 73-108.

Instructional Hours

The District shall provide the minimum number of instructional hours for students at each grade level as follows:

<u>Grades</u>	<u>Hours</u>
K	450
1-3	810
4-8	900
9- 12 11	990
12	979

PIR Days

Not more than twenty-two (22) hours may be utilized for in-service teacher activities.

Legal Reference: I.C. § 33-512 Governance of schools
I.C. § 33-701 Fiscal year – Payment and accounting of funds
IDAPA 08.02.01.250.01 Required Instructional Time
IDAPA 08.02.01.250.03 Day In Session When Counting Pupils in Attendance

Policy History:

Adopted on: 5-8-2012
Amended on: 3-11-2026

INSTRUCTION

2420

Title I Parent Involvement Parent and Family Engagement

NOTE: Schools receiving federal Title I funds are required to have a parent involvement policy. This sample policy can be used as the basis for the joint development of a policy, as required by the federal legislation. This policy cannot be the District's policy without some parental involvement in its development at the local level.

District Policy Development

The District may receive Title I funds only if it conducts outreach consistent with federal law to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I. Such programs, activities, and procedures shall be planned and implemented following meaningful consultation with the parents of participating children.

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

1. **Demonstrate Joint Development of Engagement Plan:** The District shall involve parents and family members in jointly developing the District's Plan; and
2. **Coordinate Assistance and Support:** The District shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education; and
3. **Coordinate with Other Programs:** The District shall coordinate and integrate its parent and family engagement strategies to the extent feasible and appropriate, with the District's other relevant federal, state, and local programs; and
4. **Conduct Annual Program Evaluation:** The District shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of its parent and family engagement policy in improving the academic quality of all its schools receiving Title I funds, including identification of:

1. The barriers to greater participation by parents in improvement plan activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. The strategies that will be implemented to support successful school and family interactions.

5. Implement Evaluation Findings: The District shall use the findings of the evaluation performed pursuant to Paragraph 4, above, to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the District's parent and family engagement policy described herein; and

6. Establish a Parent Advisory Board: The District shall involve parents in the activities of the schools receiving Title I funds, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent and Family Engagement Policy.

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

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

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

~~Programs for Preschool Youngsters, Parents as Teachers, and public
preschools:~~

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

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

~~In addition to the required annual meeting, at least three (3) additional meetings shall be held at various times of the day and/or evening for parents of children participating in the Title I program. These meetings shall be used to provide parents with:~~

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

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

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

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

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

School-Level Policy Development

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

I. Parental Involvement: All District schools receiving Title I funds shall:

- I. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's programs, to explain the requirements of this policy, and the right**

of the parents to be involved; and

2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with reserved Title I funds, transportation, childcare, or home visits, as such services relate to parental involvement; and

3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the District's and school's available programs, including the planning, review, and improvement of the school's parent and family engagement policy and the joint development of the schoolwide program plan, except that if a school has in place a process or procedure for involving parents in the joint planning and design of the school's programs, the school may use that process or procedure, if such existing process or procedure already includes an adequate representation of parents of Title I qualifying children; and

4. Provide parents of participating children:

1. Timely information about qualifying programs;

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

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

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

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

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
2. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 2. Frequent reports to parents on their children's progress;
 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

District and School Level Development

1. **Empowering Parents:** To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, both the District and each school within the District:
 1. Shall provide assistance to parents of children served by the school or District, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of this policy, and how to monitor a child's progress and work with educators to improve the achievement of their children; and
 2. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; and
 3. Shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value

and utility of parental participation, and in how to reach out to, communicate with, and work with parents as equal partners, to implement and coordinate parent programs, and to build ties between parents and the schools; and

4. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement in programs and activities with other available federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children; and
5. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
6. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; and
7. May provide necessary literacy training for parents from Title I funds in the event the District has exhausted all other reasonably available sources of funding for such training; and
8. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; and
9. May train parents to enhance the involvement of other parents; and
10. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; and
11. May adopt and implement model approaches to improving parental involvement; and
12. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; and
13. May develop appropriate roles for community-based organizations and businesses in parent involvement activities;
14. Shall provide such other reasonable support for parental involvement activities under this section as parents may request; and
15. Shall inform parents and organizations of the existence of the program.

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

NOTE: ~~Districts with more than one school participating in a Title I program may wish to consider the establishment of a District-wide parent advisory council.~~

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

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

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

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

Legal References

20 USC § 6311

Description

Basic Program Requirements - State Plans

20 USC § 6312

Basic Program Requirements - Local Education Agency Plans

20 USC § 6318

Basic Program Requirements - Parent and Family Engagement

Other References

ISBA Policy Services

Description

<https://www.idsba.org/member-services/policy/>

Cross References

Code

2425

Description

[Parental Rights](#)

2425-P(1)

[Parental Rights - Parent/Guardian Notification of Changes in Health and Well-being](#)

2425-F(1)

[Parental Rights - Efforts to Notify Parent/Guardian of Changes in Student Health or Well-being](#)

4160

[Parents Right-to-Know Notices](#)

Policy History:

Adopted on: 5-8-2012

Revised on: ~~2-19-2025~~ 3-11-2026

Parent and Family Engagement - Guidelines

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

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

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

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

Roles and Responsibilities

Students

It is the responsibility of the student to:

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

Parents

It is the responsibility of the parent to:

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

5. Utilize opportunities for participation in school activities.

Staff

It is the responsibility of staff to:

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

Community

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

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

Administration

It is the responsibility of the administration to:

1. ~~Facilitate and implement the Title I Parent Involvement policy and plan;~~ Provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District to plan and implement effective parent and family involvement activities to foster improved student academic achievement and school performance;
2. Provide training and space for parent involvement activities;
3. Provide resources to support successful parent involvement practices;
4. Provide in-service education to staff regarding the value and use of contributions of parents and how to reach out to, communicate, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; and
5. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand; and
6. Develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy; and

7. Develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy; and
8. Coordinate and integrate its Title I parent and family engagement strategies with the parent and family engagement strategies of the District's other relevant programs; and
9. Create and support a Parent Advisory Board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent and Family Engagement Policy; and
10. Ensure that each school in the District jointly develops with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging State academic standards and includes the requirements of District Policy 2420.

Legal References

	Description
20 USC § 6311	Basic Program Requirements - State Plans
20 USC § 6312	Basic Program Requirements - Local Education Agency Plans
20 USC § 6318	Basic Program Requirements - Parent and Family Engagement

Other References

	Description
ISBA Policy Services	https://www.idsba.org/member-services/policy/

Cross References

Code

	Description
2425	<u>Parental Rights</u>
2425-P(1)	<u>Parental Rights - Parent/Guardian Notification of Changes in Health and Well-being</u>
2425-F(1)	<u>Parental Rights - Efforts to Notify Parent/Guardian of Changes in Student Health or Well-being</u>
4160	<u>Parents Right-to-Know Notices</u>

Procedure History:

Adopted on: 5-8-2012

Revised ~~Amended~~ on: ~~2-19-2025~~ **3-11-2026**

Open Enrollment

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

The District will prioritize applications from students who live within the District and may deny students for one or more of the following reasons:

1. The student was expelled, or disenrolled in lieu of discipline, by the previous District;
2. The student has a conviction or adjudication of offenses outlined in IC 20-525A(5) or other criminal offenses listed in chapter 9, 61, or 66 in Title 18, Idaho Code. Such convictions or adjudications are required to be disclosed by the student's parent or legal guardian at the time of applying for open enrollment, and failure to disclose will result in a denial of open enrollment to the student.
3. The student has a documented history of significant disciplinary issues or history of chronic absenteeism. However, students applying who have a 504 plan or IEP may not be denied enrollment or have enrollment revoked if the behavior resulting in disciplinary action or chronic absenteeism is a manifestation of the student's disability.
4. The receiving school within the District does not have space available according to the capacity limits set by the Board of Trustees.

The process outlined in this policy is required for admission to any school within the District and shall be initiated again when a change in grade warrants a change in school – such as when the pupil wishes to continue open enrollment into middle school or high school.

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

Transportation

Parent's or guardian's of a student accepted under this open enrollment policy will be responsible for transporting their child or ward. If bus space is available, then students accepted under the open

enrollment policy may be transported from an appropriate, established bus stop within the District's boundaries. However, this may not apply to students with disabilities who have transportation identified in their IEP as a related service need.

Varsity Sports

Eligibility rules for participating in extracurricular activities shall apply to students who request to attend a different school as described in this policy and any related procedures. It is recommended that a student who is considering submitting an open enrollment application to this District, and who anticipates participating in a sport governed by the Idaho High School Activities Association (IHSAA) should review IHSAA rules prior to submitting their open enrollment application. Certain school transfers could lead to a student being ineligible to play at the varsity level for one year.

Application/Approval Process

An open enrollment application must be submitted annually for admission to a specific school. Applications will be accepted from January 1 to February 1 of each year for enrollment in the subsequent school year. This deadline shall be waived in the case of students who move out of their attendance zone during the school year. The application acceptance period may be waived with the mutual agreement of the Garden Valley School District and the district in which the student's parent or guardian resides or between principals for an in-district transfer. It is the School Board's intent to allow waiver of the application acceptance period for continuous acceptance of open enrollment applications when classroom space is available.

At the time of application, the District will provide the student's parent/guardian a list of eligible reasons for denial or revocation of open enrollment.

Maximum Capacity

The District will only accept an open enrollment student if the grade level and/or programs they require are below the capacity limits specified in 3010P. The District shall report, at least four times during the school year, the space available at each grade level, by school, using these capacity limits and will post it prominently on the District website.

The Superintendent shall establish a procedure for:

- ~~the method of~~ Determining which students are chosen when classroom space is limited allows the admission of some, but not all, qualified applicants;
- Notifying parents/guardians of the ~~action taken on the open enrollment application~~ possible reasons for denial or revocation;
- ~~the factors which may possibly cause an open enrollment application to be denied;~~ Notifying parents of the action taken on the open enrollment application, including the reasons for the denial of any application;
- ~~the process for~~ Removing a student from a transfer school, including the grounds for removal, parent notification and the appeal process; and
- Notifying parents/guardians of the appeal process available to them in the event their student's application is denied.

Re-enrollment

Open Enrollment students do not need to re-apply to maintain their enrollment at the school in which they're enrolled; However, the parent/guardian shall notify the District of their intention to re-enroll on an annual basis no later than February 1.

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

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

~~In situations where class size is limited, the Superintendent may give priority to certain students. Priorities may include, but are not limited to situations where a student:~~

- ~~• resides in the District and seeks enrollment in another district school under the provisions of the No Child Left Behind Act;~~
- ~~• was previously enrolled at the requested school during the prior year;~~
- ~~• has a brother or sister enrolled at the requested school;~~
- ~~• resides in the attendance area of another District school;~~
- ~~• has parents employed by the District; or~~
- ~~• has unique situation or extraordinary circumstances.~~

~~The Superintendent may deny an open enrollment request when such enrollment would negatively impact the efficient use of the District resources. The Superintendent may set numerical limits defining hardship for schools, grade levels, or programs to provide for appropriate and efficient use of facilities and staff. The student to teacher ratios shall not exceed the overloaded class/teacher limits outlined in the Class Size policy #2240.~~

Revocation of a Transfer **Open Enrollment**

~~Transfer **Open enrollment** students are required to comply with all District policies. Unacceptable behaviors by a transfer student or false or misleading information on their open enrollment application are grounds for the District to remove a transfer student at any time. If a student's open enrollment transfer is revoked, the parent/guardian may request an administrative review by the Superintendent of the district. The Board of Trustees may review the Superintendent's decision.~~

The District may revoke a student's enrollment if one or more of the following occurs:

1. The student is chronically absent.
2. The student commits repeated, **serious disciplinary infractions.**
3. The student has been expelled.
4. The student is convicted or adjudicated, or their parent/guardian failed to disclose conviction or adjudication at time of enrollment, of offenses outlined in IC 20-525A(5), or other criminal offenses listed in chapter 9, 61, or 66 in Title 18, Idaho Code.
5. The number of resident students exceeds the capacity limits set in Procedure 3010P. A student's open enrollment cannot be revoked on these grounds if a student has attended the receiving school for more than two consecutive school years. If a student's enrollment is revoked for this reason, the District shall offer information about other District schools that may be accepting open enrollment students.

Students under consideration of revocation who have a 504 plan or IEP may not have enrollment revoked if the behavior resulting in disciplinary action or chronic absenteeism is a manifestation of the student's disability.

Student Appeals

If an open enrollment application request is denied or revoked, a parent/guardian may request an administrative review by the Board. The parent/guardian must request the review within five school days of receiving the written denial notice. The Board shall consider the appeal at its next regularly scheduled meeting, and issue its decision in writing.

Student Rights and Responsibilities

All student's rights and responsibilities remain the same regardless of what school they attend within the District and regardless of where the student resides once accepted under the open enrollment policy. ~~If a student who is a resident of another, applies to this district and is accepted under the terms of this policy, and fails to attend shall be ineligible to apply again for open enrollment in this district.~~

Preventing or Recruiting Potential Open Enrollment Students

Neither the District or its' employees will not take any action to prohibit or prevent application by a students to attend school in another school district or to attend another school within the District. In no event is the District, or an employee of the District to recruit students outside of their attendance area. Violation of this policy may involve disciplinary action up to and including dismissal.

Evaluation of Policy

Annually, the Superintendent shall report to the Board the effect of this policy. Their report should include the number of open enrollment requests accepted or denied by each school, the reasons for denial, and any unanticipated results of this policy.

Cross Reference: 2240 Class Size

Legal Reference: I.C. §33-512

I.C. §33-1401

I.C. §33-2001

I.C. §33-1402

Legal References	Description
20-525A(5)	Expungement of Record - Exceptions
IC § 33-1401	Transfer of Pupils - Definitions
IC § 33-1402	Enrollment Options
IC § 33-1404	Districts to Receive Pupils
IC § 33-1409	Measuring and Reporting Capacity

IC § 33-1410	Student Appeals
IC § 33-2001	Education of Exceptional Children - Definitions
IC § 33-512	District Trustees - Governance of Schools

Other References

ISBA Policy Services

Cross References

Code

2240

3080

Description

<https://www.idsba.org/member-services/policy/>

Description

Class Size

Nonresident Student Attendance Policy

Policy History:

Adopted on: 12-13-2011

Revised **Amended** on: ~~03-18-2016~~

03-11-2026

Relationship Abuse and Sexual Assault Prevention and Response

The Board endeavors to take steps to prevent and respond to known instances of relationship abuse and sexual assault. Such conduct by students or third parties is strictly prohibited and shall not be tolerated on District premises, or at any District sponsored activity, regardless of location including, but not be limited to buildings, facilities, and grounds on the District campus, school buses, District parking areas, and the location of any District sponsored activity. This includes instances in which the conduct occurs off the District premises, but impacts a District related activity.

Relationship abuse includes the intentional use of physical, sexual, verbal, or emotional abuse or violence by a person to harm, threaten, intimidate, or control another person in a current or past dating relationship. Sexual assault includes sexual violence, sexual abuse, sexual stalking, and rape.

Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the Superintendent or Board.

Students or third parties may also be referred to law enforcement officials. Should the District or any of its' employees have reason to believe that a child under the age of 18 years of age has been abused, abandoned, or neglected or has been subjected to conditions which would reasonably result in abuse, abandonment, or neglect, the school shall follow appropriate reporting requirements pursuant to the Child Protective Act. **Employees shall also report the incident to the District's Title IX coordinator or deputies, as described in Policy 3085.**

The Superintendent is hereby directed to develop administrative procedures to implement this policy. Procedures shall include descriptions of prohibited conduct, the definition of abuse pursuant to the Child Protective Act, reporting and investigative procedures, prevention and response procedures, and provisions to ensure notice of this policy is provided to students.

The Board shall review this policy annually.

~~Other References: Questions and Answers on Title IX and Sexual Violence, U.S. Department of Education Office for Civil Rights~~

Legal References: I.C. § 16-1601 et seq. Child Protective Act
I.D.A.P.A. 08.02.03.160 Safe Environment and Discipline

Other References **Description**
ISBA Policy Services <https://www.idsba.org/member-services/policy/>

Cross References
Code **Description**

3085 Sexual Harassment, Discrimination, and Retaliation Policy
3085-P(1) Sexual Harassment, Discrimination, and Retaliation Policy - Title IX
Sexual Harassment Grievance Procedure, Requirements, and
Definitions
3085-F(1) Sexual Harassment, Discrimination, and Retaliation Policy - Notice
of Investigation & Allegation Template
3085-F(2) Sexual Harassment, Discrimination, and Retaliation Policy -
Reporting Form for Students

Policy History:

Adopted on: 06-13-2017

Revised ~~Amended~~ on: 03-11-2026

Hazing, Harassment, Intimidation, Bullying, Cyber Bullying

The Board of Trustees is committed to providing a positive and productive learning and working environment. Hazing, harassment, intimidation, cyber bullying, or bullying by students, staff or third parties is strictly prohibited and shall not be tolerated in the District. This includes actions on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists and actions at locations outside of those listed above that can be reasonably expected to materially and substantially interfere with or disrupt the educational environment of the school or impinge on the rights of other students at school.

The Board expects all students to treat each other with civility and respect and not to engage in behavior that is harmful to another student or the property of another student. The Board expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, and for the educational purpose underlying all school activities.

Discipline

Students whose behavior is found to be in violation of this policy will be subject to discipline and graduated consequences, up to and including expulsion consistent with the Board's policy on student discipline. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the Superintendent or Board.

Students or third parties may also be referred to law enforcement officials.

Notification

Information on the District's bullying policy and relevant procedures shall be provided in writing at the beginning of each school year to school personnel, parents, and students in the District and included in student handbooks. Information provided to students shall be provided in a manner appropriate to the student's age, grade, and level of academic achievement.

Procedures

The Superintendent is directed to develop administrative procedures to implement this policy. Procedures shall include descriptions of prohibited conduct, reporting and investigative procedures, rules for disciplining students who violate this policy, and provisions to ensure notice of this policy is provided to students, teachers, and third parties.

Reporting

The District shall annually report bullying incidents to, and in the manner and on the form provided by, the State Department of Education.

The Board shall review this policy annually.

Cross Reference: 3330 Student Discipline
5265 Employee Responsibilities Regarding Student Harassment, Intimidation, and Bullying

Legal References: I.C. § 18-917 Hazing
I.C. § 18-917A Student Harassment – Intimidation – Bullying
I.C. § 33-205 Denial of School Attendance
I.C. § 33-512 Governance of Schools
I.C. § 33-1630~~1~~ Requirements for Harassment, Intimidation, and Bullying Information and Professional Development
I.C. § 67-5909 Acts Prohibited
20 U.S.C. § 1681, et seq. Title IX of the Educational Amendments
34 CFR Part 106 Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance
I.D.A.P.A. 08.02.03.160 Safe Environment and Discipline

Policy History:

Adopted on: 12-13-2011,

Reviewed: 03-11-2026

Revised on: 03-14-2017

Garden Valley School District No. 71

STUDENTS

3300

Drug Free School Zone

The Board recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community. As the educational institution of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive means.

For purposes of this policy, "Drugs" shall mean:

1. All dangerous controlled substances as so designated and prohibited by Idaho law;
2. All chemicals which release toxic vapors;
3. All alcoholic beverages;
4. Tobacco products;
5. Any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
6. "Look-alikes";
7. Anabolic steroids;
8. Any other illegal substances so designated and prohibited by law.

In accordance with Federal law, the Board hereby establishes a "Drug-Free School Zone" that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related paraphernalia at any time on District property, within the Drug-Free School Zone, or at any District-related event. Furthermore, the Superintendent shall take the necessary steps to ensure that an individual 18 years of age or older who knowingly delivers or distributes controlled substances so designated and prohibited by Idaho law within the Drug-Free School Zone to another person is prosecuted to the fullest extent of the law.

The superintendent shall prepare guidelines for the identification and regulation of drug use in the schools. Such guidelines shall emphasize the prevention of drug use and include a statement to students that use of illicit drugs and the unlawful possession of alcohol is harmful. The student handbook shall provide standards of conduct that are applicable to all students which clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as a part of any school activity.

Sanctions for violation of this or any other policy which addresses illegal drug and alcohol possession, use, or distribution may include, together with punitive action, voluntary referral to appropriate persons or agencies for screening and assessment.

The Board shall review this policy annually.

Cross Reference: 3330 Student Discipline.
3305 Prohibition of Tobacco Possession and Use
Legal Reference: 20 U.S.C. 3170 et. seq. Drug-Free Schools and Communities
Act of 1986,
I.D.A.P.A. 08.02.03.160 Safe Environment and Discipline
Pub. L. 101-226 The Anti-Drug Abuse Act of 1986,
Title IV, Subtitle B: The Drug-Free Schools and Communities Act of 1986 (as amended)

Policy History:

Adopted on: 12-13-2011

Revised Amended on:

~~04-11-2017~~ 03-11-2026

Alcohol and Substance Abuse Policy

The Board recognizes that use of alcohol and drugs is a serious problem and that the presence of drugs in school is detrimental to the educational environment and harmful to the health, safety and welfare of students and staff. The District wishes to help those in need of alcohol and drug intervention and at the same time to protect others that are affected by the presence of alcohol and drugs and to enforce the policies of the District relating to use, possession or being under the influence of alcohol or controlled substances, as that term is defined in statute (I.C. § 37-2732C).

Voluntary Disclosure

The District shall strive to create an environment free from alcohol and illicit drugs. In the case of students who come forward and voluntarily disclose using and/or being under the influence of alcohol and/or drugs while on school property or at a school function, prior to the District having reasonable suspicion, the will immediately notify the student's parent/guardian, and the District will work with the parent in the establishment of a plan to assist the student in whatever means are deemed necessary and appropriate. The incident shall be reported to law enforcement.

The mere fact that a student previously disclosed use of alcohol or a controlled substances, in and of itself, shall not establish reasonable suspicion at a later date.

Use of Alcohol/Drugs Not Disclosed Voluntarily

If the District has reasonable suspicion (based upon reliable information received or the personal observations of staff) that a student is using or is under the influence of alcohol or a controlled substance and the student has not voluntarily disclosed such use or influence, the District may take whatever action is deemed appropriate, including but not limited to notifying the parent or legal guardian and notifying local law enforcement, suspension, and/or expulsion. **The District shall notify the student's parent/guardian as well as local law enforcement.** The following shall be used as a guide in determining what procedures may be followed when this occurs, however, the specific procedure may, in large part, depend upon the circumstances in each case:

1. Upon reasonable suspicion, the student will be asked if he/she has used and/or is under the influence of alcohol and/or drugs;
2. If the student admits to the use, the student's parent/legal guardian will be immediately called. The student will be asked to reveal the circumstances involving the use of alcohol and/or drugs and asked if any other students were involved;
3. The student will be immediately suspended from school, and depending upon the circumstances, may be suspended for up to 20 days and/or recommended for expulsion.
4. If the student does not admit to the use of alcohol and/or drugs and the staff member(s) in charge, after talking to the student, still believes that the student used or was/is under the use or influence of alcohol and/or drugs, an investigation will be conducted, which may include a search of the student's locker, car, desk, or any other

school property used by the student. In addition, law enforcement will be called immediately as will be the parent/guardian. The student will be suspended from school pending an investigation. If the investigation shows that, more likely than not, the student used or was under the influence of drugs and/or alcohol, a recommendation for expulsion may be made to the Board of Trustees. The student will be entitled to full due process prior to being expelled from school.

Only persons who have a “need to know” may receive information regarding a voluntary disclosure, except when deemed reasonably necessary to protect the health and safety of others.

Resources

When a student admits to using alcohol or drugs or is reasonably suspected of doing so, the student’s parent/guardian will be notified of available opportunities for counseling for the student.

When a student is expelled for such substance use, the Board may require, as a condition of readmission, that the student undergo assessment and counseling for alcohol and/or drug use if qualified District staff are available to provide these services.

The District shall provide written annual notification of the voluntary disclosure provisions of this policy as well as counseling availability and any other pertinent information in the student handbook or other reasonable means.

~~The Board shall review this policy annually.~~

~~Legal Reference: I.C. § 33-210 Students using or under the influence of controlled substances~~

Legal References

Description

IC § 33-210	Attendance at Schools —Students Using or Under the Influence of Alcohol or Controlled Substances
IC § 33-6000	Parental Rights
IC 37-2732C	Using or Being Under the Influence - Penalties
IDAPA 08.02.03.160	Safe Environment and Discipline
Pub. L. 100-690	The Anti-Drug Abuse Act of 1988 (as amended)

Other References

Description

ISBA Policy Services	https://www.idsba.org/member-services/policy/
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Cross References

Code

Description

3330	<u>Student Discipline</u>
3340	<u>Corrective Actions, Punishment, and Denial of Enrollment</u>
3340-P	<u>Corrective Actions, Punishment, and Denial of Enrollment</u>
3370	<u>Searches and Seizure</u>

Policy History:

Adopted on: 12-13-2011

Revised Amended on:
~~12-17-2025~~ 03-11-2026

Student Discipline

Disciplinary action may be taken against any student guilty of disobedience or misconduct, including, but not limited to:

1. Habitual truancy;
2. Incurability;
3. Academic dishonesty;
4. Conduct continuously disruptive of school discipline or of the instructional effectiveness of the District;
5. Conduct or presence of a student when the same is detrimental to the health and safety of other pupils;
6. Using, possessing, distributing, purchasing, or selling tobacco products;
7. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence are not permitted to attend school functions and are treated as though they had alcohol in their possession;
8. Using, possessing, distributing, purchasing, or selling illegal drugs or controlled substances, look-alike drugs, and drug paraphernalia. Students who are under the influence are not permitted to attend school functions and are treated as though they had drugs in their possession;
9. Assembly or public expression that advocates the use of substances that are illegal to minors or otherwise prohibited within this policy;
10. Using, possessing, controlling, or transferring a weapon in violation of the "Possession of Weapons in a School Building" section of this policy;
11. Using, possessing, controlling, or transferring any object that reasonably could be considered or used as a weapon;
12. Disobeying directives from staff members or school officials and/or rules and regulations governing student conduct;
13. Using violence, force, noise, coercion, threats, intimidation, fear, or other comparable conduct toward anyone or urging other students to engage in such conduct;
14. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's property;
15. Engaging in any activity that constitutes disorderly conduct, an interference with school purposes or an educational function or disruptive to the educational environment;
16. Unexcused absenteeism; however, the truancy statutes and Board policy will be utilized for chronic and habitual truants;
17. Hazing – For purposes of this policy, the term "hazing" shall have the meaning set forth in Idaho Code;
18. Initiations;
19. The forging of any signature, or the making of any false entry, or the authorization of any document used or intended to be used in connection with the operation of the school;
20. Harassment, intimidation, cyber bullying, or bullying as defined in Idaho Code and District policy.

These grounds for disciplinary action apply whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any other time when the school is being used by a school group;
2. Off school grounds at a school-sponsored activity, or event, or any activity or event which bears a reasonable relationship to school
3. Traveling to and from school or a school activity, function, or event; or
4. Anywhere, including off-campus, if the conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, or an interference with the education environment.

Traditional Disciplinary Measures

Traditional disciplinary measures include, but are not limited to:

1. Expulsion;
2. Suspension;
3. Detention, including Saturdays;
4. Clean-up duty;
5. Loss of student privileges;
6. Loss of bus privileges;
7. Notification to juvenile authorities and/or police;
8. Temporary removal from the classroom;
9. Meeting with the student and the student's parents; and
10. Restitution for damages to school property.

No person who is employed or engaged by the District may inflict or cause to be inflicted corporal punishment on a student. Corporal punishment does not include, and District personnel are permitted to use, reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense.

Alternative Disciplinary Measure

Alternative disciplinary action is discipline other than traditional suspension or expulsion from school that is designed to correct and address the root causes of a student's specific misbehavior while retaining the student in class or school, or restorative school practices to repair the harm done to relationships and persons from the student's misbehavior.

Alternative discipline includes, but is not limited to:

1. Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
2. Mediation when there is mutual conflict between peers, rather than one-way negative behavior;
3. Counseling;
4. Anger management;
5. Health counseling or intervention;

6. Mental health counseling;
7. Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution, and restorative conferencing;
8. Diversion or use of juvenile specialty courts;
9. Behavioral management plan;
10. Corrective instruction or other relevant learning or service experience;
11. Community service; and
12. In-school detention or suspension which may take place during lunchtime, after school, or on weekends.

Consequences for Harassment, Intimidation, and Bullying

Students engaging in harassment, intimidation, or bullying will be subject to graduated consequences appropriate to the severity of the violation as determined by the Board, school administrators, or designated personnel depending upon the level of discipline. Graduated consequences for bullying may include any of the above listed traditional or alternative disciplinary measures or a combination thereof in accordance with the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. However, depending upon the nature of the act, the District reserves the right to deviate from the process of graduated consequences to appropriately address the conduct at issue and move directly to suspension or expulsion proceedings. District personnel may also report the student's conduct to the appropriate law enforcement officials.

Disciplining Students on Individual Education or Section 504 Plans

The District shall comply with the procedural safeguards enumerated in State and federal law and rule when disciplining students with individualized education plans or 504 plans.

Gun-Free Schools

A student who uses, possesses, controls, or transfers a firearm, or any object that can reasonably be considered to be or look like a firearm, shall be expelled for a definite period of time of at least one calendar year. The Board, however, may modify the expulsion period on a case-by-case basis. The building administrator shall notify the appropriate law enforcement agency of any student who brings a firearm to school.

If a student violating this policy is identified as disabled, either under the IDEA or Section 504, a determination must be made whether the student's conduct is related to the disability. If the violation of the policy is due to a disability recognized by the IDEA or Section 504, lawful procedures for changes in placement must be followed.

Any student subject to an expulsion shall be entitled to a hearing before the Board, in accordance with Idaho Code and Board policy.

Possession of a Weapon on School Property – Misdemeanor

No person shall possess a firearm or other deadly or dangerous weapon while on school property or in those portions of any building, stadium, or other structure on school grounds which, at the time

of the violation, are being used for an activity sponsored by or through a school in this State or while riding school provided transportation. This also applies to students of schools while attending or participating in any school sponsored activity, program, or event regardless of location.

As used in this section of this Policy only:

1. "Deadly or dangerous weapon" means any weapon as defined in United States Code; and
2. "Firearm" means any firearm as defined in United States Code.

Any person who possesses, carries, or stores a weapon in a school building or on school property, except as provided below, shall be referred to law enforcement for immediate prosecution, as well as face disciplinary action by the District.

The Board may grant persons and entities advance permission to possess, carry, or store a weapon in a school building. All persons who wish to possess, carry, or store a weapon in a school building shall present this request to the Board in a regular meeting. It is solely within the Board's discretion whether to allow a person to possess carry or store a weapon in a school building.

This section of this policy does not apply to:

1. Law enforcement personnel;
2. Any adult over 18 years of age and not enrolled in a public or private elementary or secondary school who has lawful possession of a firearm or other deadly or dangerous weapon, secured and locked in his or her vehicle in an unobtrusive, nonthreatening manner;
3. A person who lawfully possesses a firearm or other deadly or dangerous weapon in a private vehicle while delivering minor children, students, or school employees to and from school or a school activity; or
4. A person or an employee of the school or District who is authorized to carry a firearm with the permission of the Board of Trustees.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure (other than suspension, expulsion, corporal punishment, or in-school suspension) which is appropriate and in accordance with the policies and rules on student discipline. Teachers may remove students from a classroom for disruptive behavior.

Nondiscrimination

The District will ensure that student discipline is enforced in a nondiscriminatory manner to avoid subjecting similarly situated students to different treatment without a legitimate reason for doing so, or when such a reason is merely a pretext for discrimination. Such discrimination, which the District will endeavor to avoid, includes the following:

1. Adopting discipline rules which treat students differently based on race, color, national origin, ancestry, sex, gender identity, sexual orientation, ethnicity, age, language barrier,

- religious beliefs, physical or mental handicap or disability, economic or social conditions, or actual or potential marital or parental status, or status as a homeless child;
2. Adopting any rule with the intention of targeting students based on the personal characteristics listed above, rather than for a legitimate purpose, regardless of whether the phrasing of the rule appears neutral with regard to students' personal characteristics;
 3. Enforcing an apparently neutral rule more harshly on the basis of a student's personal characteristics; or
 4. Discipline of any student when it is motivated by intentional discrimination.

Notification

A summarized version of this policy shall be provided in writing at the beginning of each school year to the school personnel, parents, and students in the District. Information provided to students shall be provided in a manner appropriate to the student's age, grade, and level of academic achievement.

The Board shall review this policy annually.

Legal References	Description
18 USC § 921	Firearms - Definitions
18 USC § 930	Possession of Firearms and Dangerous Weapons in Federal Facilities
20 USC § 7961	Gun-Free Requirements
29 USC § 701, et seq.	Section 504 of the Rehabilitation Act of 1973
IC § 18-3302D	Possessing Weapons or Firearms on School Property
IC § 18-3302I	Threatening Violence on School Grounds
IC § 18-917	Assault And Battery - Hazing
IC § 18-917A	Student Harassment — Intimidation — Bullying
IC § 33-1224	Powers and Duties of Teachers
IC § 33-1631	Requirements for Harassment, Intimidation and Bullying Information and Professional Development
IC § 33-205	Denial of School Attendance
IDAPA 08.02.03.109.05	Special Education
IDAPA 08.02.03.160	Safe Environment and Discipline
Other References	Description
ISBA Policy Services	https://www.idsba.org/member-services/policy/
Office of Civil Rights	Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline
Cross References	

Code	Description
3085	<u>Sexual Harassment, Discrimination, and Retaliation Policy</u>
3085-P(1)	<u>Sexual Harassment, Discrimination, and Retaliation Policy - Title IX Sexual Harassment Grievance Procedure, Requirements, and Definitions</u>
3085-F(1)	<u>Sexual Harassment, Discrimination, and Retaliation Policy - Notice of Investigation & Allegation Template</u>
3085-F(2)	<u>Sexual Harassment, Discrimination, and Retaliation Policy - Reporting Form for Students</u>
3200	<u>Student Rights and Responsibilities</u>
3270	<u>District-Provided Access to Electronic Information, Services, and Networks</u>
3270-F	<u>District-Provided Access to Electronic Information, Services, and Networks - INTERNET ACCESS CONDUCT AGREEMENT</u>
3295	<u>Hazing, Harassment, Intimidation, Bullying, and Cyber Bullying</u>
3295-P	<u>Hazing, Harassment, Intimidation, Bullying, and Cyber Bullying</u>
3295-F	<u>Hazing, Harassment, Intimidation, Bullying, and Cyber Bullying - COMPLAINT FORM</u>
3300	<u>Drug Free School Zone</u>
3305	<u>Prohibition of Tobacco Possession and Use</u>
3320	<u>Substance and Alcohol Abuse</u>
3340	<u>Corrective Actions, Punishment, and Denial of Enrollment</u>
3340-P	<u>Corrective Actions, Punishment, and Denial of Enrollment</u>
4140	<u>Visitors to the Schools</u>
4300	<u>Conduct on School Property</u>
4320	<u>Disruption of School Operations</u>
5265	<u>Employee Responsibilities Regarding Student Harassment</u>
8140	<u>Student Conduct on Buses</u>

Policy History:

Adopted on: 12-13-2011

Reviewed on: 03-11-2026

Revised on: 12-17-2025

Garden Valley School District No. 71

STUDENT

3345

Restraint and Seclusion

It is the priority of Garden Valley School District No. 71 to promote a safe learning environment for all students and staff. The board recognizes that there may be emergency situations where it becomes necessary for a staff member to physically restrain or place a student in seclusion when the student's behavior poses an imminent risk of serious physical harm to self or others. The purpose of this policy is to ensure that all students and staff are safe in school, and that any student who may have a behavior crisis is free from the inappropriate use of physical restraint or seclusion.

The Board does not condone the use of restraint or seclusion when responding to student behavior and prohibits the use of corporal punishment and unreasonable use of physical force against a student as forms of discipline or methods of classroom governance. The Board recognizes, however, that it may be necessary to use reasonable and appropriate physical restraint and/or seclusion when it is the least restrictive intervention and when the student's behavior poses imminent danger of serious physical harm to self or others. The Board supports school-wide programs and services that promote positive student behavior to improve overall school safety and create an environment that is conducive to learning, while also minimizing the need for the use of physical restraint and seclusion and ensuring that they are only used as a last resort in an emergency.

DEFINITIONS

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

"Chemical Restraint" means using drugs or medication to control behavior; not including those prescribed by and administered in accordance with the directions of a qualified health professional.

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

"Corporal punishment" means knowingly and purposely inflicting physical pain on a student as a disciplinary measure.

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

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

"Functional behavioral assessment (FBA)" means the evaluation process of gathering information that can be used to hypothesize about the function of student behavior to develop a behavior intervention plan (BIP) for those students demonstrating or at risk for demonstrating challenging behavior.

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

"Mechanical Restraint" means the use of any device or equipment to restrict a student's freedom of movement. This term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

- a. Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports
- b. Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle
- c. Restraints for medical immobilization; or
- d. Orthopedically prescribed devices that permit a student to participate in activities without risk of harm

“Physical escort” means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. In addition, physical restraint does not include behavioral interventions used as a response to calm and comfort (e.g., proximity control, verbal soothing) an upset student

“Physical Restraint” means personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort.

“Life-threatening physical restraint” 1) restricts airflow to a student’s lungs, whether by compressing the student’s chest or otherwise, or 2) immobilizes or reduces a prone student’s ability to freely move his or her arms, legs, or head. The use of prone (i.e., lying face down) physical restraints should be avoided.

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

“Seclusion” means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

PROHIBITED PRACTICES

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

1. The use of restraint and seclusion, and corporal punishment, as a form of discipline, punishment, or as a method of managing classroom behavior.
2. The use of chemical restraints (i.e., drugs or medication) to control behavior or restrict freedom of movement unless it is (1) prescribed by a qualified health professional, and (2) administered as prescribed by the qualified health professional.
3. School employees may not use a life-threatening physical restraint on a student.
4. The use of physical restraint or seclusion procedures when a known psychiatric, medical or physical condition of the student would make physical restraint or seclusion dangerous for that student. For example, seclusion is inappropriate for students who are severely self-injurious or suicidal.

APPROPRIATE USE OF PHYSICAL RESTRAINT OR SECLUSION

Restraint or seclusion will only be implemented in situations where a student’s behavior poses imminent danger of serious bodily harm to self or others, and not as a routine strategy to address classroom management or inappropriate behavior. School staff will implement positive behavioral interventions and supports, functional behavioral assessments and related behavior and crisis plans, and utilize constructive methods to de-escalate potentially dangerous situations.

Staff members are authorized to restrain a student or place a student in seclusion when an emergency, exists, or when a student’s individualized education program (IEP), behavioral intervention plan (BIP), or crisis plan describes the specific behaviors and circumstances in which restraint and seclusion may be used as a response to imminent danger of serious physical harm to self or others.

The following applies to the use of physical restraint or seclusion:

1. Staff members will take reasonable efforts to prevent the need for the use of physical restraint or seclusion by implementing positive behavioral interventions and supports.
2. Staff members will only use physical restraint or seclusion in situations where (1) the student's behavior poses imminent danger of serious bodily harm to self or others, **and** (2) efforts at de-escalation or interventions are ineffective.
3. Staff members will utilize the least restrictive technique necessary to end the threat of imminent danger of serious bodily harm.
4. Any behavioral intervention used by staff members must be consistent with the child's rights to dignity and to be free from abuse.
5. Staff members will carefully and continuously visually monitor the student when physical restraint or seclusion is used to ensure the appropriateness of its use and the safety of the student and others.
6. Staff members will immediately terminate the use of physical restraint or seclusion as soon as it is determined the student is no longer in imminent danger of serious bodily harm to self or others, or if the student is observed to be in severe distress.
7. Staff members will document in writing each incident requiring physical restraint or incident immediately and no later than 24 hours after the event.
8. All staff members directly assigned to students or classrooms who demonstrate aggressive or dangerous behaviors will receive training in crisis management, de-escalation techniques, classroom behavior management, functional behavior assessment, behavior intervention planning, and when appropriate, the safe use of physical restraint and seclusion. Only trained personnel will employ these interventions whenever possible.
9. Staff members will review and revise behavioral strategies as appropriate to address the underlying cause of the dangerous behavior and to prevent the repeated use of physical restraint or seclusion for managing the dangerous behavior.
10. Parents will be notified verbally regarding physical restraint or seclusion as soon as possible and no later than 24 hours following the restraint or seclusion. (See "Notice to Parent/Guardian" section).

NOTICE TO ADMINISTRATOR

Staff members must notify the building principal and, if appropriate, special education director, immediately when a student is physically restrained or placed in seclusion.

OBSERVATION OF STUDENT

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

Students will be permitted to use the restroom upon request and will be escorted to and from the restroom. Students will also be provided with water on request. Students will not be denied access to meals. If the student's level of escalation prevents the student from participating in planned mealtimes, the student will be permitted access to meals immediately as soon as the risk of serious physical danger to self or others has passed. See Time and Duration section below for information on allowable length of seclusion.

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

SECLUSION AREA

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

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

TIME AND DURATION

Physical restraint and seclusion will not be used any longer than necessary to allow a student to regain control of his/her behavior and may not exceed thirty (30) minutes.

If an emergency seclusion lasts longer than thirty (30) minutes, the following are required: additional support (e.g., change of staff, introducing a nurse or specialist, or obtaining additional expertise) and documentation to explain the extension beyond the time limit.

REINTEGRATION INTO THE CLASSROOM

Staff members will follow the steps outlined in the student's Crisis Plan to determine when the student is ready to be reintegrated into the classroom or activities. If no Crisis Plan is in place, staff members (at least two staff members) may make an independent judgment about when the student is ready to rejoin classmates or other activities.

Reintegration may occur quickly, or may be very gradual, but will depend on the circumstances and the emotional state and readiness of the student to return to the normal situation.

INCIDENT REPORTING

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

The staff member(s) involved with the incident will complete a written incident report immediately and no later than 24 hours after the event. The building principal or designee will place a copy of the report in the student's education file.

Each staff member involved in an incident will engage in a debriefing session within two (2) days of the incident to determine what could have been done to prevent the need for the use of physical restraint or seclusion for this student specifically and for other students in similar situations.

Incident Report Requirements

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

1. Information about the student (i.e., name, grade, etc.).
2. If the student has a disability (IDEA or Section 504), and the type of disability.
3. The date and start and end times of the restraint or seclusion.
4. The location of the incident.
5. A description of the incident.
6. Possible events that triggered the dangerous behavior that led to restraint or seclusion.
7. Prevention, redirection, or pre-correction strategies that were used during the incident.

8. A description of the dangerous behavior that resulted in the implementation of physical restraint or seclusion.
9. A description of the restraint or seclusion strategies that were used during the incident and a log of the student's behavior during physical restraint or seclusion.
10. A description of any injuries or physical damage that occurred during the incident.
11. How the student was monitored during and after the incident.
12. A description of behaviors displayed demonstrating the student's ability to return to the educational environment.
13. The staff member(s) who participated in the implementation, monitoring, and supervision of physical restraint or seclusion and whether the person(s) had training related to restraint or seclusion.
14. The extent to which the staff member(s) adhered to state and district procedural implementation guidelines.
15. The follow-up that will occur to review or develop the student's positive behavioral interventions and supports in order to avoid the use of restraint or seclusion in the future.
16. The date and time the parent/guardian was notified.

FREQUENT USE OF RESTRAINT OR SECLUSION

Schools must follow these procedures in cases where a student is placed in physical restraint or seclusion four (4) or more times in 20 school days.

In cases where such a student requires, may require, or is being evaluated for special education services or a 504 plan, the student's planning and placement team must meet to (1) conduct or revise the student's functional behavioral assessment and (2) create or revise any applicable behavioral intervention plan, including the student's IEP or 504.

For all other students, a school administrator, at least one of the student's teachers, the student's parent, or guardian, and, if any, a mental health professional must meet to (1) conduct or revise the student's behavioral assessment, (2) create or revise any applicable behavioral intervention plan, and (3) determine if the student may require special education services.

NOTICE TO PARENT/GUARDIAN

The building principal or designee will verbally notify the parent/guardian of a student requiring physical restraint or seclusion as soon as possible and no later than 24 hours following the incident.

Verbal notice will include a brief summary of the incident and contact information for the staff member who will provide additional information. The delivery of the notice will be documented by the district.

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

Parents/guardians will receive written, annual notice about the district's policies and procedures for restraint and seclusion. Parents/guardians will be notified within thirty (30) days of any changes to such policies and procedures.

All student handbooks in our schools will contain a statement regarding the use of restraint and seclusion consistent with this policy and outline reporting procedures.

CRISIS INTERVENTION TRAINING

The district will provide all staff directly assigned to students or classrooms with annual professional development training regarding positive behavior supports, de-escalation techniques, and classroom behavior management. This training will be recurrent and will be provided to new staff during orientation.

All staff directly serving students or classrooms with students who demonstrate aggressive or dangerous behaviors will receive annual professional development training in crisis management, de-escalation techniques, the correct use of restraints and seclusion when required, and the implementation of functional behavior assessment, behavior intervention plans, and crisis plans. This training will be recurrent and will be provided to new staff during orientation.

Restraint and seclusion techniques will only be utilized by a person who has been trained in crisis intervention. Untrained staff should request assistance from trained staff as soon as possible.

MONITORING AND REPORTING

The superintendent or designee will oversee the use of physical restraint and seclusion procedures and ensure compliance with this policy in the district. The superintendent or designee will comply with all state and federal requirements for reporting incidents of physical restraint or seclusion.

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

ANNUAL POLICY REVIEW

The district will, not less than annually, review this policy and related procedures to determine the efficacy of the policy and procedures; whether modification of the policy or procedures is necessary; and whether selected school staff should receive additional training on positive behavior intervention and supports, or the proper use of restraint, seclusion, and other aversive techniques. The review must include a review of the documentation and reporting of incidents involving physical restraint and seclusion.

In conducting this annual review, the district shall also review the reports of all events of seclusion or restraint that occurred with the district's students in the past school year. This review will include an analysis as to whether or not the district's personnel are following the terms of this policy, whether additional training activities are necessary, or if there is any weakness in the implementation of this policy that can be strengthened.

Annually, the superintendent designee shall submit to the Board a report containing all the following disaggregated data:

- a. The total number of incidents of seclusion during the previous school year.
- b. The total number of students (i.e. students with and without disabilities) who were involved in incidents of seclusion during the previous school year;
- c. The number of students with disabilities who were involved in incidents of seclusion during the previous school year;
- d. The number of incidents of physical restraint during the previous school year;
- e. The total number of students (i.e. students with and without disabilities) who were involved in incidents of physical restraint during the previous school year; and
- f. The number of students with disabilities who were involved in incidents of physical restraint during the previous school year.

Adopted: 10-25-2023

Revised:
Reviewed:

1

STUDENTS

3500

Student Health/Physical Screenings/Examinations

The Board may arrange each year for health services to be provided to all students. At the start of the school year, each District school shall notify parent/guardians of health services offered or made available through the school or by private organizations partnering with the District that offer services on school property or as a part of a school program. Parents/guardians shall be notified of any new health services that become available after the annual notice is sent.

Such services may include, but not be limited to:

1. The development of procedures at each building for the isolation and temporary care of students who become ill during the school day;
2. The consulting services of a qualified specialist for staff, students, and parents;
3. Vision and hearing screening;
4. Scoliosis screening; and
5. Immunization as provided by the Department of Health and Human Services.

Parents/guardians will receive a written notice of any screening result which indicates a condition that might interfere or tend to interfere with a student's progress. Additionally, if a member of the District's staff becomes aware of a change in the student's mental, emotional, or physical health or well-being, the staff member shall address the matter as described in Policy 2425.

~~In general, the District will not conduct physical examinations of a student without parental consent to do so or by court order, unless the health or safety of the student or others is in question.~~

The District will not furnish health care services or solicit to furnish health care services to a student without parent/guardian consent to do so or by court order, unless a medical emergency exists and:

1. Furnishing the health care service is necessary to prevent death or imminent, irreparable physical injury; or
2. The health care provider can't contact the parent/guardian despite a reasonably diligent effort and the minor child's life or health would be seriously endangered by further delay in the furnishing of health care services.

Parents/guardians may be given the option to provide blanket consent to the District furnishing health care services or soliciting to furnish health care services to a student.

If a parent/guardian declines to consent to a health care service for their student, the staff member responsible for seeking such consent shall document their efforts to contact the parent/guardian to

obtain their consent and shall also document the parent/guardian's refusal of such consent or failure to respond. If such health service was offered because the student is suspected of having a health problem, the parent/guardian will be notified of this suspicion according to Procedure 2425P Parent Rights — Parent/Guardian Notification of Changes in Student Health and Well-being.

Further, parents will be notified of the specific or approximate dates during the school year when any non-emergency, invasive physical examination or screening administered by the District is conducted which is:

1. Required as a condition of attendance;
2. Administered by the school and scheduled by the school in advance; and
3. Not necessary to protect the immediate health and safety of the student or other students.

Parents or eligible students will be given the opportunity to opt out of the above-described non-emergency, invasive physical examination or screening.

As used in this policy, the term "invasive physical examination" means any medical examination involving the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but this does not include a hearing, vision, or scoliosis screening.

Students who wish to participate in certain extracurricular activities may be required to submit to a physical examination to verify their ability to participate in the activity. Students participating in activities governed by the Idaho High School Activities Association will be required to follow the rules of that organization, as well as other applicable District policies, rules, and regulations.

All parents will be notified of the requirements of the District's policy on physical examinations and screening of students, at least annually at the beginning of the school year and within a reasonable period of time after any substantive change in the policy.

Legal Reference: ~~General Education Provisions Act,~~
20 U.S.C. 1232h(b)

IC§ 32-1015 Parental Rights in Medical Decision-Making

IC§ 32-6001 Parental Rights

IDAPA 08-02-03-160 Safe Environment and Discipline

Cross References

Code	Description
2140	Student and Family Privacy rights
2425	Parental Rights
3540	Emergency Treatment

Policy History:

Adopted on: 12-13-2011 Revised

Amended on: 03-11-2026

Garden Valley School District No. 71

STUDENTS

3530

Suicide

Neither a school district nor a teacher has a duty to warn of the suicidal tendencies of a student, absent the teacher's or school district's knowledge of direct evidence of such suicidal tendencies. The Board directs the Superintendent or his or her designee to draft and implement procedures relating to:

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

"Postvention" shall mean counseling or other social care given to students after another student's suicide or attempted suicide.

These procedures may include, but are not limited to, the following measures:

1. Prevention:
 - A. Offering and providing help and assistance, including early identification;
 - B. Support and/or counseling by school support personnel for low-risk students;
 - C. Referral to appropriate sources outside the school for high and moderate-risk students;
 - D. The designation of a District-level suicide prevention coordinator by the Superintendent to be responsible for planning and coordinating the implementation of procedures addressing suicide.
 - E. Encouraging staff to report to the coordinator students they believe may be at elevated risk of suicide.
 - F. Education of students on suicide prevention through age-appropriate curriculum.
 - G. Small group suicide prevention programming.
 - H. Additional training on suicide prevention for all staff for whom such training is deemed necessary.
 - I. Offering resources to parents/guardians on suicide prevention.
2. Intervention:
 - A. Contacting the parents/guardians of students identified as at imminent risk of suicide.
 - B. Contacting emergency services to assist a student who is at imminent risk of suicide.
 - C. Providing first-aid until emergency personnel arrive, as appropriate.
 - D. Moving other students away from the immediate area of any suicide attempt on District property or at a District event.

3. Postvention:

- A. After care support by the school for faculty, staff, and students after a sudden death has occurred.
- B. The development of a plan for responding to a death by suicide that has a significant impact on the school community.
- C. Notification of the suicide prevention coordinator, if applicable.
- D. The creation of a crisis team to respond to deaths by suicide that have a significant impact on the school community.
- E. Contacting the State Department of Education to report any student deaths by suicide and to seek postvention assistance and/or resources.
- F. Offering mental health services to students likely to be strongly affected by a recent death.
- G. Appointing a spokesperson to handle inquiries related to issues involving suicide in the District.

Following notification of District staff of a suicide attempt by a student or following the identification of a student as being at imminent risk of suicide, the building principal may require a note from the student's doctor or counselor stating that it is the doctor or counselor's opinion that the student is ready to return to school. The student and their parent/guardian may meet with the school counselor to create a plan for the student's return to school, including any appropriate accommodations needed by the student.

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

The District shall comply with all requirements of State law and administrative rules for training by personnel on suicide prevention and awareness. This includes providing annual professional development to staff involved in preventing, intervening, and responding to suicide on:

1. School philosophy regarding school climate and the promotion of protective factors;
2. Data on suicide for the region or state, or both;
3. Risk and protective factors for students;
4. Suicide myths and facts;
5. How to develop community partnerships related to suicide prevention;
6. How to utilize safe and appropriate language and messaging when addressing students;
7. Warning signs of suicide ideation for students;
8. Local and school-based protocols for aiding a suicidal individual;
9. Local protocols for seeking help for self and students;
10. Identification of appropriate mental health services and community resources for referring students and their families;
11. Information about state statutes on responsibility, liability, and duty to warn;
12. Confidentiality issues;
13. The need to ask others directly if they are suicidal; and
14. Evidence-based protocol for responding to a student or staff suicide.

Legal References

Description

IC § 33-136

[Suicide Prevention in Schools](#)

IC § 33-512B	<u>District Trustees — Suicidal Tendencies — Duty to Warn</u>
IC § 33-6001	<u>Parental Rights</u>
IDAPA 08.02.02.112	<u>Suicide Prevention in Schools</u>
IDAPA 08.02.03.160	<u>Safe Environment and Discipline</u>

Other References

Description

ISBA Policy Services	<u>https://www.idsba.org/member-services/policy/</u>
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Policy History:

Adopted on: 12-13-2011

Reviewed on: ~~12-17-18~~ **03-11-2026**

Revised on: 2-19-19, 11-19-25

Garden Valley School District No. 71

COMMUNITY RELATIONS

4210F

Fee Schedule for Community Use of School Facilities

Building/Area	Rate of Charge
Multi-Purpose Room	\$75.00
Kitchen Multi-Purpose Room*	\$125.00
Gym (including bathrooms)	\$100.00
Classroom/Library	\$20.00
Wrestling room	\$50.00
Football/Soccer field	to be determined**
Baseball/softball field	to be determined**
Rental Items (off campus)	Rate of Charge
Audio/Visual Support	\$25.00
Chairs	\$1.00 per white chair \$50.00 for black chairs (flat fee)
Tables	\$8.00 per table

*When kitchen equipment is used, a school cook or other school employee must be present.

**The cost will be determined based on event participation, impact, and associated maintenance requirements.

All charges are based on a per-day charge. Should the services of additional personnel be required due to the nature of the use request, the charges will be based on time and a half the employees wage for such additional employee.

A check covering the rent and labor must be paid to the Business Manager or designee of the School District.

Policy History:

Adopted on: 11-1-2011

Reviewed on: 03-12-2025

Revised on: 04-16-2025

Garden Valley School District No. 71

FINANCIAL MANAGEMENT

7305

Investment of Funds

Pursuant to Idaho Code §33-701, the Board authorizes the Superintendent to invest all or part of any plant facilities reserve fund, or any fund accumulated for the payment of interest on, and the redemption of, outstanding bonds, or other obligations of the District. The Superintendent shall develop criteria and procedures for appropriate investments which shall be reviewed by the Board. A progress report of investments shall be made to the Board on a regular basis.

Policy Considerations

The investment policy shall be reviewed annually by the Superintendent or designee and recommended changes will be presented to the Board for consideration.

Investments may be made only in those instruments approved by, and in a method in conformity with state law including any instrument permitted by law for the investment of state moneys.

Legal Reference:	I.C. § 33-701	Fiscal Year - - Payment & Accounting of Funds
	I.C. § 67-1210	Investment of Idle Moneys

Policy History:

Adopted on: 10-11-2011

Reviewed: 03-11-2026

Revised on:

7305-1

(ISBA 7/07 UPDATE)

Garden Valley School District No. 71

FINANCIAL MANAGEMENT

7500

New Fees or Increase of Fees

The Superintendent or designee shall review annually fees assessed to determine if an increase, decrease, new fee or other change is necessary. The Superintendent or designee shall report the fee findings to the Board at least annually.

In the event a fee increase of four-percent (4%) or less from the prior fee amount is necessary, the Board can review and vote on such a fee increase. However, in the event a fee increase of five-percent (5%) or more from the prior fee amount is necessary, the Board shall hold a hearing upon such proposed fee increase at a regular or special meeting of the Board.

The Board shall provide notice of the meeting according to Idaho Code § 63-1311A. Meeting notice shall include the reason for the meeting, i.e. the Board is considering a fee increase that is in excess of five percent (5%) of the amount of fees last collected prior to such decision. If the Board is assessing a new fee, the meeting notice shall indicate such.

Legal reference: I.C. § 63-1311A Advertisement of and Hearing on Fee Increases
I.C. § 33-603 Payment of fees or returning of property
I.C. § 60-106 Qualifications of Newspapers Printing Legal Notices

Cross Reference: 3440 Student Fees, Fines & Charges
7300 Revenues

Policy History:

Adopted on: 10-11-2011

Revised on:

Reviewed on: 3-24-26

Garden Valley School District No. 71

NONINSTRUCTIONAL OPERATIONS

8170

District-Owned Vehicles

The District may own and maintain certain vehicles. Included among them are pickups, school buses and vans. These are for use by properly authorized personnel of the District for District business purposes.

Any driver who receives a citation for a driving violation while operating a District vehicle shall personally pay all fines levied. All citations received while the driver is a District employee, whether operating a District vehicle, must be reported and may result in disciplinary action up to and including termination.

Bus and Vehicle Maintenance, District

Buses used in the District's transportation program shall be in safe and legal operating condition. All buses shall conform to standards of construction prescribed by the state board of education and inspections as required by law. The Superintendent shall establish a specific list of tasks that bus drivers shall perform on a daily basis. All other District vehicles shall be maintained following established programs as developed by the Superintendent.

District-Owned Vehicles Provided to Employees

The District may own vehicles which certain employees use for commuting to and from work and for other district-related travel. Any mileage driven in a district-owned vehicle that is not for official district business will be considered a taxable fringe benefit to the employee driving the vehicle. This taxable fringe benefit will be in addition to the employee's annual salary and will be reported on the individual employee's W-4.

Records of mileage and use other than official district business must be recorded in a diary or log.

Unauthorized personal use of the vehicles or failure to report personal mileage and use may be subject to disciplinary action up to and including termination of employment. No employee, friend, associate or family member of any employee may use a district-owned vehicle for personal use other than de minimis personal use by the employee.

This policy and taxable fringe benefit will be reviewed annually to verify that the policy is in compliance with IRS regulations.

Health and Safety Protocols of District-Owned Vehicles

All users of vehicles owned and maintained by the District shall adhere to the cleaning and disinfection protocols outlined by the District.

~~Legal Reference: I.C. § 33-1506 — Inspection of school
buses IDAPA 08.02.02.159 — Transportation
IDAPA 08.02.02.160 — Maintenance Standards and Inspections~~

Legal References

	Description
IC § 33-1501	Transportation Authorized
IC § 33-1506	Inspection of School Authorized Vehicles
IC § 33-1509	School Bus Drivers – Definition – Qualification – Duties
IC 33-1006	Transportation Support Program
IC 33-1504	Authorized Vehicles
IC 33-1515	Requirements for Authorized Vehicles for the Transportation of Pupils to and from School and School-Related Events
IDAPA 08.02.02.160	Maintenance Standards and Inspections Standards for Idaho School Buses and Operations

Other References

	Description
10.2.6	Idaho Commercial Drivers License Manual
Idaho State Department of Education	Standards for Idaho School Buses and Operations
Idaho State Department of Education	Idaho’s School Bus Driver Training - Classroom Curriculum
ISBA Policy Services	https://www.idsba.org/member-services/policy/

Policy History:

Adopted on: 8-18-2011

Revised Amended on:

03-11-2026

Garden Valley School District No. 71

NON INSTRUCTIONAL OPERATIONS

8205

Wellness Policy

DISTRICT WELLNESS POLICY

The Garden Valley School District Wellness Policy reinforces the promotion of a healthy school environment where children learn and participate in positive wellness practices. This district wide policy encourages all members of the school community to create an environment that supports lifelong healthy eating habits thus reducing childhood obesity and promoting physical wellness. It is the position of the District that lifelong healthy eating and exercise patterns will assist students in reaching their full potential.

The Garden Valley District Board of Trustees shall appoint a District Wellness Policy Committee. The committee shall include representatives from administration, school foodservice, school board, school Health & PE teacher, parents, students and the public. The District Wellness Policy Committee shall monitor and evaluate the implementation and effectiveness of the District Wellness Policy.

In compliance with regulations, parents, staff, administration, community members and the Board of Trustees have established the following wellness goals reflecting the position of our District.

District Nutrition Standards:

The Garden Valley School District will offer breakfast and lunch during the regular school year. The District operates under program regulations of the National School Lunch, National School Breakfast, Summer Food Service, and National After School Snack programs, as well as the Federal Program for Free and Reduced Meals. The District Food Service Supervisor will be responsible for implementing these programs. Students and staff are highly encouraged to promote and participate in these programs. All available foods and meals will be in compliance with the requirements of the USDA Child Nutrition School Meal programs and Smart Snacks regulations.

Vending Machines in Middle High and High School:

Elementary students will not utilize the vending machines until 30 minutes after school is dismissed. Middle high and high school vending machines must be closed during breakfast/lunch service. All foods and beverages sold in vending machines will follow the Healthy, Hunger Free Kids Act of 2010 Smart Snack Standard guidelines.

Nutritious and appealing foods, such as fruits, vegetables, dairy and whole grain products will be available wherever food is sold in the school, including the cafeterias, concessions, school stores, and vending machines.

Fundraisers:

The sale of food items that meet nutrition requirements at fundraisers are not limited in any way under the standards. School organizations shall be encouraged to use non-food items or healthy foods for fundraising. The sale of candy is not encouraged.

- The standards do not apply during non-school hours, on weekends and at off-campus fundraising events. Fundraisers 30 minutes after school hours are exempt.
- The State of Idaho has set 10 (ten) food-fundraiser exemptions per school per year that do not meet the nutrition standards. These fundraisers must be reported to the Superintendent or his/her designee, approved and recorded.
- Advertising for unhealthy food choices is not permitted on school grounds.
- Advertising for approved fundraisers is permitted.

Nutrition Education:

1. The Garden Valley School District will promote healthy family eating patterns through classroom nutrition education. Teachers should strive to teach nutrition education in normal class curriculum. Marketing materials in the classrooms and lunchrooms should reflect our Wellness Policy.
2. The District will involve students and parents in nutrition activities through classroom and District committee participation and by involving family members and community residents in nutrition education. Healthful eating and physical activity should be actively promoted to students, parents, teachers, administrators, and the community at registrations, PTO meetings, open houses, health fairs, teacher in-services, etc.
3. Professional development opportunities for Child Nutrition Services staff in compliance with the School Nutrition Association and the Idaho Department of Child Nutrition will be required according to the Professional Standards requirement
4. The District will provide relevant continuing education opportunities for all physical education and health staff.
5. High school students will all receive a 5-week nutrition class, along with one credit required for graduation of health class.
6. All coaches are required to take a fundamental of coaching class that includes nutrition for athletes. This information should be available for athletes and families.

Physical Education:

1. Elementary School Students in 1st through 5th grades receive on average 60 minutes per week of physical education.
2. Students will be encouraged to participate in competitive sports covered under Title IX such as football, volleyball, softball, basketball, track, and wrestling.
3. Community youth sports will be available as after school activities supported by District facilities. Informal and intramural sport activities will be encouraged during recess and lunch breaks.
4. Middle School and High School elective choices will include courses in physically active

lifestyles.

5. The health benefits of physical activity will be emphasized during the school day.
6. The District will make every effort to continually provide adequate equipment and facilities for physical education activities.

Implementation and Evaluation:

1. Garden Valley School District Wellness Policy will be available on the School District website and will inform and update the public (including parents, students, and other community) regarding the content and implementation of local wellness policies. Students should be asked for input and feedback through the use of student surveys, and attention given to their comments.
2. The Garden Valley School District will be measured every three years on the extent to which they are in compliance with the local wellness policy, the extent to which this policy compares to model local wellness policy, and will make this assessment available to the public through the website.
3. The Superintendent/Principal will monitor implementation of the District Wellness Policy within each of the individual buildings.
4. The District Child Nutrition Services Director will monitor policy implementation within the District kitchen and cafeteria.
5. Staff will recognize the District commitment to health and well-being of its students with adherence to the Garden Valley School District Wellness Policy.
6. The Garden Valley School District Superintendent and Board of Trustees will monitor and uphold policy execution and revisions.

Other School-Based Activities:

District curriculum will include instructional goals and activities that inform students about the effects of substance abuse, negative peer pressure, and the development of a positive, productive and safe lifestyle.

Policy History:

Adopted on: 1-15-2019

Reviewed on: ~~11-19-2018~~

Revised on: 1-8-2025

Garden Valley School District No. 71

NONINSTRUCTIONAL OPERATIONS

8300P1

Emergencies and Disaster Preparedness

The District has developed procedures for dealing with existing and potential student and school crises. These plans provide an organized approach to helping students. They provide direction to staff members on when and how to refer a student for help. They provide an approach to collaborative decision-making in dangerous and stressful situations. An important component of these plans is a set of inter-agency guidelines with various city and county agencies to aid timely communication and help coordinate services between the agencies and individual schools or the entire District.

The emergency response plans may include crisis response procedures and critical incident procedures. Crisis response procedures guide staff in responding to more frequently occurring crises, such as deaths of students or teachers and other traumatic events. These procedures are intended to be time-limited, problem-focused interventions designed to identify and resolve the crisis, restore equilibrium, and support productive responses. The crisis team helps administrators:

1. Gather information;
2. Establish communication with families;
3. Disseminate accurate information to faculty and students;
4. Intervene directly with students most likely to be affected;
5. Increase the available supportive counseling for students and staff; and
6. Guide students in appropriate ways to commemorate the deceased.

Critical incident procedures help District personnel handle potentially dangerous events, such as a natural disaster or an armed intruder in a school. These procedures shall emphasize a coordinated interagency approach. A plan has been established in all school buildings to provide a uniform method of warning staff and students of high-risk situations involving imminent, potentially life-threatening danger.

In the event of an emergency, employees are expected to remain at their worksite to ensure the safety and security of students under their care and/or the school's care until otherwise directed by the school administrator or person in charge.

Possible Hazards in Idaho

The emergency operations plans should address a range of events and hazards caused by nature or humans, such as:

1. Severe weather;
2. Bus crashes;
3. Bomb threats;
4. Student or staff deaths;

5. Chemical or hazardous material spills;
6. Fire;
7. School shootings;
8. Medical emergencies;
9. Acts of terror or war; and
10. Natural disasters such as earthquakes, tornados, floods, and volcanic eruptions.

The District's first responsibility is to ensure the immediate safety of students and staff by activating the appropriate Crisis Management Plans.

To assist and expedite setup, the Board directs that emergency plans and procedures be developed, implemented, and maintained by all schools, District facilities, and school buses, and that:

1. Each school's plan is developed in coordination with local school staff and local emergency response agencies.
2. Each school's plan complies with the Idaho School Safety and Security Advisory Board's guidance.
3. All employees are trained annually on the emergency operations plans and procedures to be followed at their work site to ensure their safety and the safety of others. This training shall comply with the guidelines set by the Idaho School Safety and Security Advisory Board.
4. Students and employees practice the emergency procedures implemented at their school or work site.
5. Parents be advised of the emergency procedures developed at the school their child attends by September 30 of each year.
6. If materials and supplies beyond those normally provided by the School District are to be kept on hand to augment the school emergency procedures, then it shall be the responsibility of each school to obtain and maintain such supplies in good order.
7. Each school's plan is reviewed annually by the building principal. The building principal shall work with school staff and emergency response agencies to update and make other changes to these plans when needed.
8. Inservice training on plan implementation shall be provided annually for every employee and to new employees upon hiring.
9. This policy is to be reviewed annually.

Sequence of Crisis Management

The Crisis Management Plans should include the sequences of managing a disaster. Those sequences are as follows:

1. Mitigation and Prevention addresses what schools and the District can do to reduce risk to life and property;

2. Preparedness focuses on the process of planning for the worst-case scenario;
3. Response is devoted to the steps to take during a crisis; and
4. Recovery deals with how to restore the learning and teaching environment after a crisis.

Mitigation and Prevention

The goal of mitigation is to decrease the need for response rather than simply increasing response capability.

1. Connect with community emergency responders to identify local hazards;
2. Review the last safety audit to examine school buildings and grounds;
3. Determine who is responsible for overseeing violence prevention strategies in each school;
4. Encourage staff to provide input and feedback during the crisis planning process;
5. Review incident data;
6. Identify any major problems in your school with regard to student crime and violence;
7. Assess how the school addresses these problems; and
8. Conduct an assessment to determine how these problems, as well as others, may impact the District's vulnerability to different types of crises.

Preparedness

Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs.

1. Determine what crisis plans exist in the District, school, and community;
2. Identify all stakeholders involved in crisis planning;
3. Develop procedures for communicating with staff, students, families, and the media;
4. Establish procedures to account for students during a crisis;
5. Gather information about the school facility, such as maps and the location of utility shutoffs; and
6. Identify the equipment that needs to be gathered to assist staff in a crisis.

Response

A crisis is the time to follow the crisis plan and make use of the District's and school's preparations.

1. Determine if a crisis is occurring;
2. Identify the type of crisis that is occurring and determine the appropriate response;
3. Activate the incident management system;
4. Ascertain whether an evacuation, reverse evacuation, lockdown, or shelter-in-place needs to be implemented;
5. Maintain communication among all relevant staff at officially designated locations;
6. Establish what information needs to be communicated to staff, students, families, and the

community;

7. Monitor how emergency first aid is being administered to the injured; and
8. Decide if more equipment and supplies are needed.

Recovery

Recovery is the effort to return to learning and restore the infrastructure as quickly as possible.

- 1.
2. Restore the physical plant as well as the school community;
3. Monitor how staff are assessing students for the emotional impact of the crisis;
4. Identify what follow up interventions are available to students, staff, and first responders;
5. Conduct debriefings with staff and first responders;
6. Assess curricular activities that address the crisis;
7. Allocate appropriate time for recovery;
8. Plan how anniversaries of events will be commemorated; and
9. Capture “lessons learned” and incorporate them into revisions and trainings.

Define Roles and Responsibilities

The emergency response plans shall define what should happen, when, and at whose direction during an emergency. School staff should be assigned to the following roles:

1. School commander;
2. Liaison to emergency responders;
3. Student caregivers;
4. Security officers;
5. Medical staff; and
6. Spokesperson.

The District will work with law enforcement officers and emergency responders to identify crises that require an outside agency to manage the scene, such as fires, bomb threats, and hostage situations.

Legal References

IC § 33-512
IDAPA 08.02.03.160

Description

District Trustees - Governance of Schools
Safe Environment and Discipline

Cross References

Code
8520

Description

Inspection of School Facilities

Policy History:

Adopted on: 03-11-2026

Reviewed on:
Amended on:

Garden Valley School District No. 71

NONINSTRUCTIONAL OPERATIONS

8520

Inspection of School Facilities

To ensure the safety and health of children and staff, the District shall, at least once a year subject the facilities of the district to an independent inspection for the purposes of determining whether such facilities comply with safety and health standards and other codes and requirements of Idaho law. The safety inspection will be conducted by a professionally qualified independent inspector or done pursuant to Title 39, Chapter 80, Idaho Code. The safety inspection report shall be provided to the Board of Trustees and to the administrator of the division of building safety for review.

After having the opportunity to review the inspection report, the Board shall identify any unsafe or unhealthy conditions and take the necessary steps to abate such conditions. Should any unsafe and unhealthy conditions remain beyond the school year in which such conditions were reported, the Board shall identify such conditions as not having been abated and take all necessary steps as soon as is practical to abate such conditions. **In such case, the Board shall direct the Superintendent to prepare or delegate the preparation of a plan of abatement to be completed at the earliest practicable time. The plan shall be implemented immediately. Such plan shall be provided to the Board and to the administrator of the Division of Building Safety.**

Funds to conduct such abatement shall be segregated and, if necessary, secured as required by Idaho Code.

For purposes of this policy, the term “facilities” means school buildings, administration buildings, playgrounds, athletic fields or any other facilities or property used by schoolchildren or school personnel in the normal course of educational services.

Emergency Evacuation Plan

~~The District shall ensure the safety and health of students and staff by having in place at all times an Emergency Evacuation Plan. The District will cooperate and coordinate with city, county, and state emergency personnel. The District shall review its emergency evacuation plan annually to determine whether the procedures in place require modification. The Plan will be posted in the District office as well as in every school building in the District. The Plan will be provided to each staff member at the beginning of the school year. In addition, the District will educate parents and patrons in the District by providing periodic information regarding the Plan.~~

Legal References	Description
IC § 33-1613	Safe Public School Facilities Required
IDAPA 08.02.03.160	Safe Environment and Discipline

Other References	Description
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ISBA Policy Services <https://www.idsba.org/member-services/policy/>

Cross References

Code Description

8300 Emergencies and Disaster Preparedness

8300-P(1) Emergencies and Disaster Preparedness

~~Cross Reference: 8300 Emergency & Disaster~~

~~Preparedness 8510 District Safety~~

~~9400 Safety Program~~

~~Legal Reference: I.C. § 33-1613 Safe public school facilities required~~

~~IDAPA 08.02.03.106 Safe environment and discipline~~

Policy History:

Adopted on: 8-18-2011

Reviewed on:

Revised ~~Amended~~ on:

03-11-2026