



Regular Meeting of the Board of Trustees Agenda

Tuesday, January 20, 2026

Wendell High School Library

7:00 p.m.

Page

1. Opening Items

- A. Call to Order & Roll Call
- B. Prayer, Pledge of Allegiance, & Visitor Welcome
- C. Agenda Approval

2. Public Comments

Patrons who wish to make a public comment will need to fill out the "Public Comments" form before the meeting begins and give the form to the Board Clerk. They will need to provide their name and the subject they wish to address. They will be given 3 minutes to address the Board regarding the subject. No more than 30 minutes will be allowed per meeting for public comment. Public comments related to subject matter that would authorize the Board of Trustees to enter in an Executive Session pursuant to Idaho Code §74-206(1) is not permitted. This includes, but is not limited to, public comments related to the evaluation, dismissal, disciplining of or complaints relating to school staff or students.

3. Consent Agenda (Action Item)

- A. Consideration and Approval of Consent Agenda
- B. Minutes
- C. Payment of Bills
- D. Finance Report

4. Information and Reports

- A. Good News Reports
- B. Student Liaison Report - Jaylene Vega
- C. Maintenance Report - Troy Fletcher
- D. Reports from the Superintendent

5. Discussion and Action Items

A. Action Items

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1. Time and Date for Monthly Board Meetings
2. Board Chair Approval
3. Vice-Chair Approval
4. Board Treasurer Approval
5. Board Clerk Approval
6. Swearing in of Newly Elected Trustees (Jack Lancaster, Michelle Ponce, Quin Young)
7. Proposed 2026-27 School Calendar
8. Annual Review and Approval of Policy #'s 205 (Continuous Improvement Plan), 355 (Health or State/National Emergency Plan), 512 (School Climate), 541 (Prohibition of Weapons), 546 (Disciplining Students with Disabilities (Section 504), 551 (Student Drug, Alcohol and Tobacco Use), 554 (Relationship Abuse and Sexual Assault Prevention and Response), 566 (Student Suicidal Tendencies and Suicide Prevention and Response), 569 (School Wellness) and 770 (Food and Nutrition Services)

[Annual Review - Policy #355 - Health or State National Emergency Plan.pdf](#) 

[Annual Review - Policy #512 - School Climate.pdf](#) 

[Annual Review - Policy #541 - Prohibition of Weapons.pdf](#) 

[Annual Review - Policy #546 - Disciplining Students with Disabilities.pdf](#) 

[Annual Review - Policy #551 - Student Drug, Alcohol and Tobacco Use.pdf](#) 

[Annual Review - Policy #554 - Relationship Abuse and Sexual Assault Prevention and Response.pdf](#) 

[Annual Review - Policy #566 - Student Suicidal Tendencies and Suicide Prevention and Response.pdf](#) 

[Annual Review - Policy #569 - School Wellness.pdf](#) 

[Annual Review - Policy #770 - Food and Nutrition Services.pdf](#) 

9. Approval of New Policy #'s 559 (Food Allergies), 857.50 (Contracted Educational Services), 1012F1 (Patron Complaint Form), and 1056 (Web Accessibility)

[New Policy #559 - Food Allergies.pdf](#) 

[New Policy #857.50 - Contracted Educational Services.pdf](#) 

[New Policy #1012F1 - Patron Complaint Form.pdf](#) 

[New Policy #1056 - Web Accessibility.pdf](#) 

10. Approval of Revised Policy #'s 502 (Student Handbooks), 549 (Prohibition of Gang Activities), 814 (Monthly Budget and Treasurer's Report, 832 (Revenues), and 834 (Fees)

[Revised Policy #502 - Student Handbooks.pdf](#) 

[Revised Policy #549 - Prohibition of Gang Activities.pdf](#) 

[Revised Policy #814 - Budget Implementation and Execution.pdf](#) 

[Revised Policy #832 - Revenues.pdf](#) 

[Revised Policy #834 - Fees.pdf](#) 

6. Executive Session

- A. Executive Session - 74-206(1)(b): To consider the evaluation, dismissal or discipline of, or to hear complaint or charges brought against, a public officer, employee, staff member or individual agent, or public student. 74-206(1)(j) To consider labor contract matters authorized under section [74-206A](1) and (b), Idaho Code.

7. Discussion and Action Items

- A. Personnel Recommendations

8. Closing Items

- A. Adjournment of Meeting

Wendell School District No. 232 will develop an annual plan that is part of a continuous focus on improving student performance through continuous process improvement and the analysis of data to assess and prioritize needs and measure outcomes. The board and the superintendent will collaborate on the plan and engage students, parents, educators, and the community as appropriate. All plans and any amendments thereto will be approved by the board. The annual continuous improvement plan must be reviewed and updated annually no later than October 1 each year.

CONTINUOUS IMPROVEMENT PLAN REQUIREMENTS

The annual continuous improvement plan will:

1. Be data driven, specifically in student outcomes, and include, but not be limited to, analyses of demographic data, student achievement and growth data, graduation rates, and college and career readiness;
2. Set clear and measurable targets based on student outcomes;
3. Include a clearly developed and articulated vision and mission;
4. Include key indicators for monitoring performance;
5. Include, at a minimum, the statewide student readiness and student improvement metrics; and
6. Include a report of progress toward the previous year's improvement goals.

The board will continuously monitor progress toward the goals by utilizing relevant data to measure growth. The progress will be included in the superintendent's evaluation.

ANNUAL LITERACY INTERVENTION PLAN

In addition to the district's continuous improvement plan, the district will develop a literacy intervention plan. The district's plan will include, at a minimum:

1. The projected literacy plan budget for the current year;
2. The metrics chosen by the district to determine the effectiveness of the literacy plan and annual performance benchmarks; and
3. The performance on metrics chosen to show program effectiveness for, at a minimum, the previous academic year.

The district will annually report on the effectiveness of its literacy intervention plan by October 1 of each year.

COLLEGE AND CAREER ADVISING AND MENTORING PLANS

The district will also develop a college and career advising and mentoring plan for submission to the state board of education (SBE) by October 1 of each year. The plan will include the minimum effectiveness metrics as established by the SBE and at least one (1) or more additional metrics chosen by the board of trustees to determine effectiveness of the college and career advising and mentoring plan, baseline data and annual benchmarks. The minimum effectiveness metrics will include:

1. The percent of learning plans reviewed annually by grade level, in grades 9-12;
2. The number and percent of students who go on to some form of postsecondary education one and two years after graduation; and
3. The number of students graduating high school with a career technical certificate or an associate degree.

NOTICE

The continuous improvement plan will be made available to the public and posted on the school district website.

TRAINING

This district may seek reimbursement for actual expenditures related to training delivered by state-approved trainers from the Idaho State Department of Education (SDE) to the extent money is appropriated. To be eligible for reimbursement, the training will cover one (1) or more the follow subjects:

1. Continuous process improvement, use and analysis of data, and methods for setting measurable targets based on student outcomes;
2. School finance;
3. Administrator evaluations including, but not limited to, specifics on the Idaho state evaluation requirements and framework;
4. Ethics or governance. .

Training records will be kept by the district for reimbursement purposes as prescribed by the superintendent of public instruction.

Training sessions for which reimbursement is sought will include a majority of the board and the superintendent. All training will include students, parents, educators, and the community as applicable to the training subject and format. The training facilitator will be physically present or have the ability to interact directly with all training participants. Time will be included to give participants the opportunity to discuss issues specific to the district.

**LEGAL REFERENCE:**

Idaho Code Section §33-320 – Continuous Improvement Plans Training
IDAPA 08.02.01.801 – Strategic Planning and Training

ADOPTED: August 19, 2014

AMENDED: August 25, 2015, July 19, 2016, January 19, 2021, September 21, 2021

ANNUAL REVIEW: January 19, 2021, September 21, 2021, January 17, 2023,
January 16, 2024, January 21, 2025, January 20, 2026

In light of the integral role that school districts play in protecting the health and safety of the district's employees, students, and their families, and the resource that school facilities may provide in the community, the board of trustees adopts this policy regarding readiness and response to emergency situations in the local community, such as an influenza pandemic, or other health emergency, or a state or national emergency.

LIAISON WITH GOVERNMENT AGENCIES

The superintendent will appoint a designee(s) to act as the liaison with the local district health department relative to state and regional planning to provide for the health and safety of the citizenry in times of a health emergency. As determined appropriate, district personnel will participate in necessary training as made available by state and regional agencies.

The superintendent will appoint a designee or designees to act as the liaison(s) with state and local law enforcement personnel and/or public safety officials to provide for the safety and security of students, district personnel, and patrons in times of a state or national emergency as declared by the Governor or President.

EMERGENCY PLAN

The superintendent or designee(s) will prepare an emergency plan to address the potential contingencies that may occur in such emergencies. The board will approve the emergency plan and review it annually.

The emergency plan will address the ongoing operation of the district schools during an emergency and will allow the district to coordinate response efforts with local and regional agencies. The components of the emergency plan will include, but are not limited to, the following:

1. Continuity of educational programs;
2. Alternative means for continuing educational programs, in the event of school closure;
3. Continuity of extracurricular programs, if appropriate;
4. Continuity of essential operations, such as, but not limited to, payroll and the supply of necessary utilities, including drinking water and sanitation;
5. Effective communications with students, parents, and employees, ensuring language, culture, and reading level appropriateness in communications;
6. Effective infection prevention procedures to help limit the spread of disease;

7. First aid/nursing/counseling services for those who become ill or are otherwise impacted while at school;
8. Use of district facilities by state and regional agencies;
9. Reporting absenteeism to the local district health department, as may be required; and
10. Provide for the security of school facilities.



LEGAL REFERENCE:

<https://www.cdc.gov/flu/school/index.htm> (includes guidance for school administrators to help reduce the spread of seasonal flu among students and staff in K-12 schools)
Idaho Public Health Preparedness Program
(healthandwelfare.idaho.gov/Health/ReadyIdaho/tabid/1613/Default.aspx)

ADOPTED: October 23, 2018

AMENDED:

ANNUAL REVIEW: January 19, 2021, January 18, 2022, January 17, 2023, January 16, 2024, January 21, 2025, January 20, 2026

This school district recognizes that the growth of a student, both academically and personally, reflects not only the educational programs and goals of the district, but also the atmosphere in which the student attends school. To the extent possible, this school district is committed to providing an educational setting where the students feel safe, are challenged to grow academically and personally, are treated with respect by the district personnel and other students, and are disciplined fairly by district personnel.

To provide such an educational setting, this board of trustees has adopted policies and procedures, as mandated by the Idaho State Board of Education in the following areas:

1. School Climate
2. Discipline
3. Violence Prevention
4. Student Harassment, Intimidation and Bullying
5. Student Health
6. Possessing Weapons on Campus
7. Substance Abuse-tobacco, alcohol, and other drugs
8. Suicide Prevention
9. Drug-free School Zones
10. Building Safety including Evacuation Drills
11. Relationship Abuse and Sexual Assault Prevention and Response

The board of trustees will review these policies and procedures on an annual basis to determine whether or not they are meeting the needs of the students, school district, and community.

Students will be notified, in writing, of changes to the above policies and procedures that may result in a disciplinary action, modification of academic criteria, or other direct consequences to the student. Notification of changes will be provided at least five (5) days before such changes become effective. The student will inform students and their parent/guardian of the district policies and school rules and regulations regarding school climate.

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LEGAL REFERENCE:

Idaho Code §33-1612

IDAPA 08.02.03.160

ADOPTED: January 14, 1998

REVISED: December 15, 2009, April 17, 2018

ANNUAL REVIEW: January 19, 2021, January 18, 2022, January 17, 2023, January 16, 2024,
January 21, 2025, January 20, 2026

Draft

This district is committed to providing a safe environment for all students and staff when they are at school, on a school bus, or at any school-sponsored activity. The district's commitment includes the prohibition against any weapons or other objects/substances which may pose a threat to the health and safety of other students, staff members, or visitors, or could be used to disrupt the educational process. It also includes the prohibition against willful threats of violence directed at schools, school buses, school activity venues, school staff and/or students regardless of the point of origin, and delivered by any means of communication.

The board has no tolerance for students who use, threaten to use, or possess firearms, destructive devices, *weapons*, deadly or dangerous weapons, *explosives* or *"look alike" weapons* on any district premises, or at any district sponsored activity, regardless of location, or store them in their lockers and/or personal vehicles on school campuses or for students who assist others in doing any of the above. The superintendent, principal or designee has the authority to determine the extent of the threat and/or disruptiveness to the health, safety, and/or educational process of other individuals in each particular situation. For the purposes of this policy no tolerance means that consequences will occur if this policy is violated and that the consequences will be commensurate with the circumstances of each situation.

The only exception to this policy is where the superintendent or designee has given the student prior permission to bring a weapon or firearm to school. In granting such permission, the superintendent or designee shall consider the following factors: student's age, purpose of bringing a weapon to school, level of supervision, etc.

PROHIBITIONS

Students attending district schools are prohibited from:

1. Possessing or carrying objects/substances which are manufactured, used, or intended for use as a firearm, destructive device, deadly or dangerous weapon, explosive, "look alike" weapon, weapon, or facsimiles thereof, at school, on a school bus, or at any school-sponsored activity without prior permission of school officials.

2. Possessing, carrying, using, and/or threatening to use, any “look alike” weapons with the intent or result of causing harm to another individual at school, on a school bus, or at any school-sponsored activity.
3. Knowingly assisting another student(s) to possess, carry, or use an explosive, weapon, or firearm destructive device, deadly or dangerous weapon, or “look alike” weapon at school, on a school bus, or at any school-sponsored activity.
4. Threatening by word, electronic means or act to use a firearm or other deadly or dangerous weapon to do violence to any person on school grounds or to disrupt the normal operations of the school district’s operations by making a threat of violence.
5. Knowingly possessing, altering or repairing a firearm or other deadly or dangerous weapon in the furtherance of carrying out a threat made by word, electronic means or act to do violence to any person on school grounds or to disrupt the normal operations of the school district.

DEFINITIONS

“Deadly or Dangerous weapon” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2½ inches in length.

“Destructive device” means (1) any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than one-quarter ounce, mine or any similar such devices; (2) any type of weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant and which has any barrel with a bore of more than one-half inch diameter; (3) any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may be readily assembled. A “destructive device” does not include: shotgun or shotgun shell which is generally recognized as particularly suitable for sporting purposes; a rifle or antique firearm which the owner intends to use solely for sporting, recreational or cultural purposes; and any device which is neither designed nor redesigned for use as a weapon.

“Explosive” means any substance or item other than a destructive device as defined herein that can potentially generate a release of mechanical or chemical energy. Examples include firecrackers, cherry bombs, gun shells, bottle bombs, etc.

“Firearm” shall mean any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame receiver of any such weapon; any firearm muffle or firearm silencer; any destructive device. Although antique firearms are specifically excluded from the definition of firearm under federal law, the district prohibits such antique firearms under the definition of “weapon” above.

“Look alike weapon” means objects which closely resemble a weapon or explosive and could put persons in fear for their safety. Examples include toy guns, smoke bombs, etc.

“On school grounds or at any school sponsored activity, regardless of location” shall include, but not be limited to, buildings, facilities, and grounds on district campuses, school buses, district parking areas; and the location of any school or district sponsored activity. This includes instances in which the conduct occurs off district premises but impacts a district-related activity.

“Possess” is defined as bringing an object, or causing it to be brought, onto any school or at any school sponsored activity, regardless of location, or onto a vehicle being used for school-provided transportation, or exercising dominion and control over an object located anywhere on such premises or vehicle and personal vehicles on school campuses. A student will be determined to possess a weapon when the item is found to be in any of the following locations:

1. On a student’s person;
2. In the student’s personal property, including, but not limited to, the student’s clothing, backpack, purse, or any other item the student transports or carries and/or causes to be transported or carried to school;
3. A vehicle parked in the school parking lot which the student drives and/or is transported in;
4. The student’s locker; or
5. Any other school-related or school-sponsored event, regardless of location.

“Weapon” means anything that is commonly designed or may be used to cause injury or to put someone in fear. Examples of “weapons” prohibited by this policy includes any of the following: a knife with a blade of any length (including pocket knives), clubs, razor blades, chemical irritants, antique firearms, shotguns or rifles (regardless of whether the owner intends to use the items solely for sporting, recreational or cultural purposes).

INVESTIGATION

The superintendent or designee will immediately investigate any allegation that a student is in violation of this policy. If determined necessary by the superintendent or designee, law enforcement may be requested to conduct the investigation. Any prohibited items may be confiscated by the superintendent or designee. Students reasonably believed to be in possession of these items may be suspended from school until a thorough investigation is completed.

Expulsion

The board of trustees shall expel a student from school a student who has been found to have possessed a firearm or destructive device on school property in this state or any other state.

The expulsion, will be for a period of not less than one (1) year (twelve (12) calendar months). The board may modify the expulsion order on a case-by-case basis when the board determines that reasonable conditions apply and the student's presence is not detrimental to the health and safety of other students. Any such modification of the one-year mandatory expulsion and the reasons therefore, must be in writing.

Discipline for Devices Other Than Firearms and Destructive Devices

For violations of this policy involving prohibited items other than firearms and destructive devices, discipline may include actions up to and including suspension and/or expulsion. Discipline shall be commensurate with the circumstances of the situation, which includes, but is not limited to, the intent, degree of endangerment or damage, degree of intimidation or fear, and the age of the student.

Referral to Law Enforcement

The superintendent or designee will refer any student who possesses a firearm or destructive device on school property in violation of state or federal law to the appropriate law enforcement agency.

The board may, at its discretion, refer students who violate other provisions of this policy to law enforcement.

STUDENTS WITH DISABILITIES

Disciplining students with disabilities, as defined by Public Law 94-142 and subsequent amendments, and Section 504 of the 1973 Rehabilitation Act, under this policy will follow federal guidelines.

DENIAL OF ENROLLMENT

This district will not admit a student who has been expelled from another school district for possessing a deadly or dangerous weapon or firearm on school property, or for violation of a statute, regulation, or policy which prohibits weapons until the student is eligible to return to his or her home school district. If a student wishes to challenge that decision, he or she is entitled to a due process hearing pursuant to Idaho Code §33-205.



LEGAL REFERENCE:

Idaho Code Sections

33-205 – Denial of School Attendance

18-3302D – Possessing Weapons or Firearms on School Property

18-3302I – Threatening Violence on School Grounds – Firearms and Other Deadly or Dangerous Weapons

18 USC §921 (a)(3) – Definition of “Firearm”

18 USC §930(g)(2) – Definition of “Dangerous Weapon”

20 U.S.C. §7961 – Gun Free Schools Requirements

ADOPTED: January 14, 1998

AMENDED: August 23, 2022

ANNUAL REVIEW: January 19, 2021, September 21, 2021, August 23, 2022

January 17, 2023, January 16, 2024, January 21, 2025, January 20, 2026

Note: The district has the right to determine what items constitute a weapon. The definitions of “deadly or dangerous weapon” and “firearm” are the definitions referenced in Idaho Code § 18-3302D, which is the state statute governing carrying weapons or firearms on school property. Districts may add other items to its definition of “weapon” to address local concerns.

Expulsion is currently only mandated (to be modified on a case-by-case basis) in those instances where a weapon, as defined by the Gun-Free Schools Act, is involved. If the board modifies the expulsion in a specific instance, it has the right to impose alternative disciplinary measures.

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

SUSPENSION

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

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

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

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

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

EXPULSION

Prior to submitting an expulsion recommendation to the board of trustees for any student with a disability as defined by Section 504, a 504 team will conduct a “manifestation determination” review. Only in those instances where it is determined by the 504 team that the student’s misconduct was not a manifestation of the student’s disability may the the student be referred for an expulsion.

MANIFESTATION DETERMINATION

A manifestation determination (also called a reevaluation) must occur before a disciplinary change in placement may occur for a student determined to have a disability under Section 504. The manifestation determination review must be conducted whether or not the student with a disability has a 504 plan.

In conducting a manifestation determination review, the 504 team will review information regarding the student's disability that is recent enough to afford an understanding of the student's current behavior. In the absence of reasonably current information about the student's disability, the school district will conduct or cause to be conducted additional evaluation(s) regarding the student's disability before making the manifestation determination. The parent/guardian will be given a meaningful opportunity to provide input. After reviewing current information, the 504 team will review the student's misconduct, the student's disability and the services provided to determine:

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

If either manifestation determination question is answered "yes," a significant change in placement for disciplinary reasons will not occur, and an evaluation will be conducted to determine whether the student's current educational placement is appropriate.

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

If the student's parent/guardian disagree with the 504 team's determination of the manifestation determination, a hearing may be requested. The hearing will be held in accordance with Policy No. 671P1, Section 504, Hearing Procedures.

Although the parent/guardian may disagree with the manifestation determination findings, the student may be expelled after following the proper procedures. Educational services may cease after expulsion, to the same extent education services cease for non-disabled peers.

CURRENT USER

In the event a student on a 504 is determined to be a current user of illegal drugs or alcohol, disciplinary actions pertaining to the use or possession of drugs or alcohol may be taken against the student to the same extent disciplinary actions are taken against a student without disabilities. A manifestation determination review is not required.

NONDISCRIMINATION

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OCR Senior Staff Memorandum, 19 IDELR 859 (OCR 1992)

ANNUAL REVIEW: January 19, 2021, January 18, 2022, January 17, 2023, January 16, 2024, January 21, 2025, January 20, 2026

PHILOSOPHY

It is the Idaho Legislature's intent that parental involvement in all aspects of a child's education in Idaho public schools be part of each school district's policy. Drug prevention programs and counseling for students under the custody and care of the public schools are included in this intent.

The board of trustees recognizes that student use of chemical substances, including alcohol, is a serious problem of utmost concern in our society. Drug, alcohol, and tobacco use is detrimental to a state of well-being and undermines the aim of education, which is to enable individuals to develop to their full potential. The district seeks to ensure the highest standards of learning in the classroom and recognizes that use of chemical substances—including alcohol, tobacco, and controlled substances—creates educational, economic, and legal problems.

DEFINITIONS

"Controlled substances" include, but are not limited to, opiates, opium derivatives, hallucinogenic substances, including cocaine, and cannabis and synthetic equivalents of the substances contained in the plant, any material, compound, mixture or preparation with substances having a depressant effect on the central nervous system, and stimulants.

"Course of conduct" involves a pattern or series of acts over a period of time, however short, evidencing a continuity of purpose. Course of conduct does not include constitutionally and statutorily protected activity.

"Drug" includes any alcohol or malt beverage, any tobacco product, any controlled substance, any illegal substance, any abused substance, any substance which is intended to alter mood, and any medication not prescribed by a physician for the student in possession of the medication.

"Drug paraphernalia" means any item, implement, object, or material employed in the use, possession, transport, or sale of any mood altering or controlled substance.

"Electronic cigarette" means any device that can provide an inhaled dose of nicotine by delivering a vaporized solution. "Electronic cigarette" includes the components of an electronic cigarette including, but not limited to, liquid nicotine.

"Illegal drugs" means any controlled substance as defined in Idaho Code 37-2701, 37-2705, 37-2707, 37-2700 and 37-2711 (not including over-the-counter drugs or prescription drugs which have been -prescribed by a doctor or dentist), and/or any other substance which alters or changes a person's mood, and/or anabolic steroids.

“Intentionally harass” means a knowing and willful course of conduct directed at a specific student which seriously alarms, annoys, threatens, or intimidates the student and which serves no legitimate purpose. The course of conduct must be such as would cause a reasonable person to suffer substantial emotional distress.

“Reasonable suspicion” means an act of judgment by a district employee or independent contractor that leads to a reasonable and prudent belief that a student is in violation of this policy or the “use” or “under the influence” provisions of Idaho Code Section 37-2732C, which defines controlled substances. Such act of judgment is based on the employee’s or independent contractor’s training in recognizing the signs and symptoms of alcohol and controlled substance use. The fact that a student has previously disclosed use of a controlled substance will not be deemed a factor in determining reasonable suspicion at a later date.

“School premises” includes all buildings, facilities, and property owned or leased by the district, school buses and other school vehicles, and the location of any school-sponsored activity or function.

“Tobacco product” means any substance that contains tobacco including, but not limited to, cigarettes, cigars, pipes, snuff, smoking tobacco, tobacco papers or smokeless tobacco.

POLICY

Students attending school in this district will not use, possess, sell, buy, or distribute drugs, including alcohol, tobacco, electronic cigarettes, vaping products, inhalants, controlled substances, or related paraphernalia, on school premises.

Any student will violate the district’s drug, alcohol, and tobacco use policy when:

1. He or she is on school premises, evidencing behavior that creates a reasonable suspicion that he or she may be illegally under the influence of drugs/alcohol/tobacco;
2. He or she admits to using, possessing, selling, buying, or distributing drugs/alcohol/tobacco on school premises;
3. He or she is found to use, possess, sell, buy, or distribute drugs/alcohol/tobacco, or related paraphernalia, on school premises;
4. He or she is found to possess drugs/alcohol/tobacco, or related paraphernalia on school premises;
5. He or she is found to knowingly attempt to use, sell, buy, or distribute drugs or related paraphernalia on school premises;

ALCOHOL OR CONTROLLED SUBSTANCES: VOLUNTARY DISCLOSURE

Any student who voluntarily discloses using or being under the influence of alcohol or any controlled substances before he or she is reasonably suspected to be in violation of the law and this policy will be provided anonymity to the extent that:

1. Disclosure is held confidential on a faculty need-to-know basis; and
2. Notification of the disclosure and availability of counseling is provided to the student's parent/guardian.

ALCOHOL OR CONTROLLED SUBSTANCES: REFERRAL TO LAW ENFORCEMENT

Once a student is reasonably suspected of being in violation of the law and this policy regarding alcohol or controlled substances, regardless of any previous voluntary disclosure, the building principal or designee will immediately notify the student's parent or guardian and report the incident to the local law enforcement agency.

Any student exhibiting inappropriate behavior that suggests "using" or "being under the influence" of alcohol or controlled substances will be immediately escorted by a district employee to an administrative office for interviewing and observation by the principal or designee. Except in the case of an emergency, the student will not be left unattended and will not be allowed to leave the school premises.

The principal or designee will refer the student to the law enforcement agency if, upon observing and/or interviewing the student, he or she reasonably suspects that the student is using or under the influence of alcohol or a controlled substance. District employees will cooperate fully with any law enforcement investigation of a violation of this policy, including, but not limited to, providing access to lockers, desks, and other school property, and providing oral and/or written statements regarding the relevant events.

The principal or designee, and/or any other employee having observed the student's behavior will document his or her observations of the student; the documentation will be provided to the law enforcement agent, and a copy will be placed in the student's discipline record.

ENFORCEMENT PROCEDURES

The procedures to enforce this policy are as follows:

1. **Suspension/Expulsion:** Students who violate this policy will be suspended by the principal. Suspension for the first offense of this policy will be for three to five (3-5) days, unless extraordinary circumstances exist. The time period for suspension for the

second or third offense will be determined at the discretion of the principal and/or superintendent. The principal and/or superintendent will determine whether or not the suspension will be served in school or out of school.

If deemed appropriate by the superintendent, he or she may request that the board expel a student who has violated this policy for a second or third offense.

2. **Referral to Law Enforcement:** The student will be referred to the law enforcement agency, if appropriate. If the incident involves using or being under the influence of alcohol or a controlled substance, the student will be referred to the local law enforcement agency. In all other situations, referral to law enforcement will be at the discretion of the building principal or designee.
3. **Search and Seizure:** A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable cause to believe that the student is in possession of drugs or drug paraphernalia. Any evidence that a student has violated the law and this policy may be seized by the principal or designee.

Lockers and desks are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers and desks. Authorized school officials may open and inspect lockers and desks when there is reasonable cause to believe that the locker or desk may contain items which may be a threat to safety and security. Such a search may be conducted without a search warrant, and without notice or consent.

Students are permitted to park on school premises as a matter of privilege, not right. The district retains the authority to conduct routine patrols of school parking lots and to inspect the exteriors of automobiles on school premises. The interiors of vehicles on school premises may be inspected whenever an authorized school official has reasonable cause to believe that illegal materials are contained inside. Such patrols and inspections may be conducted without notice, consent, or a search warrant.

4. **Parent Contact:** The student's parent/guardian will be contacted as soon as possible following any alleged violation of this policy.
5. **Conduct Contract:** Any student violating this policy must sign a conduct contract before returning to school. Violation of the conduct contract may result in additional disciplinary measures.
6. **Drug, Alcohol, and Tobacco Assessment/Treatment:** The terms of the suspension and/or conduct contract may be modified, at the discretion of the principal or superintendent, if a student who has violated this policy voluntarily completes a drug,

alcohol, and tobacco education course and/or undergoes assessment and treatment for drug, alcohol, and tobacco abuse.

STUDENTS WITH DISABILITIES

Suspensions and expulsions of students with disabilities as defined by Public Law 94-142 and subsequent amendments (Individuals with Disabilities Education Act), Section 504 of the 1973 Rehabilitation Act, and the Americans with Disabilities Act will follow federal guidelines as well as the provisions of this policy.

IMMUNITY FOR GOOD FAITH IMPLEMENTATION

District employees and independent contractors of the district who implement this policy in good faith and with appropriate foundation are immune from civil liability.

INTENTIONAL HARASSMENT

District employees and independent contractors of the district are prohibited from using their authority to determine reasonable suspicion solely for the purpose of intentionally harassing a student. Using the authority in such a manner may result in disciplinary action against the employee or may be considered a breach of the district's contract with the independent contractor.

NOTICE

Upon adoption of this policy, the board will provide notice of the policy to each student, parent/guardian, or custodian by publishing such notice in a newspaper of general circulation in the district. Subsequently, a copy of the policy will be provided to each new student, as well as to the parent/guardian or custodian, at the time of initial registration in a district school.



LEGAL REFERENCE:

Idaho Code Sections

20-156	33-512(6)
23-105	37-2705
23-1001	37-2732C
33-205	39-5702
33-210	39-5703

Drug-Free Schools and Communities Act of 1988

PL 100-690 and all subsequent amendments

Student Drug, Alcohol and Tobacco Use – *continued*

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Drug-Free School and Communities Act of 1989

PL 101-206 and all subsequent amendments

Individuals with Disabilities Education Act

PL 94-142 and subsequent amendments

Section 504 of the 1973 Rehabilitation Act

Americans with Disabilities Act

Idaho v Voss, 152 Idaho 148, 267 P 3d 735 (Ct. App. 2011)

ADOPTED:

AMENDED: Feb. 2008, December 2010, February 19, 2019

ANNUAL REVIEW: January 19, 2021, January 18, 2022, January 17, 2023, January 16, 2024, January 21, 2025, January 20, 2026

Draft

Wendell School District No. 232 promotes the comprehensive prevention of and effective and consistent response to incidents of relationship abuse and sexual assault. The district will assist schools in implementing these guidelines as part of existing policies and other related efforts to address social and emotional health, including well-being, bullying, cyber-bullying, harassment, sexual harassment, or other forms of violence among students.

This policy is designed to ensure that every school:

1. Implements comprehensive prevention strategies regarding adolescent relationship abuse and sexual assault;
2. Responds effectively and consistently to incidents of unhealthy or abusive behaviors; and
3. Reports all instances of adolescent relationship abuse and sexual assault to school authorities.

Students will be encouraged to contact the principal or designee or other school personnel if they have been abused or sexually assaulted. Students will also be encouraged to report to school authorities if they are aware that another student has been abused or sexually assaulted, or has committed relationship abuse or sexual assault.

DEFINITIONS

“Abusive behavior” means the intentional use of physical, sexual, verbal, or emotional abuse against a peer or dating partner, including bullying, harassment, sexual harassment, adolescent relationship abuse, sexual assault, or using technology to cause abuse.

“Adolescent relationship abuse” means the use of physical, sexual, verbal, emotional, or technological abuse by a person to harm, threaten, intimidate, or control another person in a relationship of a romantic or intimate nature, regardless of whether that relationship is continuing or has concluded or the number of interactions between the individuals involved.

“Dating partner” means any person, regardless of sexual orientation or gender identity, involved in a relationship with another person, where the relationship is primarily characterized by social contact of a sexual or romantic nature, whether casual, serious, short-term, long-term, or as defined by both persons.

“School climate” refers to the quality and character of school life. School climate is based on patterns of students’, parents’, and school personnel’s experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

“Sexual harassment” refers to sexual overtures or conduct, including those that relate to the student’s sexual orientation, that is unwelcome, personally offensive, and affecting morale, thereby interfering with a student’s ability to study or participate in school activities. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s participation in the educational process;
2. Submission to or rejection of such conduct by an individual is used as a factor for educational decisions affecting the individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual’s education, or creating an intimidating, hostile, or offensive educational environment.

“Sexual assault” means any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts otherwise directed against a person’s sexuality using coercion, by any person regardless of their relationship to the victim.

“Technological abuse” means the behavior used to harm, threaten, intimidate, control, harass, monitor, coerce, stalk, or victimize, except as otherwise permitted by law, that is perpetrated through the internet, social networking sites, spyware, global positioning system (GPS) tracking technology, cellular phones, or instant or text messages. Technological abuse includes, but is not limited to: monitoring; unwanted, repeated calls or text messages; non-consensual access to e-mail, social networking accounts, text or cell phone call logs; and, pressuring for or disseminating private or embarrassing pictures, videos, or other personal information.

ROLES AND RESPONSIBILITIES

The district will:

1. Designate a specific individual at the district level who is responsible for implementation of the policy, the provision of technical assistance, and training for school personnel on the development and implementation of a comprehensive prevention strategy and effective and consistent intervention and response to incidents of adolescent relationship abuse and sexual assault.
2. Assure students of their rights to be free from relationship abuse and sexual assault, including cyber-harassment.
3. Ensure students know that adolescent relationship abuse and sexual assault violate district policy, that abusive behavior should be reported, and that violators will be subject to disciplinary action.

The school will:

1. Designate a specific individual at the school level who is responsible for implementation of the policy, the provision of technical assistance, and training for school personnel on prevention of adolescent relationship abuse and sexual and effective and consistent intervention and response to incidents of adolescent relationship abuse and sexual assault.
2. Review policy and procedures on adolescent relationship abuse and sexual assault annually with all staff and provide recommendations and/or revisions to the policy.
3. Ensure all staff, students, and parents/caregivers receive the name and contact information of the individual who is responsible for implementation of this policy at the school and district level, a summary of prohibited behaviors, and a copy of this policy at the beginning of the school year, as part of the student handbook and/or information packet, as part of the new student orientation, and as part of the school's notification to parents.

DEVELOPMENT OF PREVENTION STRATEGIES

Schools will engage steps in the development and implementation of comprehensive strategies for preventing adolescent relationship abuse and sexual assault.

PREVENTION

Schools will implement strategies for preventing adolescent relationship abuse and sexual assault:

1. Establish a relationship with a local domestic or sexual violence program and/or health care providers experienced with adolescent relationship abuse and/or sexual assault for access to resources and training.
2. Identify an existing collaborative or create a collaborative and engage students and school personnel and, if possible, community-based organizations to collaborate on the development and implementation of comprehensive prevention strategies.
3. Strengthen students' knowledge, attitudes and skills for healthy teen relationships, social and emotional learning, and pro-social behavior, such as positive bystander behavior through evidence-based or evidence-informed curricula, lesson plans, or other classroom or school-wide activities.
4. Strengthen parent/guardian knowledge, attitudes and skills for promoting healthy relationships, social and emotional learning, such as positive bystander behavior through workshops, school newsletter, and other events.

5. Strengthen school personnel knowledge, attitudes and skills for promoting healthy relationships and social and emotional learning, such as positive bystander behavior through professional development.
6. Strengthen positive school climate through positive social norm youth-developed campaigns or activities to promote healthy relationship, social and emotional learning, and/or positive bystander behavior.
7. Assure students of their rights to be free from relationship abuse and sexual assault including cyber-harassment and that students know that adolescent relationship abuse and sexual assault violate District policy; that abusive behavior should be reported; and that violators may be subject to disciplinary action.

It is recommended that all schools adopt a student code of conduct, with student input, regarding adolescent relationship abuse and sexual assault to be followed by every student while on school grounds, when traveling to and from school or at a school-sponsored activity, and during lunch periods whether on or off campus.

INTERVENTION AND RESPONSE

Schools will develop and implement an effective and consistent response to adolescent relationship abuse or sexual assault that takes place on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity as well as abusive behavior expressed through technology using district or school-provided computers, e-mail addresses, or servers.

Schools should also develop and implement an effective response to an incident of adolescent relationship abuse or sexual assault that occurs off campus when the incident negatively effects students at schools and interferes with students' access to education and /or extracurricular activities.

All district personnel are expected to intervene directly or to contact school police when they witness or become aware of an incident of adolescent relationship abuse or peer-on-peer sexual assault. There is a duty to report to the principal or designee when any staff member knows or reasonably should have known of an incident of adolescent relationship abuse or sexual assault on the campus; while traveling to and from school or a school-sponsored activity; during the lunch period, whether on or off campus; or perpetrated using school-owned property such as email addresses and servers. Any staff member who permits or fails to report an incident of adolescent relationship abuse or sexual assault may be subject to disciplinary action.

INVESTIGATION OF INCIDENTS

The principal or designee will investigate all reported incidents of adolescent relationship abuse and peer-to-peer sexual assault. Investigations of peer-to-peer sexual assault will take place in accordance with the district's policy on sexual harassment and will conform to the U.S. Department of Education, Office on Civil Rights' guidance on implementation of Title IX.

Each incident reported will be promptly investigated in a manner that protects the student experiencing abuse and/or sexual assault's safety, and if requested, the target's confidentiality. Investigation may involve separate interviews with the accused student, targets, and witnesses and should include notification of parents/guardians.

If it is determined that it is more likely than not that adolescent relationship abuse or peer-to-peer sexual assault has occurred, the principal or designee will act appropriately within district discipline codes and take steps to increase the safety and well-being of the student experiencing the abuse and/or sexual assault on campus or at school events.

The school will make all efforts to keep a report of adolescent relationship abuse or sexual assault and the results of any investigation confidential to the extent permitted by law, except that the target and the accused will be notified of the outcome of an investigation consistent with federal and state laws.

If an incident that occurs off campus negatively affects students at school, such as peer groups who actively align on the school campus with either the student who was impacted by the violence or who engaged in the abusive behavior or sexual assault and engage in unallowable behaviors, the principal or designee should take steps to minimize negative behavior and increase the safety and well-being of the student experiencing the abuse and/or sexual assault.

SUPPORT SERVICES

The principal or designee will take steps to increase safety and well-being of the student experiencing abuse and/or sexual assault. This may include offering individual or support group counseling or by referring the student to a local victim service provider who serves minors.

Efforts should also be made to assess the safety and well-being of the student who engaged in the abusive behavior and/or sexual assault. The school may refer the student to individual or support group counseling and/or community-based organizations as appropriate.

School personnel will follow-up separately with students involved to ensure that no further incidents have occurred and that students are not experiencing any further problems related to the incident.

PROTECTION AGAINST RETALIATION

No retaliation will be taken by the district or by any of its employees or students against any complainant or any participant in the complaint process, including witnesses, and will take steps to ensure there is no retaliation against any involved party, and will respond appropriately to any incident of retaliation. Any person found to have retaliated against another individual for reporting an incident of abuse, harassment or assault will be subjected to the same disciplinary action created in accordance with this policy. Those persons who assist or participate in an investigation of abusive behavior are also protected from retaliation under this policy.

CONFIDENTIALITY

Any investigation that takes place pursuant to this policy will, to the maximum extent possible, be conducted in a manner that protects the privacy of the student experiencing abuse and/or sexual assault, complainant, and accused. However, if it is suspected that child abuse has occurred or any law has been violated, such abuse will be reported to the proper authorities under Idaho Code 18-1501. When possible students will be notified and reminded of limits of confidentiality and be made aware of possible reports to outside officials. Additionally, informing the targeted and accused students of the outcome of an investigation will not be in violation of this policy. Notification of the outcome of the investigation will be made in accordance with relevant state and federal law.

PRECLUSION

This policy should not be interpreted as preventing a student experiencing abuse and/or sexual assault or someone participating in adolescent dating abuse or sexual assault from seeking redress under any other available law, either civil or criminal.

RECORD OF ALLEGATIONS

The district will keep and maintain a confidential written record, including but not limited to, witness statements, investigative reports, and correspondence, from the date any allegation of abusive behavior or sexual assault is reported to district personnel. The information in the written record will include the action taken by the district in response to each allegation.

POLICY MONITORING

The district will conduct an annual review of this policy. To monitor and assess incidents and responses as set out in this policy, the district will publish an annual report to the community about school safety, including incidents of adolescent relationship abuse and sexual assault; and track rates of relationship abuse and sexual assault through student surveys (e.g. adding adolescent relationship abuse and peer-to-peer sexual assault questions to school climate surveys or locally adapted national surveys); and implement tracking systems or other mechanisms to provide relevant information for the school community.

LIABILITY

The district and its employees will not be liable for any claim which arises out of injury to a person by a person under supervision, custody, or care of the district when acting within the course and scope of their employment and without malice or criminal intent and without reckless, willful and wanton conduct as defined in section 6-904C, Idaho Code.

NOTICE

Students and their parents/guardians will be informed of the district’s policy regarding adolescent relationship abuse and sexual assault and receive a copy of the policy at the time of enrollment in the student handbook. This policy will also be published on the district website.



LEGAL REFERENCE:

Idaho Code Sections

33-1612 – Thorough System of Public Schools

6-904A – Exceptions to Governmental Liability

IDAPA 08.02.03.160 – Safe Environment and Discipline

Title IX of the Education Amendments of 1972

Mareci v. Coeur D’Alene School Dist. No. 271, 250 P.3d 791 (Idaho 2011).

ADOPTED: March 17, 2015

AMENDED:

ANNUAL REVIEW: January 19, 2021, January 18, 2022, January 17, 2023, January 16, 2024, January 21, 2025, January 20, 2026

Idaho Code Section 33-1612, IDAPA 08.02.03.160, and Title IX of the Education Amendments of 1972 require secondary schools to have a policy on the prevention and response to adolescent relationship abuse and sexual assault. The Center for Healthy Teen Relationships Leadership Committee, an initiative of the Idaho Coalition Against Sexual & Domestic Violence, developed this model policy for secondary schools to use in developing their policies on the prevention, intervention and response to relationship abuse and sexual assault.

The Wendell School District recognizes its obligation to protect the health and safety of all students attending its schools. School staff is responsible for following the accompanying procedures relating to suicide prevention, intervention and postvention in the event it is suspected that a student may have suicidal tendencies, or in the event a student suicide occurs. As used in this policy, “postvention” means counseling or other social care given to students after another student’s suicide or attempted suicide.

The legal duty to warn of a student’s suicidal tendencies occurs whenever this school district or any teacher has knowledge of direct evidence of a student’s suicidal tendencies, as determined by a court as a matter of law.

For the purposes of this policy, “direct evidence” is defined as evidence which directly proves a fact without inference and which in itself, if true, conclusively establishes that fact. Direct evidence includes unequivocal and unambiguous oral or written statements by the student which would not cause a reasonable teacher to speculate regarding the existence of the fact in question. Direct evidence does not include equivocal or ambiguous oral or written statements by a student which would cause a reasonable teacher to speculate regarding the existence of the fact in question.

No person shall have a cause of action for any loss or damage caused by any act or omission resulting from the implementation of this policy or resulting from any training received by district employees as required by Idaho Code §33-136, or lack thereof. Additionally, the training required by Idaho Code §33-136, or lack thereof, shall not be construed to impose any specific duty of care upon the district or any of its employees.



LEGAL REFERENCE:

Idaho Code Sections

33-136 – Suicide Prevention in Schools

33-512(4) – Governance of Schools

33-512B – Suicidal Tendencies – Duty to Warn

IDAPA 08.02.02.076.10(c) – Principle IX – Duty to Report – Duty to Warn

IDAPA 08.02.03.160 – Safe Environment and Discipline

Stoddart v. Pocatello School Dist. #25, 149 Idaho 679, 239 P.3d 784 (Idaho 2010)

Brooks v. Logan, 127 Idaho 484, 903 P.2d 73 (Idaho 1995)

Carrier v. Lake Pend Orielle School Dist., 142 Idaho 804, 134 P.3d 655 (Idaho 2006)

ADOPTED: January 14, 1998

AMENDED: February 21, 2017, August 21, 2018

ANNUAL REVIEW: January 19, 2021, January 18, 2022, January 17, 2023, January 16, 2024,
January 21, 2025, January 20, 2026

Draft

I. INTRODUCTION AND DEFINITIONS

Wendell School District 232 endeavors to establish a school environment that promotes students' health, wellbeing and the ability to learn. The goal of the board is to encourage a healthy lifestyle for students through the promotion of nutritious foods and physical activity, and nutritional education and other school-based activities that promote school wellness. The district engages students, parents, teachers, food service professionals and other interested community members in developing, implementing, monitoring and reviewing this and other related school wellness policies.

This policy outlines the district's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the district have access to healthy foods throughout the school day in accordance with federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the district in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The district establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

DEFINITIONS

"Competitive Food" means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966 available for sale to students on the school campus during the school day.

"Extended School Day" means the time during, before and after school that includes but is not limited to activities such as clubs, intramural sports, band and choir practice, drama rehearsals.

"School Campus" means all areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups and water bottles) or parking lots.

“Triennial” means recurring every three (3) years.

“School Day” means the period from the midnight before, to 30 minutes after, the end of the official school day.

II. NUTRITION EDUCATION AND PROMOTION

The district’s school nutrition programs will prepare and serve nutritious, well-balanced, and age-appropriate meals, á la carte foods, snacks, and beverages that meet the United States Department of Agriculture (USDA) Food and Nutrition Service (FNS) school meal pattern guidelines, which are based off of the U.S. Dietary Guidelines for Americans. In order to adhere to these nutrition standards, the school nutrition program will contain a variety of grains, fruits, vegetables, and be low in saturated fat, cholesterol, sugars, and sodium. Water will be available to students at no charge in the place where meals are served during meal service.

The district will either employ, or consult with, registered dietitians to ensure the school nutrition programs serve food in compliance with the USDA nutrition standards. The director of food services shall solicit feedback from students, staff, and parents regarding the offered food and beverages. Nutritional information such as calories, saturated fat, and sodium content of foods shall be made available in the cafeteria and the district website.

Each school will provide adequate time to eat during meal periods. Students will have at least ten (10) minutes to eat breakfast and at least twenty (20) minutes to each lunch once they are seated. Lunch will follow the recess period to better support the consumption of healthy foods and improve learning opportunities. To the extent possible, school, recess, and transportation schedules will be designed to encourage participation in school meal programs. Teachers are discouraged from scheduling tutoring, club, or organizational meetings or activities during mealtimes, unless the student(s) may eat during such activities.

The director of food services will develop and utilize a full hazard analysis and critical control points (HAACP) plan to ensure food safety practices are implemented and followed.

To the maximum extent practicable, all schools in this district will participate in available federal school meal programs, including the School Breakfast Program (SBP), National School Lunch Program (NSLP), Summer Food Service Program (SFSP), Fruit and Vegetable Snack Program, and Child and Adult Care Food Program.

School meals served through the NSLP and SBP programs, and other applicable federal child nutrition programs, will meet or exceed nutrition and meal pattern requirements established by local, state, and federal statutes and regulations.

FREE AND REDUCED-PRICE FOOD SERVICES

The district will provide free and reduced-price breakfasts and lunches to students according to the terms of the NSLP and SBP programs and the laws and rules of the state. The district will inform parents or guardians of the eligibility standards for free and reduced-price meals.

NUTRITION PROMOTION

The district will be proactive in encouraging students to make nutritious food and beverage choices, as well as encouraging participation in school meal programs, utilizing nutrition promotion techniques such as:

1. Encouraging staff to model healthy eating and drinking behaviors.
2. Utilizing Smarter Lunchroom techniques, such as signage and product placement, when appropriate and attainable.
3. Sharing nutrient information with students, staff, and parents at the point of service and district website.
4. Offering taste-testing and menu planning opportunities to students to teach them about healthy fruit and vegetable options and solicit input on preferences.
5. Participating in Farm to School Activities and/or implementing a school garden.

NUTRITION EDUCATION

The board will adopt and implement a comprehensive health and physical education curriculum consistent with the Idaho standards for health and physical education. The district will review and consider evidence-based strategies in implementing its nutrition education program, consistent with USDA guidelines. Additional standards-based nutrition education will be offered in each grade as either a stand-alone unit or integrated into other core subjects, such as math, science, language arts, and social sciences. Additionally, as part of its nutrition education program the district will:

1. Include curriculum that links nutrition education with the school food environment and focus on behavior-focused skills, such as meal planning, recognizing food groups within a meal, understanding health information and food labels to evaluate the nutrient quality and contribution of foods.
2. Include nutrition and health posters, signage, or displays in the cafeteria food service and dining areas, classrooms, hallways, gymnasiums, and/or bulletin boards that are frequently rotated, updated, or changed.
3. Provide developmentally appropriate and culturally relevant participatory activities, such as contests, surveys, promotions, food demonstrations and taste-testing, voting for school recipe names, cafeteria design or décor challenges, farm visits, and school gardens.

4. Offer information to families utilizing USDA's local school wellness policy outreach toolkit and other resources that encourage them to teach their children about health and nutrition, and assist them in planning nutritious meals for their families through handouts, newsletters, Parent Teacher Association/Organization (PTA/PTO) updates, website postings, and presentations.
5. Provide information on any additional school- or community-sponsored wellness activities, events, or services.
6. Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods.
7. Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise).
8. Includes nutrition education training for teachers and other staff.

III. PHYSICAL ACTIVITY

The district's goal is to provide opportunities for every student to develop the knowledge and skills for specific physical activities; maintain physical fitness; reduce sedentary time; learn about cooperation, fair play, and responsible participation that meets the needs of all students at all levels of physical ability; and gain an appreciation for lifelong physical activity through a healthy lifestyle. To this end, the district will provide students with physical education, using an age appropriate, sequential physical education curriculum consistent with national and state standards for physical education.

All students will be provided an equal opportunity to participate in physical education classes. The district will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

The physical education curriculum will be aligned with state and national standards for physical education and be taught by a certified physical education teacher. Class sizes will be limited to a maximum of *thirty (30)* students per instructor and be offered *daily*. Waivers, exemptions, and substitutions will be considered on a case-by-case basis. A student substituting physical education must demonstrate proficiency of physical education standards.

In addition to offering physical education, the district will provide other opportunities for physical activity for each grade level by utilizing a comprehensive physical activity program (CSPAP) plan which encompasses:

1. Daily recess for elementary school students and classroom-based physical activity breaks to increase focus or teach academic content via physical movement for all students.
2. Active transportation to and from school.

3. Opportunities for physical activity before and after school, such as intramural programs, interscholastic sports, and competitive and non-competitive extracurricular clubs with a physical activity emphasis.
4. Engaging staff, families, and communities to join and support physical activity initiatives.
5. Promotion of physical fitness for students, parents, and community members through joint or shared-use agreements with governmental entities and community organizations that allow school and/or community-based organizations to use the school facilities for physical activity and recreation programs outside of school hours.

The district's physical education program will promote student physical fitness through individualized fitness and activity assessments (through the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

Teachers and other school personnel are prohibited from withholding opportunities for physical activity such as recess or physical education as punishment. Physical activities, such as push-ups or running, will not be used as a disciplinary measure as this serves to decrease a student's intrinsic motivation to pursue these activities.

OTHER SCHOOL-BASED WELLNESS ACTIVITIES

District goals regarding other school-based wellness activities will include:

1. Offering staff wellness activities and professional development opportunities related to health and nutrition that inspire school staff to serve as role models and practice healthy eating, physical activity, and other activities that support staff and student wellness.
2. Applying for or being awarded state and/or national awards and grants that support a healthy school environment (e.g., Healthier US School Challenge, or Fuel Up to Play 60 grants).
3. Sponsoring health fairs, no screen-time week, (2) school-supported events (e.g., races, family wellness activities, or family day activities that promote health and wellness).
4. Incorporating school garden, Farm to School or Farm to Cafeteria, or Chefs Move to Schools activities that promote healthy eating via student participation.
5. Initiating and sustaining a recycling/environmental stewardship program.
6. Providing students, parents and staff with mental health resources and prevention program information.

7. Evaluating the barriers to implementing Safe Routes to School to make it safer and easier for students to walk and bike to school.

IV. WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

IMPLEMENTATION

The district will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools (<https://schools.healthiergeneration.org>) to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

RECORDKEEPING

The district will retain records to document compliance with the requirements of the wellness policy at the district's administrative offices. Documentation maintained at this location will include, but is not limited to:

- The written wellness policy;
- Documentation demonstrating that the policy and triennial assessment have been made available to the public (e.g. screenshots of the district's webpage showing the policy and triennial assessment, or other electronic documentation, copies of correspondence, etc.);
- Documentation of efforts to review and update the policy, including who was involved in the process and how stakeholders were made aware of their ability to participate (e.g. wellness committee meeting minutes, notification correspondence, etc.);
- The most recent assessment of implementation of the wellness policy.

MONITORING

The superintendent or designee, together with the wellness committee, is responsible for monitoring and updating this policy based on the triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health, science, information, and technology emerges; and new federal or state guidance or standards are issued.

Each building principal or designee will monitor and ensure compliance with this policy in the school and report such compliance to the superintendent or designee. The director of food services will monitor and ensure that the food service program complies with nutrition guidelines set forth in this policy and state and federal regulations, and will report such compliance to the

superintendent or designee. The wellness policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment. Reporting of adherence to the wellness policy shall take place yearly.

NOTICE

The district will include this policy and policy updates in the student handbook and provide each student and parent/guardian with a copy of the student handbook upon enrolling in classes each year. The policy will also be posted on the district website under board policies and the Nutrition Services homepage. The district will strive to provide as much information as possible about the school nutrition environment, including a summary of the district's (or schools') events or activities related to wellness policy implementation; name and contact information of the district/school officials leading and coordinating the wellness committee; and information on how the public can get involved with the school wellness committee.

TRIENNIAL PROGRESS ASSESSMENT

On a triennial basis, the wellness committee will conduct an assessment and develop a summary report on district-wide compliance with this policy based upon input from school within the district. The assessment and report will include the following:

- The extent to which schools under the jurisdiction of the district are in compliance with the wellness policy;
- The extent to which the district's wellness policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the district's wellness policy.

The report will be made available to the public at the district office and posted on the district's website, as well as provided to the school board, the school wellness committee(s), parent/teacher organizations, school administrators, and school health services personnel in the district.

To assist with the development of the district's wellness policy, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity practices. The results of the assessments will be compiled at the district level to prioritize needs and determine goals to implement. This information will also be used to measure the school's progress toward achieving its wellness goals.

COMMUNITY INVOLVEMENT, OUTREACH AND COMMUNICATIONS

The district is committed to being responsive to community input, which begins with awareness of the wellness policy. The district will actively communicate ways in which representatives of the wellness committee, families and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of channels including but not limited to: electronic mail, the district's website, social media, correspondence with parents, newsletters, and presentation to parents. The district will also inform parents of the

improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with nutrition standards, including Smart Snacks in School. The district will also actively notify the public through the channels identified above about the content of or any updates to the wellness policy, on an annual basis, at a minimum.

SCHOOL WELLNESS COMMITTEE

The district will convene a representative district wellness committee that meets at least four (4) times per year [or specify more frequent meeting schedule] to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy.

The committee membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: school administrators (e.g. superintendent, principals, vice-principals); school board members; physical education teachers; health education teachers; school health professionals (e.g. health education teachers, school health services staff including nurses, psychiatrists, social workers); food service employees and other representatives of the school nutrition program (e.g. school nutrition director); students; parents and caregivers; health professionals; and community members.

The Superintendent or designee(s) will convene the wellness committee and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

The name(s), title(s) and email contact information for the committee members is available at the district administration offices.

SCHOOL WELLNESS COORDINATOR

The person(s) in Wendell School District No. 232 who is responsible for ensuring that each school is in compliance with this policy is:

[School Wellness Coordinator]
_____, School District No. _____
_____, ID _____
Phone: (208) ____-____
Fax: (208) ____-____
E-mail: _____



LEGAL REFERENCE:

Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (PL 111-296), reauthorizing the Child Nutrition Act, 42, 42 U.S.C. § 1758b (2010)

Child Nutrition and WIC Reauthorization Act of 2004, Pub. L. No. 108-265, § 204

42 U.S.C. § 1751, *et. seq.* - National School Lunch Act

42 U.S.C. § 1771, *et. seq.* - Child Nutrition Act of 1966

7 CFR § 210.30 - Local School Wellness Policy

CROSS-REFERENCE:

770 – Food and Nutrition Services

772 – Nutrition Standards

774 – Guidelines for Food and Beverage Sales

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ADOPTED: March 20, 2012

AMENDED: December 16, 2024

ANNUAL REVIEW: January 19, 2021, November 19, 2021, January 17, 2023, January 16, 2024, January 21, 2025, January 20, 2026

The board supports the promotion of healthy nutritious meals for students attending district schools. Therefore, the district shall operate school breakfast and lunch programs for benefits of the regularly enrolled students of the district and authorized adults in accordance with the requirements of the National School Lunch Program (NSLP), the Child and Adult Care Food Program (CACFP), and School Breakfast Program (SBP). Where appropriate, the district may also operate the Summer Food Service Program (SFSP). All programs will be operated in compliance with United States Department of Agriculture (USDA) regulations concerning the operation of the Child Nutrition Program, including Civil Rights Rules and Regulations, as well as other federal, state and local requirements.

NONDISCRIMINATION AND REASONABLE ACCOMMODATIONS

In accordance with federal civil rights law and USDA civil rights regulations and policies, the USDA, its agencies, offices and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.) should contact the district office, school, or agency where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information is available in languages other than English. Persons with disabilities who need reasonable accommodation in the district food service program are encouraged to contact the Food Services Director.

FUNDING AND CONTRACTS WITH PRIVATE FOOD SERVICE AGENCIES

The programs will be financed through allowable regular or special funds in this district, including the Commodity Support Program. The programs will be operated so that their regular operating costs come from the state and federal programs as well as money collected from the sale of meals to students and adults. The price of the sale of meals to students and adults will be established annually by the board. When necessary, the board may expend capital or operating funds for support of the programs, subject to the regular budgetary procedures of the district.

The district will follow all procedures required under state and federal law for procuring a contract with a private food service agency, including Buy American requirements. Any decision to enter into a contract with a private food service agency shall require the approval of the Board.

QUALIFICATIONS OF FOOD SERVICE STAFF

In accordance with federal regulations, the district will ensure that its food service programs are administered by qualified school nutrition professionals. As part of its responsibility to operate a food service program, the district will ensure that professional development opportunities are provided to select food services professionals. Such professional development should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

RECORDKEEPING

In accordance with applicable federal law and regulations, the district will annually report racial and ethnic data in the Idaho System for Educational Excellence. All racial and ethnic data related to the district's child nutrition programs will be maintained for three (3) years plus the current year. The district will also maintain other records as may be required by federal or state law or regulations.

PUBLIC NOTIFICATION

In accordance with applicable federal law and regulations, the district will take action to notify and inform students, parents/guardians, and members of the school community of the district's child nutrition programs. Such notices will include information on program availability, how to file complaints, and the nondiscrimination statement set forth above.

FREE AND REDUCED-PRICE FOOD SERVICES

The district will provide free and reduced-price breakfasts and lunches to students according to the terms of the NSLP and SBP programs and the laws and rules of the state. The district will inform parents or guardians of the eligibility standards for free and reduced-price meals. A parent or guardian has the right to appeal any decision with respect to any denial of his/her application for free or reduced-price food services to the superintendent or designee.

The district will maintain the confidentiality of all students' free, reduced or paid status in the district's child nutrition programs. Parents/guardians may, however, provide written consent for the disclosure of any or all of the information related to their children's eligibility status or the information the household provided through the free and reduced-price meal eligibility process.

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LEGAL REFERENCE:

National School Lunch Program
42 USC 1751 et seq.
7 CFR Part 210

CROSS-REFERENCE:

771 – Charging School Meals

772 – Nutrition Standards

ADOPTED: January 13, 1999

AMENDED: February 18, 2025

REVIEWD: January 20, 2026

CROSS-REFERENCE:

294P1 – Civil Rights Complaint Procedure

Draft

The board of trustees is committed to providing a safe and healthy environment for all of its students and employees. Recognizing that many students have severe food allergies, the board is dedicated to working with parents, students, and physicians to reduce the likelihood of severe or potentially life-threatening allergic reactions; determine appropriate response and treatment options; and provide food allergic students with an equal opportunity to participate in the programs and activities of the district.

DEFINITIONS

“Anaphylaxis” means a severe, potentially life-threatening allergic reaction that is often marked by difficulty breathing, itching, swelling, hives, increased heart rate, lowered blood pressure, and dilated blood vessels. In severe cases, a person will go into anaphylactic shock, which can lead to unconsciousness or be fatal if not treated immediately.

“Epinephrine (a.k.a., adrenaline)” means a medication used in emergencies to treat serious allergic reactions by reversing the symptoms and preventing progression to other, more serious symptoms.

“Epinephrine auto-injector” means a device that automatically injects a premeasured dose of epinephrine into the human body (e.g., EpiPen).

“Food allergy” means an unusual response to a food caused by the body’s immune system. In some people, a food allergy can cause severe symptoms or anaphylaxis.

PROCEDURE FOR IMPLEMENTING POLICY

Any student who is in need or is believed to be in need of services under this policy may be referred by a parent, teacher, or other school employee for identification and evaluation pursuant to Section 504. The school will follow its Section 504 policies and procedures in identifying, evaluating, and providing services to eligible students who are referred under this policy.

SCHOOL PROTOCOL

All schools in the district will implement a protocol, consistent with this policy, for providing food allergic students with protections while they are attending school or participating in school-sponsored activities. School protocols may include individual written allergy management plans and emergency care plans that identify accommodations for the student and provide direction in the event of a life-threatening allergic reaction at school or school-sponsored event. Each school will ensure that relevant information is transmitted to all supervising persons of a student identified with a life-threatening food allergy. The protocol shall be reviewed and updated at least annually, as well as after any serious allergic reaction has occurred at school or a school-sponsored activity.

ADMINISTRATIVE PROCEDURES

The superintendent or designee, in coordination with school nurses, school nutrition services staff, and other pertinent staff, may develop administrative procedures to implement this policy, including regulations pertaining to all classrooms and instructional areas, school cafeterias, outdoor activity areas, school buses, field trips, and school activities held before or after the school day.

FOOD SUBSTITUTIONS AND ALLERGEN EXPOSURE

Substitutions to the regular meal will be made for students who are unable to eat school meals due to severe allergic reaction as determined by the student's 504 team or the student's 504 plan.

Students with allergies will be treated in a way that encourages the student to report possible exposure to allergens and any symptoms of an allergic reaction to progress toward self-care with his or her food allergy management skills.

ADMINISTERING EPINEPHRINE

Each school will keep epinephrine in close proximity to students at risk of anaphylaxis and will be administered in accordance with Policy No. 561 (Administering Medications). If determined appropriate, a student may be allowed to carry an epinephrine auto-injector with him or her at all times to be used for self-administration should it be required. The school will call 911 in all cases where epinephrine is administered.

ALLERGY BULLYING

The harassment, intimidation or bullying of students with food allergies on the basis of their allergies will be taken seriously and handled in accordance with the school's bullying and harassment policies and other applicable laws.

STAFF TRAINING

The district will provide training for designated staff in basic first aid, resuscitative techniques, identification of symptoms of an allergic reaction, and the use of epinephrine auto-injectors. Trained staff may be informed of the location of emergency medications at school and school-sponsored functions.

POSTING OF SIGNS

Signs will be posted in a conspicuous place at each public entrance and within the cafeteria advising that the district is "nut free" due to the presence of students with allergies to peanuts/tree-nuts.



LEGAL REFERENCE:

Idaho Code Sections

33-512 – Governance of Schools

Section 504 of the Rehabilitation Act of 1973

Individuals with Disabilities Education Improvement Act of 2004

Americans with Disabilities Act of 1990

CROSS-REFERENCE:

561 – Administering Medications

670 – Special Education (IDEA)

671 – Section 504

ADOPTED: January 20, 2026

AMENDED:

Draft

The board of trustees authorizes the superintendent or designee to enter into agreements with private service providers when he/she determines that the necessary educational services are not available through the district or that it is in the best interest of a student and the district to enter into an agreement with a private service provider. Such agreements may be entered into for services identified on a student's IEP or 504 plan, or for other educational services as needed by the district. In no event shall such agreement exceed twelve (12) calendar months.

Any agreement signed by the superintendent/designee with private service providers, pursuant to this policy, shall set forth the terms of the agreement, the relationship of the parties, the services to be provided, provisions for record keeping and confidentiality of records, the billing procedures, as well as other terms that are deemed to be necessary.

The superintendent/designee shall select private service providers pursuant to this policy based on their qualifications, work experience, availability, lack of conflict of interest with the district, and financial stability. While the superintendent/designee may also consider a parent's request for a particular service provider, such request will not be the controlling factor in selecting a private service provider.

No private service providers contracted under this policy shall be considered employees of the district. Further, all private service providers, and their employees, shall be fully qualified for the services for which the agreement specifies.

DEFINITIONS

"Private service provider" is an individual or a private agency that is properly licensed and/or certified to provide the contracted educational service. Such services may include, but are not limited to, occupational therapy, speech therapy, physical therapy, behavioral specialist, psychosocial rehabilitation services, intensive behavioral interventions, etc.



LEGAL REFERENCE:

Idaho Code Sections

33-506(1) – Organization and Government of Board of Trustees

33-512 – Governance of Schools

33-2001, *et seq.* – Education of Exceptional Children

Idaho Special Education Manual (current edition)

ADOPTED: January 20, 2026

ADOPTED:

POLICY TITLE: Patron Complaint Form

**POLICY NO:
1012F1
PAGE 1 of 2**

Parents/Guardians or patrons who have a concern or complaint regarding an individual school, staff member, or other aspect of district operations should use this form. All complaints will be addressed following Policy 1012. Complaints relating to civil rights issues shall follow Policy 294P1; those relating to Title IX sexual harassment or sexual misconduct shall follow Policy 296 and 296P1; and those relating to library resources shall follow Policy 652.

Patron Concern (please keep to one sheet)

Name: _____ Phone Number: _____ Email: _____

Mailing Address: _____

School/Personnel Involved: _____

Subject/Nature of Concern: _____

Examples that demonstrate area of concern: _____

Steps taken to resolve concern: _____

Results of steps taken to resolve concern: _____

Suggested resolution(s): _____

Signature: _____ Date: _____

For District Use Only

Date Received: _____ Person Responding: _____ Date of Response: _____

Method used to communicate response (e.g. email, phone): _____

Actions taken to investigate concerns: _____

People contacted in investigation (including dates of contact): _____

Investigation Findings: _____

Decision: _____

Date decision communicated to patron (include method of communication): _____

Signature of staff conducting investigation: _____ Date: _____

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LEGAL REFERENCE:

ADOPTED: January 20, 2026

AMENDED:

Draft

The Wendell School District is committed to providing equal access to the District's website to individuals with disabilities. The District will comply with the provisions of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, and Section 508 of the Rehabilitation Act (as amended by the Workforce Investment Act of 1998), to ensure that no student, parent, staff member, or patron will be excluded from participation in or denied the benefits of services, programs or activities of the District because of their disabilities.

On or before April 26, 2027, the District will conform to the Web Content Accessibility Guidelines (WCAG) 2.1, Level AA, as the technical standard for accessibility. All new or significantly revised web content must meet WCAG 2.1 AA standards by the implementation date set forth above.

The following digital content may be excepted from the WCAG 2.1 Level AA accessibility requirement:

1. Archived web content. Web content that meets all four of the following criteria are excepted from the technical standard:
 - a. The content was created before April 26, 2027, or reproduces paper documents or the contents of other physical media (e.g., audiotapes, film negatives, and CD-ROMs) that were created before April 26, 2027;
 - b. The content is kept only for reference, research, or recordkeeping;
 - c. The content is kept in a special area for archived content; and
 - d. The content has not been changed since it was archived.
2. Preexisting conventional electronic documents. Documents that meet the following two criteria (except that documents that are currently being used to apply for, access, or participate in district services, programs, or activities and will continue to be used for that purpose following the implementation date) are excepted from the technical standard:
 - a. The documents are word processing, presentation, PDF, or spreadsheet files; and
 - b. They were available on the district's website or mobile app before April 26, 2027.
3. Content posted by a third party where the third party is not posting due to contractual, licensing, or other arrangements with the district.
4. Individualized documents that are password-protected. Documents that meet all three of the following criteria are excepted from the technical standard:
 - a. The documents are word processing, presentation, PDF, or spreadsheet files;
 - b. The documents are about a specific person, property, or account; and
 - c. The documents are password-protected or otherwise secured.
5. Preexisting social media posts.

Legacy content (that content existing prior to the implementation date of April 26, 2027) will be remediated according to a phased plan, with priority given to frequently accessed materials.

This policy applies to all new, updated, and existing web pages, web applications and mobile applications, as well as all digital content produced or updated by the District or provided by third-party vendors. This policy also applies to all online instructional materials, forms, and communications intended for public use.

The District has designated a Website Compliance Coordinator *within the [name of department]*. The Website Compliance Coordinator will create and facilitate ongoing professional development for all District personnel who develop, load, maintain and/or audit website content and functionality, which will include training on the Web Accessibility Policy and District personnel roles and responsibilities to ensure that web design, documents and multimedia content are accessible. The Website Compliance Coordinator will conduct annual accessibility audits and correct inaccessible content in a timely manner.

Individuals who wish to submit a complaint regarding a violation of the ADA, Section 504 or Section 508 related to the District's website or other digital content may do so by emailing the Website Compliance Coordinator identified herein or by contacting *[identify name, title, email and mailing address of alternate contact person, e.g. 504 coordinator, public relations supervisor, business manager, etc.]* using the District's Section 504 grievance procedure. Complaints should include:

- Full name of the complainant;
- Date of the complaint;
- Where possible, the web address or URL, along with a detailed description of the problems encountered;
- Solution desired; and
- Phone and email address of the complainant for follow-up.

**LEGAL REFERENCE:**

Title II of the Americans with Disabilities Act of 1990
Section 504 of the Rehabilitation Act
Section 508 of the Rehabilitation Act
28 CFR Part 35

ADOPTED: January 20, 2026

AMENDED:

POLICY TITLE: Student Handbooks POLICY NO: 502 PAGE 1 of 1
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Students attending district schools are entitled to enjoy the rights protected by the United States and Idaho Constitutions and by other applicable laws for persons of their age and maturity in the school setting. Students are also expected to exercise these rights reasonably and without violating the rights of others.

Student rights and responsibilities while attending district schools may be described in greater detail in student handbooks. All student handbooks are approved policy of the board and are identified under the above policy number. The complete student handbook for each school is on file at the district administration office, at the respective schools, and on the school's website. The student handbook, or a summarized version thereof, will be provided in writing at the beginning of each school year to the teachers and students in the district in a manner consistent with the students' age, grade and level of academic achievement.

Students who violate the provisions of the applicable student handbook or district policies will be disciplined in accordance with the district policies.

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LEGAL REFERENCE:

Idaho Code Sections

33-512(6) – Governance of schools (code of conduct and discipline)

CROSS REFERENCE:

540 – Maintenance of Orderly Conduct

ADOPTED: October 14, 1998

Revised: January 20, 2026

The board of trustees is committed to providing a safe, respectful, and inclusive learning environment. Gang activities create an atmosphere of intimidation in the entire school community and disrupts the educational process. Gang activity, symbols, or behaviors that promote violence, intimidation, or disruption are strictly prohibited on school property, at school-sponsored events, and on school transportation. Groups of individuals that meet the definition of gangs herein shall be restricted from school grounds and school activities.

DEFINITION

For purposes of this policy, a “gang” is defined as any group of three or more individuals, whether formal or informal, that has a common name or common identifying sign or symbol, and associate together to advocate, conspire, or commit:

1. One or more criminal acts; or
2. Acts which threaten the safety or well-being of property or persons, including, but not limited to, harassment and intimidation.

A “criminal gang” shall be as defined in Idaho Code §18-8502.

PROHIBITED CONDUCT

Students shall not:

1. Display, wear, or possess clothing, jewelry, symbols, or other items that indicate gang affiliation or membership.
2. Display tattoos which may be affiliated with any gang and/or representative of any gang.
3. Engage in any act, whether verbal or nonverbal, including gestures or handshakes, showing membership in or affiliation with any gang and/or that is representative of any gang.
4. Engage in any act furthering the interest of any gang or gang activity, including but not limited to:
 - a. Soliciting membership in or affiliation with a gang;
 - b. Soliciting any person to pay for protection or threatening another person, explicitly or implicitly, with violence or with any other illegal or prohibited act;
 - c. Painting, writing, or otherwise inscribing gang-related graffiti, messages, symbols, or signs on school property; or
 - d. Engaging in violence, extortion, or any other illegal act or other violation federal, state, or local law or district policy.

DISCIPLINE

Disciplinary action for violation of this policy may include suspension and/or expulsion. The district may also notify law enforcement of any violations of this policy.



LEGAL REFERENCE:

Idaho Code Sections

18-8502 – Definitions (Idaho Criminal Gang Enforcement Act)

33-512 – Governance of Schools

CROSS-REFERENCE:

540 – Maintenance of Orderly Conduct

541 – Prohibition of Weapons

542 – Searches by School Officials

543 – Student Suspension

544 – Student Expulsion/Denial of Enrollment

545 – Disciplining Students with Disabilities (IDEA)

546 – Disciplining Students with Disabilities (504)

550 – Assault and Battery

551 – Student Drug, Alcohol and Tobacco Use

552 – Hazing Prohibition

ADOPTED: March 25, 1998

AMENDED: January 20, 2026

Once adopted by the board of trustees, the district's operating budget shall be administered by the superintendent and his or her designees. The board authorizes the superintendent and/or designees to execute the programs and/or activities set forth in the budget according to the following guidelines:

1. Expenditures of funds for the employment and assignment of staff shall meet the legal requirements of Idaho law and adopted board policies.
2. Funds held for contingencies may not be expended without approval from the board.
3. A monthly budget report must be prepared by the superintendent or designee showing the maintenance and operation budget, and documenting the cumulative expenditures and available balances in each major section of the district's accounts; and
4. A monthly treasurer's report will be prepared showing receipts, expenditures, and cash balances in each budget account of this district, together with a listing of warrants describing goods and/or services for which payment has been made.

The monthly budget report and the monthly treasurer's report will be submitted to the board for approval at the regular monthly board meeting.

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LEGAL REFERENCE:

Idaho Code Sections:

33-509 – Duties of the Treasurer

33-701 *et seq.* – Fiscal Affairs of School District

CROSS-REFERENCE:

810 – Budget Planning and Adoption

ADOPTED: January 13, 1999

AMENDED: January 20, 2026

POLICY TITLE: Revenues

POLICY NO: 832

PAGE 1 of 1

The district will seek and utilize all available sources of revenue for financing its educational programs, including but not limited to revenues for non-tax, local, state, and federal sources. All revenues received for the district will be properly credited to the appropriate fund and account as specified by federal and state law as well as the accounting and reporting regulations and guidelines for Idaho school districts.

The district may also accept gifts, grants, and bequests in the form of cash donations or real or personal property in accordance with policy 830 when it is in the best interest of the district to do so. Once accepted by the district, the gift, grant, and/or bequest will become the sole property of the district and subject only to the control of the district.

Money collected in individual schools or in the district office for sale of property, student fees or charges, or fees collected for use of school facilities shall be deposited by the building principal or designee to the proper fund and an accounting made to the district office.

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LEGAL REFERENCE:

Idaho Code Sections:

33-701 *et seq.* – Fiscal Affairs of School Districts

CROSS- REFERENCE:

830 – Gifts, Grants and Bequest

ADOPTED: January 13, 1999

AMENDED: January 20, 2026

Prior to a decision to impose a new fee or to approve a fee increase that exceeds five percent (5%) of the amount of the fee last collected, the board of Trustees will a hearing at a regular or special public meeting on the proposed new fee or fee increase.

DEFINITIONS

“Fee” means all fees and charges of the district for a direct public service, including fees for voluntary activities and extra costs such as extracurricular activities, driver’s education, towel or locker use, adult education courses, school meals, parking, and similar services or activities. All fees shall be reasonably related to, but shall not exceed, the actual cost of the service being provided.

“Newspaper” shall have the meaning set forth in Idaho Code §60-106.

PUBLIC NOTICE

Public notice will be given of the board’s intent to make a decision on a proposed new fee or fee increase, as set forth above, by either,

1. Advertising in at least one (1) newspaper once each week during the two (2) weeks preceding the week during which the hearing will be held. The advertisement will state that the board will meet on a certain day, time, and place listed in the advertisement for the purpose of hearing public comments regarding the proposed new fee or fee increase beyond five percent (5%), and to explain the reasons for such proposed action; or
2. Holding three (3) public meetings in three different locations in the district. Notice of the public meetings will be posted at the district office and at least two (2) or more public buildings within the school district not less than twenty-four (24) hours before such meeting is to be convened and provided the hearing is held not less than five (5) days after the public meetings; or
3. A single mailing notice to all district residents, provided that the same information is given and provided the meeting is held not less than seven (7) days after the mailing of the notice.

Failure to provide public notice and a hearing on the increase in fees will result in possible voiding of the validity of all or a portion of the fee increase.



LEGAL REFERENCE:

Idaho Code Sections:

33-510 – Annual Meetings – Regular Meetings – Boards of Trustees

60-106 – Qualifications of Newspapers Printing Legal Notices

63-1311 – Fees for Services

63-1311A – Advertisement of and Hearing on Fee Increases

Attorney General Opinion No. 94-4

ADOPTED: January 1999

AMENDED: January 20, 2026

Draft