

Shadow Butte Elementary School



STUDENT HANDBOOK 2026-2027



Emmett School District (ESD)

Elementary Schools Community Agreements-

Our Hopes For Partnership

Emmett elementary schools' goal is to partner with our families to provide the best education for our students. We hope our partnership will lead to a stronger home school connection and build community. The only path to success in this endeavor is a strong sense of community between the school, students, and family. Our community agreements below strive to define the community around shared values and norms. Being part of the ESD community means that we all agree to the following norms. To quote Henry Ford - "*Coming together is a beginning; keeping together is progress; working together is success.*"

The ESD Community agrees to Value Relationships: We will strive to build authentic relationships and meaningful connections between students, families, and staff which will bring joy in learning. We will realize that each person has different needs, and we will be flexible as we meet those needs.

- **RESPECT:** As a district, we strive to create trusting and respectful interactions between individuals and schools. Every member of the ESD staff, every student, and every family is fully committed and invested in the success of students. This shared commitment requires mutual respect, patience, and dialogue, especially at moments of stress.
- **COMMUNICATION:** The school will communicate regularly with students and families. Reciprocal communication by students and families is critical to student success.
- **TRANSPARENCY:** If the partnership between the student or family and school isn't working, we owe it to each other to raise the concern and to provide an opportunity for growth. We agree to follow our district policy to provide equity to the education of all our students.
- **CHANNELS:** We agree to use established channels of communication and these channels of communication will be responsive to issues as they arise. We agree to celebrate all student success, and provide appropriate communication channels to problem solve issues.

The ESD Community agrees to work for Growth and Success: Through hard work and perseverance we will be consistently learning and setting goals to reach our full potential.

- **HIGH EXPECTATIONS:** At ESD we have high expectations. Those expectations are made clear through our handbook. The school agrees to maintain and revise them as a part of what makes our school unique. As a community we agree to trust, support, and guide each other to reach our full potential.
- **OWNERSHIP:** As students move through their years here at ESD, our intentional community is designed to provide mentoring and support as students become increasingly independent. We believe in a gradual release of responsibility. Educators commit to less "hand holding" as the student progresses through different levels of ESD. Parents acknowledge that the student will need to act increasingly more independent through their educational experience at ESD. We agree to encourage students to solve their own problems through working with adults and students to find resolution.

The ESD Community agrees to work for Balance: In our work together, we will make room to balance school and family, to believe in the value of presuming positive intent.

- **POSITIVE INTENT:** There are many interpretations of events that are often biased, ambiguous, or incomplete. We often interpret situations through our own perspectives. When confronted with a situation, we agree to start by presuming positive intent. We agree to believe the best of each other.
- **HEROES:** We all need people in our lives who can function as heroes and role models. Our community will intentionally lift each other up. ESD staff will honor the role and respect the integrity of

the parents. Likewise, parents will honor the role of ESD staff and respect ESD staff in all interactions. We all agree to act in ways that model character, integrity, and compassion.

The ESD Community agrees to be a Team: We will work together to support and collaborate and be open to learning from each other.

- **STRUCTURE:** As a learning community, ESD commits to plan, implement, and revise our school model, but we cannot guarantee an experience that is free of obstacles and/or setbacks. However, we hope to work together to help students on their learning journey. We agree to being part of a common structure that is dynamic and growing to meet the needs of the community, students, families, and staff.
- **GROWTH MINDSET:** We all make mistakes and fall short. Together, we respond to challenges in ways that allow us to grow beyond our errors. We hope to encourage a growth mindset in our staff, students, and families, and by doing so we hope to encourage our growth as a team of learners. We agree to giving feedback for strengths and for opportunities, and to leveraging our strengths to meet our opportunities.
- **CHARACTER AND COMPETENCE:** A student's report card will reflect academic learning, but skills such as work ethic, leadership, teamwork, and citizenship/civic responsibility allow all of us to thrive in life. As a team we agree to place all of our learning of knowledge in the context of developing ourselves, our community and our world.

Elementary Principals:

Butte View, Sweet, and Ola Elementary- Dr. Brendalynn Love

Carberry Elementary-Mr. Greg Alexander

Shadow Butte Elementary- Mrs. Jodie Farnsworth

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EMMETT SCHOOL DISTRICT VISION STATEMENT

Passionate, visionary professionals cultivating life-long learners the Emmett Way!

EMMETT SCHOOL DISTRICT MISSION STATEMENT

ESD empowers all to become life-long learners!

EMMETT SCHOOL DISTRICT'S MOTTO

"Emmett Ensures Educational Excellence"

SCHOOL WEBSITE

<https://sbe.emmettschools.org/>

SHADOW BUTTE VISION STATEMENT

Shadow Butte aspires to be a safe, caring, high-achieving community of lifelong learners.

SHADOW BUTTE'S MOTTO

Building a community of Happy, Healthy Learners

4 DAY SCHOOL WEEK

Monday - Thursday, see calendar for details.

(Friday, **9/25** Homecoming Parade School Day - Go Huskies)

SCHOOL HOURS

Regular School Day (K-5th) 8:25 am-3:50 pm

First Bell rings at **8:25 am**

Tardy Bell Rings at **8:30 am**

OFFICE HOURS

7:30 a.m. - 4:30 p.m. Monday - Thursday

BELL SCHEDULE - REGULAR SCHOOL DAY

8:00 am	Student drop off and cafeteria open to serve
8:25 am	First Bell
8:30 am	Tardy Bell
15 minute	Morning Recess (K-5) times vary depending on schedule
30 minute	Lunch times vary depending on schedule
15 minute	Afternoon Recess (K - 5) times vary depending on schedule
3:50 pm	Dismissal

2026-2027 School Calendar



Emmett School District

www.emmettschools.org

208-365-6301

DATE	EVENT/HOLIDAY
12-Aug	Secondary Open House 5-7
13-Aug	Elementary Open House 5-7
17-Aug	1st-12th First Day
18-Aug	Kinder First Day
7-Sep	Labor Day
25-Sep	Homecoming (In Session)
14-Oct	Parent Teacher conf
15-Oct	Parent Teacher conf
23-26 Nov	Thanksgiving Break
21-31 Dec	Christmas Break
1-4 Jan	Christmas Break
24-Feb	Parent Teacher conf
25-Feb	Parent Teacher conf
22-25 Mar	Spring Break
28-May	Graduation
31-May	Memorial Day
3-Jun	K-11 Last Day

SCHOOL INFORMATION

Emmett High School - 208-365-6323
 True North Prepl - 208-365-5552
 Emmett Middle School - 208-365-2921
 Butte View Elementary - 208-365-4691
 Kenneth J Carberry Elementary School - 208-365-0839
 Shadow Butte Elementary School - 208-365-0877
 Sweet Montour Elementary School - 208-584-3378
 Ola Elementary School - 208-584-3589



BLUE = Open House
 RED = NO SCHOOL
 YELLOW = First and Last Day of School
 GREEN = Parent Teacher Conference

August 2026						
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February 2027						
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September 2026						
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March 2027						
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October 2026						
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June 2027						
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January 2027						
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July 2027						
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BASIC RULES OF ELEMENTARY SCHOOL

- Students will be respectful by keeping their hands and feet to themselves.
- We have a No-Tolerance policy toward bringing weapons, lighters, lasers, or toys that represent them. In addition, we are an alcohol, tobacco, and drug-free school.
- The school will not be responsible for items lost, stolen, or broken. Therefore, electronic games or devices, cell phones, smartwatches, toys, trading cards, skates, skateboards, etc. are not to be brought to school. Watches that are considered “smart” devices are not to be used and are considered a cellular device. If they are at school and become a problem, staff may take the item from the student and only return the item to parents.
- Students, parents, staff and visitor’s clothing depicting illegal substances such as alcohol, tobacco, and drugs, as well as clothing that displays inappropriate language or is considered gang attire is not allowed.
- Fighting is a major offense. Participants will be sent to the office for disciplinary action per progressive discipline procedure.
- Food is not allowed in the hallways or on the playground. Please remember that **outside food from restaurants (like McDonald’s or Subway) cannot be delivered to students at school.** Parents are welcome to bring outside food to eat *with* their child, but cannot drop it off for them. Packed lunches from home are permitted, but please **do not include soda or excessive sugary items like candy.** No gum is allowed on campus.
- Visitors must check in at the office before going to a classroom or playground. No student will meet with a visitor(s) unless the visitor has a visitor’s badge.
- There will be no public display of affection on the school grounds or at school activities.
- Students must check in and out of school through the office. Re-admittance will be accompanied by the appropriate form from the office.
- To maintain a safe and welcoming environment for everyone, all individuals on campus are expected to conduct themselves with respect and courtesy. This includes refraining from yelling, using threatening behavior, or using inappropriate language. If someone is unable to meet these expectations, they may be asked to leave the building, and law enforcement may be contacted if necessary.

BUS POLICY

Students are not allowed to ride the bus to any other location. No food is allowed on the bus.-Refer to the Bus Riding Contract for bus guidelines and expectations found on the [district transportation website](#).

CAFETERIA

Breakfast, lunch, and a snack are served daily at most elementary schools. Breakfast is served 8:00-8:25 a.m. The lunch schedule is staggered by grade levels. Breakfast and lunch will be available for all students, however, students will need to pay for meals or qualify for the USDA Free and Reduced Price Meal Application. The school office has the application for free or reduced meals or you can find it on Infinite Campus under benefits. The application must be completed each year and is confidential. Schools benefit from having every family fill out the form because some of the families are eligible and don’t know it. The schools benefit by our percentages and get federal money to help with grants and school programs. Please help us by filling out a form. Lunch needs to be paid before school or at recesses. Good manners and polite behavior are expected in the lunchroom; inappropriate behavior will not be tolerated. Students whose behavior is inappropriate may be removed from the lunchroom. All food and drink must be consumed in the cafeteria. Parents are welcome to eat lunch with their child. Families who are financially unable to furnish meals for their child may apply for free or reduced lunch and/or breakfast. An application form may be picked up in the school office or lunchroom. Student Lunch is \$2.95 and breakfast is \$2.60. Adult lunch is \$5.35 and breakfast for adults is \$3.10.

*These prices are subject to change.

If your child is allergic to milk or other foods, please contact the school nurse.

Delinquent or Uncollectible Accounts Policy #8245

1. All enrolled students will be allowed to charge a maximum of \$50.00. A. Negative account balances of \$-50.00 per student and/or household account may be sent to Collections.

- a. Students with negative balances of \$-50.00 may not be allowed to continue charging meals until the account is brought current.
 - b. Students may be offered a sack lunch until the account has been brought current.
 - c. At the end of the school year, all unpaid balances may be sent to Collections.
2. A la carte items may not be charged.

CHANGE OF CONTACT INFORMATION

Please keep the school informed of your correct home address, email, phone number, business number, and emergency contact information. Changes occurring during the year need to be reported to the school office to insure that we will be able to contact you in case of an emergency. In the event that a parent/guardian's voicemail is full, we will attempt to contact further emergency contacts as needed. However, an email may be sent if we are unable to reach any of the contacts.

CLASSROOM INTERRUPTIONS

To create and maintain the best learning atmosphere for students, interruptions during instructional times must be avoided. Please make all necessary arrangements with your child prior to school (such as permission slips, lunch money, homework assignments, instructions for after school arrangements) in order to prevent classroom interruption. Our school makes every effort to minimize interruptions in the classrooms, including the frequency of announcements. The office will not typically allow parents to "go and visit" their child in the classroom. We will call the student up to the front office area if you need to speak with him/her. We also do not transfer telephone calls into the classrooms during instruction, but you may leave a voicemail, and the teacher will return your call at his/her earliest convenience.

CLOSED CAMPUS

This Elementary School maintains a closed campus. Students will not leave the campus after they arrive in the morning until they leave to go home, either walking or by bus. Supervision of students is not available after the last bus in the afternoon. Therefore, all students not riding the bus must leave the school campus immediately at the end of the day.

EXCEPTIONS ARE:

- Parents pick up the child for a medical appointment or other commitment and return him/her at a prearranged time.
- Students will not be released to anyone other than those listed in Infinite Campus or with written parent permission. All visitors will be asked to provide identification to pick up a child.
- Parents/Guardians can go on a field trip with prior arrangements with the teacher, however, non-school aged children are not allowed to ride the bus. Parents/guardians may drive to the field trip and (with prior arrangements) take their child home after the event, but can't transport other students.
- Students are required to ride the bus to events.

Chromebook Repair Costs

Below is a list of estimated costs to repair chromebooks due to negligence or misuse. Students will be billed through Infinite Campus. We only charge for the replacement parts. Prices are subject to change. The cost of a replacement chromebook will be determined by age and cost to purchase the same model. For any questions call 208-365-3094.

Repair needed	Estimated Cost
Broken Screen Non-Touch	\$25
Broken Screen Touch	\$100
Lost Charger	\$15
Replace keys on keyboard/keyboard replacement	\$50

Body/Hinge replacement	\$25
Loss, stolen, or willful damage to Chromebook Touch	\$325
Loss, stolen, or willful damage to Chromebook Non-Touch	\$250

DELIVERIES TO CLASSROOMS

To optimize instructional time for your child, and to limit interruptions, any gifts, flowers, balloons, etc., will be accepted in the office to be delivered to students and staff at the end of the school day. No deliveries will be allowed on Valentine's Day. No delivery services (Doordash, etc) of food will be accepted as this causes delays and additional work for staff.

DESTINATION CHANGES

If you need to pick up your child early from school or a change of destination is needed, the school office needs to be notified by 2:00 pm the day of the change. Office personnel need to have prior notice to make changes and notify teachers and students to ensure that the students arrive safely to their destination.

DRESS AND APPEARANCE

Extremes in dress and/or appearance can detract from the learning environment or become safety issues, and, therefore, should be avoided at school. Any type of personal adornment that becomes a disruptive influence in the school will be disallowed. Clothing and appearance should be appropriate to the season and within accepted community standards for the school environment.

Unacceptable attire includes Heelys (shoes with wheels), pajamas, see-through clothing, muscle shirts, tank tops, spaghetti straps, bare midriff tops, tights and leggings and any exercise wear worn without a cover (cover must be at least fingertip length), jeans that are torn may only have tears below fingertip length. Lycra, swimming, or boxer shorts are not allowed. Shorts must be at least fingertip length. Clothing depicting illegal substances such as alcohol, tobacco, and drugs, as well as clothing that displays inappropriate or harmful language or is considered gang attire is not allowed. Head coverings (including hats, bandanas, hoods, visors, etc.) are not to be worn in the building during school hours. Students wearing clothing not allowed by the Elementary School's dress code may be asked to call parents for different attire, or go to the office for a change of appropriate clothing. Throughout the year, students will have an opportunity to wear hats, pajamas and other specific clothing to participate in special school activities. If Halloween falls on a school day students are not allowed to cover their faces with masks or makeup. Fake blood and weapons are not allowed in any form.

EMERGENCY DRILLS/FIRE, LOCKDOWNS, EVACUATIONS AND HALL CHECK DRILLS

Fire drills, lockdowns, hall checks, and evacuations are conducted, unannounced, several times during the school year. Teachers have detailed instructions for each emergency and will cover them with each of their classes. When exiting the building, students are expected to use specific routes, depending on the room they are in at the time. Students are to walk out in single file and remain in line quietly throughout the drill including the return to classrooms. For lockdown drills, parents will be notified using Parent Square notifications. For actual emergencies, parents will be notified with further information using ParentSquare notifications, our district communication app.

FIELD TRIPS

Field trips are experiences that we try to provide for students. Due to funding constraints, parents/guardians may be asked to contribute a small amount to cover costs. If this is not financially feasible, contact your child's teacher. Parents/Guardians can go on a field trip with prior arrangements with the teacher, however, non-school aged children are not allowed to ride the bus. For the safety and fairness of all students, only those enrolled in the specific grade level attending a planned field trip may participate. Students from other grade levels may not be checked out to attend a sibling or relative's field trip. Parents/guardians may drive to the field trip and (with prior arrangements) take their child home after the event, but can't transport other students. Students are required to ride the bus to events. Parents/guardians may check out their student with the teacher upon conclusion of the field trip.

LIBRARY

The library is a privilege. It is each student's responsibility to care for books that are checked out. Normal wear is expected. However, it is the student's responsibility to protect borrowed books from weather, abuse, theft, and loss.

- **Checkout Limits:** 2 items/student
- **Checkout Period:** 7 days
- **Overdue Materials:** No books will be checked out to students with unpaid fees and/or overdue books.
- **Lost or Damaged Materials:** The Student is responsible to pay replacement cost for lost or damaged items. If the lost book is returned before the end of the current school year, the replacement cost is refunded.

Library Policies and Procedures:

- Books included in our collection are reviewed and selected by our building's library media specialist.
- The library adheres to District Policy 2500, "Library Materials," which details the process followed when a patron wishes to challenge school library materials.
- This document is included with "District Policies" and may be viewed at our website. Copies of Policy #2500 may also be requested by contacting the school library.
- Parents are always encouraged to contact our library staff with questions, concerns and suggestions.

LOST AND FOUND

Lost and found items are to be turned in at the office. Please clearly mark your child's name on removable items. If you notice clothing missing, check our lost and found. Each year expensive jackets, mittens, hats, and other items are left unclaimed. All unclaimed items left at the end of each semester/year are donated to a local charity.

MEDICATIONS

When a student needs to take medicine at school, the following guidelines must be followed in order to ensure proper and safe administration:

- Parents/guardians need to fill out a Medication Authorization form with detailed information about the medicine, including its purpose, dosage, frequency, and timing
- Any medication brought to school must come in the original container with manufacturer directions specifically designed for children. Medicine that comes in baggies, envelopes or any improperly labeled container can not be given.
- Prescription medication must be in the current prescription bottle with the correct label that includes the student's name, name and dose of the medicine, directions for taking the medicine, doctor's name, pharmacy's name, and current date. Most pharmacies will give you 2 bottles, one for home and one for school.
- When medication doses change, the current prescription bottle must reflect the new dosage.
- Ensuring safety and effectiveness, only FDA-approved medications can be administered at school.
- Medications that are taken 3 times per day or less can be administered at times outside of school hours. Unless specifically directed by your doctor, give it before school, as soon as the student arrives home, and at bedtime.
- *Should your child have a health concern that you feel school personnel need to be aware of, please contact our school nurse. Every effort will be made to accommodate the needs of children's health issues while attending our Elementary School.

INJURY OR ILLNESS AT SCHOOL

Staff can administer simple first-aid. We are not equipped to handle more serious health concerns or injuries. The School nurse or nurse designee may provide care for your child temporarily until you are notified. Please be sure the school has at least 2 local emergency contacts to call in case of illness or injury if parents cannot be located.

Emmett School District

Guidelines for Keeping Sick Children Home

Each day many parents are faced with a decision: Should they keep their sick child at home or send them off to school? Often the way a child looks and acts can make the decision an obvious one.

Please consider these guidelines:

- **Colds:** Please keep your child at home if he/she has a fever over 100.4° F or is experiencing discomfort that would interfere with his/her ability to perform in school. (i.e. uncontrollable coughing, severe lack of energy). If your child experiences green nasal discharge that continues throughout the day, or a cough lasting longer than ten days, or is accompanied by fever or chills and is productive of discolored sputum, consider a physician consultation.
- **Contagious Disease:** While regular attendance is extremely important, the health of all children is also important. Many contagious childhood diseases, including Covid, are contracted at this young age. If your child is ill with a contagious disease, please notify the school. Please do not send your child to school if he/she has a contagious illness, rash, fever, or has vomited. We ask that children be fever free for 24 hours before returning to school. We want to limit the spread of contagious illnesses.
- **Conjunctivitis (pink-eye):** Following a diagnosis of bacterial conjunctivitis, your child may return to school the day after beginning an effective prescribed medication. Students with a viral infection may return when eyes appear clear, white and without discharge, generally after 48-72 hours.
- **Diarrhea/Vomiting:** A child with diarrhea and /or vomiting **must** stay at home and return to school only after being symptom-free for 24 hours.
- **Fever:** The child should remain at home with a fever greater than 100.4° F. The child can return to school after he/she has been fever free for 24 hours (without fever-reducing medicine such as Tylenol or Motrin).
- **Hand Foot & Mouth Disease (CoxsackieVirus):** A child may return to school when lesions are dry and crusted over and fever is gone.
- **Head Lice:** Parents should monitor their children for head lice, and notify the school of any active cases to avoid further spread. Any child with an active case of lice will be isolated in the nurse's office until they can be picked up. The school nurse can advise regarding appropriate and proven treatment measures. Students may return to school when they are free of lice and have been examined/cleared by the nurse or office.
- **Ringworm:** If you are not able to cover the areas affected by ringworm your child should be kept home until adequate treatment is started. If you are able to cover the spots of ringworm, then your child may return to school. Infected children should be excluded from wrestling, swimming pools, and contact sports until completely cured.
- **Rashes:** Common infectious diseases with rashes are most contagious in the early stages. A child with a suspicious rash should return to school only after a healthcare provider has made a diagnosis and authorized the child's return to school.
- **Strep Throat:** A child with strep throat may return to school 24 hours after antibiotic treatment has begun. A doctor's note or proof of prescription is recommended.

A sick child cannot learn effectively and is unable to participate in classes in a meaningful way. Keeping a sick child home prevents the spread of illness in the school community and allows the child an opportunity to rest and recover.

IMMUNIZATIONS

Minimum Immunization Requirements for School Entry (Preschool & K-12)

Children entering Kindergarten will need: (5) Diphtheria, Tetanus, Pertussis (DTaP), (2) Measles, Mumps, and Rubella (MMR), (4) Polio, (3) Hepatitis B, (2) Varicella (Chickenpox), (2) Hepatitis A

Immunization Records: Children should have completed the minimum required immunizations before they are eligible to attend school, unless an exemption is received in their place. You have a right to an exemption in accordance with

*Idaho Statute 39-4802. The school nurse can answer questions you may have on immunizations, and provide an exemption form upon request. Whether you are providing proof of immunization or exemption, copies will be made of any official documents at the time of registration for your student's file.

*Idaho Statute:

39-4802. EXEMPTIONS. (1) Any minor child whose parent or guardian has submitted to school officials a certificate signed by a physician licensed by the state board of medicine stating that the physical condition of the child is such that all or any of the required immunizations would endanger the life or health of the child shall be exempt from the provisions of this chapter.

(2) Any minor child whose parent or guardian has submitted a signed statement to school officials stating their objections on religious or other grounds shall be exempt from the provisions of this chapter.

STUDENT HEALTH INSURANCE

The school district does not provide medical insurance to automatically pay for medical expenses when students are injured at school. This is the responsibility of the parents or legal guardians. Visit Your Health Idaho <http://www.yourhealthidaho.org> to find options that may fit your insurance needs.

SCHOOL SAFETY

We want our Elementary students to be safe at school. To ensure safety, adult supervision is provided from 8:00 am- 4:00 p.m. on the playground and bus area. Students in before or after school programs need to go directly to the designated classroom as that is the only area where supervision outside of the times above is provided. The students are the parents' responsibility at all other times. We need help from everyone to ensure safety. Therefore, students will report anyone who brings a knife, gun, lighter, or any harmful weapon to school, as well as anyone who takes part in any dangerous action during the school day. For the safety of all, please contact the principal or any member of the staff if you are aware of students who are conducting themselves in an unsafe manner.

STUDENT ARRIVAL/PICKUP

Please only use the student drop-off/pick-up area directly in front of the school. Do not drop-off or pick-up students in the main parking lot or the bus lanes because it is unsafe. Students should be dropped-off or picked-up only at the curb in the designated area. Do not leave children unattended in the parking lot or the drop-off/pick-up area.

Students are not to be dropped off before 8:00 am unless pre-arranged. It is a safety issue. Duty personnel are not on duty until 8:00 am.

STUDENT FOLDERS

Students in grades K-5 will utilize a "Monday folder" to facilitate parent/teacher communication on a weekly basis.

SURVEILLANCE CAMERAS

The District shall notify staff and students through student/parent and staff handbooks that video surveillance may occur on District property. Additionally, notices shall be posted on or about School District property alerting those on District property that the District is utilizing video surveillance.

USE OF TELEPHONE & PERSONAL COMMUNICATION DEVICES

Parents should not call children at school except in case of emergency; likewise, children are not allowed to use the school telephone except in case of emergency. Please make prior arrangements for after school activities before your child leaves home in the morning. There is no guarantee your child will receive their message after 2:30 p.m. Communication devices, including cell phones may be in backpacks in "off" mode.

Policy 3265: Student-Owned Electronic Communications Devices*

At Emmett Independent School District #221, we recognize technology's role in learning, but personal electronic devices like **cell phones and smartwatches can be major distractions and negatively impact student well-being and academic focus.**

Because of this, students are not allowed to use personal electronic devices on school property during school hours. This includes keeping them off and out of sight in backpacks or lockers.

Devices are also **prohibited in private areas** like locker rooms or bathrooms, and **cannot be used to threaten, harass, or cheat.**

Exceptions: Teachers may allow limited device use for educational purposes with prior approval. In emergencies, staff can help students contact parents using a school phone.

Important to note:

- This policy applies to personal devices only, not district-issued devices used for learning.
- The school isn't responsible for lost, stolen, or damaged personal electronic devices.
- **Parents should not expect to communicate with their children via personal devices during the school day.** If there's an emergency, please call the front office.

Violations will result in consequences. For elementary students, this typically starts with a warning and parent contact, progressing to device confiscation (with parent pickup for repeat offenses) and potential in-school suspension for continued violations.

*Refer to full policy on District Website

TEXTBOOKS

All textbooks are supplied by the Emmett School District and are issued by the teacher. As soon as a textbook is issued to the student, the responsibility for it becomes the student's. Loss of, or damage to, the textbook will result in a fee sufficient to repair or replace it.

VISITORS

ALL visitors - whether parent, brother, sister, other relative, or friend - **MUST** check-in at the office to receive and wear a visitor's badge. Do not take a student from school without checking him/her out in the office. Students from other schools will not be permitted to visit during the school day. This restriction is due to space limitations, insurance requirements, and legal liability. Student activities are for only our elementary students. There will be no exceptions.

INCLEMENT WEATHER

During bad weather, children may be allowed to enter the building immediately upon arrival at school. They may also be kept inside during the recess and lunch hour if the weather necessitates. Please be sure that your child is dressed appropriately as conditions often change during the day.

Emmett School District strives to clear parking lots as best we can prior to students and staff arriving on the normal school day. Please use caution when walking or driving through parking lots and sidewalks because conditions change rapidly. Cleared parking lots may be wet and freeze quickly. Our priority is our main walkways and pathways that students and staff use.

SCHOOL CLOSURE

In the event of severe inclement weather or emergency situations which could result in the closing of the schools or the changing of start or dismissal times, the information will be provided to parents via email, text messages, posted on

Facebook and sent to local radio and TV stations. Please check your email and Facebook for the quickest update. We also provide information to the following stations: TV – Channel 2 KBCI, Channel 6 KIVI, Channel 7 KTVB, AM Radio: 670 KBOI, 630 KIDO, and 1140 KGEM, FM Radio: 105 KJOT, 106 K106, 104, KLITE, 103.3 KHEZ, and 90.3 KBSU.

WITHDRAWING FROM SCHOOL

If it is necessary for a student to withdraw, obtain a withdrawal form from the office. This form and all textbooks must be presented to the students' teachers and to the library.

YouTube and Free Time: Why We Limit Access

At our school, we want everyone to have a fun and safe experience online. While YouTube can be a great place to watch videos and listen to music, there are important reasons why we limit access to it during free time:

1. **Inappropriate Content:** Sometimes, videos on YouTube might not be suitable for all ages. They could have bad words, scary images, or show things that aren't okay for kids to see. By limiting access, we help keep our school community safe from content that might upset or disturb students.
2. **Distraction from Learning:** Watching videos and listening to music on YouTube can be super fun, but it can also distract us from our schoolwork and learning. When we have free time, it's a great chance to play, talk to friends, or read a book instead!
3. **Online Safety:** Not everything on the internet is safe. Some videos or music might come with hidden surprises like viruses or links to places we shouldn't go. By limiting access to YouTube, we're protecting everyone's devices and personal information.
4. **Respect for Others:** Sometimes, what we watch or listen to can bother other people. If we're playing videos with loud music or funny sounds during free time, it might disturb classmates who are trying to work or relax. By being mindful of what we do online, we show respect for everyone's space and concentration.

Additionally, during working time, students will not have access to listen to YouTube music videos or other music apps. This is because teachers cannot monitor the content of music being played, and it's important to ensure that the environment remains conducive to focused learning. By adhering to these guidelines, we can create a productive and respectful atmosphere where everyone can thrive academically. Let's make the most of our time by engaging in activities that support our learning and growth!

Help Keep our Schools Safe

Emmett School District

Tripping, pushing, spreading rumors, excluding a classmate from playing a game at recess – all of these behaviors are concerning and upsetting. Hearing that your child is being treated this way is also upsetting. Review this information for key information and ideas for keeping all our students safe!

What is Bullying?

- Aggression toward another person that occurs repeatedly over time
- The harm is intentional, planned and unprovoked
- The harm is causing social, emotional or physical harm
- One person/persons who are the aggressors have more power than the victim of the aggression

What is Peer Conflict?

- A one-time or isolated act of aggression between students
- The balance of power is equal or nearly equal between the students
- Peer conflict is not a group of students picking on one student
- Students involved in the conflict are willing to work out their differences or leave each other alone

What is Cyberbullying?

- Cyberbullying is bullying using technology (e- mail, text messaging, the internet, social media, etc.)

What is Harassment?

- Aggression focused on a student's race, national origin, religion, disability, or sex
- Aggression that is severe, persistent, or pervasive

What if you suspect your child is being bullied?

- First, focus on your child, be supportive and listen
- Gather information (who, what, when, where)
- Discourage physical retaliation, encourage self advocacy
- Contact your child's teacher. Some concerns may not fit the legal definition of bullying
- Provide factual information about the incident
- Teach your child strategies to avoid bullying or peer conflict
- Encourage participation in school and community activities
- Encourage and support positive friendships
- Teach your child to seek help from an adult if he or she is being bullied or having peer conflict
- *The law does not allow schools to discuss the discipline of other students
- The school will determine based on factual information whether or not bullying is occurring. If bullying is occurring consequences including but not limited to parent meetings, police involvement, and behavior contract.

NOTE: Not all conflicts are bullying or harassment.

What can you do to help stop bullying?

- Stand up for the victim and tell the bully to stop
- If you don't feel safe, seek adult help immediately
- Support the victim and be friendly
- Report the incident to your teacher, Principal, School Counselor or any trusted adult

What if you are being bullied?

- Know you are not alone
- Tell the nearest adult, Counselor, or Principal what happened so that they can create a plan to keep you safe and provide consequences for the bully that will stop the behavior

See POLICY 3295: HAZING, HARASSMENT, INTIMIDATION, BULLYING, CYBER BULLYING for more information.

STEPS ON HOW TO ADDRESS CONCERNS

We want all parental concerns resolved in an expedient and fair manner. When appropriate, any concern should be directed through your student's teacher first. A principal will not act on your behalf until a parent has discussed the concern with the teacher.

The following tips from the U.S. Department of Education will help you effectively address your concerns:

1. Work with the Teacher First

Continuing communication with teachers is very important in solving problems. As you work with your child's teacher, here are some important things to remember:

- Talk with each of your child's teachers early in the school year. Get acquainted before problems arise and let each teacher know that you want to be kept informed. Most elementary and middle schools hold regular parent-teacher conferences or open houses. If your child's school doesn't provide such opportunities, call the teacher to set up a meeting.
- Contact the teacher as soon as you have a concern. By quickly alerting the teacher of your concern, you can work together to solve a problem in its early stages.
- Request a meeting with the teacher to discuss the issue. Tell the teacher why you want to meet. You might say, "Rachel is having trouble with her math homework. I'm worried about why she can't finish the problems and what we might do to help her." If English is your second language, you may need to make special arrangements, such as including someone who is bilingual in the meeting.
- Approach the teacher with a cooperative spirit. Believe that the teacher wants to help you and your child, even if you disagree about something. Don't go to the principal without giving the teacher a chance to work out the problem with you and your child.
- During your meeting with the teacher, explain what you think is going on. In addition, tell the teacher if you don't know what the problem is. Sometimes a student's version of what's going on isn't the same as the teacher's version. For example, your child may tell you that the teacher never explains assignments so that he can understand them. But the teacher may tell you that your child isn't paying attention when assignments are given.
- Work out a way to solve or lessen the problem. The strategy will depend on what the problem is, how severe it is and what the needs of your child are.
- Make sure that communication is clear. Listen to the teacher and don't leave until you're sure that you understand what's being said. Make sure, too, that the teacher understands what you have to say. If, after the meeting, you realize you don't understand something, call the teacher to clarify.
- Teacher's will respond at earliest convenience..

2. Contact the Principal

A majority of the time your concern should be resolved by working directly with the teacher. However, if you have not received resolution to your concern after working directly with your child's teacher, it is appropriate for you to contact the school's principal. Principals will respond within 2 business days.

3. Contact the District Office

If your child is having a problem in his classroom, you should first communicate with the teacher. If you feel that the teacher is not responding adequately, contact the principal. If communication fails with the principal, then take the problem to the District Office. The Superintendent or designee will want to know that you have attempted to handle a problem in this way before bringing it to their attention.

ASSAULT AND BATTERY

The ESD expects all staff and volunteers to be treated with respect and dignity in all forms of communication and social media.

18-916. ABUSE OF SCHOOL TEACHERS. Every parent, guardian or other person who upbraids, insults or abuses any teacher of the public schools, in the presence and hearing of a pupil thereof, is guilty of a misdemeanor. History: [18-916, added 1979, ch. 227, sec. 2, p. 626.]

Our school expects all students to learn and understand our school expectations. The following table explains the specific expectations for each area of our school.

Location	Bathroom Expectations	Hallway Expectations	Cafeteria Expectations	Playground Expectations	Event Expectations	
Voice Level	2	0	2		0	1
Be Safe	I will use my inside voice I will keep feet on the floor I will walk I will keep hands, feet & objects to myself	I will use my silent voice I will walk I will be mindful of others' personal space	I will use my inside voice I will stay in line I will eat my own food I will walk I will be mindful of others' personal space	I walk or skip on the blacktop I will use equipment as it is intended I will keep hands, feet & other objects to myself I will choose school appropriate games	I will keep hands, feet & other objects to myself	
Be Responsible	I will use my inside voice I will respect the privacy of others I will use bathroom & supplies correctly I will flush the toilet I will wash my hands with soap & water	I will use my silent voice I will stop at intersections I will walk on right side I will face forward	I will use my inside voice I will eat the food I take I will use good manners	I will use my outside voice I will care for & return equipment to bins I will stop playing when the bell rings I will be in line on time	I will demonstrate appropriate audience skills I will follow the presenter's instructions I will look to the teachers for guidance	
Be Respectful	I will use my inside voice I will respect the privacy of others I will use bathroom & supplies correctly	I will use my silent voice I will be mindful of others' personal space	I will use my inside voice I will use good manners	I will use my outside voice I will be be mindful of others' personal space I will be be kind I will use good manners	I will be a good listener: 1. Voices off 2. Eyes on speaker 3. Body facing speaker	
Be Honest	I will follow the rules posted in our bathrooms I will not blame other for my wrong actions	I will follow the posted rules for our school I will be proactive and choose your actions, attitudes and moods	I will use positive behavior I will eat my own food	I will follow the posted recess game rules I will look for other alternatives when conflicts arise	I will say NO to things I know I should not do	

PROGRESSIVE DISCIPLINE OUTLINE

All students must be knowledgeable of the school rules as they relate to conduct and discipline. The teacher deals with minor discipline concerns in the classroom. If a student repeatedly violates rules, the teacher involves the parents. If the behavior does not improve (becomes a major), the teacher, principal and parents work together to discuss next steps for the student. The team will determine the best support for the student using the Progress Discipline Matrix.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR

Behaviors are classified as either Minor or Major Disruptions

Minor Disruptions are minor inappropriate behaviors which are socially inappropriate and disruptive to the learning process. They violate the Teach-To's (school rules) that each student is taught in depth by their teacher. There are three basic questions a teacher asks themselves when a behavior occurs in the classroom.

1. Can I still teach? 2. Can the other students still learn? and 3. Can the individual misbehaving still learn?

If the answer is "no" to any of these three questions, then the behavior must be addressed. The consequences for **Minor Disruptions** will usually be administered by the teacher. The consequences can include: verbal refocus, lost recess time, detention, etc. and will be determined by the teacher or staff member who observes the behavior.

Major Disruptions are those behaviors which simply will not be tolerated in our school. If a student violates our school rules, the student will be sent to the principal, a discipline referral will be issued, and a phone call or other notification will

be made to a parent. For repeated behavior concerns, the teacher, principal and parent will meet to discuss other options and determine a plan. This meeting could include a Functional Behavior Assessment with student, parent and teacher input.

Emmett School District K-5 Elementary Progressive Discipline Matrix

All offenses will be investigated thoroughly and may result in the following consequences.

Offense	Level 1	Level 2	Level 3	Level 4
Academic Misconduct (Cheating, Plagiarism)	School-Based, student given a zero on assignment	ISS	OSS	LTS/Expulsion
Assault (student to student or student to adult)	OSS 1-5 Days	OSS 6-10 Days	LTS	Expulsion
Bomb/Explosive Device	OSS	OSS	LTS	Expulsion
Bullying, Intimidation, Harassment, or Threats	School-Based	ISS	OSS	LTS/Expulsion
Computer/Network Misuse	School-Based	ISS	OSS	LTS/Expulsion
Drugs, Alcohol possession, distribution use of	School-Based if Tylenol, Advil, non-illegal drugs	Law enforcement notified, parent notified, 3-5 days OSS	Law enforcement notified, parent notified, LTS	Law enforcement notified, parent notified, Expulsion
Disruption of learning- minor	Teacher-Based	School-Based	See major	See major
Disruption of learning- major	School-Based	ISS	OSS	LTS/Expulsion
Dress Code	Teacher-Based	School-Based	ISS	OSS
False Threat or Alarm	OSS	OSS	LTS	Expulsion
Fighting	School-Based	ISS	OSS	LTS/Expulsion
Firearm	N/A	N/A	Law enforcement notified	Expulsion
Horseplay	Teacher-Based	School-Based	ISS	OSS

Identity-Based Hate Speech, Bullying, Cyber Bullying (on or off campus) or Harassment	School-Based	ISS	OSS	LTS/Expulsion
Other Dangerous Weapon (Non-Firearm)	School-Based	ISS	OSS/Law enforcement notified	Expulsion
Profanity - non directed	Teacher-Based	School-Based	See directed	See directed
Profanity - directed	School-Based	ISS	OSS	LTS/Expulsion
Refusal to Relocate/ Insubordination	School-Based	ISS	OSS 1-5 Days	OSS 6-10 Days
Sexual Harassment	School-Based	ISS, Title IX alert	OSS	LTS/Expulsion
Tardiness/Absenteeism	School-Based	Contract	Student Attendance Review Board (SARB)	Online School or Expulsion
Theft	School-Based	ISS	OSS	LTS/Expulsion
Vandalism/Graffiti	School-Based, repair or replace	ISS	OSS, Law enforcement notified	LTS/Expulsion
Vaping or Tobacco possession, distribution, use of	Law enforcement notified, parent notified, ISS	Law enforcement notified, parent notified, OSS	Law enforcement notified, parent notified, LTS	Law enforcement notified, parent notified, Expulsion

Acronyms: ISS: In-school suspension; OSS: Out-of-school suspension; LTS: Long-Term Suspension

Explanations:

- School-Based - Loss of privilege (recess, lunch or after school detention), Parent, Teacher, Principal, Student Conference
- Refusal to Relocate—e.g. running away from school staff, refusing to leave classroom, refusing to go to office when instructed to do so
- False Threat or Alarm—severe consequences may be in order due to the potential for fire alarms to play a role in school shootings, e.g. Jonesboro (1998) and Parkland (2018).
- Other Dangerous Weapon (Non-Firearm): Knife, stun gun, pepper spray, chemical, crowbar, baton, etc.

The following flow chart describes the varying levels of interventions and consequences based on specific behavior concerns.

Emmett School District Elementary School Behavior Flow Chart

Teacher Managed – Minor Behavior Incident Record

Level 1 – Redirection Minor behaviors that affect students with minimal classroom interference and should be addressed in the classroom.	Level 2 – Correction Form: Behavior Tracking Document for Persistent Behaviors (Huskie Hub) Behavior interferes with the learning of others. Teacher assigned consequences with documentation and parent/guardian contact (phone call made if no response to email).
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Behavior Examples	• Dishonesty • Off Task/Distracted/Not following directions • Disruption (noises, playing, bathroom passes, talking, interrupting) • Peer Conflict (rude comments, name calling, invasion of personal space) • Minor Defiance/Disrespectful interactions (ignore, denial, avoiding task, arguing) • Dress Code violation • Property Misuse • Electronics Violation (unassigned websites, games, having electronics from home, mistreating equipment) • Irresponsibility (unprepared for class, not completing work, sleeping in class) • Minor inappropriate physical contact or displays of affection • Inappropriate language without ill intent (profanity) • Tardiness	Behavior Examples	• Persistent Level 1 (min 2 times) • Stealing- minor (ex. eraser, pencil) • Distracting others on purpose • Constant inattention/off task (requires documentation) • Moderate horseplay with safety issues like tripping and pushing • Arguing (with the teacher or rude to adults) • Refusal to comply • Lying/Cheating • Technology violation (phones out in class) • Leaving class without permission • Student shuts down and refuses to participate in activity and/or keeps others from participating
Intervention Menu	• Pre-teaching or Pre-correcting • Redirect or warning • Think time/chill time • Environment Change • Loss of privileges • Teacher visual, non-verbal, or physical prompt • Teacher proximity • 2 x 10 Referral • Join the Game • Build relationship with student • Lunch with the teacher • Teacher clarified and retaught behavior • Student models appropriate behavior • Teacher conference with student • Student is moved to another seat in the classroom • Student needs to apologize to teacher/class • Restitution to make up for lost classroom time • Student needs to write an action/remediation plan • Teacher calls home with student from the classroom • Note sent home with parent signature required	Intervention Menu	• Contacting parent/guardian must happen • Seat change • Loss of privileges • School Community Service (during the school day) • After School Program • Behavioral contract/action plan • Detention with teacher • Conference with student/teacher • PBIS strategy from website • Meeting with teacher(s) or mediators • Students makes amends/apologizes • Time in Buddy Classroom • Removal from class with a “Time Out” approach or refocus • Student models appropriate behavior multiple times • Teacher calls home with student from the classroom • Note sent home with parent signature required written by teacher After two to four out-of-classroom opportunities then referral to the MTSS or PBIS Team for assessment and strategic intervention.

Administrative Managed – Major Behavior Incident Report

Level 3 – Administrative Referral Form: Major Behavior Incident Form	Level 4 – Harmful/Illegal Form: Admin will fill out documentation in Milepost
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Behavior affecting the teaching environment. Teacher fills out major behavior incident form.			Harmful/Illegal or Chronic Behavior (Authorities Notified - goes in permanent file)		
Behavior Examples	● Persistent Level 1 & 2 (minimum 3 documented level 2 incidents) ● Harassment - If continued would constitute Bullying ● Intimidating verbal or body language ● Stealing-major (ex: valuables, school property) ● Actions that threaten the safety and/or privacy of other students without malicious intent ● Verbal disagreements and swearing that lead to physical contact ● Physical aggression or clear the room ● Disrespect/non-compliance to adult (trying to instigate a fight) ● Inappropriate and/or intentional misuse of electronic devices, school property, or personal property ● Destruction or disfigurement of property or minor vandalism ● Abusive/inappropriate language (sexual, racial or prejudice)		Behavior Examples	● Persistent Level 1, 2 & 3 (minimum 5 documented incidents) ● Fighting/Physical Aggression resulting in serious harm/injury physically, emotionally, mentally etc. ● Actions that threaten the safety and/or privacy of other students with malicious intent ● Vandalism ● Theft belonging to ESD, students, staff, or visitors ● Verbal/physical/emotional/cyber bullying ● Possession of weapons, ammunition, tobacco, vape, or illegal substances ● Self-harm and threats of self-harm ● Truancy ● Sexual misconduct	
	Intervention Menu	● Contacting or mtg. w/ parents/guardians ● Check in Check out sheet ● Loss of privileges or electronics ● Community Service ● Behavior contract/action plan ● Restitution ● In school suspension		Intervention Menu	● Removal from class (another classroom or Reset Room) ● Conference student/teacher/parent/administrator ● Lunch detention (restorative work or time) ● Meeting w/teacher(s) mediators ● Consequence(s) and additional actions to be determined for each situation at the discretion of admin. ● PBIS strategy from website
			● Contacting Parents/Guardians ● Consequence(s) and additional actions to be determined for each situation at the discretion of admin. ● Behavior Action Plan		
			● In school suspension ● Suspension ● School Resource Officer Referral ● Referral to board for expulsion		

PROGRESS REPORT POLICY

Students will receive progress reports (1st and 3rd quarters) in addition to semester report cards.

COMMUNICATION OF ACADEMIC PROGRESS

Progress reports are discussed during Parent-Teacher Conferences. Letter grades are not given to students in grades K-3. Instead, report cards will indicate progress on Idaho State Standards and grade level skills that are being taught and assessed. Students in K – 3rd grade do not have an honor roll system. However, students who maintain strong academic achievement are honored for their efforts through recognition, and through classroom incentives. Please check with your child's teacher for more information. The following grading scale is used:

GRADING SCALES

<u>K, 2, and 3rd</u>	<u>K, 1st and 2nd Grade Standards Based</u>	<u>4th & 5th</u>
4=Outstanding 3=Meets Expectations 2=Needs Improvement 1=Extreme Area of Concern	3 - Mastered the Standard 2 - Developing 1 - Extreme Concern	90-100 =A 80-89 = B 70-79=C 60-69=D 59 or below=F

NA = Not Assessed at this Time

* = Modified Curriculum being Provided

Parent Notification of General Education Instruction & Intervention

Every student has the right to receive grade-level, general education instruction, to meet Idaho Content Standards that apply to all students, and to receive general education interventions when progress toward grade-level standards is not as expected. Parents and guardians have the right to know about their child's performance, progress, and the strategies being used to support their learning, including any research-based interventions. Below is an overview of key strategies in the Emmett School District to support this process.

Progress Monitoring of Students

The Emmett Independent School District *Policy 2100* ensures students are continuously monitored to assess their progress. This may include a variety of assessments, such as:

1. Standardized tests;
2. Criterion-referenced tests;
3. Formative and summative assessments;
4. Ongoing classroom evaluation;
5. Actual communication assessments such as writing, speaking, and listening assessments;
6. End of course assessments;
7. Samples of student work and/or narrative reports passed from grade to grade; 8. Samples of students' creative and/or performance work; and
9. Surveys of carry-over skills to other program areas and outside of school.

Strategies to Improve Learning

Some common practices in the Emmett School District include:

1. Tiered Systems of Support: Frameworks like Response to Intervention (RTI) or Multi-Tiered Systems of Support (MTSS) to provide varying levels of support based on student needs. This approach includes:

- **Tier 1:** Universal instruction for all students, focusing on high-quality teaching practices and proactive classroom management.
- **Tier 2:** Targeted interventions for students who need additional support beyond Tier 1, often provided in small groups.
- **Tier 3:** Intensive, individualized interventions for students with significant learning needs who require more substantial support.

2. Universal Design for Learning (UDL): UDL principles create a flexible learning environment that accommodates diverse learners by providing multiple means of engagement, representation, and action/expression. This approach ensures that all students have equal opportunities to access, participate in, and demonstrate their learning.

3. Differentiated Instruction: Tailor teaching methods and materials to accommodate diverse learning styles, abilities, and interests, ensuring that all students can access and engage with the content.

4. Active Learning: Incorporate interactive activities such as group discussions, hands-on projects, and problem-solving tasks to make learning more dynamic and engaging.

5. Scaffolding: Provide structured support and gradually reduce assistance as students gain independence and mastery over new concepts and skills.

6. Technology Integration: Utilize educational technology and digital tools to enhance learning experiences, provide additional resources, and facilitate interactive and personalized learning.

7. Mastery Based Education Practices: Focuses on students demonstrating competence in knowledge and skills before advancing, regardless of time or pace.

8. Positive Behavioral Interventions & Supports (PBIS): A tiered framework that supports students' academic, social, emotional, and mental health needs, improving overall school climate and success.

K-3 Reading Intervention

The Emmett School District *Policy 2125* outlines the K-3 Reading Intervention program. This program aligns with the Idaho State Board of Education's Comprehensive Literacy Plan and employs research-based literacy practices to address students' reading deficiencies. Key elements include:

1. **Intervention Program:** The district provides reading interventions for K-3 students with reading deficiencies, identified through statewide assessments. The program offers intensive instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students scoring below basic will receive at least 60 hours of supplemental instruction, while those scoring basic will receive at least 30 hours.
2. **Reading Improvement Plan:** Students with a reading deficiency will receive an individualized improvement plan within 30 days, developed with input from the teacher, principal, parents/guardians, and relevant school staff. If parental participation is not possible, the plan will be created by school personnel. Students who reach grade-level proficiency may be removed from the plan, with prior parental notification.
3. **Parental Notification:** Parents/guardians of students with reading deficiencies will be notified in writing with details about the deficiency, the services provided, and available intervention options, including the reading improvement plan and targeted interventions.

STATE ASSESSMENTS

Accurate assessment of student achievement is essential in ensuring academic growth for all students. Each student will have individualized goals based on the results. Emmett School District #221 utilizes state and district-developed assessment tools to ensure that a full range of assessment data is available for parents and school personnel. These data are used in determining placement, participation in extension and remediation programs, and communication of progress as measured against Idaho Core Standards and district curricula. Students are required to participate in State and local assessments. Idaho Law requires schools to administer state assessments to all students annually. Academic growth will be shared with parents during parent/teacher conferences and end of the year statewide/district assessments will be sent home at the end of each school year.

A PROGRAM TO HELP STUDENTS LEARN!

FAQ: School Wide Title I Program at Emmett School District

What is Title I Schoolwide?

A Title I Schoolwide program allows funds from Title I, Part A of the Elementary & Secondary Education Act (ESEA), along with other Federal and non-Federal program funds and resources, to upgrade, reform, or improve teaching and learning in schools with the highest levels of poverty.

How was this school chosen to participate?

This school provides Title I assistance to all students, based on overall economic need.

Which students in the school participate in the Title I Schoolwide program?

In a Schoolwide program, identification of specific individual children is not required. Instead, at-risk groups within the whole school are identified for intervention. A school is ultimately responsible for the academic success of every member of its population.

How is a student chosen to participate?

All students may participate. Student need is based on a variety of assessments, including the Idaho State Assessment Test (ISAT), and the Idaho Reading Indicator (IRI), to determine their level of proficiency.

How does the program work?

Title I reading specialists and paraprofessionals provide reading and/or math assistance. Paraprofessionals work in the classrooms with small groups of students under the classroom teacher's direction. Some students may work in the Title I room with a Title I teacher or paraprofessional on skills needed to bring them to grade level.

How does this benefit my student?

All students benefit from increased teaching manpower and small group instruction. Through the use of certified teachers and paraprofessionals, every student is targeted for Title I assistance and has the opportunity to receive intensive instruction. Students are accelerated so that they will be able to meet or exceed district and state standards.

How can parents get involved?

Under Title I federal law, parent involvement is very important. If you have any questions or comments, please contact the school. You can also contact the Director of Federal Programs at the district office by calling 208-365-6301.

The existence of the Title I Schoolwide program in our schools provides valuable opportunities for our students. Because it is a federally funded program, there is a need for local oversight and parental input into how the program should operate. Please let the building principal know if you have an interest in providing input or volunteering in our schools. You are urged to find out more about Title I and to become involved in the education of your student. If you do not want your child to participate in Title I services you may opt out by calling the building principal at the school your child attends.

Emmett School District
Regarding Right to Receive Teacher Information

Dear Parent/Guardian:

Federal law requires that each school district receiving Title 1 funds notify parents of each student attending any school receiving these funds that information regarding the professional qualifications of their child's classroom teacher(s) may be requested.

As a parent of a student attending a school receiving federal program funds, you have the right to know:

- Is my child's teacher licensed to teach the grades and subject(s) assigned?
- Is my child's teacher teaching with a provisional license, meaning the state has waived requirements for my child's teacher?
- What is the college major of my child's teacher?
- What degree or degrees does my child's teacher hold?
- If there are instructional aides working with my child, what are their qualifications?
- If my child is or will be taught for 4 or more consecutive weeks this year by a teacher who is not highly qualified, will I be notified in a timely manner?

To request the state qualifications for your child's teacher or instructional aide, please contact Superintendent Craig Woods at 208-365-6301.

Emmett School District
Home and School Compact

What is a School-Parent Compact?

A School-Parent Compact is a jointly developed document created by our Parent Involvement Committee and school staff. This document, which is required for our Title I Parent Involvement Plan, outlines how parents, the entire school staff, and students will share the responsibility for improved academic achievement at this school. This compact also describes how parents and our school should build and develop a partnership to help children achieve Idaho's high standards.

District Mission Statement

Emmett School District will prepare all students for individual success.

District Vision Statement

The Emmett School District implements innovative and best educational practices utilizing cutting edge technology and rigorous curriculum. Passionate, visionary professionals guarantee high level learning across all grades. Our district works collaboratively in state of the art facilities to ensure all students are empowered to succeed in life beyond high school.

School & State Goals and Focus Areas

Each school will create annual school goals in the areas of math and reading for each grade level. Parents and staff will have an opportunity to provide feedback on goals in the Fall. Goals are based on standard assessments and other school level factors.

Activities to Build Partnerships (can vary by school)

- Parent - Teacher Conferences
- Literacy & STEAM Nights
- Classes for Parents and Families
- Monthly PTO Meetings
- School Newsletter
- Christmas Program
- Fall and Spring Community Dances
- Field Day
- Huskie Hustle
- Trunk or Treat

Teachers, Parents, and Students - Together for Success

Teacher Responsibilities

I understand the importance of the school experience to every student and my position as a teacher and a role model. I agree to:

- Be aware of your child's needs.
- Communicate with you about your child's progress frequently.
- Teach basic concepts and skills to your child to meet state student achievement standards.
- Motivate and encourage your child to practice academics at home.
- Hold parent/teacher conferences annually.
- Deliver high quality curriculum and instruction.
- Provide materials for home to enhance literacy and other academic subjects.

School Principal Responsibilities

I support and encourage student/parent/teacher compacts and partnerships. I will:

- Provide an environment that permits positive communication between the student, parent, and teacher.
- Encourage teachers and parents to provide regular opportunities for practicing academics at school and at home.
- Provide equal and fair opportunities to access staff and the opportunity to volunteer.

Student Responsibilities

Student: It is important that I do my best. I know my parents and teachers want to help me, but I am the one who has to do the work. So, I will:

- Believe that I can and will learn.
- Be responsible for my behavior.
- Give work and school papers to my parents/caregiver.
- Pay attention and ask for help when needed.
- Complete class work on time and to the best of my ability.

Family Responsibilities

Parent/Caregiver: I want my child to succeed. I will encourage him/her by doing the following:

- Encourage positive attitudes about school.

- Support the school discipline policy and school policies.
- Make sure my child attends school regularly.
- Encourage my child to get enough sleep and to eat nutritious meals.
- Establish with my child a place and time to study and a daily reading time.

PARENT VOLUNTEER

We need “YOU and YOUR” ideas!

Elementary schools love parent volunteers who assist the school in a variety of ways. We have volunteers that come and read and do math facts with students from classes. Volunteers help with many events including: Book Fairs, Family Nights, Science Fairs and Reading Nights.

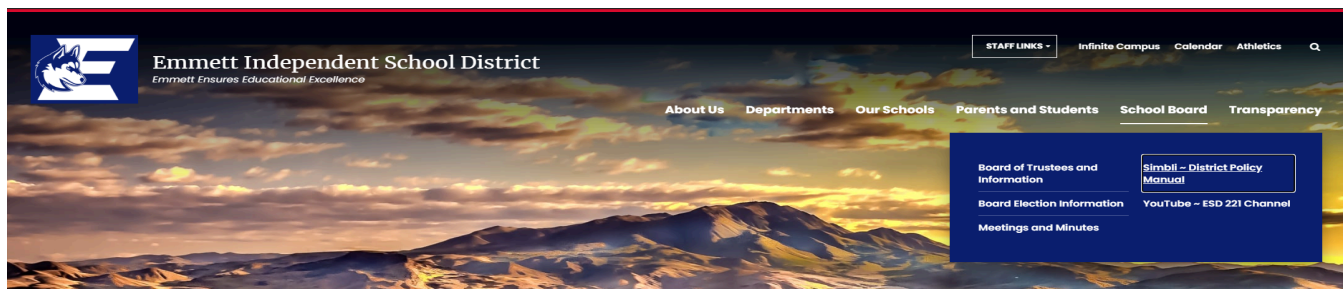
PTO/PAC

We have a PTO/PAC Parent Teacher Organization/Parent Advisory Committee group and they help with many functions- fundraising, Dominos Dough Night and various school events. Please sign up to be on the PTO/PAC committee. We would welcome your input. Contact your school office for more information and the website information.

The staff appreciates all the work and effort of the PTO/PAC and want to thank each of you for your service and willingness to support your children and the staff at our elementary school. THANK YOU!

CURIOUS ABOUT SCHOOL DISTRICT POLICIES?

Find all of the Emmett School District policies online here, starting with emmettschools.org and then click on “School Board” then Simbli Board Minutes/Policies link as noted below in the image.



POLICY 2390: EDUCATION OF MIGRATORY CHILDREN

Adopted on: 11/08/2021

Purpose

In accordance with the Board’s philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for all students who qualify as Migratory Children under applicable provisions of state and federal law and/or this Policy. The purposes of the program are:

1. To implement a high-quality and comprehensive educational program and to provide educational services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children.
2. To ensure that migratory children who move around the United States are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging state academic standards.
3. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.
4. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to succeed in school.

Eligibility

Children are eligible to receive District services if they fall within the definitions below:

- **Migratory child:** The term “migratory child” means a child or youth who made a qualifying move in the preceding 36 months:
 - A. As a migratory agricultural worker or a migratory fisher; or
 - B. With, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.
- **Migratory fisher:** The term “migratory fisher” means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, then the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.

Qualifying move: The term “qualifying move” means a move due to economic necessity:

- A. From one residence to another residence; and
 - i. From one school district to another school district, except:
In the case of a state that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or
 - ii. In the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.
- B. The term “in order to obtain”, when used to describe why a worker moved, means that one of the purposes of the move is to seek or obtain qualifying temporary employment or seasonal employment in agricultural work or fishing work.
- C. If a worker states that a purpose of the move was to seek any type of employment, i.e., the worker moved with no specific intent to find work in a particular job, the worker is deemed to have moved with a purpose of obtaining qualifying work if the worker obtains qualifying work soon after the move.
- D. Notwithstanding item D above, a worker who did not obtain qualifying work soon after a move may be considered to have moved in order to obtain qualifying work only if the worker states that at least one purpose of the move was specifically to seek the qualifying work, and:
 - i. The worker is found to have a prior history of moves to obtain qualifying work; or
 - ii. There is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available.

Plan Requirements

The District's Plan shall, at a minimum, include provisions to accomplish the following goals and directives:

1. **Performance targets:** The plan must specify:
 - A. Performance targets that the State has adopted for all children in reading and mathematics achievement, high school graduation, and the number of school dropouts, as well as the State's performance targets, if any, for school readiness; and
 - B. Any other performance targets that the State or District has identified for migratory children.
2. **Needs assessment:** The plan must include an identification and assessment of:
 - A. The unique educational needs of migratory children that result from the children's migratory lifestyle; and
 - B. Other needs of migratory students that must be met in order for migratory children to participate effectively in school.
3. **Measurable program outcomes:** The plan must include the measurable program outcomes (i.e., objectives) that a State's migrant education program will produce to meet the identified unique needs of migratory children and help migratory children achieve the State's performance targets identified in paragraph (1)(A) of this section.
4. **Service delivery:** The plan must describe the strategies that the State Board will pursue on a statewide basis to achieve the measurable program outcomes in paragraph (3)(A) of this section by addressing:
 - A. The unique educational needs of migratory children; and
 - B. Other needs of migratory children.

5. **Evaluation:** The plan must describe how the District will evaluate the effectiveness of its program.

Record Keeping

District records for migratory children should include the following:

1. Immunization records and other health information;
2. Elementary and secondary academic history (including partial credit), credit accrual, and results from State assessments;
3. Other academic information essential to ensuring that migratory children achieve to the challenging State academic standards; and
4. Eligibility for services under the Individuals with Disabilities Education Act.

The District is required to keep financial records to demonstrate:

1. The amount of funds under the grant or sub-grant;
2. How the District uses the funds;
3. The total cost of the program;
4. The share of the cost provided from other sources; and
5. Other records as needed to facilitate an effective audit.

The District must maintain migrant child records for three years after the date the District submits its last expenditure for the time period. If any litigation, claim, negotiation, audit, or other action involving the migrant child records is taken, the records must be retained until the completion of the action and resolution of all issues or until the end of the regular three year period, whichever is later.

For an employee who has both migrant child and non- migrant child responsibilities, the District must maintain appropriate time distribution records. Actual costs charged to each program must be based on the employee's time distribution records. For instructional staff, including teachers and instructional aides, class schedules that specify the time that such staff members devote to migrant child activities may be used to demonstrate compliance with the requirement for time distribution records so long as there is corroborating evidence that the staff members actually carried out the schedules.

POLICY 3050: DISTRICT ATTENDANCE POLICY

Adopted on: 12/31/2021

The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences, and study in order to reach the goal of maximum educational benefits for each individual child. The regular contact of the students with one another in the classroom and their participation in instructional activities under the tutelage of a competent teacher are vital to this purpose. This is an established principle of education that underlies and gives purpose to the requirement of compulsory schooling in this and every other state in the nation. The good things that schools have to offer can only be presented to students who are in attendance. With continued emphasis regarding excellence in education, all parties involved in attendance can better strive for quality in the classroom. Attendance reflects a student's dependability and is a significant factor on the student's permanent record. Future employers are as much concerned about punctuality and dependability as they are about academic record. School success, scholarship, and job opportunities are greatly affected by a good attendance record.

90% Attendance

The intent of the Board of Trustees is to have students attend school on a regular basis. Regular and consistent attendance results in increased learning. It is also the intent of the Board of Trustees to have the regular classroom teacher present whenever possible. A student's presence in the classroom with the regular teacher contributes to time on task, and time on task contributes directly to learning.

All students must be in attendance in each classroom 90% of the time when that class is in session. No credit will be granted to students missing more than 10% of the time classes are in session. The administration shall adjudicate absences where the total number of days is brought below 90% through doctor's excuses and legitimate illness.

The ONLY absences that WILL NOT be used in calculating the attendance record are:

1. Those that occur due to school-sponsored activities, since these are considered an equivalent educational experience. These exemptions will apply to students participating in sports events, cheerleading, music related events, FFA trips, academic field trips, and others deemed co-curricular;
2. Bereavement in the immediate family (grandmother, grandfather, father, mother, sister, brother). Any extended bereavement may be reviewed by the Board;
3. Subpoenas to appear in court or court-ordered, out-of-District placements for special services; and
4. Illness or hospitalization verified by a doctor's statement.

Absences which will be counted in the 90% limit will include such areas as: family trips; work days; vacations; visiting friends or relatives; out of school suspension; watching tournaments when not an actual participant; hair, medical, dental, or photography appointments; skiing; hunting; court appearances; attending concerts; shopping; or any others not mentioned which are unacceptable to the Board.

Truancy

Attendance at school is more than a legal obligation. It is a privilege. Every child of compulsory school age must be in attendance unless otherwise exempted as provided in Idaho Code §§ 33-204, 205 or as determined by school authorities.

The absence of a student from class or any portion of a class for any reason other than illness, emergency, or activities which have prior approval of the administration is to be considered an unexcused absence and therefore, an act of truancy.

When a student is absent for any reason except for a school-sponsored or an administration-approved absence, an adequate acceptable excuse must be provided within two school days following return to school; otherwise, the absence is classified as unexcused. Parents/guardians, doctors, or other responsible persons should provide excuses for all students except married students or those of age 18 with a current signed parent consent form on file, who may speak for themselves. An advance excused absence for trips, work, hunting, etc. may be provided to students who are passing. An advance excused absence must be approved prior to the absence by the principal and must include adequate provision to make up class work. Students with poor academic standing or who have been truant in the current or preceding semester are ineligible for advance excuses. An advanced excused absence requires the prior approval of each of the student's teachers and the principal.

Any student who is a truant for the first time will have their parents contacted and may be required to serve hours outside the regular school day hours. The second truancy will result in a student-parent/guardian-principal conference and the student may be placed on suspension. Four truanies will result in a recommendation to the Board of Trustees for expulsion from school and the prosecuting attorney will be notified for purposes of filing a complaint against the parent, guardian, or other person responsible for the care of the child in a court of competent jurisdiction. Any parent or guardian of a public school pupil who is found to have knowingly allowed such pupil to become a habitual truant shall be guilty of a misdemeanor.

A student who has been expelled for attendance violations may petition the Board for reinstatement. Such a petition may be granted upon presentation of a firm and unequivocal commitment to maintain regular attendance.

90% Attendance Appeal Process

If a student has lost credit due to excessive absences and the parent/guardian feels there is an extenuating circumstance, they may appeal to the Board of Trustees.

In reviewing written documentation during the appeal hearing, the Board of Trustees will consider the following:

1. Attendance for the preceding semester and/or year;
2. Grade(s) earned in the class(es) where credit was lost and other grades;
3. Make-up work completed and the student's attitude toward school; and
4. Extenuating circumstances. The Board decision and acceptance or rejection of extenuating circumstances is final.

Elementary Attendance Plan - Minimum Required Steps

The following procedures will be followed with some flexibility available to the principal if extenuating circumstances exist.

1. Elementary school sends out an "Attendance Policy" physical mail or email to parents and students starting with 3 absences (per semester).
2. Elementary school sends a letter home after 6 absences (per semester), requesting a parent conference explaining attendance policy and procedure.
3. A meeting with parents to set up an attendance contract will be held prior to a Student Attendance Review Board meeting.
4. Elementary school will email "Attendance Notice" form to parents when student absences reach number 9 (per semester).
5. Going beyond these absences (10% or more per semester) schools will mail a letter home informing parents and students of a request for a Student Attendance Review Board meeting.
6. Accurate reporting of attendance is essential. In order to facilitate communication between home and school regarding student absences, parents are asked to contact the office or leave a message on the school's answering machine when their student will not be in attendance. The number is 208-365-. The maximum allowable absences is 10% of the total number of school days per year.

TARDY, LATE ARRIVAL, EARLY DEPARTURE DEFINITIONS

See Attendance Policy above.

Attendance for Infinite Campus is based on minutes. There are 380 minutes in a whole school day. If a student must leave school during the day due to illness, doctor or dentist appointment, or other reasons, check out through the office. When the student returns, check back in through the office.

1. The tardy bell rings at 8:30 am. Students may be considered tardy if he/she is not in class and prepared by the tardy bell.
2. A student will be considered absent for at least a half day if he/she misses more than 2.5 hours of the school day.
3. Students who leave early, but miss less than 60 minutes of attendance for the day, will be issued an Early Departure.

EXCUSED ABSENCES

If doctor or dental appointments must be made during school hours, parents should prearrange the absence. A doctor should verify any prolonged illness. Excessive absences without a doctor's note verifying illness could result in the student being declared habitually truant.

CLASSIFICATION OF ABSENCES:

See the full Attendance Policy. Excused absences occur when a student is absent from school with the parent/guardian's knowledge and consent.

- A. Excused absences may include, but are not limited to: student illness, medical or dental appointments, illness of a family member, family conveniences, or pre-arranged absences.
- B. Excused absences will be counted when computing the percentage of attendance (90%) and consequent eligibility for promotion or credit is being considered.

Exempt excused absences occur when a student is absent from school to attend an appointment with professional personnel and the appointment is confirmed with documentation from the professional.

- A. Professional appointments include medical doctors, dentists, counselors, attorneys.

- B. Exempt excused absences will not be counted when the percentage of attendance (90%) and consequent eligibility for promotion or credit is being considered.

School release absences occur when the student misses class(es) due to school-approved activities.

- A. School release absences may include, but are not limited to: class field trips, meeting sessions with school personnel, approved sports events, etc.
- B. School release will not be counted when the percentage of attendance (90%) and consequent eligibility for promotion or credit is being considered.

Tuancy absences will result when any student is absent from school or class(es) without the knowledge and permission of his/her parent/guardian or school authorities.

- A. Tuancy will be counted when the percentage of attendance (90%) and consequent eligibility for promotion or credit is being considered.

Extraordinary absences may result in some circumstances.

- A. Extraordinary absences may include, but are not limited to: long-term, verified illness or medical treatment, and death of a family member or a close friend.
- B. Extraordinary absences will be counted when the percentage of attendance (90%) and consequent eligibility for promotion or credit is being considered.

MAKE UP WORK

Students will be allowed one day for each day that they are absent from school to turn in their assignments. It is the responsibility of the student to collect all missing work resulting from an excused absence. We do not require make-up work in grades K-2 for children who are gone 1-2 days. Students are engaged in direct instruction for most of the school day, so our teachers prefer to meet with your child individually and catch him/her up that way in the event of a short absence. Students who are absent should still read for 20 minutes a day. Upon request, we will provide make-up work for grades 3-5 even for short term absences.

HOMEWORK POLICY

Research recommends that all students have quality time for doing homework. Your child may be required to do homework several times a week. Each grade level will have specific homework requirements. Please check with your child's teacher.

DISMISSAL

School principals must be able to account for all students during school hours.

The following dismissal procedures must be adhered to:

- No elementary school child shall be permitted to leave school prior to the regular dismissal time except by permission of the principal. All children are required to sign out through the office for any early dismissal.
- No pupil will be permitted to leave the school at the request of, or in the company of, anyone other than a school employee, police officer, the parent or the parent designee, and then only with the principal and parent(s) knowledge and consent.
- School hours will be maintained unless decreed otherwise by the Superintendent. Teachers shall not dismiss any class from school attendance prior to scheduled dismissal time.

POLICY 3085: TITLE IX

Title IX is a federal civil rights law passed as part of the Education Amendments of 1972.

This law protects people from discrimination based on sex, including sexual harassment and sexual assault, in education programs or activities that receive Federal financial assistance. Title IX states that:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or

be subjected to discrimination under any education program or activity receiving Federal financial assistance."

What is Sexual Harassment?

- Quid pro quo by an employee;
- Unwelcome conduct that is so severe, pervasive and objectively offensive that it effectively denies a person equal access to a school's education program or activity; and/or
- Sexual assault as defined by the Clery Act, and dating violence, domestic violence and stalking as defined by the Violence Against Women's Act.

[Read Emmett School District's Title IX Policy Title IX Sexual Harassment Grievance Process](#)

To File A Complaint

Leah Barrus

119 N. Wardwell Ave.

Emmett Idaho, 83617

208-365-6301

MCKINNEY-VENTO (HOMELESS) INFORMATION

If your family (or a family you know) lives in any of the following situations: in a shelter, motel, vehicle, or campground, on the street, in an abandoned building, trailer or other inadequate accommodations, or doubled up with friends or relatives because you/they cannot find or afford housing, your/their preschool and school-aged children have certain rights or protections under the McKinney-Vento (Homeless) Education Assistance Act. Students who live in the situations identified above automatically qualify for free and reduced lunch. For more information contact the District Office, 208-365-6301.

MIGRANT EDUCATION PROGRAM

The Migrant Education Program supports educational programs for migratory children to reduce the impact of academic disruptions from repeated moves so that each child receives the same opportunity to meet academic content standards and can overcome barriers to transition successfully into postsecondary education and employment. Contact Program Coordinator Angela Ramos at 208-365-6301.

ENGLISH LEARNER (EL) PROGRAM (TITLE III-A)

The Title III/Idaho Program's mission is to help ensure that English learners (ELs) attain English language proficiency and meet state academic standards, as defined by the Every Student Succeeds Act (ESSA). The District provides instruction that is designed to teach EL students English language skills in all four domains; listening, speaking, reading and writing. Our goal is for all students to become proficient English speakers, listeners, readers, and writers. Contact Program Coordinator Angela Ramos at 208-365-6301.

Note: The following policy only applies to Districts receiving federal funds for the education of migratory children.

POLICY 3270: DISTRICT PROVIDED ACCESS TO ELECTRONIC INFORMATION, SERVICES, AND NETWORKS

Adopted on: 12/13/2021

Internet access and interconnected computer systems are available to the District's students and faculty. Electronic networks, including the internet, are a part of the District's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.

In order for the District to be able to continue to make its computer network and internet access available, all users, including students, must take responsibility for appropriate and lawful use of this access. Students utilizing school-provided internet access are responsible for good behavior online. The same general rules for behavior apply to students' use of District-provided computer systems. Students must understand that one student's misuse of the network and internet access may jeopardize the ability of all students to enjoy such access. While the District's teachers and other staff will make reasonable efforts to supervise use of network and internet access, they must have student cooperation in exercising and promoting responsible use of this access and students must be held responsible and accountable for their own conduct.

Curriculum

In accordance with this policy and the Board's philosophy to ensure the safety of all students, the District shall provide an appropriate planned instructional component for internet safety which shall be integrated into the District's regular instructional program. In compliance with the Children's Internet Protection Act this instruction will include information on the safe use of social networking sites and instant messaging, the characteristics of cyber-bullying, and recommended responses.

The use of the District's electronic networks shall be consistent with the curriculum adopted by the District, as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and shall comply with the selection criteria for instructional materials and library-media center materials. Staff may, consistent with the District's educational goals, use the internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Uses

Acceptable Use: Access to the District's electronic networks must be:

1. For the purpose of education or research and consistent with the educational objectives of the District; or
2. For legitimate business use.

PROCEDURE 3270: UNACCEPTABLE USES OF NETWORK

Adopted on: 12/13/21

The unacceptable uses described in Policy 3270 are considered examples of unacceptable uses and constitute violations of this policy. Additional uses may also be unacceptable. Find **Procedure 3270: District Provided Access to Electronic Information, Services and Networks under School District Policies**, emmettschools.org/domain/876 or ask for a copy at your school office.

Internet Safety

Each District computer with internet access shall have a filtering device that blocks access to visual depictions that are obscene, pornographic, harmful, or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee. The filter may also block other materials students are prohibited from accessing by District policy or procedure. The Superintendent or designee shall enforce the use of such filtering devices.

The District shall require that any vendor, person, or entity providing digital or online library resources to the District for use by students verify they have policies and technology protection measures:

1. Prohibiting and preventing users from sending, receiving, viewing, or downloading materials that are deemed to be harmful to minors, as defined by section 18-1514, Idaho Code; and
2. Filtering or blocking access to obscene materials, materials harmful to minors, and materials that depict the sexual exploitation of a minor, as defined in chapter 15, title 18, Idaho Code.

The District will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing material that is inappropriate or harmful to minors, as defined in section 18-1514 Idaho Code or as defined in 47 USC Section 254.

Filtering should also be used in conjunction with: Educating students on appropriate online behavior;

1. Requiring students review and sign Form 3270F Internet Access Conduct Agreement;
2. Using behavior management practices for which internet access privileges can be earned or lost; and
3. Appropriate supervision, either in person and/or electronically.

The system administrator and/or Internet Safety Coordinator and/or building principal shall monitor student internet access.

Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students age 18 and older.

The Internet Safety Coordinator shall set a process for reviewing student claims that access has been denied to internet material that is not within the prohibitions of this policy and for unblocking such materials when appropriate.

Review of filtering technology and software shall be done on a periodic basis and is the responsibility of the Internet Safety Coordinator. It shall be the responsibility of the Internet Safety Coordinator to bring to the Superintendent or designee any suggested modification of the filtering system and to address and assure that the filtering system meets the standards of Idaho Code 18-1514 and any other applicable provisions of Chapter 15, Title 18, Idaho Code.

Student Use of Social Media

Students will be held accountable for the content of the communications that they post on social media websites and are responsible for complying with District policy. Students may not disrupt the learning atmosphere, educational programs, school activities, or the rights of others.

All requirements of this policy apply to use of social media through the District network or equipment or as part of a class assignment.

Internet Access Conduct Agreements

Each student and their parent(s)/legal guardian(s) will be required to sign and return to the school at the beginning of each school year the Internet Access Conduct Agreement prior to having access to the District's computer system and/or internet service.

Warranties/Indemnification

The District makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its computer networks and the internet provided under this policy. The District is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the internet. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services. The District will not be responsible for any unauthorized charges or fees resulting from access to the internet, and any user is fully responsible to the District and shall indemnify and hold the District, its trustees, administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from such user's access to its computer network and the internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user and attorney fees. The user or, if the user is a minor, the user's parent(s)/legal guardian(s) agrees to cooperate with the District in the event the school initiates an investigation of a user's use of their access to its computer network and the internet.

Violations

If any user violates this policy, the student's access to the District's internet system and computers will be denied, if not already provided, or withdrawn and they may be subject to additional disciplinary action. The building principal will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with their decision being final. Actions which violate local, State, or federal law may be referred to the local law enforcement agency.

If the actions of the individual are also in violation of other District discipline policies, said student shall be subject to additional possible disciplinary action based upon these policies.

Internet Safety Coordinator

The Superintendent shall serve, or appoint someone to serve, as "Internet Safety Coordinator" with responsibility and authority for ensuring compliance with the requirements of federal law, State law, and this policy. The Internet Safety Coordinator shall develop and maintain administrative procedures to enforce the provisions of this policy and coordinate with the appropriate District personnel regarding the internet safety component of the District's curriculum. The Internet Safety Coordinator shall handle any complaints about the enforcement of this policy or refer them to other appropriate personnel depending on the nature of the complaint.

The Internet Safety Coordinator shall maintain documentation evidencing that instruction by school personnel on internet safety is occurring District wide.

Public Notification

The Internet Safety Coordinator shall inform the public via the main District webpage of the District's procedures regarding enforcement of this policy and make them available for review at the District office.

Submission to State Department of Education

This policy shall be filed with the State Superintendent of Public Instruction every five years after initial submission and subsequent to any edit to this policy thereafter.

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days after the day the school receives a request for access.
- Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
- Parents or eligible students who wish to ask the school to amend a record should write to the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a

person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:
 Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

- FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –
- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))

- Information the school has designated as “directory information” under § 99.37. (§ 99.31(a)(11))

POLICY 3295: HAZING, HARASSMENT, INTIMIDATION, BULLYING, CYBER BULLYING

Adopted on: 12/13/2021

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

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

Discipline

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

Notification

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

Procedures

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

Reporting

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

The Board shall review this policy annually.

POLICY 3300: DRUG FREE SCHOOL

Adopted on: 12/13/2021

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

For purposes of this policy, “Drugs” shall mean:

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

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

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

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

The Board shall review this policy annually.

Policy 3335: ACADEMIC HONESTY

Adopted on: 12/13/2021

All school work submitted for the purpose of meeting course requirements must represent the efforts of the individual student. Any form of academic dishonesty is prohibited. Academic dishonesty includes, but is not limited to plagiarism, cheating, forgery, copying or stealing another person's work, allowing another person to copy one's own work, doing another person's class work, creating more than one copy of one's work for distribution, intentionally accessing another's material for the purpose of using it as one's own, downloading information from other sources and presenting it as one's own, unauthorized copying of software, unauthorized use of hard copy or software to develop one's own software. Faculty and building administrators will be responsible for monitoring the above actions.

Where appropriate, parents shall be contacted as soon as practicable to report any alleged academic dishonesty on the part of students. Teachers are granted authority, with the direction and advice of their principals, to exercise their good judgment in applying a range of academic consequences for violations of this policy. Student and parent appeals of any consequences resulting from violations of this policy should be addressed to building administrator(s).

All teachers, beginning especially at the elementary grades, will educate students as to what constitutes academic dishonesty and what is acceptable and unacceptable behavior in our schools. A copy of the Academic Honesty Policy shall be included in student handbooks and shall be distributed to parents via district publications at least annually.

Cheating

Cheating includes, but is not limited to, the following:

1. Copying or attempting to copy another student's homework, quiz, test, essay, or lab report;

2. Cheating on tests through such means as cheat sheets, use of unauthorized electronic devices, and discussion of test information with other students;
3. Obtaining test questions and/or copies of tests outside the classroom test setting;
4. Lending and/or copying from another student's work (homework, tests, projects, assignments);
5. Altering or interfering with grading (forging signatures, changing or inserting answers on work after grading);
6. Allowing another student to copy answers during a test situation;
7. Collaborating with other students on an assignment in direct violation of a teacher's instructions;
8. Using books and electronic information in generating an assignment in direct violation of teacher's instructions;
9. Accessing, taking, and benefiting from copies of tests and quizzes previously used or to be used by teachers unless provided as study guides by the teacher; and
10. Submitting work previously presented in this course or in another course.

Plagiarism

Plagiarism is defined as and includes, but is not limited to, the following:

1. Copying material from the source, including internet sources, without citing the source, or citing the source but omitting quotation marks;
2. Paraphrasing the source without proper citation;
3. Copying stories, in whole or part, which appear in books, magazines, television, or film;
4. Copying directly, without making any changes, alterations, or adaptations from a drawing, painting, illustration, photographic image, or graphic symbol without citing the source;
5. Submitting papers written in whole or part by someone else, including internet sources;
6. Submitting papers on which the student has received substantial assistance from peers and/or adults that dramatically changes the character of the work so that it is no longer the student's own; and
7. Submitting a paper purchased from a research or term paper service, including, but not limited to internet sources.

POLICY 3340: ACTIONS AND PUNISHMENT

Adopted on: 12/13/2021

All students shall submit to the reasonable rules of the District. Refusal to comply with written rules and regulations established for the governing of the school shall constitute sufficient cause for discipline, suspension, or expulsion.

For the purposes of the District's policies relating to corrective action or punishment:

1. "Temporary Suspension" is the exclusion from school or individual classes for a specific period of up to five school days.
The Superintendent or the principal of any school may temporarily suspend any pupil for disciplinary reasons, including student harassment, intimidation, or bullying, or for other conduct disruptive of good order or of the instructional effectiveness of the school. Prior to suspending any student, the Superintendent or principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the Superintendent or principal who suspended him or her on reasonable conditions prescribed by the Superintendent or principal. The Board of Trustees shall be notified of any temporary suspensions, the reasons for them, and the response to them.
2. "Extended Temporary Suspension" is the exclusion from school or individual classes for an additional ten school days. Only the Superintendent or the Board can extend an initial temporary suspension.
3. "Prolonged Temporary Suspension" is the exclusion from school or individual classes for an additional five school days. Only the Board can extend a temporary suspension for an additional five days and only upon a finding that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupils' health, welfare, or safety.
4. "Expulsion" is the exclusion from school. Only the Board has the authority to expel or deny enrollment to any pupil who is an habitual truant, who is incorrigible, whose conduct is such as to be continuously disruptive of school discipline or of the instructional effectiveness of the school, or whose presence is detrimental to the health and safety of other pupils or who has been expelled from another school district in the State of Idaho or any other state. The District will provide written notice of any student who is expelled or denied enrollment to the prosecuting attorney within five days of the Board's actions.

No pupil shall be expelled nor denied enrollment without the Board having first given written notice to the parent/guardian of the pupil stating the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent/guardian may appear to contest the action of the Board. The notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board shall grant the pupil and their parents/guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the Board shall allow a reasonable period of time between notification and the hearing to allow the pupil and their parents/guardian to prepare their response to the charge.

5. "Discipline" constitutes all other forms of corrective action or punishment, including brief exclusions from a class for not more than the remainder of the class period and exclusion from any other type of activity conducted by or for the District. Discipline shall not adversely affect specific academic grade, subject, or graduation requirements, as long as all required work is performed.

Except in extreme cases, students will not be expelled unless other forms of corrective action or punishment have failed, or unless there is good reason to believe that other forms of corrective action or punishment would fail if employed. Suspensions or expulsions shall be used only for instances of serious student misconduct.

Students with disabilities may also be suspended under these same rules if the suspension will not constitute a change in placement. If a student with a disabling condition accrues ten or more days' suspension per incident, the Child Study Team who has knowledge of the student's disabling condition will determine if there is causal relationship between the disabling condition and the student's misconduct. If such a relationship exists, the student's educational placement may not be changed without parental approval or a court order, pending a due process hearing under IDEA.

Likewise, before a recommendation on the expulsion of a disabled student is submitted to the Board, the Child Study Team must meet to determine if there is a causal relationship between the disabling condition and the student's misconduct. The Board shall consult legal counsel before expelling any disabled student.

When a disabled student is acting in such a way that they pose a danger to himself or herself or to another student or property, or substantially disrupts their educational program or that of other students, an emergency suspension may take place. Emergency suspensions may not last longer than ten school days. The principal shall convene the Team to review the student's record before the student is readmitted to school and no later than the tenth day of the suspension.

Once a student is expelled in compliance with District policy, the expulsion shall be brought to the attention of appropriate local or State authorities, in order that such authorities may address the student's needs.

No student shall be expelled, suspended, or disciplined in any manner for any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of the educational process.

POLICY 3350: DETENTION

Adopted on: 12/31/2021

For minor infractions of school rules or regulations, or for minor misconduct, staff may detain students.

POLICY 3370: SEARCHES AND SEIZURE

Adopted on: 12/13/2021

To maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects.

School Property and Equipment as Well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by students, without notice or consent of the student. This applies to student vehicles parked on school property. Building principals may require each high school student, in return for the privilege of parking on school property, to consent in writing to school searches of their vehicle and personal effects therein, when reasonable suspicion of wrongdoing exists.

The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, and other illegal or dangerous substances or material, including searches conducted through the use of specially trained dogs.

Students

School authorities may search the student and/or the student's personal effects in the student's possession when there is reasonable grounds for suspecting that the search will produce evidence the particular student has violated or is violating the law or the District's student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Seizure of Property

If a search produces evidence that the student has violated or is violating the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.



Shadow Butte Elementary
3900 W Idaho Blvd, Emmett, Idaho 83617
Phone 208-365-0877
Jodie Farnsworth, Principal

School Secretary: Kami Dixon
Email: kdixon@isd221.net

We have read and we understand the
Shadow Butte Elementary Handbook and
the following pages:
Community Agreements
Progressive Discipline Matrix
School Policies
Attendance Policy

Parent/Guardian_____ Student_____

Teacher_____ Grade_____ Date_____

Please sign and return to your child's classroom teacher **OR** use this
link to sign this document : [Student Handbook Form](#)