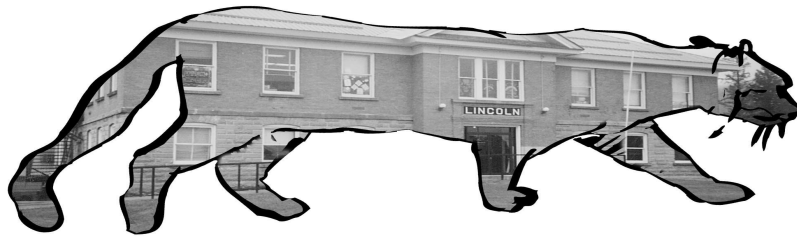


Lake Pend Oreille High School



School year 2024/2025 Handbook

Welcome to LPOHS!

LPOHS is a different kind of school. With our smaller size and passion for working with at-risk students, we are able to provide a high level of support. We also believe YOU can achieve great things. This is our basic pledge to you: high support and high expectations. Since we will be letting you know when you don't meet our expectations of you, we expect you to call us out, respectfully and appropriately, when we fall short of our pledges to you. We are all in this together.

Our Pledge to You	Your Responsibility to Us and Each Other
We will always treat you with dignity and respect.	You will always treat others and us with dignity and respect.
We will model, teach, and expect successful learner behaviors.	You will always strive to become a better learner.
We will make every day valuable.	You will attend every day you are able and be on time.
We will acknowledge positive choices.	You will accept praise and strive to praise others for good choices.
We will provide relevant and practical educational experiences that assist you in acquiring the skills, knowledge, and habits of mind necessary to successfully work and live in our global community.	You will sincerely focus on your effort and attention on your own academic growth.
We will accurately and regularly inform you of all class requirements and your progress toward academic goals.	You will take responsibility for your own learning and complete all assigned work.
We will provide individual assistance when you need it.	You will respectfully ask for extra help when you need it.
We will provide individual, group, and classroom counseling assistance for educational, career, and social/personal issues.	You will be honest and open in counseling situations to your best ability.
We will listen to and fairly consider your concerns about our school.	You will voice your concerns about our school at the appropriate time and in an appropriate manner.
We will do whatever is necessary to keep this school safe for all students.	You will leave all controlled substances and violence behind when you enter this safe place.

ACADEMIC POLICY

Grading System

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-65%

Below 65% = NC (No Credit)

An incomplete (I) will be granted to students who have unpreventable circumstances that have hindered their ability to finish the required coursework by the end of the semester. **After 2 weeks, the incomplete will become a NC, or determined by principal discretion.**

The implication of NC is that the student chose not to do the work or chose not to give full effort. No credit is a natural consequence to student choices. A repeated choice of NC can disqualify a student from enrollment at Lake Pend Oreille High School according to the state alternative school requirements. The state will NOT continue to pay the higher costs of alternative education for students not gaining credits toward graduation.

Credit System

LPOHS operates on a “4x4” schedule. That means that students take four classes that meet every day per quarter. With the addition of 1 credit for Advisory over the course of the year, each student has the opportunity to earn 17 credits per school year. Some students who excel may be offered the opportunity to gain more credits through online courses. Credits are awarded on the following basis:

- 1) **TIME ON TASK** – 60 hours of instructional time required for a full semester credit. (State Required)
- 2) **CLASS SYLLABUS REQUIREMENTS** – all assignments/projects completed.
- 3) **QUALITY WORK** – Student work demonstrates proficiency in the course standards expressed by the instructor.

Flex Period

On some Fridays, LPOHS teachers provide additional support for students who are not learning at a sufficient level. Participation and engagement in this extra support is not optional for students if they are assigned to it. Refusal to attend a Flex Period tutoring session will be considered **truancy**.

Graduation Requirements

LPOHS adheres to the State of Idaho's graduation requirements. Students must earn at least 46 credits distributed as follows:

Content Area	Required Credits
American Government	2
Career Tech Education	2
Consumer Economics	1
Electives	13
English	8
Health	1
Humanities	2
Math	6
Physical Education	2
Science	6
Speech	1
U.S. History	2

OTHER GRADUATION REQUIREMENTS

SENIOR PROJECT	COMPLETED IN SCIENCE OR CAREER EXPLORATION
CIVICS TEST	COMPLETED IN GOVERNMENT
FINANCIAL LITERACY	COMPLETED IN ECONOMICS

Bell Schedules**LPOHS 2024-2025 Bell Schedules**

M, T, R & F	Start	End	Durati on
Advisory	8:00	8:15	0:15
1st Period	8:18	9:39	1:21
2nd Period	9:49	11:10	1:21
Lunch	11:10	11:45	0:35
3rd Period	11:45	1:06	1:21
4th Period	1:09	2:30	1:21
Wednesday	Start	End	Durati on
1st Period	8:00	9:01	1:01
2nd Period	9:11	10:12	1:01
3rd Period	10:15	11:16	1:01
Lunch	11:16	11:51	0:35
4th Period	11:51	12:52	1:01
Flex Time	12:55	1:50	0:55
"Minimum Days"	Start	End	Durati on
Advisory	8:00	8:10	0:10
1st Period	8:13	9:12	0:59
2nd Period	9:15	10:14	0:59
3rd Period	10:17	11:16	0:59
Lunch	11:16	11:51	0:35
4th Period	11:51	12:50	0:59

ATTENDANCE SUPPORT POLICY

You are expected to attend every class every day. When you choose to be present for learning, your chance for success in school and life greatly improves. We expect you to renew your choice to attend LPOHS every day by coming to school on time.

We understand that students sometimes have real reasons for missing school – illness, family events, etc. However, *the learning keeps happening on those days* and students are not excused from that learning, even if they are “excused” by a parent. There are no parts of the required learning that are optional.

Additionally, since we generally don’t assign homework at LPOHS, attendance is a top priority.. Almost every student has been offered this simple deal: if you show up every day and give us your best effort, you will graduate; if you stop coming, all bets are off. That’s true. You must attend this school regularly, even on days you might not feel quite up to it. In the same vein, punctuality (getting to school and class on-time) is essential to a focused and productive learning environment for all students. When you enter a class late it disturbs your ability to learn and your classmates’ also.

To reinforce our shared belief in the effect of attendance on learning, we offer the following supports.

Attendance Policy

- Incentives
 - Students who attend regularly will be recognized periodically for that accomplishment, for example through the 90%-ers Club, which offers special treats during break from time-to-time.
- Closed/Open Campus
 - Students whose attendance becomes problematic, as determined by the staff, may be denied the privilege of leaving campus during lunch for a period of time determined by Administration.
- Denial of Credit
 - In cases where a student’s attendance does not meet the minimum hours to earn a credit as established by the State of Idaho (60 hours), and they have not demonstrated a high level of proficiency, credit may be denied.

Tardy Policy

You are late to class when you are not physically present in the classroom when class begins. The teacher determines if you are late. Each student will be awarded two Lunch Detention Passes per quarter.

If you are tardy you will serve the next available Lunch Detention, located in Randy's room. You must be there within 5 minutes of the beginning of lunch, unless a prior arrangement is made with Randy, or it does not count. If you wish to use one of your passes, it must be presented to Randy within that same time period. Please write your name on your card as soon as you get it.

A Lunch Detention list will be announced and/or published just prior to the Lunch Period, but it is each student's responsibility to know you have Lunch Detention. Simply put, if you've been tardy then you have Lunch Detention. Ignorance of your Lunch Detention status will not be accepted as an excuse for skipping.

Students who skip a Lunch Detention will have Closed Campus for at least 3 days. Violations of Closed Campus will be handled under the District's Truancy Policy.

Students with excessive Tardies may be referred to the ACS and/or Administration for further support.

Truancy Policy

The Board of Trustees considers the act of truancy as an unacceptable act of conduct. The Board defines truant as any student who is absent from school without permission for at least one-half of a standard school period or 30 minutes, whichever is shorter, or who reports to school and then leaves without first receiving permission to leave the school. Each act of truancy in a 24 hour period will be considered a separate incident under this policy. For example, if a student is truant for two consecutive days, that will be considered two acts of truancy.

Site Principals will determine when a truancy occurs and will use the following procedures on a case by case basis. Additional site level consequences may be imposed at any procedure step.

1. Procedure for First Truancy Within a Semester:

- a. A student-administrator meeting will be held upon the student's return to school in which the policy and procedures regarding any further truantries will be reviewed. Notification to parents summarizing the conference, including a copy of this policy will be emailed.
- b. Students currently participating in school activities are subject to LPOSD

Board Policy 2370.

- i. Minor Rule 2: "A participant will not skip class. If the student skips, he/she will automatically forfeit the privilege to compete in the next scheduled activity."

2. Procedure for Second Truancy Within a Semester:

- a. An age-appropriate, school-based consequence will be imposed up to or equivalent to a 1-day in-school suspension.
- b. Student will lose open campus privileges for 1 week.
- c. A parent conference with the principal or designee shall be held as soon as possible after the second truancy.
- d. Closed campus will be enforced with mandatory lunch detention assigned by the administrator.

3. Procedure for Third Truancy Within a Semester:

- a. An age-appropriate, school-based consequence will be imposed up to or equivalent to a 2-day in-school suspension and/or Friday school or after school extended day.
 - i. Friday School may be defined as after school, 1:50-3:30, or a full Flex Friday 8:00 - 3:00.
 - ii. Parking Pass will be suspended.
- b. A problem solving team meeting shall be held with all parties concerned to include increased support systems and re-iterating the consequences for any further truanies.
- c. An Attendance Contract will be written and reviewed outlining potential for more severe consequences which may include loss of credit or change of placement if truancy continues.
 - i. Both student and parent will be asked to sign an Attendance Contract. Failure to sign the Contract shall not release the student from contract obligation.
 - ii. Failure of parents to cooperate in any of the above procedures shall not impede progression to Step #4.

4. Procedure for Fourth Truancy Within a Semester:

- a. An age-appropriate, school-based consequence will be imposed up to or equivalent to a 3-day in-school suspension and/or Friday school or after school extended day.
 - i. Friday School may be defined as after school, 1:50-3:30, or a full Flex Friday 8:00 - 3:00.
 - ii. Attendance in after-school activities/events will not be permitted.
 - iii. School administration may submit a referral to Idaho Dept of Transportation for loss of driving privileges.
- b. If the student is 15 years of age or younger and overall attendance is also

below 90%, a report of educational neglect will be made to Child Protective Services.

- c. A letter shall be sent to the parents/guardians summarizing the actions that have been taken and outlining the consequences for further truanancies.

5. Procedure for Fifth Truancy Within a Semester:

- a. The parents/guardians shall be notified in-person or via telephone.
- b. If student is 15 years of age or younger:
 - 1. An age-appropriate, school-based consequence will be imposed up to or equivalent to a 4-day in-school suspension and/or Friday school or after school extended day.
 - a. Friday School may be defined as after school, 1:50-3:30, or a full Flex Friday 8:00 - 3:00.
 - b. Attendance in after school activities/events will not be permitted
 - ii. Site administrators shall inform the Board designee;
 - iii. The designee of the Board of Trustees shall refer the student to the Prosecuting Attorney as a habitual truant, as required in Idaho Code 33- 206;
 - iv. If overall attendance is below 90%, a report of Educational Neglect shall be made to Child Protective Services.
 - v. If student is 16 years of age or older:
 - 1. An age-appropriate, school-based consequence will be imposed up to or equivalent to a 4-day in-school suspension and/or Friday school or after school extended day.
 - a. Friday School may be defined as after school, 1:50-3:30, or a full Flex Friday 8:00 - 3:00.
 - b. Attendance in after school activities/events will not be permitted
 - vi. Parents/guardians will be informed that any further truanancies will result in a recommendation to the LPOSD Board for expulsion.

6. Procedure for Sixth Truancy in a school year:

- a. The site administrator will contact the LPOSD Board designee and recommend the student for expulsion.

Schoolwide Behavior Management Plan

The Vision

- The LPOHS SBMP creates and maintains a safe, orderly, and supportive learning and teaching environment in which all students achieve greater academic success.

Positive recognition of students who meet clearly explained behavioral expectations is its foundation. Students can predict firm, fair, and consistent responses to inappropriate behaviors, and also a supported opportunity to demonstrate resilience as an aspect of that response.

Goals of the Plan

- Student academic achievement increases.
- The frequency, duration, and severity of disruptive behaviors decrease.
- Students increasingly self-monitor and manage behaviors.
- Student self-esteem increases.
- Students will understand the consequences of specific choices.

Lookfors for Success

- Classes are focused and productive.
- Students respectfully teach behavioral expectations to each other.
- Teachers and students have uniformly positive interactions, even in difficult situations.
- Students attend with great regularity.
- Staff members recognize each other's uniform application of the plan.
- Students are proactive in their educational choices.
- All staff and students feel safe and supported in their day-to-day learning and teaching activities.
- The community, especially those parts immediately surrounding the school, have a positive impression of LPO.
- Students publicly identify themselves with LPO.
- Students report that they like and feel safe at school.
- Staff members report higher job satisfaction.

With these goals and lookfors in mind, all teachers will adhere to this agreed-upon behavior management plan.

Operational Philosophy

We believe that LPOHS students require:

- Consistent expectations maintained across all settings
- Predictable adult responses to misbehavior
- Opportunity to grow and improve
- Regular and sincere recognition for meeting expectations
- Adults who invariably model behavioral expectations

We further believe that all students experience circumstances and/or developmental stages that make learning a lower priority than it should be – we all have bad days. Accordingly, a sound SBMP recognizes the need for understanding and forgiveness while also preserving the learning environment and reducing the frequency of those instances.

The core of our behavior management system remains a personal, respect-based relationship with every student. Still, our overarching purpose is education. To preserve the learning environment for most students, it is sometimes necessary to remove a disruptor from that environment, even though the disruptor will miss instruction or practice. It is our belief that the long-term growth and learning of both the disruptor and his peers is best served by immediate, respectful, and firm consequences for poor behavioral choices.

Student Support Room

Once a student has received a referral, the student will report to their Advisory's classroom as their Student Support Room (SSR). This is a Tier 2 intervention for students who choose disruptive behaviors in the learning environment. The student will enter the room in a non-disruptive way and begin the process of filling out the referral form. If the student is too escalated to go into the classroom calmly, they will be asked to report to the office. If the classroom teacher is engaged in teaching, the student will calmly wait for them to have time to talk with them. If the Advisor feels that they will not be able to process with the student in a reasonable amount of time, they will send them to the office to process with the Principal. The Advisor will then guide the student through three steps: 1) a guided, written self-reflection; 2) cooperative problem-solving; 3) a re-entry plan. The goal is to get the student back into the learning environment as soon as possible while addressing the behavior that got them sent to SSR.

Meeting with their Advisor should be seen as a privilege that can be lost. If the student is disruptive to the Advisor's classroom, they will be directed to the office. If the Advisor is not in their classroom, even if there is a sub there, the student will report to the Principal. Once the student has received more than 3 referrals during one quarter, the student loses the privilege of going to their Advisor and will report to the office for the referral. =[The student may be able to earn back this privilege by working with the Advisor and the Principal to address the behaviors and creating a plan that will stop the student from continuing these behaviors.

The staff member who is processing the SSR will record each student entry into a shared Googledoc. Parents or guardians are notified by the principal every third SSR Referral. All students referred will complete a self-reflection form. The digital copy will be shared with all Advisors.

Level 1 Behaviors

First Step: When a student chooses a Level 1 behavior, the staff member verbally corrects. This verbal correction identifies the behavior and, when possible, names the effect, i.e. "Johnny, when you blurt out answers, it makes it harder for other students to think about their own answers." This should be spoken in calm tones, in close proximity, and with eye

contact when possible. If the student refocuses on learning, the teacher will acknowledge this positive choice at the earliest opportunity.

Second Step: When the student chooses to continue to disrupt, the staff member again verbally cues the student. If the student refocuses on learning, the teacher will acknowledge this positive choice at the earliest opportunity.

Third Step: When the student chooses to continue to disrupt after two verbal corrections, the staff member directs the student to proceed directly to the SSR. The teacher immediately notifies the SSR Supervisor, preferably by using the provided Google Form. If the teacher chooses to call the Supervisor instead, then the form should still be filled out as soon as possible. Students who arrive at the SSR without a referral will be immediately returned to class. It is not necessary to send work with the student since the hope will be that the student will return. If the student does return and refocuses on learning, the teacher will acknowledge this positive choice at the earliest opportunity.

Level 2 Behaviors

When a student chooses a Level 2 behavior, the staff member verbally corrects the student, preferably using verbiage similar to step 1 for Level 1, and then immediately follows the procedure for an SSR referral.

Level 3 Behaviors

When a student chooses a Level 3 behavior, the staff member either escorts the student to administration or contacts administration for immediate consequences. As soon as possible, the staff member will complete an Administrative Referral form. The principal will refer to the Level 3 Discipline Matrix, impose the appropriate punishment, and note that action in the Administrative Referral spreadsheet.

Behaviors at Each Level

Level 1 Behaviors

- Argumentative
- Casual verbal or gestural profanity
- Disruptive noises
- Disruptive Talking
- Inappropriate Display of Affection
- Non-compliance
- Not working (non-disruptive)
- Off-task
- Personal space violations
- Side-talk
- Unapproved eating or drinking (including gum)

Level 2 Behaviors

- Defiance
- Insubordination
- Obscene or sexual acts or talk
- Drug or alcohol talk
- Refusal to work (disruptive)
- Truancy (on-campus)
- Verbal or gestural profanity directed at another student

Level 3 Behaviors

- Assault
- Controlled substances, including tobacco or e-cigarettes
- Failure to report to SSR as directed
- Fighting
- Intentional damage to property of the school or others
- Profanity directed at a staff member
- Refusal to relinquish an electronic device
- Sexual Harassment
- Theft
- Threat of harm
- Truancy (off-campus)
- Weapon, including knives

Sexualizing Our Learning Space

LPOHS is a place for learning. It is not appropriate for any student to act or speak in a way that sexualizes the learning environment because that choice makes it harder for students to learn and for staff to teach. Sexualizing behavior includes ***any action or speech of a sexual nature that makes another student or staff member uncomfortable or unsafe.***

Generally, this includes, but is not limited to:

- discussing real, imagined, or observed sexual acts
- sexual humor
- gender-identity or sexually-related put downs
- display of sexually suggestive or explicit images
- unwelcome touching
- gender-biased statements.

More particular examples include, but are not limited to:

- mis-identifying a student's gender or sexual orientation in a derogatory way
- telling your friends about your sexual activities
- slapping someone on the buttocks

- saying “that’s what she said”
- saying “that’s gay”
- staring or leering
- playing a sexually-explicit rap song on your speakers during
- touching yourself in a suggestive way
- drawing a penis on a desk
- excessive displays of affection
- pulling down someone else’s clothes
- ‘accidentally-on-purpose’ rubbing against someone
- simulating sexual acts.

There is no one definition of sexualizing behavior, but in general it occurs when anyone is offended, put down, disgusted, or made to feel uncomfortable or unsafe by your acts or remarks of a sexual nature. While we understand that these behaviors occur in *teen* culture, they are not acceptable in our *school* culture. If you are unsure about what it means to inappropriately sexualize our shared learning space, seek out our counselor or another trusted adult to find out.

If you are made to feel uncomfortable by anyone’s sexual actions or words, report it immediately to a trusted adult.

If you are observed sexualizing our learning space, you will be immediately referred to the office for counseling and discipline. They will be handled as Level 3 offenses. Offenses that rise to the level of “sexual harassment” will be referred to law enforcement for prosecution.

Uncategorized Behaviors

Sleeping in Class

Students who are physically unprepared to learn in any way should be sent to administration for support. This includes sleeping. Staff members are not asked to differentiate between sleep-as-avoidance and sleep-as-physical-need.

Electronic Devices

Electronic devices of any kind, including phones, music players, and earbuds are treated as a separate category. The policy is, “Off and Away.” That is, students may carry devices with them for use before and after school, during passing time or during lunch, but may not use them in any manner while in the learning environment. Any device that is taken out during the learning time will be immediately confiscated and brought to the office.

- **1st Offense in a Quarter:** the student may pick up their phone at the end of the day and then turn it in at the office each morning for three (3) days.

- **2nd Offense in a Quarter:** the student may retrieve the device at the end of the day, and will be required to check it in at the office for two weeks.
- **3rd Offense in a Quarter:** the student may retrieve the device at the end of the day, and will be required to check it in at the office for the remainder of the quarter, or four weeks, whichever is longer.

Consequences reset at the end of each quarter. Students who are found to have failed to turn in a device as required will be considered insubordinate and subject to standard disciplinary decisions.

Cell phones are students' pass to go to use the bathroom during class. Phones are to be left in the care of the teacher, usually in the sanitizing box, whenever a student goes to the bathroom. Students who fail to do so will be handled as if it is a 3rd Offense.

Under no circumstances are the camera capabilities of devices to be used during the school day.

Common Areas and Lunch

It is fair that the consequences for misbehavior during student "free" time are a loss of free time in that it reinforces the understanding that unstructured social interaction is a privilege in a school setting, not a right. Accordingly, students are verbally corrected twice and then referred to Administration for consequences, usually during lunch periods in the Purple Room.

SUSPENSION PROCEDURES

Although remediation steps are utilized before any suspension is invoked, there are situations that may require immediate suspension: physical assault and battery, violation of the LPOSD #84 Drug and Alcohol Policy, violation of the LPOSD #84 Weapons Policy, and direct insubordination, as deemed necessary by Administrative determination.

Students are granted Due Process Rights before a suspension is invoked:

Prior to suspending a student, the Principal will grant an informal hearing on the reasons for the suspension and must also give the student the opportunity to challenge those reasons.

- The Principal may temporarily suspend any student for disciplinary reasons or for other conduct that is disruptive or interferes with the effectiveness of the school. The Superintendent and the Board may extend the suspension.
- If the student's presence at school poses a safety threat, or if the student must otherwise be immediately removed from school, the informal hearing should be scheduled as soon as practical.
- Notice of the disciplinary action should be provided to the parent.

Upon returning to school the student must attend a "re-entry" meeting with the Principal, Advisor and Counselor. Parents are encouraged to attend this meeting.

Campus Security Officer Role and Responsibilities:

The Campus Security Officer (CSO) assumes the responsibility, role, and duties as guardian and safe keeper of the school campus and is responsible for detecting, preventing, and neutralizing any potential threat that could impact or compromise the safety of the school campus, occupants, and children. In addition, the CSO is a member of the school community; thus, building relationships and interacting with students and staff in the schools they serve is also a priority.

HARASSMENT POLICY

In the LPOHS community of learners, we understand that any form of harassment is unacceptable. Everybody has a right to feel safe at school. This includes every race, religion, ethnicity, gender, sexual orientation, income level, education level, body type, or any other category that identifies a person. Harassment of students or staff will be considered a suspendable choice. Students who repeatedly choose to disrupt the learning of others in this way will be asked to leave LPOHS permanently. See board policy below.

DRESS CODE

Appropriate student dress is in the best interests of all LPOHS community members. It is about the health, safety, and well-being of students and maintaining an appropriate educational environment, free from distractions to learning. For these reasons, students are expected to dress appropriately for school. A general guide would be for students to feel free to express themselves through their clothing, but not in a way that inhibits a positive and respectful learning environment. The following guidelines are requirements for student dress at school or any school sponsored event.

- No clothing (including hats) that promote drugs, alcohol, tobacco, contain profane, crude, vulgar, or sexually explicit comments, marginalizes any group of people, or are identified in the community with gang behavior.
- Shoes must be worn at all times.
- All clothing must cover the belly and buttocks for males and females, and undergarments should not show during normal activity.
- Shorts/skirts need to be worn at an appropriate length. Shirts/tops may not reveal excessive amounts of the chest areas for males and females.
- Students' eyes and ears must be visible to the teacher at all times.

Students found to have inappropriate or distracting attire will be asked to change immediately. If students do not have an appropriate change of clothes, they will be provided. Inappropriate dress includes clothing that contains symbols, words, or pictures that are alcohol/drug or gang related, are sexually explicit, or deemed inappropriate by the building Administrator. The third occurrence may result in suspension until the student chooses to attend LPOHS with appropriate appearance and dress.

APPROPRIATE LANGUAGE

Students attend LPOHS to learn, among other things, how to express themselves appropriately in a more formal setting. We ask that students practice this skill for the entire time they are on-campus. Some language that may be appropriate among family and friends outside of school is not appropriate for school. Profanity and inappropriate discussions are not allowed. In-class use of inappropriate language will be handled through the SSR process. Other instances generally will be handled through coaching, although major or repeated bad language choices may result in direct

discipline. When students repeatedly demonstrate an inability to make good language choices, they may lose passing time and/or lunch privileges, or in some cases be suspended from school.

VISITORS

To preserve the learning environment, no visitors or non-LPOHS students will be allowed in class or on school premises during class times. Parents are welcome at any time—please sign in at the office and receive an authorized visitor badge. Unauthorized people will be asked to leave campus; the second time may result in law enforcement involvement. These measures are necessary to ensure the safety and welfare of students and staff. All visitors to campus must sign in at the office prior to going to a specific classroom.

PETS

Pet visitations **ARE NOT** allowed due to student allergies and distractions to the educational process. Science labs or an occasional therapy process may occasion temporary pet visits, in which case students must always secure an authorization pass for visiting pets on campus prior to their visitation.

TELEPHONE USE

The student telephone may only be used during non-class times, except in cases of emergency. Parent messages are delivered as promptly as possible.

CLOSED/OPEN CAMPUS

DURING LEARNING AND PASSING TIME

Students are not to leave school grounds during learning time except by prior parent request. In accordance with our school attendance policy, all such disruptions to the learning process will be considered absences. It is strongly recommended that all necessary appointments should be scheduled outside of the school day. Students may leave school grounds for approved educational experiences only when accompanied by a school staff member. Students are expected to stay at school once they arrive in the morning. Students who arrive on a bus are already considered in the custody of the school, and may not leave campus after their arrival on school grounds.

DURING LUNCH

Campus is open at lunch for all students who respect that privilege by: 1) respecting our community while off-campus, and 2) returning to school on time for their next class.

Campus may be closed for individuals or the entire school at any time by Administrative action.

USE OF TOBACCO DURING LUNCH OPEN CAMPUS

Underage students may not use tobacco or nicotine in any form during off-campus lunch. Students who are of legal age to use tobacco and wish to do so during the off-campus lunch should discuss their options with the principal. Under no circumstances may a student, regardless of age, be in possession of tobacco or nicotine on-campus. Use of tobacco while off-campus during lunch will result in the loss of Open Campus privileges for that student for a period of time determined by Administration.

OFF CAMPUS BEHAVIOR – THE COMMUNITY CONTRACT

We go to school and work in a mixed residential/business neighborhood. It is part of our school community's mission to be good neighbors. This means that we keep it clean, use acceptable language at reasonable volumes, walk in a way that allows cars to pass safely, stick to public areas, obey laws (including the ones prohibiting minors smoking), and generally treat everyone we meet with respect and friendliness. Hickory Park is a popular spot for students to gather during lunch. This area especially is a privilege for our school. It is a family park with a young children's playground; as good community members, we strive to keep it safe in every way for children to play there. Compliance with the Participant Contract is necessary in order for campus to remain open during lunch.

VIOLATIONS OF CLOSED CAMPUS

A student who leaves school without permission during the school day, including when on "Closed Campus" will be considered in violation of the LPOSD Truancy Policy (see above.)

DIRECTORY INFORMATION

Pertains to information regarding a student contained in a student's education record, which is not considered to be harmful or an invasion of privacy if disclosed to the public. Directory information may include, but is not limited to a student's name, address, telephone listing, photograph, grade level, enrollment status, participation in officially recognized activities/sports, and honors or awards received. This information is part of FERPA; the Family Educational Rights and Privacy Act.

Schools are not required to provide directory information, and use careful consideration for such requests. Schools may use this information so a child's picture can appear in local newspaper or video segments, provide mailing information to scholarship organizations, pictures to organizations that honor students, parent contact information to the school's parent group, etc.

The Family Educational Rights and Privacy Act require us to announce any intent to publish such information and allow sufficient time for a parent to request the information be withheld. Consider this your notice: If you wish to opt out of sharing your directory information, please notify Lake Pend Oreille High School in writing as soon as possible. This opt out request must be renewed annually.

STUDENT RECORDS

LPOHS will maintain and secure all student records at the school. Only authorized school personnel shall have access to the student records for academic, personal (including discipline), social, vocational, or counseling purposes. Student records are available for review by parents, students over 18 years of age, or married students of any age. Arrangements for review may be made with the school principal.

In accordance with the No Child Left Behind Act of 2001 and the National Defense Authorization Act for Fiscal Year 2002, high schools are required to provide to military recruiters and to institutions of higher education, upon request, access to secondary school students and directory information on those students. This type of student information commonly referred to as "directory information" includes such items as names, addresses and telephone numbers. Student directory information will be used specifically for armed services recruiting purposes and for informing young people of scholarship opportunities. Parents may "opt out" of having their child's directory information

disclosed by submitting a letter of request to the attention of our school office coordinator each year.

Parent's Right to Request an Evaluation for Special Education

If your student is struggling and you have concerns, as a parent, you can request a *Referral to Consider a Special Education Evaluation* meeting under the Individuals with Disabilities Education Act (IDEA). To initiate the process, you can submit a written request to your child's school or the district's special education department. Your request should include:

1. A statement of your concerns about your child's academic, behavioral, or developmental progress.
2. Any supporting information, such as examples of challenges your child is facing or past evaluations.

Once the request is made, the school must respond within a reasonable timeframe to obtain your consent for the evaluation.

([Individuals Disabilities Education Act, Section §1414 \(a\)\(1\)\(B\)](#)); ([Idaho Special Manual- Chapter 3, Section 3: C2](#))

FIRE DRILLS

The school will have periodic fire drills and random safety drills. Students will follow directions of the supervising teacher and/or the evacuation procedures posted in the building.

ACCIDENTS

Any accident or injury occurring during school hours or a school approved activity is to be immediately reported to the office or a teacher. An accident report form is to be completed, and any witnesses should also be named in the report.

SELECTED SCHOOL BOARD POLICY

All school board policies are available for student review on the district website:
<http://www.lposd.org/home/board-of-trustees/board-policy>

Following are a few especially important ones.

LPOSD Board Policy #3325

DRUG, ALCOHOL, TOBACCO

INTRODUCTION

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

Students are prohibited from consumption, delivery of, or being in possession of or under the influence of these substances as herein defined or other intoxicants on school property or at a school function.

PREVENTION

The District believes that prevention is an important key in community responsibility. The District will provide age appropriate, research-based drug and alcohol education for all students K-12. The District will continue to provide parental education on drugs and alcohol, to educate on the effects of uncontrolled substances and to identify symptoms of use within their own home. Parents will also be provided with communication techniques to facilitate further discussion at home.

DEFINITIONS

"Controlled substances" are any drug or chemical substance whose possession and use are controlled by the law. Such drugs include those classified as narcotics, stimulants, depressants, hallucinogens and cannabis.

"Drug" includes any alcohol or malt beverage, any tobacco product or product that contains nicotine, any controlled substance, any illegal substance or mood altering substance, and/or any abused substance.

"Drug paraphernalia" means any equipment, product, or material of any kind which is primarily intended or designed for use in manufacturing, compounding, converting, concealing, producing, processing, preparing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance.

"Intervention trained" staff members include those district employees and independent contractors who have completed a state accredited course related to illegal drugs, their physical characteristics, physiological effects, and how student behavioral changes typically

associated with the use of such products may be evidenced in the classroom. Any district employee or independent contractor who has had a minimum of two (2) years of experience as an intervention team member prior to May 31, 1997, is exempt from any additional training requirement.

“Reasonable suspicion” means an act of judgment by an intervention-trained district employee or independent contractor that leads to a reasonable and prudent belief that a student is in violation of “use” or “under the influence” provisions of Idaho Code Section 37-2732C, which defines controlled substances. The fact that a student has previously disclosed use of a controlled substance will not be deemed a factor in determining reasonable suspicion at a later date. An intervention-trained individual will not use reasonable suspicion solely for the purpose of intentional harassment of a difficult student.

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

POLICY

Students attending school in this district will not use, possess, sell, buy, or distribute drugs, including alcohol, tobacco, controlled substances, or related paraphernalia, on school premises or at a school function.

VOLUNTARY DISCLOSURE

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

1. Disclosure is held confidential on a faculty need-to-know basis;
2. Notification is provided to parent/guardian; and
3. Notification is provided to the district prevention specialist and/or designee.
4. Available counseling is recommended and offered at the school level.

However, it is not the intention of this policy on confidentiality to protect students who are deliberately violating the law by using, possessing, or distributing drugs on school premises or at school functions.

REFERRAL TO LAW ENFORCEMENT

Any student exhibiting inappropriate behavior that suggests “possessing,” “using” or “being

under the influence” of controlled substances will be immediately escorted by a district employee to an administrator or designated intervention trained staff member for interviewing and observation. Except in the case of an emergency, the student will not be left unattended and will not be allowed to leave the school premises.

After a student is reasonably suspected of being in violation of the law and this policy, the building administrator or designee will immediately notify the local law enforcement agency. The district employees will cooperate fully with any law enforcement investigation. This includes but is not limited to providing access to lockers, desks, and other school property. Documentation of the incident, including an oral and/or written record, will be provided to the law enforcement agent and placed in the student’s discipline record.

Any student who is reasonably suspected of being in violation of the law and/or this policy and refuses the building administrator’s request to undergo a drug and/or alcohol evaluation by an intervention-trained staff member, local law enforcement, or a Nationally Certified Drug Recognition Expert will be considered insubordinate, see Board Policy 504.1, and suspended for up to five days.

ENFORCEMENT PROCEDURES

ALCOHOL AND CONTROLLED SUBSTANCES

FIRST OFFENSE - ALL GRADES

1. Law enforcement will be contacted. The student’s parents/guardian will be contacted as soon as possible following violation of this policy. When police are involved, they make the decision if and when parents/guardians are called.
2. Student will be suspended for 5 days pending a re-entry meeting with the District Superintendent, a building administrator or designee, the district prevention specialist, parent/guardian and student. Re-entry will be at the discretion of the building administrator.
3. Following the re-entry meeting, the Superintendent shall make a written determination based on the severity of the violation. That determination may include but not be limited to the imposition of restrictions singularly or in combination of any of the following: (1) random drug testing; (2) behavioral contract; (3) denial of participation in extracurricular

activities for 2 weeks (2370); (4) counseling; (5) In-house suspension; (6) substance abuse intervention classes, (7) community/ school service; or (8) an expulsion from school.

4. The determination of the Superintendent shall be subject to any applicable procedure required by law.

SECOND OFFENSE - ALL GRADES

1. Law enforcement will be contacted. The student's parents/guardian will be contacted as soon as possible following violation of this policy. When police are involved, they make the decision if and when parents/guardians are called.

2. The student shall be referred to the Board of Trustees for expulsion. Student found to be in violation may be expelled for one calendar year.

ENFORCEMENT PROCEDURES

TOBACCO AND/OR PRODUCTS CONTAINING NICOTINE

FIRST OFFENSE - ALL GRADES

1. Law enforcement will be contacted. The student's parents/guardian will be contacted as soon as possible following violation of this policy. When police are involved, they make the decision if and when parents/guardians are called.

2. Student will be suspended, in-house, for two (2) days.

3. Student shall be-restricted from any extracurricular performances/contests/events for a period of two (2) weeks. (507.6)

4. Student will be required to attend a tobacco education program provided by appropriate district staff.

SECOND OFFENSE - ALL GRADES

1. Law enforcement will be contacted. The student's parents/guardian will be contacted as soon as possible following violation of this policy. When police are involved, they make the decision if and when parents/guardians are called.

2. Student shall be suspended, in- house, for four (4) days.

3. Student shall be denied participation in extracurricular activities for 2 weeks (507.6)

4. Student shall research and write an essay (length to be determined by school

administration) on the dangers of smoking.

THIRD OFFENSE - ALL GRADES

1. Law enforcement will be contacted. The student's parents/guardian will be contacted as soon as possible following violation of this policy. When police are involved, they make the decision if and when parents/guardians are called.
2. Student will be suspended as provided by law pending a re-entry meeting with the District Superintendent, a building administrator or designee, the district prevention specialist, parent/guardian and student.
3. Following the re-entry meeting, the Superintendent shall make a written determination based on the severity of the violation. That determination may include but not be limited to the imposition of restrictions singularly or in combination of any of the following: (1) random drug testing; (2) behavioral contract; (3) be restricted from any extra-curricular performances/contests/events for the remainder of that season and the next two consecutive seasons or one (1) calendar year; (4) counseling; (5) night school; (6) substance abuse intervention classes, (7) community/school service; or (8) an expulsion from school.
4. The determination of the Superintendent shall be subject to any applicable procedure required by law.

STUDENTS WITH DISABILITIES

Suspensions and expulsions of students with disabilities as defined by Public Law 94-142 and subsequent amendments, (Individuals with Disabilities Education Improvement Act of 2004), Section 504 of the 1973 Rehabilitation Act, and the Americans with Disabilities Act will follow federal guidelines as well as the provisions of this policy.

IMMUNITY FOR GOOD FAITH IMPLEMENTATION

Intervention trained specialists who implement this policy in good faith and with appropriate foundation are immune to the extent provided by law from civil liability.

LEGAL REFERENCE:

Idaho Code Sections

18-1502	Drug-Free Schools and Communities Act of 1988
33-205	Denial of School Attendance
20-516	Apprehension and release of juveniles - Detention

33-210 Students using or under the influence of alcohol or controlled substances

PL 100-690 and all subsequent amendments

Individuals with Disabilities Education Improvement Act of 2004

PL 94-142 and subsequent amendments

Section 504 of the 1973 Rehabilitation Act

Americans with Disabilities Act

CROSS REFERENCE: See Policy 505.3

Policy History

Adopted: July 16, 1991

Revised: October 8, 2013

LPOSD Board Policy #3340

Due Process, Corrective Actions and Discipline

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 discipline:

1. "Temporary Suspension" is the exclusion from school or individual classes for a specific period of up to five (5) school days. Administrators may temporarily suspend.
2. "Extended Temporary Suspension" is the exclusion from school or individual classes for an additional ten (10) 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 (5) school days. Only the Board can extend a temporary suspension for an additional five (5) 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 (5) days of the Board's actions.

5. "Discipline" constitutes all other forms of corrective action or discipline, 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. The use of corporal punishment is not allowed.

Except in extreme cases, students will not be expelled unless other forms of corrective action or discipline have failed, or unless there is good reason to believe that other forms of corrective action or discipline 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 (10) 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 he or she poses a danger to himself or herself or to another student or property, or substantially disrupts his or her educational program or that of other students, an emergency suspension may take place. Emergency suspensions may not last longer than ten (10) school days. The principal shall convene the Team for reviewing the student's record before the student is readmitted to school and no later than the tenth (10th) day of suspension.

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.

No student shall be denied his/her rights without due process hearing.

Legal Reference: 20 U.S.C. 1400, et seq. Individuals with Disabilities Education Act
I.C. § 33-205 Denial of School Attendance
I.C. § 33-512 Governance of Schools

Policy History:

Adopted on: May 12, 2015

Revised on:

LPOSD Board Policy 3295 Hazing, Harassment, Intimidation, Bullying, Cyber Bullying

The Board of Trustees is committed to providing a positive and productive learning and working environment. Hazing, harassment, intimidation, cyber bullying, or bullying by students 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. 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, as needed, 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.

Legal References: I.C. § 18-917 Assault and Battery- Hazing
I.C. § 18-917A Student Harassment – Intimidation – Bullying
I.C. § 33-205 Denial of School Attendance
I.C. § 33-512 District Trustees- Governance of Schools
I.C. § 33-1631 Requirements for Harassment, Intimidation, and Bullying
Information and Professional Development
I.C. § 67-5909 Commission of Human Rights- Acts Prohibited
20 U.S.C. § 1681-1682 Title IX of the Educational Amendments of
1972
34 C.F.R. Part 106 Nondiscrimination on the Basis of Sex in Education
Programs or Activities Receiving Federal Financial
Assistance (Implementing Title IX)

IDAPA 08.02.03.160 Safe Environment and Discipline

Cross Reference: Board Policy 3280 Equal Education, Nondiscrimination & Sex
Equity Board Policy 3255 Student Conduct Code

Policy History:

Adopted on: March 13, 2013

Revised on: August 17,, 2024