

This district's board of trustees recognizes that while the parents of some students may be divorced or estranged, both have a right to be informed of and involved in their child's educational process. The board also recognizes that parents who are estranged or divorced may disagree regarding the education of the child, and/or may attempt to limit one another's access to their child. Despite such estrangement, both parents are welcomed and encouraged to participate in the child's education, to the extent appropriate.

Parents are presumed to have joint custody of the student, absent a court order or written agreement between the parents denying or limiting custody for either parent. For the district's purpose, the parent with whom the student resides is presumed to be the custodial parent. If estranged or divorced parents both claim to be the custodial parent, asserting that the student is residing with both parents, enrollment records will be examined. The parent who enrolled the student will be presumed to be the custodial parent until a court order or written agreement between the parties, identifying the custodial parent, is provided to the school.

A parent will only be prevented from participating in his/her child's education if a court order (e.g., divorce decree, custody order, or restraining order) specifically denies visitation rights. If one parent desires that the district comply with such an order, he/she has the obligation to present a copy of the signed order to the building principal. Additionally, the district may prohibit either parent (regardless of custodial status and the language of the court order) from entering the school, or otherwise participating in school-sponsored activities, if he or she disrupts the educational process or his/her presence is detrimental to the morals, health, safety, academic learning, or discipline of the student(s).

### **PROGRESS REPORTS AND STUDENT RECORDS**

Both parents have the right to receive progress reports and review student records of their minor children. If the parents are separated or divorced, progress reports will be sent to the custodial parent with the expectation that he/she will share the report with the non-custodial parent. The district will send copies of the progress report to the non-custodial parent only if that parent submits a written request that it do so.

Both parents have the right to review their minor student's records. However, if the custodial parent advises the district, in writing, to delete the minor child's address from student records supplied to the non-custodial parent, the records will be flagged and the deletion will be made. Any request to review the student's records must comply with the Family Educational Rights and Privacy Act.

### **PARTICIPATION IN PARENT AND TEACHER CONFERENCES**

Both parents are welcome, and encouraged, to participate in parent and teacher conferences, disciplinary meetings or hearings, Individual Educational Program team meetings, and any other conference called by district personnel regarding the student's education. If the parents are separated

or divorced, the custodial parent is expected to share scheduling information with the non-custodial parent. The school will provide scheduling information to the non-custodial parent only if it receives a written request to do so.

### **EDUCATIONAL DECISIONS**

In the event the parents are unable to agree with one another on decisions regarding their student's educational program, including, but not limited to, placement, participation in extracurricular activities, and consent to evaluation and services, the custodial parent's decision will be binding on both parents unless a court order requires otherwise. In the event the educational decision relates to services provided pursuant to the Individuals with Disabilities Education Act, the educational decisions, and the parents' rights and responsibilities, will be pursuant to the statutory requirements.

### **VISITATION WITH THE STUDENT DURING SCHOOL HOURS**

Generally, both parents have the right to attend school programs open to parents and patrons, volunteer in the child's classroom, or visit the child at the school, or otherwise be in the school setting. The parent's right is not negated solely by the fact that he/she is the non-custodial parent. Such visitation will be limited only if the district has received a copy of a court order specifically restricting the parent's access to the child by: 1) denying the parent's visitation rights; or 2) requiring supervision of the parent's visitation with the child. The district does not have the responsibility to supervise visitation between a parent and his/her child and, thus, will not allow parent access in the school setting.

When visiting the school, all parents are required to comply with all district policies and not take any action which disrupts the educational process. All parents visiting the school must check-in with the school office before proceeding to a classroom or other area of the school. If a parent takes any action which the administrator considers to be inappropriate or disruptive to the educational process, he/she may be requested to leave and prohibited from returning.

If a parent wants to visit with his/her child privately, the administrator shall have the authority to grant or deny the request, and, if granted, to determine the place and time of such visit to ensure minimal disruption to the student's participation in class.

### **RELEASE OF THE STUDENT TO SOMEONE OTHER THAN THE CUSTODIAL PARENT**

Only the custodial parent has the right to authorize removal of the child from school property during school hours. If the custodial parent desires that the student be removed by another individual, he/she must inform the school in writing that he/she is authorizing such party to remove the student. Such authorization shall be assumed to be generally applicable, unless the custodial parent specifies that it is limited to a specific date and time.

If the non-custodial parent seeks to remove the child from school, and the custodial parent has not consented, the following steps should be followed:

1. The principal or designee will meet with the non-custodial parent and, in his/her presence, telephone the custodial parent and explain the request. If the custodial parent agrees, the student will be released and the records will reflect that the permission was granted orally. In the event the custodial parent cannot be reached, the principal may make a decision based upon all relevant information available to him/her.
2. If the custodial parent objects to the removal, the principal or designee may allow a visit between the non-custodial parent and student, with the child remaining in the office area for the visit and then returning to class. The non-custodial parent will not be allowed to leave the office area with the student.
3. If the principal or designee has reason to believe that a possible abduction of the child may occur at the school or the parent is disruptive, the superintendent and/or local law enforcement officials will be immediately notified.

### **LEP PARENT INVOLVEMENT**

The District provides for LEP parent and family involvement for all of its students through the Parent Advisory Council (PAC). In addition, the District recognizes the special importance of parent involvement to the success of its Federal Programs: Title I, Migrant Education (MEP), Limited English Proficiency (LEP), Safe and Drug-Free Schools and Communities (SDFSC).

The District supports the development, implementation and regular evaluation of a LEP parent and family involvement plan that includes six (6) elements and goals:

1. Promote regular, two-way, meaningful communication between home and school  
Examples: personal visits beyond parent/teacher conferences to school and home, electronic/telephone contact, use of translators.
2. Promote and support responsible parenting. Examples: parenting workshops, parent resource centers, parent support groups.

3. Recognize the fact that parents and families play an integral role in assisting their children to learn. Examples: parent curriculum night, family literacy programs, post-secondary planning activities, and access to instructional materials.
4. Promote a safe and open atmosphere for parents and families to visit the school that their children attend; and, actively solicit parent and family support and assistance for school programs Examples: training of volunteers and staff, family activities at school, identifying parent volunteer opportunities in and out of school.
5. Include parents as full partners in decisions affecting their children and families Examples: shared parent and teacher expertise on individual students, student academic planning, advisory councils (e.g., technology, nutrition/wellness), parent leadership development.
6. Use available community resources to strengthen and promote school programs, family practices, and the achievement of students

The District is committed to professional development opportunities to enhance district staff understanding of effective LEP parent and family involvement strategies. The District also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to LEP parent and family participation.

LEP Parents and families will be included in the annual evaluation of the content and impact of this policy. The evaluation will be used to improve and/or create practices to enhance parent and family involvement.



**LEGAL REFERENCE:**

Idaho Code Sections

33-506

33-512

32-717A

Family Educational Rights And Privacy Act of 1974

20 USC 1232g

34 CFR Part 99

IDAHO ATTORNEY GENERAL OPINION No. 93-2

**ADOPTED:** February 20, 2002

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