



PRESTON SCHOOL DISTRICT #201
Board of Education

Regular Meeting - September 20, 2023, 7:00 PM
105 East 2nd South
Preston, ID 83263

1. **Call to Order**
2. **Pledge of Allegiance**
3. **Approve Agenda - Action Item**
4. **Consent Agenda - Action Item**
 - A. **Minutes of Regular Board Meeting - Aug 2023**
 - B. **Financial Summary - Aug 2023**
 - C. **Monthly Expenditures - Aug 2023**
 - D. **Personnel Report - Aug 2023**
5. **Public Requests to Address the Board** - Stakeholders may request to address the Board in open meeting by filling out the online request form at <https://psd201.org/en-us/meeting-minutes-agenda-691ac9e8>
6. **Information Items**
 - A. **Introduction of New Employees**
 - B. **PSD Strategic Plan - Board Discussion on Priority of Student Achievement & Advancement**
 - C. **School Report - Preston Junior High**
 - D. **Assistant Superintendent Update**
 - i. **Open Enrollment**
 - ii. **Bully Report**
 - iii. **Restraint & Seclusion**
 - iv. **FCHS Handbook - Hair Policy and Academic Intervention Time**
 - v. **Athletic Update - Classification Changes & Athletic Handbook**
 - E. **Superintendent Report**
 - i. **Idaho Launch**
 - ii. **Construction Update:**
 - **Track**
 - **Pods**
 - **Facility Audit**
 - iii. **Bus Routes - Transportation Update to Stops**
 - iv. **Safety Update**
7. **Action Items**
 - A. **Boys Basketball / Girls Basketball - Request for Junior High Program**
 - B. **Financial Literacy Graduation Waiver**
 - C. **Plan for Continuous and Safe Operation of In-Person Learning**

- D. **Continuous Improvement Plan (CIP) - input and approval**
 - E. **7.D. Student Teacher Approval**
Wade Barfuss: USU Counselor - Preston High School with Carrie Sanders and Sheena Jones
 - F. **PHS Bowling Club Request**
8. **Policy - Action Item**
- A. **Policy 1st Reading (No Policies for a First Reading)**
 - B. **Policy 2nd Reading**
 - Naming of School District Facilities 9012 (was 912)
 - C. **Policy 3rd Reading (No Policies for a Third Reading)**
9. **Executive Session** - Pursuant to Idaho Code 74-206(1)(b) to consider the evaluation, dismissal, or disciplining of or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student
10. **Return to Open Session - Action Item: Approve/Deny Contract Release for Employee A**
11. **Adjourn**

School Board Report

- Show STAR data for Math, ELA, and Science.
- Report on FLEX and RTI, what it was and what we are doing now moving forward
 - o Students testing out after put in RTI
 - o Progress monitoring with STAR
 - o Showing growth in all RTI classes



Performance by Roster

Performance by Student

Average Score, Performance Distribution and Average Points Earned on **Grade 6 ELA ISAT Summative** (Spring 2023 (ISAT Summative)), by Roster and Reporting Category: PRESTON JR HIGH SCHOOL 2022-2023

Filtered By **Rosters:** All Roster | **Test Reasons:** Spring 2023 (ISAT Summative) | **Reporting Time Period:** 05/25/2023 |

Roster	Teacher	Total	Total					Listening	Reading	Research/Inquiry	Writing
			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent At and Above Proficient				
State			23614		2524 ± 1	 Percent: 25% 25% 31% 19% Count: 6K 5.9K 7.2K 4.4K	49%				
District			178		2542 ± 7	 Percent: 17% 25% 36% 21% Count: 31 45 64 38	57%				
School			178		2542 ± 7	 Percent: 17% 25% 36% 21% Count: 31 45 64 38	57%				



Performance by Roster

Performance by Student

Features & Tools

Average Score, Performance Distribution and Average Points Earned on **Grade 6 Math ISAT Summative** (Spring 2023 (ISAT Summative)), by Roster and Reporting Category: PRESTON JR HIGH SCHOOL 2022-2023

Filtered By **Rosters:** All Roster | **Test Reasons:** Spring 2023 (ISAT Summative) | **Reporting Time Period:** 05/25/2023 |

Roster	Teacher	Total	Total					Communicating Reasoning	Concepts and Procedures	Problem Solving and Modeling & Data Analysis
			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent At and Above Proficient			
State			23692		2514 ± 1	 Percent: 32% 29% 19% 19% Count: 7.7K 6.9K 4.6K 4.5K	39%			
District			179		2521 ± 8	 Percent: 28% 29% 25% 18% Count: 51 52 44 32	42%			
School			179		2521 ± 8	 Percent: 28% 29% 25% 18% Count: 51 52 44 32	42%			



Performance by Roster

Performance by Student

Features & Tools

Average Score, Performance Distribution and Average Points Earned on **Grade 7 ELA ISAT Summative** (Spring 2023 (ISAT Summative)), by Roster and Reporting Category: PRESTON JR HIGH SCHOOL 2022-2023

Filtered By **Rosters:** All Roster | **Test Reasons:** Spring 2023 (ISAT Summative) | **Reporting Time Period:** 05/25/2023

Roster	Teacher	Total	Total					Listening	Reading	Research/Inquiry	Writing
			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent At and Above Proficient				
State			23904		2551 ± 1	 Percent: 24% 23% 35% 18% Count: 5.7K 5.5K 8.5K 4.2K	53%				
District			183		2554 ± 8	 Percent: 23% 22% 37% 18% Count: 42 41 67 33	55%				
School			183		2554 ± 8	 Percent: 23% 22% 37% 18% Count: 42 41 67 33	55%				



Performance by Roster

Performance by Student

Features & Tools

Average Score, Performance Distribution and Average Points Earned on **Grade 7 Math ISAT Summative** (Spring 2023 (ISAT Summative)), by Roster and Reporting Category: PRESTON JR HIGH SCHOOL 2022-2023

Filtered By **Rosters:** All Roster | **Test Reasons:** Spring 2023 (ISAT Summative) | **Reporting Time Period:** 05/25/2023 |

Roster	Teacher	Total	Total					Communicating Reasoning	Concepts and Procedures	Problem Solving and Modeling & Data Analysis
			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent At and Above Proficient			
State			23963		2533 ± 1	 Percent: 33% 27% 22% 19% Count: 7.8K 6.5K 5.2K 4.5K	40%			
District			181		2542 ± 9	 Percent: 27% 28% 24% 22% Count: 48 50 44 39	46%			
School			181		2542 ± 9	 Percent: 27% 28% 24% 22% Count: 48 50 44 39	46%			



Performance by Roster

Performance by Student

Features & Tools

Average Score, Performance Distribution and Average Points Earned on **Grade 8 ELA ISAT Summative** (Spring 2023 (ISAT Summative)), by Roster and Reporting Category: PRESTON JR HIGH SCHOOL 2022-2023

Filtered By **Rosters:** All Roster | **Test Reasons:** Spring 2023 (ISAT Summative) | **Reporting Time Period:** 05/25/2023 |

Roster	Teacher	Total	Total					Listening	Reading	Research/Inquiry	Writing
			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent At and Above Proficient				
State			24277		2563 ± 1	 Percent: 24% 25% 35% 16% Count: 5.8K 6.1K 8.4K 3.9K	51%				
District			162		2542 ± 8	 Percent: 30% 29% 32% 9% Count: 48 47 52 15	41%				
School			162		2542 ± 8	 Percent: 30% 29% 32% 9% Count: 48 47 52 15	41%				



Performance by Roster

Performance by Student

Features & Tools

Average Score, Performance Distribution and Average Points Earned on **Grade 8 Science ISAT** (Spring 2023 (ISAT Summative Science)), by Roster and Reporting Category: PRESTON JR HIGH SCHOOL 2022-2023

Filtered By **Rosters:** All Roster | **Test Reasons:** Spring 2023 (ISAT Summative Science) | **Reporting Time Period:** 05/25/2023 |

Roster	Teacher	Total	Total					Earth and Space Sciences	Life Sciences	Physical Sciences	Science and Engineering Practices (SEP)
			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent At and Above Proficient				
State			24410		798	 Percent: 23% 37% 29% 12% Count: 5.6K 8.9K 7.1K 2.8K	41%				
District			163		798 ± 2	 Percent: 21% 33% 35% 11% Count: 35 53 57 18	46%				
School			163		798 ± 2	 Percent: 21% 33% 35% 11% Count: 35 53 57 18	46%				



Performance by Roster | Performance by Student

Features & Tools

Average Score, Performance Distribution and Average Points Earned on **Grade 8 Math ISAT Summative** (Spring 2023 (ISAT Summative)), by Roster and Reporting Category: PRESTON JR HIGH SCHOOL 2022-2023

Filtered By **Rosters:** All Roster | **Test Reasons:** Spring 2023 (ISAT Summative) | **Reporting Time Period:** 05/25/2023

Roster	Teacher	Total	Total					Communicating Reasoning	Concepts and Procedures	Problem Solving and Modeling & Data Analysis
			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent At and Above Proficient			
State			24335		2541 ± 1	 Percent: 39% 25% 18% 18% Count: 9.5K 6.1K 4.3K 4.5K	36%			
District			162		2519 ± 9	 Percent: 43% 28% 16% 13% Count: 69 46 26 21	29%			
School			162		2519 ± 9	 Percent: 43% 28% 16% 13% Count: 69 46 26 21	29%			

Preston School District 201 Capacity Numbers

As of 8/21/23

	<u>Grade</u>	<u>Average Class Size</u>	<u>Total Students</u>	<u>Status</u>
Pioneer-	Kindergarten	21.25	170	Full
	1 st Grade	20.44	184	Full
	2 nd Grade	23.57	165	Full
	SPED	Avg. Caseload- 13.00	26	Full
	ELL	NA	NA	NA
Oakwood-	3rd Grade	22.5	180	Full
	4th Grade	25.57	179	Full
	5 th Grade	24.14	169	Full
	SPED	Avg. Caseload- 19.33	58	Full
	ELL	NA	NA	NA
		<u>Average Students per Teacher per Day</u>	<u>Total Students</u>	<u>Status</u>
Jr. High School- (6th-8th Grade)		156 (26 per class)	567	Full
	SPED	Avg. Caseload- 17.5	70	Full
	ELL	NA	NA	NA
High School- (9th-12th Grade)		138.75 (23.12 per class)	740	Open
	SPED	Avg. Caseload- 18.5	74	Full
	ELL	NA	NA	NA
		<u>Average Students per Classroom</u>	<u>Total Students</u>	<u>Status</u>
Franklin County - (Alternative School)		13.25	53	Full
	SPED	NA	NA	NA
	ELL	NA	NA	NA

In total 3 open enrollment applications were accepted. (all at the high school)

A total of 9 applications were not accepted. (7 at FCHS, 1 at Pioneer, and 1 at Jr. High School)

Idaho code 33-1224 provides definitions for topics related to managing severe classroom behavior, outlines the use and prohibition for use of restraint, seclusion, and corporal punishment, outlines required staff training, and outlines requirements for the adoption of board policy related to restraint and seclusion. The state law and board policy require that we report these restraints and seclusions to the board.

Physical Escort: Temporary touching or holding of the student's hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. Physical escorting that involves methods used to maintain control of a student should be considered a physical restraint.

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

School	Grade	Restraint of Seclusion	Date	Why
Jr. High	8th	Seclusion	8/24/2023	Throwing objects, kicking chairs, slamming into glass door
Oakwood	3rd	Restraint	8/23/2023	The student was hitting, kicking and biting teacher. Biting did break the skin of teacher.
Pioneer	1st	Seclusion	8/31/2023	The student refused to come in from recess.
Pioneer	K	Restraint	8/30/2023	The student was running on the bleachers. Student was kicking and hitting others. Followed IEP guidelines
Pioneer	K	Restraint	8/23/2023	Student was attempting to leave school. Staff followed IEP and prevented this from happening.

Franklin County High School



Hair Policy Exemption Form Application

School: _____ School Year: _____

Student Name: _____ Grade: _____ Date of Birth: _____

BOTH PAGES OF THIS FORM MUST BE COMPLETED

THIS FORM MUST BE UPDATED AND APPROVED EACH SCHOOL YEAR

ONCE THE EXEMPTION FORM IS RECEIVED BY FHCS, THE STUDENT WILL BE GRANTED A TEMPORARY EXEMPTION UNTIL A MEETING IS HELD WITH FCHS FACULTY, GUARDIAN, AND STUDENT TO REVIEW POSSIBLE APPROVAL OF EXEMPTION. A FINAL DETERMINATION MEETING WILL BE SCHEDULED FOR NO LATER THAN FOUR SCHOOL DAYS AFTER THE EXEMPTION FORM IS RECEIVED.

As a reminder FCHS's current hair policies and standards are below as determined by FCHS faculty:

- Clothing, hairstyles, hair length, and jewelry must meet acceptable standards set by the faculty. A student's dress must model that which will give access to professional employment, community service, and advanced educational achievements. Hairstyles, clothing, etc. that distract from the safety, discipline, and educational goals of the school as determined by the staff are not allowed.
- Bizarre and/or multi-colored hairstyles that distract from the learning environment are not acceptable. A student will be dismissed from school and asked to correct the hairstyle before re-admittance to school (may require a meeting before staff).
- A student should maintain a professional employment haircut and be clean-shaved while attending FCHS. Exemptions will be made on the basis of race, color, religion, national origin, sex, ancestry, disability, age, or any other characteristics protected by the law.

CURRENT FCHS STANDARDS AS SET BY FACULTY FOR HAIR

- **MALES:** Students should maintain a neat hairstyle that is kept so that it does not hang below the natural hairline of the neck, when hair is extended. Hair must be trimmed and cut above the ears. Sideburns not to exceed the middle of ear. Hair must be no longer than 2 inches on the top and no more than .5 inches on the sides and back, when hair is extended. Hair color must be natural hair colors only and non-distracting to the learning environment as determined by FCHS faculty.
- **FEMALES:** Students should maintain a neat hair style that is kept at a consistent length on all sides. Bangs are permitted to be shorter than consistent length. Hair color must be natural colors only and non-distracting to the learning environment as determined by FCHS faculty.

Franklin County High School



TO BE COMPLETED BY STUDENT:

I _____ understand that I am applying for exemption to FCHS hair policy. I understand that the outcome of the final determination meeting is final. I believe I qualify for exemption under the following category:

- Race Color Religion National Origin Ancestry Disability
 Bun Ponytail Other: _____

I believe I meet the above category because (if needed attach an additional page)

I have attached the following evidence to support my belief: (ex. Letter from church leader/tribal leader/ doctor's note.)

Student Signature: _____

Date: _____

Student Printed Name: _____

TO BE COMPLETED BY PARENT/GUARDIAN:

I _____ understand that my student _____ applying for exemption to FCHS hair policy. I understand that the outcome of the final determination meeting is final. I believe my student qualifies for exemption under the following category:

- Race Color Religion National Origin Ancestry Disability
 Bun Ponytail Other: _____

I understand that I must show up to the outcome meeting to help my student present their case. I understand that this meeting must be scheduled within two weeks after this application form is returned to FCHS. The final outcome will be determined by FCHS faculty.

Parent/Guardian Signature: _____

Date: _____

Parent/Guardian Printed Name: _____

Relationship: _____

An appeal to the determination of the outcome can be made in writing to FCHS principal. FCHS principal will then have 4 school days to consider the appeal and make a determination.

2023-24 Proposal for Basketball to be Sanctioned at PJH

It is proposed that the Preston School District 201 School Board approves girls' and boys' basketball to be a sanctioned sport at the junior high for grades 7 and 8.

Benefits: Boost to school spirit and morale. Students can support athletes/friends better when the activity happens after school rather than a Saturday. It gives athletes a better sense of belonging when they can participate in a school sanctioned sport.

Feeder Program for the high school with consistent coaching techniques and putting the basketball program back in control of the school district with overall objectivity, approved 5th district bylaws, and the opportunity to grow a whole program rather than starting at the Freshmen level.

5th District AD HS asked if Preston would be willing to host the boy's basketball tournament which will bring in extra money for the program, and money for local businesses.

Costs to District

Coaching: Proposed to be the same as the other junior high sports (\$2000) per head coach X 4
Total: \$8000

Transportation: (proposed girls schedule has miles at 568 for this school year)

Bus @ 4.29 per mile (465-650 miles)

\$2000-\$2750 per boys and girls each season depending on where they travel.

Total: 4,000-5,500

OR

Vans: @ 1.65 per mile (465-700 miles)

2 vans for both teams approx. \$3.30/mile

\$1540-2310 each season boys/girls

Total: \$3080-\$4620

The school will reimburse the district 50% of student athletic fees to offset for transportation costs. This will amount to approximately \$1000 total

Total Transportation

\$2080-\$4500 including \$1000 reimbursement from athletic fees.

We would like to propose a student activity fee increase to \$50 from the present \$30

Revenue:

- Athletes' activity fee minus transportation reimbursement brings in about \$500 per girls and boys each for a total of \$1000
- Gate fees from spectators
 - Adults- \$3
 - Children (5-17) \$2
 - PJH Students with cards free
- Any fundraisers the teams get approved through the school board (These funds will be put into separate team accounts for boys and girls)

Otherwise:

Money from gate fees and tournaments will be deposited in a specific basketball account shared by the boys and girls teams. These funds will be used to pay for basketball officials, uniforms (on a rotation basis as needed), equipment, and tournament costs and fees.

All revenue funds will be managed by the junior high financial secretary. They will make checks out for all costs except coaches' stipends and transportation which will be covered by the district. They will also send the transportation reimbursement check to the district business manager.

Total Costs: Approx \$10,080-\$12,500(dependent on transportation) for 4 teams per year

economics

Mr. Atkinson~ ROOM 202

communication with the teacher

1. dakota.atkinson@psd201.org
2. (208) 5852-0280 ext. 1202

Course Description

units of study

1. What is Economics?
2. Economic Systems
3. Your Role as a Consumer
4. Going into Debt
5. Supply and Demand

Economics is an Idaho Core Standards aligned course that offers an issue and event-oriented approach to the study of how scarcity creates choices that determine production possibilities.

Do everything with P.R.I.D.E.

Come **Prepared** to class with your binder, planner, notebooks, writing utensils, & **Determined** to learn.

Respect and **Integrity** are key to your success in and outside of our class. Seek to be the positive change in another's life.

Be **Engaged** in class discussions and activities. Your active participation is essential to your learning.

class materials

A notebook or section in a binder

pencils & pens

A charged computer

Economic Questions



class
GRADES

40% 30% 20% 10%

Classwork

TESTS AND
QUIZZES

PROJECTS

P.R.I.D.E.
Points

FOOD AND DRINK POLICY

In general, food and drinks are allowed in my class. This is contingent on it not becoming a distraction in class, and as long as students can handle the responsibility. This policy is subject to change at my discretion, and at any time.

Grading Scale

A = 93 - 100%	A- = 92.9 - 90%	
B+ = 87 - 89.9%	B = 83-86.9%	B- = 80-82.9%
C+ = 77-79.9%	C = 73-76.9%	C- = 70-72.9%
D+ = 67-69.9%	D = 63-66.9%	D- = 60-62.9%
F= Below 60%		

Extra Credit: No extra credit assignments are offered in this class.

HOMEWORK POLICY

Most work will be able to be completed in class if students use their time wisely. The exception to this would be a small number of projects throughout the semester.

If students do not complete work during class, in the time allotted, it will be assigned as homework so students can adhere to the determined deadlines.

Test Retakes

I want you to learn in my classroom and understand that sometimes a test might not go how you wanted. You may retake your tests after you have met with me before or after school to go over your test answers. We will discuss and learn the concepts that you struggled with, you will go home and review the concepts, and can retake the test the next day.

ABSENCES AND GRADES

Assignment will be updated every two weeks at the latest. (bell ringers, participation, and quizzes). Please check grades regularly and feel free to ask me any questions that you might have about a particular grade.

If you are absent, you are responsible for completing your make-up work (one day for make-up for each day absent).

If you know you are going to be absent beforehand, you should ask me for your make-up work before the absence.

This can be done before or after school or via e-mail.

*Any assignment that is late will be reduced at the teacher's discretion up to 25% of

ELECTRONIC DEVICES



Electronic devices should be kept in students' backpacks. Devices should not be out during class, unless otherwise instructed by the teacher or with permission.

First and second offenses: Student will turn the phone into the teacher until the end of class.

Third offense: Student will turn the phone into the teacher until the end of class and will receive a referral for non-compliance.

Personal Finance/Economics

Syllabus 2023-24

Financial Literacy/Economics is a course where students will learn basic economic principles, such as supply, demand, opportunity costs, trade offs and how to apply such concepts to their personal finance and wealth building future. This future will include savings, investing, debt (not using it) financial responsibility, money management, insurance, income, taxes, budget building, and best consumer practice.

Text used: Glencoe Economics (Today and Tomorrow, 2001); Junior Achievement Economics (2000); Dave Ramsey Foundations in Personal Finance (High School Edition, 2014)

Students at Franklin County High School attend this one class for 7 hours each day for three consecutive 4-day weeks.

Day 1: chapter 1 introduction to Personal Finance. What is personal finance, budget building. (Standard 1, 8, 9.)

Day 2: Chapter 4 Debt

The true cost of ownership, debunking the credit myths, credit bureaus and identity theft. (Standard 1, 4, 9,)

Day 3: Chapter 3 Budgeting

Balancing a checking account, calculating net worth, importance of a zero-based budget. (Standard 1, 2, 3.)

Day 4: Chapter 2 Savings

Saving is an exercise of character, reasons to save, the five foundations of saving, compound interest. (Standard 1, 2, 3, 4, 9.)

Day 5: Career and family budgeting

Price of college loans, living on a budget, emergency fund. (Standard 5, 9.)

Day 6: Life after high school

Beware and be wise, opportunity costs, the cost of being cool, marketing madness, (Standard 1,5, 8, 9.)

Day 7: Bargain shopping

Seven rules of negotiation, finding great deals, double discounts, computing discounts. (Standard 9, 8,1.)

Day 8: Investing and Retirement

Investing 101, stocks, mutual funds, IRA, 401K, rule of 72, employer benefits (Standard 1, 2, 3, 8,9.)

Day 9: Insurance

Protecting your wealth, homeowners, and renters' insurance, auto, (Standard 6, 3, 8,9.)

Day 10: Taxes

Types of taxes, reading a paystub, tax rates, completing and filing taxes, (Standard 1, 2, 3, 4, 7.)

Day 11: Giving

Make an impact, generosity, community needs, children and grandchildren. (Standard 1,8,9.)

Day 12 Final (Standard 1,2,3,4,5,6,7,8,9.) Build wealth, stay debt free, and don't spend what you don't have.



Agricultural Business and Economics

Course Outline 2023:

Instructor: Mr. Crossley email: larin.crossley@psd201.org

Units of Instruction:

1. Basics of Agribusiness Management
 - a. *Recognize the influence of money on human behavior*
2. Basic Economic Principles
3. Advanced Economic Principles
 - a. *Evaluate various investment options and calculate net worth*
4. Agricultural Credit
 - a. *Learn about various types of bank accounts*
 - b. *Learn about various types of credit and how credit rating is determined*
5. Agricultural Records
6. Budgeting
 - a. *Understand the essentials of financing a college education*
 - b. *Build a budget for independent living*
7. Taxes
 - a. *Recognize the purpose of the tax system and how it relates to each citizen and the citizen's income*
8. Insurance
 - a. *Evaluate various types of insurance associated with independent living*
9. Marketing
10. Consumer Rights, Responsibilities and Spending
 - a. *Recognize and utilize modern consumer skills, tools, and practices*

Preston School District | #201

Plan for Continuous and Safe Operation of In-Person Learning for the 2023-24 School Year

(Written: 21 JUL 2021 / Revised: 18 AUG 2021 – 19 JAN 2022 – 11 JUL 2022)

Last Updated: 4 SEPT 2023; Board Approved 20 SEPT 2023

The plan is for all Preston School District (PSD) students to attend school with on-campus instruction for the 2023-24 academic year. Parents or guardians with vulnerable children or other unique circumstances should reach out to respective school administrators for possible exceptions to in-person learning. A district committee will determine any allowances for those students with extenuating circumstances.

--Contact Information for administrators:

<u>School</u>	<u>Position</u>	<u>Email</u>	<u>Phone</u>
Pioneer Elementary	Cindy Murray, Principal	Cindy.Murray@psd201.org	208.852.2050
Oakwood Elementary	Kaylynn Hamblin, Principal	Kaylynn.Hamblin@psd201.org	208.852.2233
Preston Junior High	Tom Schmidt, Principal	Tom.Schmidt@psd201.org	208.852.0751
Preston High School	Clint Peery, Principal	Clint.Peery@psd201.org	208.852.0280
Special Ed & FCHS	Brady Garner, Director	Brady.Garner@psd201.org	208.852.2233

Preston School District believes that meeting in-person can best address the educational progress and emotional well-being of students. In July 2021, the CDC said, “Students benefit from in-person learning, and safely returning to in-person instruction...is a priority... Children should return to full-time in-person learning in the fall with layered prevention strategies in place.” Safe and continuous in-person learning is a priority for PSD, and we have established strategies to promote the safety of all students and staff. PSD will continue to take steps to mitigate the COVID-19 public health crisis, including the emerging variants, and prevent the spread of sickness and disease.

Mitigation Strategies

Healthy Hygiene, Handwashing and Respiratory Etiquette

- Avoid touching eyes, nose, and mouth.
- Cover mouth and nose when coughing or sneezing.
- Use tissues and throw them away.
- The district purchased boxes of tissues for each school to have available for students/staff.
- Wash your hands or use hand sanitizer before eating and every time you touch your face.
- Wash hands with soap and water for at least 20 seconds.
- Hand sanitizer is available throughout the school.
- Avoid close contact with those already sick.
- Stay home from school if sick.
- Isolate at home if test positive for COVID-19.

Masks

- In Preston School District, masks are optional, but recommended during the COVID-19 outbreak.
- The CDC continues to recommend, when needed, that you wear the most protective masks you can that fits well and that you will wear consistently.
- Anyone who chooses to wear a mask should be supported in their decision to do so during any COVID-19 transmission level.
- Students, staff, and visitors are encouraged to bring their own masks if they choose to wear them.
- If a mask is needed, masks will be made available to those without their own.
- If a teacher has a medical reason, such as a weakened immune system, the teacher may require masks to be worn in his/her classroom and will work through administration to inform parents.
- Wash your hands or use hand sanitizer before putting on your mask.
- Put the mask over your nose and mouth and slip loops over your ears while securing it under your chin.
- If a mask does not fit properly or needs to be continually adjusted, use a different mask type.
- Make sure you can see and breathe easily.

Physical Barriers and Physical Distancing

- Where possible, avoid direct physical contact with people.
- Partitions and sneeze guards are installed in some of the front office areas.
- Protection dividers for desks are available for teachers to use in their classrooms.
- Clear face masks and face shields are available for staff so students can see the face of the instructor or therapist.
- Teachers are encouraged to maximize the physical distance between students in the classroom.
- Teachers and schools are encouraged to maintain the grouping of students into cohorts when possible.
- If there is a need to reduce the number of students in areas like the cafeteria, classrooms, or playground, schedules may be altered, or other options provided.

Maintaining Healthy Facilities

- To the extent possible, avoid touching typical high-touch surfaces.
- Additional cleaners were hired to help the custodial crew clean and disinfect buildings more frequently and thoroughly.
- Busses, classrooms, and high-touch surfaces such as doorknobs, switches, and keyboards will be cleaned and disinfected.
- The school staff will clean and disinfect areas where a sick person was during the day.
- As needed deep cleaning and thorough disinfection will take place in the schools outside of the regular school hours.
- Heating, Ventilation, and Air Conditioning (HAVAC) systems are in the process of upgrade.
- When safe and appropriate to do so, windows and doors will be opened for circulation.
- As the COVID-19 hospital admission level rises, teachers will consider moving certain indoor activities outside.

Efforts to Provide Vaccinations to School Communities

- The CDC recommends that everyone stay up to date on their COVID-19 vaccines.
- PSD encourages students, employees, and community members to collaborate with their doctor, the health department, and other medical professionals regarding vaccinations.
- Vaccination for COVID-19 is encouraged for all eligible and appropriate recipients, but not required for staff employment, student attendance, or visitors in the school.
- Convenient vaccination clinics are provided to employees and age-eligible family members.
- The district will continue to make vaccines available for district employees.

Screening, Testing, Contact Tracing, and Quarantining

- The school district will take into consideration the recommendations from local health experts.
- PSD encourages at-home screenings and monitoring of children by parents or guardians.
- Each school has thermometers that can be used for temperature checks.
- During an outbreak, visitors and volunteers will answer a few health-related questions from a brief questionnaire before staying at school.
- Individuals (students/teachers/staff/visitors) should stay home when sick or have signs of any infectious illness, and then seek out a healthcare provider for testing and/or care.
- Students, employees, and volunteers who test positive for COVID-19 should quarantine as directed by a medical professional or follow the CDC's isolation recommendation to stay home at least five (5) days from symptom onset before returning to school.
- Quarantine is no longer recommended by the CDC for people who have been exposed to COVID, but those exposed are encouraged to wear a high-quality mask for 10 days.
- The CDC encourages school administrators to “manage exposures based on the local context and benefits of preserving access to in-person learning.”
- All individuals exposed to COVID should watch for symptoms (such as fever, cough, or shortness of breath) for up to ten (10) days after exposure, and inform medical professionals for advice if experiencing symptoms.
- PSD staff will focus on sustainable surveillance practices that allow evaluation of trends and mitigation of transmission in schools when outbreaks are identified. This focus moves away from a universal case investigation and contact tracing model. For instance, Absenteeism Reporting could be used as a COVID-19 surveillance approach.

Special Education and Support for Students with Disabilities

- Students with disabilities will receive appropriate accommodations to support progress in learning with respect to the health and safety policies.
- Accommodations will be developed collaboratively with the IEP team and other stakeholders.
- Vulnerable and at-risk students may be provided alternate learning options depending upon the circumstance and decided upon by the IEP team.
- If the closure of school for an extended period of time negatively impacts a student's progress toward IEP goals, it may be necessary to determine whether recovery services are appropriate and necessary for particular students.
- PSD is aware that young children or those with sensory or cognitive issues may find difficulty wearing a mask, and the district will work on prioritizing times most important to mask.

Narrative on Addressing Needs and Info on Reviewing the Plan

How the district is addressing and plans to address students' academic needs:

District staff utilizes data such as state and local test results, attendance, teacher referrals, parent input, students not meeting grade level standards, GPA, etc. to make determinations on recommendations for services. Teachers, counselors, administrators, and other district personnel meet regularly through Professional Learning Community team meetings, such as grade level, department, student assist teams to analyze student performance data and develop appropriate interventions. Similar meetings are held where an IEP team comes together to discuss support for students with disabilities. The schools partner with parents by sharing student information in person at formal or informal conferences, by phone calls, and/or electronic communication.

- **PIONEER:** We will be analyzing data monthly as grades/school to see what progress is being made and will make academic adjustments as needed in Tier 2 & 3. We are working on

improving our PLC's so that they are more productive and effective by having them all in the cafeteria at the same time. This gives the reading coach & I time to go around to each group & work with them. We have implemented a new tier 2 program for kindergarten & each grade has reviewed their tier 2 activities to support student growth. We have brought in training for our new reading & math programs.

- **OAKWOOD:** We benchmark students and provide support to those who are struggling. We have Istation and Imagine Math products that can provide extra learning support to students at school and home.
- **PJH:** The district has been focusing on individualizing student's education and success by implementing a data tracking system based on student's knowledge through STAR testing. Teaching is adjusted to the students' needs and students are placed in intervention classes based on individual need on identified learning gaps. Students set learning goals based on collected data on STAR and other testing, such as Dibbles, and how they are performing in their classes.
- **PHS:** Continued PD and emphasis on Visible Learning and identifying things that have the biggest impact on learning.
- **FCHS:** This year at FCHS we have implemented an academic intervention to help students get caught up on work they are behind in or need extra support. We have also implemented a token-based economy for our students taking state testing this year. We believe that we will see the best state test scores ever at FCHS. For special education, we adopted a new district-wide curriculum that will serve our most needy students. This will allow them to understand the structure and how the lessons are delivered from pre-k to 12th. Allowing the students to be able to focus on learning outcomes.

How the district is addressing and plans to address students' social, emotional, mental health, and other needs:

Teachers will strive to create an environment of respect and rapport to ensure that relationships with students are positive and supportive. Schools will attempt to connect students with at least one caring adult to support the social and emotional needs of students. The district firmly believes that meaningful learning cannot take place unless we attend to students' overall well-being. Character education, bullying prevention, suicide prevention, and other related activities are taught to students. The district will cultivate safe, inclusive, and supportive environments. The district will seek to identify opportunities for students with disabilities to interact and receive needed support and interventions. Preston School District has at least one counselor available for students in each of the schools. Some staff have taken, and all will be encouraged to participate in professional development such as the following training: Youth Mental Health & First Aid, Crisis Prevention Intervention (CPI), Applied Suicide Intervention Skills Training (ASIST). There is a district wide initiative and focus on student needs with all schools involved in the Positive Behavior Intervention Supports (PBIS) Project. Additionally, PSD contracts services with an outside mental health agency to come into school and support at-risk youth.

- **PIONEER:** I, the principal, hold the front door open in the mornings to greet each student that is dropped off. Every day I am in the classrooms, lunchroom, hallways, etc. interacting with the students. I want them to know who I am and that I care about them. Nothing more rewarding to look into their eyes and get those hugs and smiles. We will be holding morning assemblies every Monday & Thursday morning in the gym as a school. We say the pledge, have a moment of silence, sing the National Anthem, celebrate birthdays & other successes. We want our students to feel loved, appreciated & part of a wonderful school environment that appreciates each one of them. We have a small tile in each room. The teacher moves it around to students' desks when they are doing well. When the school counselor or I come into the room, whoever has the tile gets a reward. The kids love working for this & they never know when it will happen so they try really hard to earn it. We are focusing on & rewarding positive behavior and it's going very well! Our school counselor will be going into each classroom each month focusing on

skills students need to know. He will also be forming small groups and focus on specific skills. Spirit Day . We have awesome t-shirts this year & have spirit days for everyone to wear their school or blue shirts. Assemblies held. We started with a wonderful 9-11 tribute to our Hometown Heroes and have many others planned. Can't wait for Veterans' Day to lower our new flag!!!! It's critical to provide these opportunities for our students to be involved in!

- **OAKWOOD:** PBIS outlines expectations and rewards positive behaviors. The counselor also does classroom presentations and spends time on the playground identifying students who aren't playing with friends.
- **PJH:** Various clubs, sports, and extracurricular activities are available for students to participate in and find social support in. Students are encouraged to participate and be a part of these groups. Various activities throughout the year are designed to get students to participate and feel like they are a part of something and accepted. Student Government designs days and weeks where students can dress up and participate in fun competitions. Teachers, counselors, administration and parents meet to discuss the needs of individual students who are struggling with social, emotional, mental and other needs. Individual plans are put in place to help the student be successful and have teacher advocates at school.
- **PHS:** Continued partnership with Priestley Mental Health. The ability for students to receive free counseling while on school grounds to minimize missed classroom time.
- **FCHS:** We have strengthened our partnership with Priestley Mental Health. They not only provide personnel for sped but also general education. We have also started celebrating Mental Health Week as a district. Last year each school had an activity that was associated with Mental Health Week.

How the district is addressing and plans to address their staff's social, emotional, mental health, and other needs:

District employees received the book FISH! A Proven Way to Boost Morale and Improve Results training on the four practices of the Fish Philosophy will be shared with staff in an effort to boost morale, improve emotional well-being, enhance teamwork, increase trust, and develop leadership skills. The four practices to help us re-energize and rejuvenate include principles: 1) Be There – Be emotionally present for people. Make them feel like they are the most important person at that moment. 2) Make Their Day – Serve people in meaningful, memorable ways. 3) Choose Your Attitude – Choose to make today a great day. Take responsibility for how you respond. And 4) Play – We can be serious about our work and the destination of achieving student success, but we will enjoy the journey by having fun and performing our jobs with enthusiasm. To start of the 2023-24 school year, motivational speaker, Ryan Stream, was brought in and talked with all employees. Stream shared a message about believing in yourself, igniting the fire within, being your own hero, becoming mentally resilient, seeing your potential, writing your own story, knowing that you are a leader, and conquering your colosseum. His book's message states 1) Be honest with yourself, 2) Take accountability, 3) Believe in yourself, 4) Make a plan and, 5) Take action. Additionally, the district has school counselors whose skills can assist district employees with social, emotional, mental health, and other needs. If staff feel overwhelmed with sadness, depression, anxiety, or feelings of self-harm, they are encouraged to seek professional advice and/or medical help.

- **PIONEER:** Have You Filled a Bucket Today? is our theme this year. I gave each staff member a metal bucket with the saying on it. We have hung them in our halls & the whole school will work to fill each other's buckets with goodies, notes, verbal praises etc. to show support for each other. It is going very well!!! Have you Filled a Bucket Today t-shirts. I bought a t-shirt to wear throughout the year. Now, several other staff members have bought their own. Support is spreading. Monthly activities. We will have having monthly "goodie" days. This month is 'Chips & Dip'.. ust a fun way for us to share goodies in the lounge. I am working hard to make face-to-face contact to talk to them at least once a day & also get in the classrooms to see the students. My favorite part of the day!!! Staff Picture - We had our staff picture taken yesterday. I think we

had double the people than we have had over the last 5 years. These are just a few....many more things to come!. Increasing safety at our school is also a top priority for students' & staffs' social, emotional & mental health. I have had multiple people (parents & staff) approach me and thank me for the changes we are making. Everyone feels more safe & secure in our school.

- **OAKWOOD:** We do staff soar tickets, acknowledge birthdays and recognize accomplishments.
- **PJH:** Faculty meetings this year will include training on social, emotional, mental health and other needs. There will be guest speakers who come in and provide trainings on these different types of health, why they are important and how we can help them take care of themselves. Staff and faculty activities will be held throughout the school year where they can come, participate, and build healthy relationships with their peers and coworkers. Motivational speakers have been brought into the district to increase moral, help build positive thinking and refocus our efforts building and maintaining a positive culture.
- **PHS:** Created a new faculty room for them to meet, eat, and mingle in.
- **FCHS:** The district has provided opportunities through our insurance to help with this area. They also give us enough days off to take care of ourselves.

The process and timeline for review and revision of the plan:

The district sought feedback from stakeholders and gave the public opportunity to provide input in the development of the Safe Return to In-Person Instruction and Continuity of Services Plan. The foundation of the current return-to-school plan was based on the district's previously established plan. The plan was posted on the district website and discussed in board meetings. Input was sought at the Preston Community Inter-agency meetings. Feedback received regarding plan improvement and clarity was taken into consideration, and many suggestions were incorporated into the current plan. This document will be reviewed and revised as necessary by all stakeholders at a minimum of every six (6) months in a similar process where the district will engage in meaningful consultation with students, parents, teachers, principals, supervisors, community leaders, etc.

Summary

Preston School District administration, school board, and staff will continue to monitor any illness posing a significant threat to the wellness of our community and school district, including that caused by the new covid variants, to determine if additional precautions should be taken. PSD could change guidance according to local public health conditions and COVID-19 hospital admission levels even after the school year begins to better ensure the health and safety of students, staff, and visitors. Updates will be provided on the district website.

While we understand that on occasion, there is some risk associated with a physical return to school if a highly contagious illness with severe health consequences is present, we also understand that there is a significant risk to the education of students as well as lack of healthy emotional/social relationships in our school and community if we are unable to return to school with on-campus learning. The benefits of face-to-face instruction and healthy relationships cannot be replicated in an online environment.

Should the district need to close the schools and go to remote learning, the virtual contingency plans include the following platforms:

Teachers of *secondary* students will use Teams and Canvas.

Teachers of *elementary* students will use Zoom to provide instruction, and students will then work with the digital curriculum (such as Istation and Imagine Math) or paper curriculum packets (which will be sent home).

Preston School District will adhere to the requirements of IHSAA in determining policies and procedures associated with extra-curricular participation in both practices and competitions.

We ask that students and district employees be mindful of teachers and students who may be more susceptible or vulnerable to illness by exercising greater caution around such individuals (i.e., wearing a mask, maintaining physical distance, etc.) so we can proceed this school year with a continuous and safe operation of in-person learning. Preston School District looks forward to providing an excellent education this school year, leading to student success now and into the future.

Please reach out to a member of the administration if you have any questions or concerns about the safe return to on-campus instruction. For further clarification or to provide additional comments and feedback, contact Dr. Lance Harrison, Superintendent of Preston Schools, at lance.harrison@psd201.org or 208.852.0283.

CLUB REQUEST FORM

(September 2023)

NAME: Preston Bowling Club

DESCRIPTION: USBC High School maintains strong relationships with the National Federation of High School Associations, as well as providing a steppingstone to further opportunities such as college bowling and scholarship programs to multiply paths of higher education past High School. Idaho's association actively offers guidance to all levels of high school bowling with instruction, membership, awards, and industry resources to ensure the success of high school bowling nationwide.

(We are allowed an exception for students from Westside, and Utah who bowl with us as a league upon the High School Bowling Boards approval.)

MISSION: Our mission is to provide a supportive and engaging environment for high school students to develop their bowling skills, sportsmanship, and leadership abilities. We are committed to promoting a sense of camaraderie and teamwork while instilling discipline, dedication, and a strong work ethic in our members. We aim to foster an environment that celebrates diversity, encourages collaboration, and promotes the development of lifelong friendships.

VISION STATEMENT: Through regular practice sessions, coaching, and participation in local and regional competitions, we strive to help our members reach their full potential as bowlers and contributing youth in our community. We believe in nurturing a love for the sport and encouraging healthy competition, while also emphasizing the importance of academic success and personal growth.

PURPOSE: Provide a sense of belonging and unity within our club, where every member feels valued, respected, and supported. We have proven in the past years of competition that our High School Bowling Club is not only a winning force within the bowling community, but also provides our members with invaluable life lessons and experiences that will positively impact their futures. We hear quite often that a kid joins bowling and ends up really enjoying it because they just didn't feel that they fit with any other sport, or that they couldn't play sports. Bowling is for them and they find their purpose which is why we do what we do.

ELIGIBILITY REQUIREMENTS: Students must maintain a G.P.A of 2.5, no D's or below, and meet all Membership requirements as outlined by their USBC membership.

PLANNED ACTIVITIES: Weekly practices, monthly tournaments, districts, and state.

- **TOURNAMENTS:** IJBT (Idaho Junior Bowling Tournaments), High School Open, High School district and State finals, State Youth, Pepsi tournaments, and IJBT finals with scholarship payouts.

[Below is the Calendar for all events.](#)

++++ High School Districts are in Burley on Feb 6th (Boy's Singles), 7th (Girls Singles), and 8th (team). Then High School State Finals are also in Burley and will be on Feb 20th (Team) and 21st (singles).

We do not feel like this is something students should have to go to since it is scheduled on weekdays, BUT we have always dominated and placed 1st or 2nd the last 3 years and would like the opportunity to uphold our record competing at the others.

Students as well as the advisors are concerned about missing school for that many days. We thus feel that we should not, and will not, be participating in the competitions that fall on the weekdays but would attend any that fall on weekends.

<h1>High School Bowling Schedule</h1>		<p>-*IJBT (Idaho Jr. Bowlers Tournaments Scholarships) -*PEPSI (sponsored Scholarship) -*HIGH SCHOOL- (like other state sports NO SCHOLARSHIPS ARE AWARDED BUT COLLEGES DO RECRUIT.)</p>
Date	Tournament	
EVERY SATURDAY	MANDATORY PRACTICE SATURDAYS OTHER THAN SCHEDULED DAYS OFF. Full Calendar of events given at registration	Preston
Sep-9	Parent meeting (WE WILL EXTEND TO LATE APPLICATIONS)	Preston Pop'N'Pins
Sep-24	IJBT	Twin Falls
Oct-6	Bowler of the Month	Pop'N'Pins
Oct-28	Halloween party / Dress up	Pop'N'Pins
Nov-3	Bowler of the Month	Pop'N'Pins
Nov-10	Youth State: singles, doubles, and team	Pocatello
Nov-11	High 5 (Top high 5 youth from our group from last year compete with the whole state's top 5 bowlers from all other centers.)	Pocatello
Nov-12	IJBT	Pocatello
Dec-1	Bowler of the Month	Pop'N'Pins
Dec-21 OR 22	Christmas Party	Not yet determined

Jan-5	Bowler of the Month	Pop'N'Pins
Jan-13	High School Eastern Invite	Pocatello
Jan-21	IJBT	Boise
Jan-21	Preston City Youth Tournament	Pop'N'Pins
Feb-2	Bowler of the Month	Pop'N'Pins
Feb-4	IJBT	Meridian
*+++Feb 6-8	High School Eastern District (weekdays)	Twin Falls
*+++Feb 20-21	High School State (weekdays)	Burley
Feb24	Preston City Youth / Adult Tournament	Pop'N'Pins
March-1	Bowler of the Month	Pop'N'Pins
March-16	Pepsi regionals	Idaho Falls
March-17	IJBT	Idaho Falls
April-5	Bowler of the Month	Pop'N'Pins
April-21	IJBT	Burley
April-26	End of Year Banquet / Student Elections	Yet to be determined
May-1	Final Bowler of the month	Pop'N'Pins
May-2	Bowler of the YEAR	Pop'N'Pins
May-3	Pepsi State FINALS	Nampa
May-5	IJBT FINALS (Scholarships awarded higher and more places are paid out.)	Nampa
May-11	End of Year Banquet for all age groups in leagues	Yet to be determined

LEADERSHIP ELECTIONS: This year all seniors will be youth leaders, at the end of the season we will maintain all upcoming seniors as leaders with the exception of one boy and one girl elected by a vote of students from the lower-class students.

STUDENTS INITIATING CLUB: Ryker Olsen and Devony Jepperson

PARTICIPATION FEES: \$9 a week with the addition of travel and tournament fees. (We are fundraising to help cut these costs for parents. In past years we were able to raise enough funds to cover all fees for all age groups participating.)

NAME OF ADVISORS: Emily Titus, Daren & Christy Jepperson, and Nils & Samantha Olsen.

PLAN FOR PARENT AND STUDENT NOTIFICATION: Text, Facebook group, flyers, monthly meetings.

PARTICIPATION REQUIREMENTS: Must have parent approval, join the USBC youth leagues on Saturdays, have their own equipment (ball, shoes and bag).

SCHOLARSHIP INFORMATION: All scholarships are through the SMART PROGRAM. All recipients are eligible to use funds at any higher education platform after high school as well as the new SMART program for Pell Grant will match opportunities to match with any youths funds. For more information, please go to Bowl.com/SMART. The funds are held in their SMART accounts for up to 5 years after they graduate. The funds are also able to be used for housing, college supplies, transportation, etc. and not just the college classes.

FACILITY NAMING RIGHTS:

There are two (2) circumstances in which naming rights may be granted: Naming Rights in Consideration and Naming Rights in Recognition. The Superintendent or designee shall create a committee to consider all requests for granting Naming Rights in Consideration or Naming Rights in Recognition in accordance with the criteria set forth below. Upon consideration, the Superintendent or designee shall make a recommendation to the Board of Trustees regarding the request for granting naming rights, based on the recommendation of the committee. An application for requesting naming rights will be used. The following criteria shall be considered when naming school facilities.

Naming Rights in Consideration:

“Naming Rights in Consideration” is in consideration of financial contributions, sponsorship or other commercial transactions. Naming rights may be granted in return for provision to the district of an appropriate financial contribution or sponsorship, including provision or supply of equipment, materials, land or services in cooperation with the district’s superintendent. The provision or supply of equipment, materials, land, or services in cooperation with the district superintendent that totals a value of 100,000 dollars reserves the naming rights for 5 years for larger facilities. The provision or supply of equipment, materials, land, or services in cooperation with the district superintendent that totals a value of 250,000 dollars reserves the naming rights for 15 years for larger facilities. The provision or supply of equipment, materials, land, or services in cooperation with the district superintendent that totals a value of 50,000 dollars reserves the naming rights for 5 years for smaller facilities. The provision or supply of equipment, materials, land, or services in cooperation with the district superintendent that totals a value of 150,000 dollars reserves the naming rights for 15 years for smaller facilities. The difference between larger and smaller facilities is determined by the school board.

It is expected that a specific agreement about the nature of naming right will be drawn up between the parties or their representatives, such agreement to be governed by the provisions of this policy.

All such agreements are subject to the district’s requirements for contracts, as set forth in the School Code and related regulations, including bidding requirements for district contracts. Nothing in this policy shall be construed as to provide a provider of goods, services or financial contribution as an automatic naming right. All such rights are subject to Board approval under the terms of this policy.

Naming Rights in Recognition:

“Naming Rights in Recognition” is in recognition of any significant contributions to the district that it wishes to honor. Such a contribution may be a gift, including financial or meritorious service, from a donor and is at the sole discretion of the Board in agreement with the donor or a representative. Naming rights may be granted at the sole discretion of the Board in recognition of the party it wishes to honor.

One (1) of the following three (3) criteria must be fulfilled in order for the granting of naming rights in recognition to be considered:

1. Recognition of outstanding service to the district; or outstanding service to the Dallastown community.
2. Recognition of the achievement(s) of distinguished alumni.
3. Recognition of a noteworthy financial or other contribution from a donor (be it way of donation, bequest, sponsorship, etc.), such contribution being voluntary and not rendered in consideration of the granting of naming rights.

The district may solicit suitable donations from the advocates of such recognition, particularly if the request comes from other than family members.

Facilities will not be named for persons who are employed by the district or active in its operations or those who hold public office.

Special requests to name facilities in honor of persons who have made a significant contribution to the educational system or community of the Preston Joint School District, specifically to its educational programs, will not be considered until the person is five (5) years removed from active involvement with the Preston School District.

Existing facilities named for persons of honor in the Preston Joint School District shall remain perpetual unless changed in accordance with these guidelines.

The granting of naming rights in recognition is at the sole discretion of the Board, with the agreement of the party or their representatives.

Granting Naming Rights:

In granting Naming Rights, either in Consideration or in Recognition, due regard should be taken of the need to maintain an appropriate balance between commercial considerations and the role which names of buildings and space play in contributing to the District's sense of identity as well as in assisting students, staff, and visitors to orient themselves within the campus/facility.

Any and all entitlements and attributions granted in conjunction with naming rights, including but not limited to signage, must be approved by the Board prior to installation in or on District property.

The granting of naming rights must always be consistent with the District's vision, mission, and shared purpose. The long-term effects of the naming rights must be considered. The department/school affected by the naming right to be granted must be consulted before any decision is made.

The school board oard has the exclusive discretion to determine whether to pursue, accept or decline an opportunity to name facilities. In addition to the specific criteria identified for Naming Rights in Consideration and Naming Rights in Recognition, the patron/group making a recommendation to the Superintendent shall consider the following factors and the Superintendent shall consider these factors in making a recommendation to the Board of Trustees on granting a naming right:

1. The extent to which a naming opportunity limits or restrains the District's discretion or ability to pursue other opportunities;
2. The duration of the arrangement or agreement and the District's ability/discretion to terminate the arrangement/agreement;
3. The extent to which the naming opportunity imposes any obligation on the District, either presently or in the future, financial or otherwise and whether the opportunity is subject to conditions acceptable to the District;
4. The extent to which the naming opportunity constitutes a conflict of interest or creates the appearance of or potential for a conflict of interest;
5. The extent to which the naming opportunity affects the appearance of District property or disrupts the operation of the District; and
6. Any other information that may be relevant to the decision to whether to grant a naming right.

The patron/group shall include an explanation of how the request for granting a naming right satisfies these factors in making a recommendation to the Superintendent. The Superintendent shall include an explanation of how the request for granting a naming right satisfies these factors in making a recommendation Board. The Board has the right to reject the recommendation.

Transferability:

Naming Rights in Consideration may be traded upon agreement of the individual/entity and the Board. Traded means "to exchange or swap one naming right for another." For example, when a company changes its name, the naming right may be changed or "traded" to reflect the new name. Naming Rights in Recognition may not be traded. The District may, as it deems necessary, require the company to provide compensation for the costs of any such change. If the company refuses to or does not provide compensation for such costs, the district reserves the right to remove the name due to the fact that it no longer represents the company who received the naming rights.

Limit of Naming Rights:

On the part of the District –

The District's right to use the name and other brand elements of the named party shall only be permitted by express agreement with the named party.

On the part of the Named Party –

The named party after whom a building or facility is named shall have no rights to the purpose to which that building or facility is applied unless provided for in the specific

contract between the individual/entity and the District. The contract shall not unnecessarily limit the following: progress towards the District's mission and purpose, statutory obligations, or the authority or control of the District or Board.

In turn, the named party shall bear no liability in respect of that building or facility unless provided for in the specific contract between the parties. Any such limits must be included in any naming right agreement.

Early Termination of Naming Rights:

Termination by the District –

The Preston Joint School District shall have the authority to revoke the naming of a facility for compelling reasons as determined by the school board at any time. Any prepaid financial contributions will be proportionally refunded except in the case of termination prompted by a company or product's tarnished public image.

Termination by the Named Party –

The named party may without refund of consideration, at its sole discretion, terminate its acceptance of the naming rights prior to the scheduled termination date upon request to the school board.

Prohibited Commercial Activities:

The above procedures notwithstanding, no naming rights shall be granted to support commercial activity associated with tobacco, alcohol, illegal drugs, or weapons; which contains vulgar and plainly offensive, obscene, or sexually explicit language; advocates the violation of law or District policy; advances any religious or political organization; promotes supporting or opposition of a candidate for elected office or a ballot measure; which is associated with any company or individual whose actions are inconsistent with the District's mission and goals or community values; is libelous; inhibits the functioning of the school and/or District; or is otherwise in violation of law.