

## **MEMORANDUM**

**To:** Board of Trustees

Twin Falls School District 411

**From:** Bill Brulotte, Director Federal Programs, Policies, and Grants

**Re:** Policy Updates

**Date:** December 12, 2016

### **First Reading:**

#### **Administration recommended changes:**

2860P Middle School Required Instruction  
3515P Food Allergy Management  
4320 Prohibition of Unmanned Aerial Vehicles (Drones)  
5847P Employee Drug and Alcohol Testing  
7215 Fund Accounting System (GASB Statement 54)  
8310 Automated External Defibrillators

#### **ISBA Updates:**

1315 District Planning  
2435 Advanced Opportunities  
2435F Advanced Opportunities Participation Form NEW  
5270 Personal Conduct  
5340 Evaluation of Certificated Personnel  
6400 Principals' Evaluations  
7700 Bond Account NEW  
7710 Bond Continuing Disclosure and Certification Requirements NEW

Each year, the Board of Trustees shall create a collaborative continuous improvement plan designed to improve student achievement in the District, assess and prioritize needs, and measure outcomes.

The Board shall work with the Superintendent to engage students, parents, teachers, administrators, and community members as appropriate in the planning process.

The annual continuous improvement plan shall:

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

Multiple measures shall be used to determine student readiness and improvement. At a minimum, the Board shall set a benchmark for each of the following metrics:

1. **Career and College Readiness:** The number and percentage of students meeting the college ready benchmark in mathematics and English Language Arts on a state recognized college entrance exam. Improvement shall be measured by year over year growth in the percentage of students meeting the college readiness benchmark.
2. **High School Readiness:** The number and percentage of students meeting proficient or advanced on the 8<sup>th</sup> grade Idaho Standards Achievement Test in mathematics and English language usage. Improvement shall be measured by year over year growth in the percentage of students scoring proficient or advanced.
3. **7<sup>th</sup> Grade Readiness:** The number and percentage of students meeting proficient or advanced on the 6<sup>th</sup> grade Idaho Standards Achievement Test in mathematics and English language usage. Improvement shall be measured by year over year growth in the percentage of students scoring proficient or advanced.

4. **4<sup>th</sup> Grade Reading Readiness:** The number and percentage of students reading at grade level on the spring 3<sup>rd</sup> grade statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.
5. **3<sup>rd</sup> Grade Reading Readiness:** The number and percentage of students reading at grade level on the spring 2<sup>nd</sup> grade statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.
6. **2<sup>nd</sup> Grade Reading Readiness:** The number and percentage of students reading at grade level on the spring 1<sup>st</sup> grade statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.
7. **1<sup>st</sup> Grade Reading Readiness:** The number and percentage of students reading at grade level on the spring kindergarten statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.

The Board may engage in planning training to assist in the process and the development of the plan. Qualified planning training may be reimbursable by the State through the process outlined in Idaho State Board of Education rule.

The Board shall continuously monitor progress towards the targets for student outcomes included in the plan by using relevant data to measure growth. Such progress shall be included in the Board's annual evaluation of the Superintendent.

The District plan shall be made available to the public by being posted on the District's website. The plan must be reviewed, updated annually, and posted no later than October 1 each year.

Cross Reference:      1645                      Board Development Opportunities  
                                  4130                      Public Access to District Website

Legal Reference:      I.C. § 33-320 Continuous Improvement Plans and Training  
                                  IDAPA 08.02.01.801 Planning and Training

Policy History:

**Adopted on: 8/11/14**

ISBA 2014; 2015

**Revised on: 8/10/15**

The District provides opportunities for students to begin earning credit for college and vocational programs and/or to take advanced placement or other college credit-bearing or professional certificate examinations while they attend school in the District.

Participation in the District's advanced opportunities program requires parent and student agreement to program requirements and completion of the State Department of Education's participation form documenting the program requirements found in 2435F.

In order to ensure that students have a chance to participate in advanced opportunity programs, the Board hereby directs the Superintendent to establish procedures with timelines, requirements for participation, and requirements for financial transactions, and transcribing transcription of credits that meet the State Department of Education reporting requirements for each program.

### Definitions

"Credit" means middle level or high school credit.

"Dual credit" means credit awarded to a student on his or her secondary and postsecondary transcript for the completion of a single course. Students may be allowed dual credit when approved in advance.

"Full course credit load" means at least 12 credits per school year for grades 7 through 12 or the maximum number of credits offered by the student's school during the regular school day per school year, whichever is greater.

"Overload course" means a course taken that is in excess of a full course credit load, including summer courses.

"School year" means the normal school year that begins upon the conclusion of the spring semester leading up to the break between grades and ends upon the beginning of the same break of the following year.

### Fast Forward Program

The State's Advanced Opportunities funding, known as the Fast Forward program, provides students in the District with \$4,125 to use toward overload courses, dual credits, college credit-bearing examinations, and professional certificate examinations.

Students may access these funds in grades 7 through 12 for:

1. Overload courses, in an amount which may not exceed \$225 per overload course. A student must take and successfully be completing a full credit load within a given school year to be eligible for funding of an overload course. An overload course must be taken for high school credit to be eligible for funding.
2. Dual credits, in an amount which may not exceed \$75.00 per one dual credit hour.
3. Eligible college credit-bearing or professional certificate examinations.

To qualify as an eligible overload course for the program, the course must be offered by a provider accredited by the organization that accredits Idaho high schools and be taught by an individual certified to teach the grade and subject area of the course in Idaho. Eligible examinations include advanced placement (AP), international baccalaureate (IB), college-level examination program (CLEP), and professional-technical examinations.

The District shall make reasonable efforts to ensure that any student who considers participating in the District's advanced opportunities program understands the challenges and time necessary to succeed in the program. The District shall make such efforts prior to a student's participation in the program.

Parents of participating students may enroll their child in any eligible course, with or without the permission of the District, up to the course enrollment limits described in this policy. Each participating student's transcript shall include the credits earned and grades received by the student for any courses taken pursuant to this policy. For an eligible course to be transcribed as meeting the requirements of a core subject, as identified in administrative rule, the course must meet the approved content standards for the applicable subject and grade level.

The District will collaborate with publicly funded institutions of higher education in Idaho to assist students who seek to participate in dual credit courses or graduate high school early by enrolling in postsecondary courses.

### Challenging Courses

The Board hereby directs the Superintendent or designee to develop criteria by which a student may challenge a course. The Superintendent will present the criteria for challenging courses to the Board for approval. If a student successfully meets the criteria then the student shall be counted as having completed all required coursework for that course.

If a student fails to earn credit for any course or examination for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for 1 similar course before any further reimbursements for the student can be paid. If a student performs inadequately on an examination for which the State Department of Education has paid a reimbursement, the building principal shall determine whether the student must pay for and

successfully pass such examination to continue receiving State funding. Repeated and remedial courses or examinations are not eligible for funding through this program.

### Mastery Advancement Program Advanced Opportunities Scholarship

Students who successfully complete grades 1 through 12 at least one year early may be eligible for a mastery advancement an advanced opportunities scholarship, regardless of whether the District is participating in the mastery advancement program. A student shall be eligible if he or she:

1. Shows that he or she has met all of the graduation requirements of the District; and
2. Completes grades 1 through 12 curriculum in 11 or fewer years; and
3. Has attended schools in the Idaho public school system for at least four years.

~~Students who have attended Idaho public schools for less than four years and who have completed all graduation requirements may be eligible to receive a mastery advancement scholarship at a reduced rate not to exceed one semester of scholarship for each year of Idaho public school attendance.~~

A student is not required to graduate early and can choose to participate in dual credit or advanced placement classes upon meeting these criteria.

If an eligible student requests a mastery advancement an advanced opportunities scholarship, the student shall be entitled to such a scholarship which may be used for tuition and fees at any publicly funded institution of higher education in Idaho. The amount of such scholarship shall equal 35 percent of the statewide average daily attendance-driven funding per enrolled pupil for each year of grades 1-12 curriculum the student avoids due to early graduation. ~~No student shall be eligible for more than three years of a mastery advancement scholarship.~~

The District shall collaborate with publicly funded institutions of higher education in Idaho to assist early-graduating students in enrolling in postsecondary or advanced placement courses held in high school.

### Dual Credit for Early Completers Program

~~Students in the District completing all State high school graduation requirements at any time prior to the beginning of their final 12<sup>th</sup>-grade semester or trimester term, except the senior project and any other course that the State Board of Education requires to be completed during the final year of high school, shall be eligible for assistance in paying for the following:~~

1. ~~Up to 18 credits per semester term or 12 credits per trimester term of dual credit postsecondary courses. Average daily attendance shall be counted as normal for such students for public school funding purposes; and~~
2. ~~Up to six advanced placement or other college credit bearing or professional certificate examinations per semester or four per trimester.~~

~~If a student fails to earn credit for any course or examination for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for one such course or examination before any further reimbursements for the student can be paid.~~

#### Course and Examination Fee Payment

~~Any student in a District high school who has attained grade 11 and who has not qualified for the Dual Credit for Early Completers program shall qualify for the amount established by the State Board of Education for up to three postsecondary semester or equivalent credits and examinations. Any District high school student who has attained grade 12 and who has not qualified for the Dual Credit for Early Completers program shall qualify for the amount established by the State Board of Education for up to six postsecondary semester or equivalent credits and examinations. These moneys may be used to pay an amount not to exceed the price to the student of such courses and examinations, except that the combined amount for such credits earned and examinations shall not exceed the dual credit fee set by the State Board of Education for those credits.~~

~~If a student fails to earn credit for any course or examination for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for one such course or examination before any further reimbursements for the student can be paid.~~

#### 8 in 6 Program

~~The 8 in 6 Program provides a means for students to complete high school and the first two years of college or professional technical preparation in six years rather than eight through overload courses.~~

~~The State Department of Education will pay for a portion of the cost of overload courses for students who chose to participate in the 8 in 6 Program. To participate, a student and their parent must sign a form provided by the State Department of Education agreeing to the following:~~

- ~~1. The student shall take and successfully complete dual credit or professional technical education courses for at least a portion of the student's courses during the 11 and/or 12-grade years;~~
- ~~2. The student shall take and successfully complete at least one overload course and a full course load;~~
- ~~3. The State shall pay the lesser of the actual cost or \$225 per one credit overload course taken in this program.~~
- ~~4. The State shall pay for no more than:
  - ~~A. Two credits of overload courses per student per semester;~~~~

- B. ~~Four credits of overload courses per student per year; and~~
- C. ~~A combined total of eight credits of overload courses per student during such student's participation in the program.~~

~~Students accepted into the program shall remain in the program from year to year unless they sign a withdrawal form.—~~

~~If a student participating in the program fails to complete with a grade of "C" or better one or more overload courses while in the program, the student must pay for and successfully complete an overload course with a grade of "C" or better before continuing in the program.~~

~~The District shall make reasonable efforts to ensure that any student who considers participating in the program understands the challenges and time necessary to succeed in the program. The District shall make such efforts prior to a student's participation in the program.~~

~~For a course to qualify for this program, it must be offered by a provider accredited by the organization that accredits Idaho high schools and be taught by an individual certified to teach the grade and subject area of the course in Idaho. Parents of participating students may enroll their child in any eligible course, with or without the permission of the District, up to the course enrollment limits described in this policy. Each participating student's transcript shall include the credits earned and grades received by the student for any courses taken pursuant to this policy. For an eligible course to be transcribed as meeting the requirements of a core subject, the course must meet the approved content standards for the applicable subject and grade level.~~

Legal Reference:	I.C. § 33-4601	Definitions
	I.C. § 33-4602	Advanced Opportunities
<del>_____</del>	<del>I.C. § 33-4603</del>	<del>"8 in 6 Program"</del>
<del>_____</del>	<del>I.C. § 33-4604</del>	<del>Mastery Advancement Program</del>
	IDAPA 08.02.03.106	Advanced Opportunities

Other References: <http://www.sde.idaho.gov/student-engagement/advanced-ops/index.html>

Policy History:

**Adopted on: 8/11/14**

ISBA 2015

**Revised on: 8/10/15**



# Public School Age Student Approval Form 2435F to take College of Southern Idaho Courses on Campus

## Instructions

1. This form is for students who wish to enroll in courses at College of Southern Idaho (CSI) campus sites while in high school or completing high school graduation requirements and wish to receive the high school tuition rate.
2. This form must be signed by the student's parent or legal guardian and by a high school official (i.e.— principal or counselor).
3. Once this form has been completed it should be submitted to the CSI Admissions and Records Office.
4. This form needs to be completed once every academic school year.

## Guideline Procedures

1. Student must apply for CSI admission as a non-degree seeking student to receive the high school tuition rate. Non-degree seeking students are not eligible for financial aid.
2. Student must turn 16 years of age before the end of the term they wish to enroll in or have successfully completed at least one half of the high school graduation requirements as certified by the high school in order to receive the high school tuition rate. If the student does not meet this guideline procedure, he/she may contact the CSI Dual Credit Administrator for course registration consideration and to receive the high school tuition rate.
3. Student must take the CSI assessment test (COMPASS) or submit qualifying ACT scores. This requirement may be waived in certain cases depending on the academic rigor of the course(s).
4. Student must meet the established prerequisites for the course(s) he/she wishes to enroll in.
5. The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records. Therefore, access to the student's postsecondary educational records at CSI is restricted. Visit the CSI FERPA website at [www.csi.edu/ferpa](http://www.csi.edu/ferpa) for more information.

Student Information	
Student Name _____	CSI ID # _____
- _____	- _____
Address _____	Birth Date _____
- _____	- _____
_____	Phone _____
Check the status that applies: <input type="checkbox"/> High School Student <input type="checkbox"/> Home School Student	
For High School Official to Complete	
I give the above named student permission to take college courses on the College of Southern Idaho campus during the _____ academic school year.	
Expected high school graduation date _____	
- _____	
High School Name _____	
- _____	
Printed School Official Name/Title _____	
- _____	
Signature _____ Date _____	
- _____	
For Parent/Legal Guardian to Complete	
I give the above named student permission to take college courses on the College of Southern Idaho campus during the _____ academic school year.	
Printed Parent/Legal Guardian Name _____	
Signature _____ Date _____	
- _____	

~~**Students:** You will need to provide your own transportation to CSI. Please check with your counselor to make sure that these credits will help fulfill your graduation requirements. If you want to obtain dual credit for this class, the current equivalency rate is two (2) college credits equal one (1) high school credit. As you know, it is your responsibility to provide this office with verification of successful completion of the class with passing grades.~~

~~**COURSES:** \_\_\_\_\_~~

~~\_\_\_\_\_~~

~~**DUAL CREDIT:** \_\_\_\_\_~~

~~**CSI ONLY:** \_\_\_\_\_~~

Updated: 1/14/13

**Amended: 8/11/14**

This participation form allows students to participate in the *Fast Forward* program through the Idaho State Department of Education as authorized by *Idaho Code 33, Chapter 46: Advanced Opportunities*. By signing this form, the student and parent/guardian agree to the conditions and provisions of the program.

Students are allocated a total of \$4,125.00 to use in grades 7-12. Funds can be used towards:

1. Overload courses; high school credits taken in **excess** of the full credit load offered by the public high school, up to \$225.00 per course. Definitions of full credit load may vary between schools;
2. Dual credits; a maximum of \$75.00 per credit; and
3. Examinations; Advanced Placement, International Baccalaureate, College Level Examination Program, Professional Technical.

Students should meet with their guidance counselor to develop a 4, 5, or 6 year learning plan that will help them maximize this benefits of this program according to the student's college and career interests. Intentional selection of coursework is a critical element of these programs.

All courses paid for by *Fast Forward* must be transcribed on the student's public high school transcript.

The parent/student understands that he/she will be held responsible for tuition and fees incurred as a result of participation in courses or exams taken from a college/university or other provider, and will be responsible for complying with policies and procedures set forth by the provider.

The Idaho State Department of Education will send payment for courses to the public Idaho post-secondary institution or the student's school district. Eligibility for payment is subject to the deadlines and procedures set forth by the District in partnership with course/exam providers. All payment requests must be submitted through the Advanced Opportunities portal according to District guidelines.

If a student fails to earn credit for a course paid for by *Fast Forward*, the student must subsequently pay for a "like" course on their own before he/she is eligible for further *Fast Forward* funding. If a student performs inadequately on an examination paid for by *Fast Forward*, the local school district will decide whether the student may continue utilizing *Fast Forward* funding, or if she/he must pay for the cost of a "like" examination before using further funds. *Fast Forward* funds may not be used for repeated or remedial course work.

With the approval of the District students can track expenditures of their allocation by creating an account in the Advanced Opportunities portal.

This form will be retained by the District.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

School Name: \_\_\_\_\_

School District: \_\_\_\_\_

## Middle School Credit System

### 1. Credit System: The following classes and credits are required for each grade level:

#### **6<sup>th</sup> Grade**

Social Studies:	2 credits
English:	2 credits
Reading:	2 credits
Science:	2 credits
Math:	2 credits
PE:	2 credits
Electives:	2 credits

Students must attain eighty percent (80%) of the total credits attempted. Students must be in attendance 90% of the time each semester.

#### **7<sup>th</sup> Grade**

Social Studies:	2 credits
English/Reading:	2 credits
Science:	2 credits
Math:	2 credits
PE:	1 credit
Online Learning:	1 credit
Electives:	4 ½ credits

Students must attain eighty percent (80%) of the total credits attempted. Students must be in attendance 90% of the time each semester.

#### **8<sup>th</sup> Grade**

Social Studies:	2 credits
English/Reading:	2 credits
Science:	2 credits
Math:	2 credits
Online Learning:	1 credit
Health:	1 credit
Electives:	4 ½ credits

Students must attain eighty percent (80%) of the total credits attempted. Students must be in attendance 90% of the time each semester.

### 2. Credit Recovery

- Students who are failing a class may be placed into an alternative credit recovery program.
- When appropriate, students who have failed a class will lose an elective in order to complete an alternative program.
- Students with failing grades who do not meet the 80% threshold will be required to attend summer school as per district procedures.

### 3. Matriculation

Students who do not meet the requirements to move on to the next grade and fail to recover credits will be retained, referred to the Bridge Academy, or required to complete other steps. The teacher, counselor and administrative staff will meet with the student's parent/guardian to determine the most appropriate action.



**REVISED: 1/10/11**  
**4/08/13**  
**8/11/14**

Medical Plans of Care

There are several written documents individualized for a particular student with a severe or life-threatening food allergy which may be used to address the student's needs throughout the school day. These may be developed with input from a core team, which may include the student (if appropriate), the student's parent/guardian, the principal or his/her designee, the student's teacher, the school nurse, the cafeteria manager, the counselor, transportation staff, coaches, and other personnel deemed necessary to make decisions about food allergies. Medical plans of care may include the:

**Emergency Care Plan:** A medical plan of care distributed to all school personnel who have responsibilities for the care of the student. This plan specifically describes how to recognize a food allergy emergency and what to do when signs or symptoms of these conditions are observed. In the event the student reports exposure to a food allergen or shows symptoms of anaphylaxis he or she may be treated according to the Emergency Care Plan. This plan may be developed from information provided by the student's physician and parent/guardian prior to the student's entry to school, or immediately after the student is diagnosed with a severe allergy. Similar plans may also be developed for staff members with severe allergies.

**Individualized Healthcare Plan:** A medical plan of care that may be developed by the school nurse in collaboration with the student's health care provider and core team to provide written direction for school personnel to follow in accommodating the student's needs throughout the day. It may address conduct and use of allergen-containing products in the classroom, the cafeteria, the library, at recess, on field trips, during extracurricular activities, and in other environments the student will face during the school day or during District-sponsored activities. The plan may describe functional problem areas, set goals for overcoming problems, list tasks or interventions to meet the goals, and identify staff members responsible for implementing the plan. This plan may be developed prior to the student's entry to school or immediately after the student is diagnosed with a severe or life-threatening allergy. Input from the core team may be sought before changes are made to this plan. Similar plans may also be developed for staff members with severe allergies.

If a student's severe or life-threatening allergy is determined to be a disability, it may also be addressed in a Section 504 Service Agreement and/or in the Related Services Component of their Individualized Education Program (IEP).

A complete set of a student's current medical plans of care related to food allergies may be maintained by the school nurse. The Superintendent or building principal may also require that copies of the Emergency Care Plan be kept in other places where they may be needed, such as with epinephrine auto-injectors kept in other places in the school.

The school nurse may provide information or copies of the different components of a student's medical plans of care to appropriate personnel, including teachers, cafeteria staff, District staff

supervising school-sponsored extracurricular activities, and others who may be involved in the implementation of the medical plans of care. Such information may be provided to substitute teachers along with contact information for the school nurse.

#### Students With Disabling Special Dietary Needs

When a student's food allergy is identified, evaluated, and determined to be a disabling condition, the District shall make appropriate accommodations, substitutions or modifications for such students in accordance with the applicable policies relating to students with disabilities.

In such cases, the student may be required to have a written medical statement signed by a licensed physician to be included with the student's Individualized Healthcare Plan. The medical statement may identify:

1. The student's special dietary disability;
2. An explanation of why the disability restricts the student's diet;
3. The major life activity(ies) affected by the disability;
4. The food(s) to be omitted from the student's diet; and
5. The food or choice of foods that must be provided as the substitute.

#### Students With Non-Disabling Special Dietary Needs

The District may, at its discretion, make appropriate accommodations, substitutions, or modifications for students who have a special dietary need but who do not meet the definition of disability, such as a food intolerance or allergy that does not cause a reaction that meets the definition of a disability. The decision to accommodate such a student shall be made on a case-by-case basis.

Students who fall under this provision may be required to have a written medical statement signed by a physician, physician assistant, or certified registered nurse practitioner identifying the following:

1. The medical or other special dietary condition which restricts the student's diet;
2. The food(s) to be omitted from the student's diet; and
3. The food or choice of foods to be substituted.

#### Allergy In-Service Training

The District may provide periodic training to teachers, aides, volunteers, substitutes, food service personnel, transportation personnel, and others as needed on any of the following topics:

1. Basic information such as signs, symptoms, and risks associated with food allergy and anaphylaxis;
2. Awareness of food and non-food items that might present risk;
3. Strategies that reduce the risk of exposure to identified allergens throughout the school day;
4. Designation and maintenance of allergen-free zones;



5. Basic food handling procedures, including hand washing, avoiding cross-contamination, and cleaning surfaces;
6. District and school level policies, procedures, and plans for managing students with chronic health conditions including allergies;
7. How to respond in the case of a possible severe or life-threatening allergic reaction;
8. Local emergency medical service procedures;
9. Proper storage and administration of epinephrine auto-injectors, antihistamines, and other medications;
10. Strategies to manage student privacy and confidentiality while maintaining an inclusive class environment; and
11. How to deal with food allergy-related bullying.

### Epinephrine and Other Medications

Students with severe allergies may be permitted to carry an epinephrine auto-injector with them, in accordance with Policy 3510. A student's epinephrine may also be kept in other locations where it would be easily accessible for the student, such as in their classroom, with a District employee supervising lunch or recess periods, or on their bus. Locations for storage will follow the manufacturer's guidelines. Staff may be notified of the locations of epinephrine in the school. The Superintendent or building principal may require that whenever students are present at a school, at least one person who has been trained to administer an epinephrine auto-injector is also present.

~~Twin Falls School District may choose to keep stocks of epinephrine at its schools to be used in emergencies for students with unknown allergies who develop an anaphylactic response and for those students with known allergies if their personal emergency medication is found to be flawed. This epinephrine may be kept in a place that is accessible at all hours when school is in session.~~

Any student who receives epinephrine at school must be immediately transported to a hospital for evaluation by a licensed healthcare provider and further observation or immediately released into the care and custody of their parent(s)/guardian(s).

### The Cafeteria

The Superintendent or building principal may require that cafeteria staff take any of the following steps to accommodate students with severe or life-threatening allergies:

1. Prohibit specific foods;
2. Clean and sanitize kitchen surfaces and equipment to avoid cross contamination with potential food allergens;
3. Wear non-latex gloves, and change or wash gloved hands during extended use to avoid cross-contamination with potential food allergens;
4. Have photos of students with severe or life-threatening allergies placed in the kitchen, only for kitchen staff to view;
5. Make appropriate substitutions or modifications to meals served to students with serious allergies;
6. Be prepared to make food ingredient lists used in food production and service

- available. Maintain food labels from each food served to a child with allergies for at least twenty-four (24) hours following service in case the student has a reaction from a food eaten in the cafeteria; and
7. With parental approval, set up cafeteria procedures such as entering a student's allergy into computerized database. Such information would remain confidential and shared on a need-to-know basis in compliance with federal privacy regulations.

### Allergies and the Classroom

The school nurse, teacher, and parents of any children with severe or life-threatening allergies, may set a classroom protocol regarding the management of food in the classroom. This protocol will be communicated by the teacher to the students and parents of the affected class, and may include any of the following accommodations:

1. The parents of students with severe or life-threatening allergies may provide allergen-free snacks to be kept in the classroom and given to the student treats are served in the classroom;
2. Students, parents, and staff may be prohibited from bringing homemade treats or specified foods for in-class consumption. Only commercially prepared treats with intact ingredient labels may be allowed in class;
3. Teachers may notify parents in writing of any school related activity that requires the use of food in advance of the project or activity;
4. Use of food for instructional lessons may be limited or eliminated;
5. Use of food or candy as part of a school project related to the curriculum may be prohibited; and
6. Allergen-containing foods may be prohibited in classrooms during after-school activities when that classroom will be used by a student with a known food allergy during the school day.

The Superintendent or building principal may require teachers to take any of the following additional steps to accommodate students with severe or life-threatening allergies:

1. Post signs indicating rules for preventing exposure to life-threatening allergens in the classroom and ensure that these rules are enforced;
2. Eliminate the use of food allergens in the allergic student's educational tools, school-provided supplies, and incentives;
3. Participate in the planning of students' re-entry into school after an anaphylactic reaction; and
4. Send notices to parents of students in the classroom that the classroom is a free zone with regard to a specified food.

Teachers may be required to develop and implement age-appropriate lessons on allergies for such subjects as health, family and consumer sciences, biology, and physical education. Such lessons may emphasize:

1. Support for, and inclusion of, classmates with chronic health conditions, such as food allergies;
2. Bullying prevention, including reporting harassment, hazing, and bullying to school personnel;
3. Knowledge of potential allergens and the symptoms of a potentially life-threatening reaction;
4. Differences between life-threatening allergies and food intolerances;
5. Appropriate response to emergency situations such as life-threatening allergic reactions;
6. Developmentally-appropriate self-management of food allergies; and
7. The importance of following District health policies and guidelines, such as those regarding hand washing, food-sharing, and allergen safe zones.

### Transportation

The school bus drivers may be informed when they are transporting a student with a life-threatening allergy. The Superintendent or building principal may require bus drivers to take any of the following additional steps to accommodate students with severe or life-threatening allergies:

1. Strictly enforce a policy of no eating on the bus. Students with medically documented needs may be permitted to eat allergen-safe foods on the bus;
2. Refrain from handing out food treats; and
3. Assign seats to students, and/or seat students with life-threatening allergies immediately behind and to the right side of the bus driver.

The Superintendent or building principal may require the transportation department to send letters to parents of all students who use District transportation informing them that at least one student at the school has a life-threatening allergy, requesting that their child wash their face and hands after breakfast and before boarding the bus, and informing them of rules prohibiting students from eating on the bus.

### Field Trips

The Superintendent or building principal may require that those organizing field trips take any of the following steps to accommodate students with severe or life-threatening allergies:

1. Take into consideration the potential for exposure to the student's food allergens when determining sites for field trips, and consider ways of avoiding allergen exposure during the field trip;
2. Notify parents of students with severe or life-threatening allergies and the school nurse as soon as possible of any upcoming field trip;
3. Allow parents of students with severe or life-threatening allergies to accompany the student on field trip;
4. Store meals for students with food allergies separately to minimize cross-contamination;
5. Ensure that students do not eat on the bus;

6. Prepare ways for participants to wash hands before and after eating, such as with hand wipes;
7. Appoint a District employee attending the field trip to implement any student's Emergency Care Plan if necessary, and bring all supplies necessary to do so; and
8. Note the location of closest medical facility ahead of time.

### Other Accommodations

The Superintendent or building principal or the designee may require that any of following steps be implemented to accommodate students with severe or life-threatening allergies:

1. Prohibit food and utensil trading and sharing, and post signs in schools informing students that they are expected to neither trade nor share food or utensils;
2. Designate particular tables in the cafeteria, particular classrooms, areas within classrooms, or other areas as allergen-free zones. These zones may be designated by a universal symbol, and be cleaned with a separate wash bucket and cloth with District-approved cleaning agents;
3. Post signs at points of entry to each school and/or on the school or District website advising that there are students with life-threatening allergies. Such signs may not disclose the identity of the student with the food allergy unless his or her parent has consented to that disclosure;
4. Have letters sent to all parents of children attending school with a least one student known to have a life-threatening allergy, notifying them of the severity of the health threat, signs and symptoms to be aware of, and concise list of foods and a materials of concern and school policy regarding them. This will be done in a way that protects the confidentiality of the student with the life-threatening allergy. If other students or parents may be able to guess or deduce which student has the life-threatening allergy, approval of the student's parent may be sought before the letter is sent;
5. Hold Emergency Care Plan drills to assure the efficiency and effectiveness of such plans;
6. Ensure that there is at least one functioning emergency communication device, such as a walkie-talkie or cell phone, available at all times in classrooms, on field trips, at recess, during physical education class, at school-sponsored extracurricular activities, and/or on school buses;
7. Develop a cleaning protocol to ensure that the threat of allergens is minimized;
8. Prohibit the sale of particular food items in the school; and
9. Request that students refrain from bringing foods to which a student is known to have a severe or life-threatening allergy to school, and request that parents refrain from sending such foods to school. A Superintendent or building principal may completely prohibit particular food items from the school or school grounds when it is felt that the benefits of

doing so would outweigh the difficulty of enforcing such a ban and the controversy such a measure is likely to provoke.

### Confidentiality

The District will endeavor to maintain the confidentiality of students with food allergies, to the extent appropriate and as requested by the student's parents/guardians. District staff shall maintain the confidentiality of student records as required by law, regulations, and Board policy.

### Expectations of Students with Severe or Life-Threatening Allergies and their Parents

The Board expects students with life-threatening allergies to do the following, as age appropriate:

1. Take as much responsibility as possible for avoiding allergens, including refraining from sharing or trading of foods or eating utensils with others, refraining from eating anything with unknown ingredients or a known allergen; avoid putting anything in mouth such as writing utensils, fingers, or other foreign objects;
2. Use proper hand washing before and after eating and throughout the school day;
3. Learn to recognize personal symptoms;
4. Notify an adult immediately if they eat something they believe may contain a food to which they are allergic;
5. Notify an adult if they are being bullied, harassed, hazed, or threatened by other students as it relates to their food allergy;
6. Carry their epinephrine auto-injector with them at all times if they are permitted to do so, or know where the auto-injector is kept and who has access to it;
7. Know how to get to the nurse's office;
8. Develop an awareness of their environment and their allergen-free zones; and
9. Know their overall Individual Healthcare Plan and understand the responsibilities of the plan.

The Board encourages parents of students with serious allergies to do the following, as age appropriate:

1. Teach their child to:
  - a. Not share snacks, lunches, drinks, or utensils;
  - b. Know which foods are and are not safe for them to eat, and to read labels and understand ingredient safety;
  - c. Understand the importance of hand washing before and after eating;
  - d. Recognize the first symptoms of an allergic or anaphylactic reaction;

- e. Communicate with school staff as soon as he/she feels a reaction is starting;
  - f. Understand rules and expectations about bullying related to food allergies, and report such teasing and/or bullying;
  - g. Carry his/her own epinephrine auto-injector when appropriate, or know where the epinephrine auto-injector is kept and who has access to it;
  - h. Administer his/her own epinephrine auto-injector and be able to train others in its use; and
  - i. Develop awareness of their environments, including allergy-controlled zones.
2. Inform the school nurse of their child's allergies prior to the opening of school, or as soon as possible after diagnosis. All food allergies must be verified by documentation from physician, nurse practitioner, or physician assistant;
  3. Work with the core team collaboratively to develop the Individualized Healthcare Plan, and provide an Emergency Care Plan completed by the student's physician;
  4. Complete and submit all requested and required forms. Provide the school with current cell phone, pager, and other emergency contact numbers;
  5. Allow District health personnel to consult with the student's physician or healthcare provider, and provide current contact information for the healthcare provider;
  6. Provide the school nurse with up-to-date emergency medications so they can be placed in all required locations for the current school year. Parents may be requested to provide two (2) or more epinephrine auto-injectors. Medications must comply with the District medication policy of proper labeling and expiration;
  7. Consider providing a medical alert bracelet for their child;
  8. If requested, provide "safe snacks" for their student's classroom in case of an unplanned special event. Parents may also be asked to provide a nonperishable safe lunch to be kept at school in case the student forgets to bring lunch;
  9. Review policies, procedures, and plans with the core team annually and following any allergic reaction at school; and
  10. Provide the school nurse with at least annual updates on their child's allergy status. Inform the school of any changes in the child's life-threatening allergy status and provide a physician's statement if the student no longer has food allergies.



Procedure History:

**Adopted on: 11/11/13**

ISBA 2013

**Revised on: 8/11/14**

**POLICY TITLE: Prohibition of Unmanned Aerial  
Vehicles (Drones)**

**POLICY NO: 4320  
PAGE 1 of 1**

In an effort to maintain the safety, security and privacy of students, staff and visitors, the Twin Falls School District has determined that the operation of unmanned aerial vehicles (UAV), also known as drones, is prohibited by any persons on or over district property during school hours and at district sponsored events.

For the purposes of this policy, a UAV is any aircraft without a human pilot aboard the device.

An exception to this policy may be made in specific cases where circumstances warrant, but must be approved in advance by the superintendent or designee.

Policy History:

Adopted on:

Revised on:

Employees are expected to maintain high standards of honesty, integrity and impartiality in the conduct of District business and required to comply and conform to the Idaho law and the Code of Ethics of the Idaho Teaching Profession.

In addition to the conduct enumerated in Idaho law and the Code of Ethics of the Idaho Teaching Profession, an employee should not dispense or utilize any information gained from employment with the District, accept gifts or benefits, or participate in business enterprises or employment which create a conflict of interest with the faithful and impartial discharge of the employee's District duties. A District employee may, prior to acting in a manner which may impinge on any fiduciary duty, disclose the nature of the private interest which creates a conflict. Care should be taken to avoid using, or avoid the appearance of using, official positions and confidential information for personal advantage or gain.

Employees will keep information confidential as determined by law and Board policy. Employees shall also respect the confidentiality of people served in the course of the employee's duties and use information gained in a responsible and lawful manner. Discretion should be employed even within the school system's own network of communication.

District employees who are contacted by the media should direct such inquiries to the Director of Community Relations.

Administrators and supervisors may set forth specific rules and regulations governing an employee's conduct on the job within a particular building.

### Insubordinate Conduct

In the educational setting there are high expectations for employee behavior. This is necessary to ensure effective and efficient operation of the school and to model and reinforce appropriate professional interactions for our students. Accordingly, employees shall treat all administrators and colleagues in an appropriate professional manner.

Employees shall comply with all work-related orders, instructions, and directives issued by a proper authority. Insubordination; manifest disrespect; acts or language which hamper(s) the school's ability to control, manage, or function; displays of unacceptable modeling of rules for students or staff; or any other serious breaches involving improper attitudes or improper action toward persons in positions of authority are just cause for and may result in employee discipline, up to and including possible termination.

Examples of improper conduct include, but are not limited to:



1. Disobeying an appropriate order, instruction or directive of a supervising employee or administrator;
2. Refusing to accept a reasonable and proper work assignment or directive of a supervising employee or administrator;
3. Disputing or ridiculing authority;
4. Exceeding authority; and/or
5. Using vulgar or profane language to a supervising employee or administrator.

Legal Reference: I.C. § 33-1208      Revocation, Suspension or Denial of Certificate – Grounds  
I.C. § 33-1209      Proceedings to Revoke, Suspend or Deny or Place  
Reasonable Conditions on a Certificate  
IDAPA 08.02.02.076 Code of Ethics of the Idaho Teaching Profession

Policy History:

**Adopted on: 8/11/14**

ISBA 2005

**Revised on:**

The District has a firm commitment to performance evaluation of District personnel, whatever their category and level, through the medium of a formalized system. The primary purpose of such evaluation is to assist personnel in professional development, in achieving District goals, and to assist with decisions regarding personnel actions. This policy applies to certificated personnel, but the District shall differentiate between non-instructional and pupil instructional personnel. The Superintendent is hereby directed to create procedures that differentiate between certificated non-instructional and certificated pupil instructional personnel in a way that aligns with the *Charlotte Danielson Framework for Teaching Second Edition* to the extent possible.

Each certificated staff member shall receive at least one (1) written evaluation to be completed no later than June 1<sup>st</sup> for each annual contract year of employment and shall use multiple measures that are research based and aligned to the *Charlotte Danielson Framework for Teaching Second Edition*. The evaluation of certificated personnel shall annually include a minimum of two (2) documented observations, one (1) of which shall be completed prior to January 1<sup>st</sup>. At least one of the documented observations will be a minimum of 30 continuous minutes. A residency teacher will have two (2) observations and both will be at least 30 continuous minutes. The formal written evaluation will be reviewed during a post evaluation conference to communicate results, discuss any concerns, commend the employee for a job well done, and to obtain signatures. In situations where certificated personnel are a teacher is unavailable for two (2) documented classroom observations, due to situations such as long-term illness, late year hire, etc., one (1) documented classroom observation is acceptable.

### Objectives

The formal performance evaluation system is designed to:

1. Maintain or improve each employee's job satisfaction and morale by letting him or her know that the supervisor is interested in his or her job progress and personal development;
2. Serve as a systematic guide for supervisors in planning each employee's further training;
3. Assure considered opinion of an employee's performance and focus maximum attention on achievement of assigned duties;
4. Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized;
5. Assist in planning personnel moves and placements that will best utilize each employee's capabilities;
6. Provide an opportunity for each employee to discuss job problems and interests with his or her supervisor; and
7. Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, and termination.

## Responsibility

The Superintendent or his or her designee shall have the overall responsibility for the administration and monitoring of the Performance Evaluation Program and will ensure the fairness and efficiency of its execution, including:

1. Distributing proper evaluation forms in a timely manner;
2. Ensuring completed evaluations are received at the district office on or before May 1.
3. Reviewing evaluations for completeness and identifying discrepancies;
4. Ensuring proper safeguards and filing of completed evaluations;
5. Creating and implementing a plan for ongoing training for evaluators and certificated personnel on the District's evaluation standards, forms, and processes.
6. Creating and implementing a plan for collecting and using data gathered from evaluations.
7. Creating a plan for ongoing review of the District's Performance Evaluation Program that includes stakeholder input from teachers, Board members, administrators, parents and guardians, and other interested parties;
8. Creating a procedure for remediation for employees who receive evaluations indicating that remediation would be an appropriate course of action; and
9. Creating an individualized evaluation rating system for how evaluations will be used to identify proficiency and record growth over time with a minimum of three (3) rankings used to differentiate performance of certificate holders including: unsatisfactory being equal to a rating of 1; basic being equal to a rating of 2; and proficient being equal to a rating of 3.

The immediate supervisor is the employee's evaluator and is responsible for:

1. Continuously observing and evaluating an employee's job performance including a minimum of two (2) documented observations annually for certificated personnel, one (1) of which shall be completed prior to January 1<sup>st</sup> of each year;
2. Holding periodic counseling sessions with each employee to discuss job performance;
3. Completing Performance Evaluations as required; and
4. Completing training on the District's Performance Evaluation Program.

## Written Evaluation

A written evaluation will be completed for each certificated employee. A copy will be given to the employee. The original will be placed in the employee's personnel file. The evaluation should be reviewed annually and revised as necessary to indicate any significant changes in duties or responsibilities. The evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the evaluator and the employee as to the job description and major performance objectives.

The written evaluation will identify the sources of data used in conducting the evaluation. Aggregate data shall be considered as part of the District and individual school needs assessment in determining professional development offerings.

## Evaluation Measures

**Observations:** Periodic classroom observations will be included in the evaluation process with a minimum of two (2) documented observations annually for certificated personnel, one (1) of which shall be completed prior to January 1<sup>st</sup>. In situations where certificated personnel are unavailable for two documented classroom observations, due to situations such as long-term illness, late year hire, etc., one documented classroom observation is acceptable.

**Professional Practice:** Sixty-seven percent (67%) of the evaluation of certificated personnel will be comprised of Professional Practice based on the *Charlotte Danielson Framework for Teaching Second Edition*. The evaluation will include the following as a measure to inform the Professional Practice portion: input received from parents or guardians. The District has chosen parent or guardian input forms as its measure to inform the Professional Practice portion. Parent or guardian input forms will be made available.

**Student Achievement:** ~~Thirty three percent (33%) of the evaluation of certificated personnel will be based on multiple objective measures of growth in student achievement as. One measure of growth in student achievement shall be Idaho's statewide assessment for federal accountability purposes. The evaluation will also include at least one additional objective measure of growth in student achievement, based on research, as determined by the Board. The Board has chosen growth on common unit assessments at the secondary level done by pre and post tests, and growth on the IRI/MAZE from the fall to winter measures for the elementary level as its additional measures of growth in student achievement.~~ Instructional staff evaluations must include measurable student achievement as defined in Section 33-1001, Idaho Code, applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measurable student achievement or student success indicators, as defined in Section 33- 1001, Idaho Code, as applicable to the position. This portion of the evaluation may be calculated using current and/or past year's data and may use one (1) or multiple years of data.

**Charlotte Danielson Framework:** The evaluation will be aligned with minimum State standards and based upon the *Charlotte Danielson Framework for Teaching, Second Edition*, and will include, at a minimum, the following general criteria upon which the Professional Practice portion will be based:

1. Planning and Preparation
  - A. Demonstrating Knowledge of Content and Pedagogy;
  - B. Demonstrating Knowledge of Students;
  - C. Setting Instructional Outcomes;
  - D. Demonstrating Knowledge of Resources;
  - E. Designing Coherent Instruction; and
  - F. Designing Student Assessments.
2. Classroom Learning Environment

- A. Creating an Environment of Respect and Rapport;
  - B. Establishing a Culture for Learning;
  - C. Managing Classroom Procedures;
  - D. Managing Student Behavior; and
  - E. Organizing Physical Space.
3. Instruction and Use of Assessment
- A. Communicating with Students;
  - B. Using Questioning and Discussion Techniques;
  - C. Engaging Students in Learning;
  - D. Using Assessment in Instruction; and
  - E. Demonstrating Flexibility and Responsiveness.
4. Professional Responsibilities
- A. Reflecting on Teaching;
  - B. Maintaining Accurate Records;
  - C. Communicating with Families;
  - D. Participating in a Professional Community;
  - E. Growing and Developing Professionally; and
  - F. Showing Professionalism.

#### Meeting with the Employee

**Counseling Sessions for Improvement:** Counseling sessions between supervisors and employees may be scheduled periodically. During these sessions, an open dialogue should occur which allows the exchange of performance oriented information. The employee should be informed of how he or she has performed to date. If the employee is not meeting performance expectations, the employee should be informed of the steps necessary to improve performance to the desired level. Counseling sessions should include, but not be limited to, the following: job responsibilities, performance of duties, and attendance. A memorandum for record will be prepared following each counseling session and maintained by the supervisor.

**Communication of Results:** Each evaluation shall include a meeting with the affected employee to communicate evaluation results. At the scheduled meeting with the employee, the supervisor will:

1. Discuss the evaluation with the employee, emphasizing strong and weak points in job performance. Commend the employee for a job well done if applicable and discuss specific corrective action if warranted. Set mutual goals for the employee to reach before the next performance evaluation. Recommendations should specifically state methods to correct weaknesses and/or prepare the employee for future promotions.

2. Allow the employee to make any written comments he or she desires. Inform the employee that he or she may turn in a written rebuttal/appeal of any portion of the evaluation within seven (7) days and outline the process for rebuttal/appeal. Have the employee sign the evaluation indicating that he or she has been given a copy and initial after supervisor's comments.

No earlier than seven (7) days following the meeting, if the supervisor has not received any written rebuttal/appeal, the supervisor will forward the original evaluation in a sealed envelope, marked "Personnel-Evaluation" to the Superintendent, or the designee, for review.

#### Rebuttals/Appeals

Within seven (7) days from the date of the evaluation meeting with his or her supervisor, the employee may file a written rebuttal/appeal of any portion of the evaluation. The written rebuttal/appeal shall state the specific content of the evaluation with which the employee disagrees, a statement of the reason(s) for disagreement, and the amendment to the evaluation requested.

If a written rebuttal/appeal is received by the supervisor within seven (7) days, the supervisor may conduct additional meetings or investigative activities necessary to address the rebuttal/appeal. Subsequent to these activities, and within a period of ten (10) working days, the supervisor may provide the employee with a written response either amending the evaluation as requested by the employee or stating the reason(s) why the supervisor will not be amending the evaluation as requested.

If the supervisor chooses to amend the evaluation as requested by the employee then the amended copy of the evaluation will be provided to, and signed by, the employee. The original amended evaluation will then be forwarded to the Superintendent, or the designee, for review in a sealed envelope, marked "Personnel-Evaluation." The evaluation will be placed in the employee's personnel file.

If the supervisor chooses not to amend the evaluation as requested by the employee then the evaluation along with the written rebuttal/appeal, and the supervisor's response, if any, will be forwarded to the Superintendent, or the designee, for review in a sealed envelope, marked "Personnel-Evaluation." The evaluation will be placed in the employee's personnel file including any rebuttal/appeal and responses.

#### Action

Each evaluation will include identification of the actions, if any, available to the District as a result of the evaluation as well as the procedure(s) for implementing each action. Available actions include, but are not limited to, recommendations for renewal of employment, non-renewal of employment, probation, and others as determined. Should any action be taken as a result of an evaluation to not renew an individual's contract the District will comply with the requirements and procedures established by State law.

#### Records

Permanent records of each certificated employee's evaluation and any properly submitted rebuttal/appeal documentation will be maintained in the employee's personnel file. All evaluation records, including rebuttal/appeal documentation, will be kept confidential within the parameters identified in State and federal law regarding the right to privacy.

### Reporting

~~By July 1, 2014, the District shall submit an evaluation plan to the State Department of Education for approval. Any subsequent changes to the District's evaluation plan shall be resubmitted to the State Department of Education for approval.~~ The District shall report the summative rankings, the number of components rated as unsatisfactory, whether a majority of the certificated personnel's students met their measurable student achievement or growth targets or student success indicators as well as what measures were used, and whether an individualized professional learning plan is in place ~~of individual~~ for all certificated personnel evaluations annually to the State Department of Education.

Legal Reference: I.C. § 33-514 Issuance of Annual Contracts – Support Programs –  
Categories of Contracts – Optional Placement – Written  
Evaluation  
I.C. § 33-515 Issuance of Renewable Contracts  
I.C. § 33-518 Employee Personnel Files  
I.C. § 33-1001 Definitions  
IDAPA 08.02.02.120 Local District Evaluation Policy

### Policy History:

Adopted on: 12/09/13  
ISBA 10/13; 12/14  
Revised on: 8/11/14  
7/13/15  
6/13/16

Twin Falls School District employees are required to report to work in a fit condition to perform their duties. Employees will not be permitted to work with a detectable level of prohibited drugs in their system. The basis for determining “under the influence” and/or “detectable level” is a positive test result for drugs and/or alcohol. A positive result for alcohol will be .02 or more alcohol concentration. Prohibited drugs include both illegal and legal substances, including alcohol or prescription drugs that have not been specifically prescribed and/or used as prescribed, by a licensed physician for specific treatment purposes of the employee at that time.

Employees who need help in overcoming a dependency may contact supervisors on a voluntary basis, seeking help through community resources. Employees with substance abuse problems are encouraged to voluntarily contact and/or enroll in a treatment program. Voluntary enrollment in a substance abuse program may not adversely affect employment. However, continued unacceptable job performance, attendance, and/or behavioral problems will result in disciplinary action, up to and including termination.

All employees must report any citations and/or violation of this policy occurring on or off the District’s premises. A report of citation must be made to an Administrator/Supervisor and/or designee of the Twin Falls School District within 24 hours of receiving the citation.

### **Testing**

Twin Falls School District will enforce compliance with the testing procedure through management supervision and alcohol and/or other drug testing. The drug testing program will include the following components:

- 1) **Commencement of Employment Testing:** All applicants who are being offered employment with the District must test free of drugs and alcohol as a condition of employment. All new employees must submit to the HR department a negative drug and alcohol test result from the District’s chosen accredited testing facility within 24 hours of being offered employment. Failure to do so shall result in an immediate termination. No applicant will assume employment duties until a negative drug and/or alcohol test is reported to the Twin Falls School District. Prospective employees will not be paid for any time spent in drug/alcohol testing. **Individuals testing positive for drugs and/or alcohol during the pre-employment testing will be precluded from applying for another position within the Twin Falls School District for a period of two years and will remain subject to successfully passing the pre-employment testing.** Policy 5846 and associated procedures do not preclude hiring of persons who are in recovery.



- 2) Reasonable Suspicion: Reasonable suspicion is defined as a good faith suspicion, based on objective facts, which is sufficient for a prudent person to conclude that the employee is using and/or appears to be presently under the influence of alcohol and/or drugs. See policy 5847 for further clarification.

The Twin Falls School District Human Resources Department must be notified when reasonable suspicion arises. Administrators/Supervisors will contact HR as soon as possible for assistance.

When supervisory personnel determine there is a reasonable suspicion that an employee is under the influence of or in possession of any substance prohibited by the Drug Free Workplace policy the District may search any District property. The appropriate law enforcement agency will be contacted to administer the search.

- 3) Post-Accident Testing: Any employee whose performance either contributed to an accident or cannot be discounted as a contributing factor to an accident will be subject to testing.

### **Testing Procedures**

- 1) St. Luke's Magic Valley Regional Medical Center is the third-party administrator for the Twin Falls School District #411 Drug Free Workplace program.
- 2) All sample collection activity and drug/alcohol cut-off levels will be consistent with the requirements established by the Department of Health and Human Services (DHHS)/Substance Abuse and Mental Health Services Administration (SAMHSA). The validity, confidentiality, and security of samples and test results are assured.
- 3) Twin Falls School District #411 and/or the physician will determine the drug testing technique (e.g., urine sample, breath sample, blood sample, physical examination, sobriety examination, etc.) to be administered.
- 4) All individuals to be tested will report as directed to St. Luke's Magic Valley Regional Medical Center, Twin Falls District #411's designated collection site, at the requested time. The District will pay for the initial drug and/or alcohol tests.
- 5) If any test is positive for drugs and/or alcohol, Twin Falls District #411 will receive a confirmatory test before using test results as the basis for any disciplinary action.
  - a. If an employee or prospective employee tests positive for alcohol or drugs, the employee will be contacted by the Medical Review Officer (MRO) prior to notification of Twin Falls School District #411 so that he or she may determine

whether a legally prescribed medication resulted in the positive drug test. It is the employee's/prospective employee's obligation to be available to the physician so that the situation can be discussed.

- b. Twin Falls School District #411 will inform the employee/prospective employee in writing of the positive test and the substance for which the employee tested positive.
- c. The employee/prospective employee may request additional testing of the same sample at a mutually agreed-upon laboratory. The employee will bear the cost of any additional testing. The employee must request in writing through the Human Resources Department such re-testing within seven (7) working days from the date of the positive test notification.
- d. If the retest is negative, the District will compensate the employee for any time suspended without pay, reimburse the employee for the cost of the retest, and reinstate the employee with back pay if the employee was terminated solely for the positive test result later determined to be negative.

### **Return to Work**

Twin Falls School District #411 has the option of disciplinary action up to and including termination for a positive test. When disciplinary action other than termination has been chosen as the option, the employee may return to duty after the following conditions, which will be at the employee's expense, have been met.

- 1) The employee must have a negative return-to-duty test within 24 hours for drugs and/or alcohol.
- 2) The employee must submit to an evaluation by a district designated Substance Abuse Professional identifying:
  - a. Recommendations for treatment, if any;
  - b. A plan for random follow-up drug/alcohol testing;
  - c. A signed agreement from the employee stipulating his or her commitment to the outlined plans and/or recommendations.

Revised: 09/10/12  
08/11/14  
06/13/16

Principals are the chief administrators of their assigned schools. The primary responsibility of Principals is to supervise the operation and management of their assigned schools and shall be under the direct supervision of the Superintendent. The majority of the principals' time shall be spent on curriculum and staff development through formal and informal activities, establishing clear lines of communication regarding the school rules, accomplishments, practices, and policies with parents, students, and teachers. Principals are responsible for management of their staff, maintenance of the facility and equipment, administration of the educational program, control of the students attending the school, management of the school's budget, and communication between the school and the community.

### Evaluation of Principals

Each principal shall receive at least one (1) written evaluation to be completed by no later than June 1<sup>st</sup> for each annual contract year of employment. Each principal evaluation shall use multiple measures that are research based and aligned to the State minimum standards based on the Idaho Standards for Effective Principals and include proof of proficiency in conducting teacher evaluations using the State's adopted model, the Charlotte Danielson Framework for Teaching Second Edition.

The process of developing criteria and procedures for principal evaluations will allow opportunities for input from stakeholders, including the Board, administrators, teachers, and parents and guardians.

### Evaluation Objectives

Principal evaluations are designed to:

1. Maintain or improve each principal's job satisfaction and morale by letting him or her know that the Superintendent is interested in his or her job progress and personal development;
2. Serve as a systematic guide for planning each principal's further training and professional development;
3. Assure considered opinion of a principal's performance and focus maximum attention on achievement of assigned duties;
4. Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized;
5. Assist in planning personnel moves and placements that will best utilize each principal's capabilities;
6. Provide an opportunity for each principal to discuss job problems and interests with the

Superintendent; and

7. Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, and termination.

### Responsibility

The Superintendent shall have the responsibility for administering and monitoring the principals' evaluations and will ensure the fairness and efficiency of its execution, including:

1. Creating and implementing a plan for ongoing training and professional development and the funding thereof for principals in the District's Performance Evaluation Program, including evaluation standards, forms, procedures, and processes and a plan for collecting and using data gathered from evaluations;
2. Creating a plan for ongoing review of the District's principal evaluation process that includes stakeholder input from teachers, Board members, administrators, parents and guardians, and other interested parties;
3. Creating a procedure for remediation for principals that receive evaluations indicating that remediation would be an appropriate course of action;
4. Creating an individualized evaluation rating system plan for how principal evaluations will be used to identify proficiency and record growth over time with a minimum of three (3) rankings used to differentiate performance of principals including: unsatisfactory being equal to a rating of 1; basic being equal to a rating of 2; and proficient being equal to a rating of 3;
5. Completing principal evaluations annually and ensuring proper safeguards and filing of completed evaluations; and
6. Completing training on the District's performance evaluation process.

### Written Evaluation

A written evaluation will be completed for each principal by the Superintendent no later than June 1<sup>st</sup> for each annual contract year of employment. A copy will be given to the principal. The original will be retained by the Superintendent. The evaluation shall be reviewed annually and revised as necessary to indicate any significant changes in duties or responsibilities. The evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the Superintendent and the principal as to the job description and major performance objectives.

The evaluation will identify the sources of data used in conducting the evaluation. Proficiency in conducting observations and evaluating effective teacher performance shall be included as one (1) source of data.

### Evaluation Measures and Criteria

#### **Professional Practice**

Sixty-seven percent (67%) of the evaluation will be based upon measures of Professional Practice. All measures within the Professional Practice portion of the evaluation must be aligned at a minimum to the following Domains and Components based upon the Idaho Standards for Effective Principals:

*Domain 1: School Climate* - The principal promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. The principal articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

- i. School Culture – The principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow’s careers and life endeavors.
- ii. Communication – The principal is proactive in communicating the vision and goals of the school or District, the plans for the future, and the successes and challenges to all stakeholders.
- iii. Advocacy – The principal advocates for education, the District and school, teachers, parents, and students that engenders school support and involvement.

*Domain 2: Collaborative Leadership* - The principal promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. The principal uses research and/or best practices in student achievement and instructional programs. The principal uses research and/or best practices in improving the education program.

- i. Shared Leadership – The principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.
- ii. Priority Management - The principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.
- iii. Transparency – The principal seeks input from stakeholders and takes all perspectives into consideration when making decisions.

- iv. Leadership Renewal - The principal strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.
- v. Accountability – The principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others.

*Domain 3: Instructional Leadership* - The principal promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The principal provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

- i. Innovation – The principal seeks and implements innovative and effective solutions that comply with general and special education law.
- ii. Instructional Vision – The principal insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn.
- iii. High Expectations – The principal sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.
- iv. Continuous Improvement of Instruction – The principal has proof of proficiency in assessing teacher performance based upon the Charlotte Danielson Framework for Teaching Second Edition and aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.
- v. Evaluation – The principal uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness.
- vi. Recruitment and Retention – The principal recruits and maintains a high quality staff.

The evaluation will also include at least one (1) of the following as a measure to inform the Professional Practice portion:

- 1. input received from parents or guardians;
- 2. input received from students;
- 3. input received from teachers; and/or
- 4. portfolios.

The District has chosen #3 above, “input received from teachers,” as one of its measures to inform the Professional Practice portion. The Board shall determine the manner and weight of parental input, student input, teacher input, and/or portfolios on the evaluation.

## **Student Achievement**

Thirty-three percent (33%) of the evaluation must be based on multiple objective measures of growth in student achievement based upon research. One measure of growth in student achievement shall be Idaho's statewide assessment for federal accountability purposes. The evaluation will also include at least one additional objective measure of growth in student achievement, based on research, as determined by the Board. The Board has chosen growth on common unit assessments at the secondary level done by pre- and post-tests and growth on the IRI/MAZE from the fall to winter measures for the elementary level as its additional measure(s) of growth in student achievement. This portion of the evaluation may be calculated using current and/or past year's data and may use one (1) or multiple years of data.

### Proof of Proficiency in Teacher Evaluations

Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for appraising, observing, or evaluating certificated personnel performance. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as a onetime recertification requirement prior to September 1, 2018.

### Communicating Evaluation Results

Each evaluation shall include a meeting between the Superintendent and principal wherein the Superintendent will:

1. Discuss the evaluation with the principal, emphasizing strong and weak points in job performance. Commend the principal for a job well done if applicable and discuss specific corrective action if warranted. Recommendations should specifically state methods to correct weaknesses. Set mutual goals for the principal to reach before the next performance evaluation.
2. Allow the principal to make any written comments he or she desires. Inform the principal that he or she may turn in a written rebuttal/appeal of any portion of the evaluation within seven (7) days and outline the process for rebuttal/appeal. Have the principal sign the evaluation indicating that he or she has been given a copy.

### Rebuttals/Appeals

Within seven (7) days from the date of the evaluation meeting with the Superintendent the principal may file a written rebuttal/appeal of any portion of the evaluation. The written rebuttal/appeal shall state the specific content of the evaluation with which the principal disagrees, a statement of the reason(s) for disagreement, and the amendment to the evaluation requested.

If a written rebuttal/appeal is received by the Superintendent within seven (7) days, the Superintendent shall provide the principal with a written response within ten (10) working days either amending the evaluation as requested by the principal or stating the reason(s) why the

Superintendent will not be amending the evaluation as requested.

If the Superintendent chooses to amend the evaluation as requested by the principal then the amended copy of the evaluation will be provided to, and signed by, the principal and retained in the principal's personnel file.

If the Superintendent chooses not to amend the evaluation as requested by the principal, then the evaluation along with the written rebuttal/appeal, and the Superintendent's response, if any, will be retained in the principal's personnel file.

### Action

Each evaluation will include identification of the actions, if any, available to the District as a result of the evaluation as well as the procedure(s) for implementing each action. Available actions include, but are not limited to, recommendations for renewal of employment, non-renewal of employment, probation, and others as determined. Should any action be taken as a result of an evaluation to not renew a principal's contract the District will comply with the requirements and procedures established by State law.

### Records

Permanent records of each principal evaluation will be maintained in the principal's personnel file. All evaluation records, including rebuttal/appeal documentation, will be kept confidential within the parameters identified in state and federal law regarding the right to privacy.

### Reporting

~~By July 1, 2014, the District shall submit an evaluation plan to the State Department of Education for approval.~~ Any subsequent changes to the District's evaluation plan shall be resubmitted to the State Department of Education for approval. The District shall report the rankings of individual principal evaluations annually to the State Department of Education.

Legal Reference: I.C. § 33-513 Professional personnel  
I.C. § 33-518 Employee Personnel Files  
IDAPA 08.02.02.121 Local District Evaluation Policy – School Principal

### Policy History:

**Adopted on:** 2/10/14

ISBA 12/13

**Revised on:** 8/11/14

6/13/16



To enhance the usefulness of fund balance information the District will provide clear fund balance classifications and use fund type definitions consistently.

The policy is designed to encourage consideration of unanticipated events that could adversely affect the financial condition of the District and jeopardize the continuation of necessary public services. The District should maintain adequate fund balances and reserves in order to:

- a. Provide sufficient cash flow for daily financial needs,
- b. Secure and maintain investment grade bond ratings,
- c. Offset significant economic downturns or revenue shortfalls, and
- d. Provide funds for unforeseen expenditures related to

emergencies. Fund Types

The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for by providing a separate set of self-balancing accounts. The following funds are maintained by the District:

- **The General Fund** is used to account for all financial resources not accounted for and reported in another fund.
- **Special Revenue Funds** are used to account and report the proceeds of specific revenue sources that are restricted or committed to expenditure for specific purposes other than debt service or capital projects.
- **Debt Service Funds** are used to account for all financial resources restricted, committed or assigned to expenditure for Superintendent and interest.
- **Capital Projects Funds/Plant Facilities Funds** are used to account for all financial resources restricted, committed or assigned to expenditure for the acquisition or construction of capital assets.
- **Permanent Funds** are used to account for resources restricted to the extent that only earnings, and not Superintendent, may be used for purposes that support the District's purposes.

Note: The above list is not comprehensive and the District may have other funds such as an Activities Fund.

## Fund Balance Reporting in Governmental Funds

The following definitions will be used in reporting activity in governmental funds across the District. The District may or may not report all fund types in any given reporting period, based on actual circumstances and activity.

- **Non-spendable Fund Balance**  
Includes amounts that cannot be spent because they are either:  
(a) Not in spendable form; or  
(b) Legally or contractually required to be maintained intact.
- **Restricted Fund Balance**  
Includes amounts that can be spent only for the specific purposes stipulated by District policy, external resource providers, or through federal regulations or State laws or rules.
- **Committed Fund Balance**  
Includes amounts that can be used only for the specific purposes determined by a formal action of the Board.
- **Assigned Fund Balance**  
Includes amounts intended to be used by the District for specific purposes, but do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed.  
  
*Authority to Assign* - The Board delegates to the Superintendent or designee the authority to assign amounts to be used for specific purposes. Such assignments cannot exceed the available (spendable, unrestricted, uncommitted) fund balance in any particular fund.
- **Unassigned Fund Balance**  
Includes the residual classification for the District's general fund and includes all spendable amounts not contained in the other classifications. In other funds, the unassigned classification should be used only to report a deficit balance from overspending for specific purposes for which amounts had been restricted, committed, or assigned.

## Prioritization of Fund Balance Use

The Board's primary role in adopting this policy is to identify the order of spending unrestricted resources and to acknowledge that the Board is the ultimate decision making authority with regard to committing balances upon recommendation of the Superintendent or designee.

If the Board chooses not to adopt a policy addressing the order of spending, the default approach of reducing restricted, then committed, then assigned, then unassigned fund balances will be used.

## Guidelines

### **Classifying Fund Balance Amounts**

Fund balance classifications depict the nature of the net resources that are reported in a fund. An individual fund may include non-spendable resources and amounts that are restricted, committed, or assigned, or any combination of those classifications. The general fund may also include an unassigned amount.

### **Encumbrance Reporting**

Encumbering amounts for specific purposes for which resources have already been restricted, committed, or assigned should not result in separate display of encumbered amounts. Encumbered amounts for specific purposes for which amounts have not been previously restricted, committed, or assigned, will be classified as committed or assigned, as appropriate, based on the definitions and criteria set forth above.

### **Minimum Unassigned Fund Balance**

The District will strive to maintain a minimum unassigned fund balance in its General Fund ranging from 5 percent to 15 percent of **the subsequent year's budgeted expenditures**. This minimum fund balance is to protect against cash flow shortfalls related to timing of projected revenue receipts and to maintain a budget stabilization commitment.

*Replenishing deficiencies* - when fund balance falls below the minimum range, the District will replenish shortages/deficiencies using the budget strategies and timeframes described below.

The following budgetary strategies shall be utilized by the District to replenish funding deficiencies:

- The District will reduce recurring expenditures to eliminate any structural deficit; or
- The District will increase revenues or pursue other funding sources; or
- Some combination of the two options above.

~~Minimum fund balance deficiencies shall be replenished~~ The district will strive to build a minimum fund balance within the following time periods:

- ~~Deficiency resulting in a~~ A minimum fund balance of less than 5 percent shall be replenished over a period not to exceed five years.
- ~~Deficiency resulting in a~~ A minimum fund balance between 7 percent and 8.5 percent shall be replenished over a period not to exceed three years.
- ~~Deficiency resulting in a~~ A minimum fund balance between 8.5 percent and 10 percent shall be replenished over a period not to exceed one year.

*Surplus fund balance* - Should unassigned fund balance of the General Fund ever exceed the range, the District will consider such fund balance surpluses for one-time expenditures that are nonrecurring in nature and which will not require additional future expense outlays for maintenance, additional staffing, or other recurring expenditures.

**Implementation and Review**

The Board authorizes the Superintendent to establish any standards and procedures which may be necessary for its implementation. The Superintendent shall review this policy and any procedures regarding its implementation at least annually and make any recommendations for changes to the Board.

The Superintendent or designee shall provide accounting procedures for the receipt, deposit, expenditure and withdrawal of such moneys and procedures for monthly reporting to the Board of the transactions, assets, liabilities and fund balance for each such fund.



**Legal Reference:** I.C. § 33-701 et seq.      Fiscal Affairs of School District  
I.C. § 33-901 et seq.      School Funds  
Governmental Accounting Standards Board (“GASB”) Statement No. 54

Policy History:

**Adopted on:** 8/11/14  
ISBA  
**Revised on:** 8/10/15  
9/12/16

Creation, Purpose, and Maintenance of Bond Account

Payment of principal and interest due on bonds shall be made by the District from an account (the “bond account”) established under the resolution(s) authorizing bonds (“bond resolution(s)”). As required by the bond resolution, the bond account shall be maintained separate and apart from any other accounts of the District. A separate subaccount under the bond account shall be established for each series of bonds. All bond tax receipts and bond levy subsidy payments, hereinafter defined, shall be credited to the bond account separate and apart from the funds for the payment of principal or interest on any other series of bonds, and separate and apart from any non-bond levy revenues of the District, as hereinafter defined.

The bond account shall be monitored by the District’s **Director of Fiscal Affairs**. Unless otherwise provided by District resolutions, agreements entered into in connection with the issuance of bonds, or any tax certificate with respect thereto, the **Director of Fiscal Affairs** shall maintain records and shall prepare regular, periodic statements regarding the investments, deposits, and disbursements involving funds held in the bond account.

Definitions

“Bond Guaranty Programs” mean collectively the programs of the State of Idaho pursuant to the Idaho School Bond Guaranty Act, Title 33, Chapter 53, Idaho Code, and the School District Bond Credit Enhancement Program under Title 57, Chapter 7, Idaho Code.

“Bond Levy Subsidy Payments” mean subsidy payments received by the District from the State of Idaho bond levy equalization fund under Sections 33-906, 33-906A, and 33-906B, Idaho Code or any successor provision.

“Bond Tax Receipts” mean funds derived from the District’s general obligation bond levy under the applicable Bond Resolution, levied, assessed, certified, extended, and collected by the District or on behalf of the District by the county or counties annually at the time when and in the manner in which other general taxes of the District are levied, upon all the taxable property within the limits of the District, in addition to all other authorized taxes and assessments in the amount specified by Sections 33-802 and 33-802A, Idaho Code.

“Investment Securities” means such investments as shall be legal investments for such funds under Idaho law as then in effect.

“Non-Bond Levy Revenues” mean revenues, including but not limited to, property tax revenues and operating levy property tax revenues, State funds in replacement of property tax revenues,

sales tax revenue sharing funds, or other funds collected on the District's behalf by the Counties and then disbursed to the District.

#### Deposit of Funds into Bond Account; Payment of Bonds

There shall be deposited into the applicable subaccount under the bond account no later than five days of receipt:

1. Bond tax receipts;
2. Bond levy subsidy payments; and
3. Such other funds as the District shall designate as irrevocably available to pay principal and interest on the applicable bonds.

These deposits shall be in amounts sufficient to meet the payments of principal and interest on bonds as the same mature, as provided in the applicable bond resolution. Non-bond levy revenues shall not be deposited into the bond account.

The District shall pay debt service on bonds from funds held in the bond account pursuant to the provisions of the applicable bond resolution, but nothing herein contained shall be construed to prevent the District from paying the interest on or the principal of bonds from any other funds in its hands and available for that purpose.

#### Investment of Funds in Bond Account

Moneys held in the bond account and subaccounts thereunder shall be invested and reinvested by the District to the fullest extent practicable in investment securities which mature not later than such times as shall be necessary to provide moneys when needed for payment of debt service on bonds. All investment earnings shall be retained in the bond account.

For purposes of investment of funds in the bond account, the District may consider earnings on funds held in the bond account which are not expected to be used to pay principal and interest on bonds to be held for the purpose of paying principal and interest on other bonds issued or to be issued by the District or to be used for any lawful purpose of the District.

#### State Guaranty Programs

In the event bonds are guaranteed by the Bond Guaranty Programs, and pursuant to the applicable bond resolution, the District shall transfer moneys from the bond account to the paying agent sufficient for the scheduled debt service payment on the bonds at least 15 days before each principal or interest payment date for the bonds, pursuant to the provisions of the applicable bond resolution.

Use of Funds in Bond Account

The District shall use the funds held in the bond account for the timely payment of principal (including any redemption premium) and interest on the District's bonds, and related expenses, and for no other purposes. Upon payment in full of the bonds, remaining funds in the bond account may be applied by the District in the manner provided by law.

Legal Reference:	Title 33 Chapter 53	Idaho School Bond Guaranty Act
	I.C. § 33-802 et. seq.	Budget and Tax Levy
	I.C. § 33-906 et. seq.	School Funds
	I.C. § 57-728	Credit Enhancement Program for School District Bonds

Policy History:

Adopted on:

Revised on:

### Designation of Administrator

The District hereby designates the **Director of Fiscal Affairs** (the “Administrator”) to have the primary responsibility to ensure compliance with the applicable securities laws and rules relating to issued bonds. The Administrator shall review these procedures annually. The Administrator will consult with Bond Counsel and/or the District's legal counsel and advisors, as necessary, to ensure that the District complies with the Bond Disclosure Agreement. This will include, without limitation, consultation in connection with any potential changes in ratings of the bonds or changes in finances or operations of the District.

The Administrator will actively participate in the preparation of all primary disclosure materials. The Administrator will review and prepare all post-issuance disclosure materials, including, without limitation, the materials for the District’s financial statements and the information described in the Required Annual Filings, and events required to be disclosed under the rule known as the Material Event Filings, and any other voluntary or required disclosure to the market.

The Administrator will review all primary and post-issuance disclosure materials and consult with all officers, employees, directors, agents, and officials of the District as necessary to ensure that such materials do not contain materially false information or omit material information that investors would want to know in making an informed investment decision about the bonds.

The Administrator will also obtain appropriate training in the issuance of municipal bonds, securities law disclosure, proficiency in the use of Electronic Municipal Market Access (EMMA), and update such training on an annual basis or as new developments arise.

### Duties of the Administrator

Upon the issuance of any bonds, or annually in the absence of such issuance, the Administrator shall update Required Annual Filings to reflect the requirements of the Disclosure Agreements of the District and the requirements thereof.

Within the time specified under each Disclosure Agreement, the Administrator will submit, or cause to be submitted through a disclosure agent if one has been appointed, the District’s Required Annual Filing to the Municipal Securities Rulemaking Board (MSRB) via EMMA.

Not more than five days after the submission of the Required Annual Filing to the MRSB, the Administrator shall provide to the Superintendent and the Board of Trustees written confirmation that the Annual Required Filing has been submitted and filed properly with the MSRB through



EMMA. The Administrator shall independently verify by access to EMMA that the Required Annual Filing has been filed and properly appears on EMMA.

In the event that the Required Annual Filing is not completed in time to submit the Required Annual Filing to the MRSB through EMMA within the time specified, the Administrator will file a notice of occurrence of such event in accordance with the policy and procedures set forth below under “Reporting of Events,” and in accordance with the Rule, and submit the Required Annual Filing as soon as it is available.

### Reporting of Events

The Administrator will make, or cause to be made through a disclosure agent if one has been appointed, all required Material Event Filings via EMMA consistent with the requirements of the Rule.

The occurrence of certain events, including payment defaults, requires a Material Event Filing without the need for a materiality determination (*i.e.* they are deemed material under the rule). These include:

1. Principal and interest payment delinquencies;
2. Unscheduled draws on debt service reserves reflecting financial difficulties;
3. Unscheduled draws on credit enhancements reflecting financial difficulties;
4. Substitution of credit or liquidity providers, or their failure to perform;
5. Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the security, or other material events affecting the tax status of the security. **[Note: A routine IRS audit is reportable because it could lead to an adverse tax opinion.]**
6. Defeasances;
7. Rating changes;
8. Bankruptcy, insolvency, receivership, or similar event of the obligated person;
9. Other events, such as non-payment related defaults, must be analyzed to determine if the event is material and if so, a Material Event Filing is required. The Administrator will consult with Bond Counsel regarding any questions as to whether an event has occurred and what filings are required. These include:

- A. The consummation of a merger, consolidation, or acquisition involving an obligated person or the sale of all or substantially all of the assets of the obligated person, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material.
- B. Nonpayment-related defaults, if material.
- C. Modifications to rights of security holders, if material.
- D. Bond calls, if material, and tender offers.
- E. Release, substitution or sale of property securing repayment of the securities, if material.
- F. Appointment of a successor or additional trustee or the change of name of a trustee, if material.

The Administrator shall establish appropriate procedures within the District such that officers and employees of the District who have access to material information of the kind that would be required to be disclosed under a Material Event Filing are aware of the requirements of the Disclosure Agreement, and that such officers and employees will report such events to the Administrator in a timely manner. As soon as the Administrator learns of the occurrence of an event that is either deemed material or that knowledge of such an event would be material under applicable securities law, the Administrator will prepare and file, or cause to be filed, in a timely manner not in excess of ten business days of the occurrence, a Material Event Filing via EMMA. Not more than five days after the submission of a Material Event Filing to the MRSB, the Administrator shall independently verify by access to EMMA that the Material Event Filing has been filed and properly appears on EMMA.

Nothing in a Disclosure Agreement prevents the District from making a voluntary filing with the MSRB of other material information in addition to the events that give rise to a Material Event Filing under the rule and the Disclosure Agreement.

#### Failure to File

In the event the Administrator fails to make any Required Annual Filing or Material Event Filing, the Administrator shall immediately notify the officer of the District to whom the Administrator reports of such failure to file and will cooperate fully to consider whether the District should engage a Disclosure Agent if one has not already been engaged, or take other action to ensure future filings are made on a timely basis.

### Correspondence from Securities and Exchange Commission (SEC)

Upon receipt of any correspondence from the SEC, the Administrator will immediately notify the District, provide the District with a copy of such correspondence, and develop a plan of action to respond to the SEC inquiry.

### Record-Keeping Requirements

Unless otherwise specified in applicable District resolutions or tax certificates, the District shall maintain the following documents for the term of each issue of bonds (including refunding bonds, if any) plus at least an additional three years:

1. A copy of the bond closing transcript(s) and other relevant documentation delivered to the District at or in connection with closing of the issue of bonds;
2. A copy of all material documents relating to capital expenditures financed or refinanced by bond proceeds, including (without limitation) construction contracts, purchase orders, invoices, trustee requisitions and payment records, as well as documents relating to costs reimbursed with bond proceeds, and records identifying the assets or portion of assets that are financed or refinanced with bond proceeds;
3. A copy of all contracts and arrangements involving private use of bond-financed assets or for the private use of output or throughput of bond-financed assets; and
4. Copies of all records of investments, investment agreements, arbitrage reports, and underlying documents, including trustee statements.

Legal Reference: Municipal Securities Rulemaking Board Rule Book (Updated October 1, 2016)  
<http://www.msrb.org/msrb1/pdfs/MSRB-Rule-Book-PDF-Current-Quarter.pdf>

### Policy History:

Adopted on:

Revised on:

Twin Falls School District #411 has installed automated external defibrillators in some district school buildings to assist those on school property requiring immediate medical intervention related to cardiac episodes. An automatic external defibrillator (AED) is used to treat victims in the first critical moments after sudden cardiac arrest. It is only to be applied to victims who are unconscious, without a pulse and not breathing. The AED will analyze the heart rhythm and advise the operator if a shockable rhythm is detected. If a shockable rhythm is detected, the AED will charge to the appropriate energy level and advise the operator to deliver a shock.

The AED may be used by any volunteer responder who has successfully completed approved CPR and an AED training program. The defibrillator shall be maintained and tested by the owner according to the manufacture's operational guidelines. Any person who renders emergency care of treatment of a person in cardiac arrest by using an AED must activate the emergency medical service system (i.e. call 9-1-1) as soon as possible and must report any clinical use of the defibrillator to the prescribing physician.

Any person or entity who acquires a defibrillator shall notify an agent of the emergency communications system or emergency vehicle dispatch center of the existence, location and type of defibrillator.

The extent to which individuals respond shall be appropriate to their training and experience. The emergency medical response may include CPR, AED or medical first aid. School employees as well as any person who reasonably renders emergency care using an AED without remuneration or expectation of remuneration are protected under the provisions of Idaho Code 5-337 relating to civil immunity for the use of AEDs.

For purposes of this policy, expected AED users shall complete training in the use of an AED provided by the American National Red Cross, the American Heart Association or through an equivalent course of instruction by similar entity.

The immunity from liability does not apply if the acts or omissions amount to gross negligence or willful or wanton or reckless misconduct.

Legal Reference: I.C. 5-337 Immunity for use of Automated External Defibrillators (AED)

Policy History:

Adopted on:

Revised on: