

MEMORANDUM

To: Board of Trustees

Twin Falls School District 411

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

Re: Policy Updates

Date: February 13, 2017

First Reading:

ISBA Updates:

- 1110P Candidate Edification
- 2310 Nutrition Education
- 4160 Parents Right-to-Know Notices
- 7310 Advertising in Schools/Revenue Enhancement
- 8200 Local School Wellness
- 8210 District Nutrition Committee
- 8230 Nutrition Standards
- 8250 Guidelines for Food and Beverages Sales

Administration Recommended Changes:

- 2210P School Closure
- 2606 Middle School/Junior High School Credit
- 2860P Middle School Required Instruction

Candidates for appointment or election to the Board shall be urged to attend public meetings of the Board. All public information about the school system shall be made available to them. Additionally, the Board directs the Superintendent to cooperate impartially with all candidates in providing them with information about school governance, Board operations, and school programs.

Candidates in school districts with 500 students or more should be informed of the requirement to file campaign finance disclosures and directed to the County Clerk's Office for information on the filing requirements, forms, and deadlines.

Notices of candidate meetings that are sponsored by impartial, nonpartisan organizations may be announced in District publications or be sent home with students. The following procedures shall be followed:

1. If a candidate is scheduled to appear or speak as a part of a school-sponsored program, all candidates for that position shall be invited to attend or to send representatives;
2. The school will not send home partisan materials through the students; and
3. The Superintendent shall invite all candidates to an information session. Each candidate will be given the same materials and information at these sessions.

Procedure History

Promulgated on:

Revised on:

Quality nutrition education which is presented creatively and is grade appropriate builds knowledge and skills throughout the child's school experience. It addresses factual information and explores the health, social, cultural, and personal issues influencing food choices. Nutrition and nutrition education are recognized as important contributors to overall health.

Comprehensive nutrition education programs extend beyond the classroom into the larger school environment. The school cafeteria serves as a laboratory where students apply critical thinking skills taught in the classroom. Physical education programs, after-school sports, and school health services are appropriate avenues for nutrition education efforts. Students need to explore how:

1. Knowledge has purpose and meaning in their lives; and
2. Curriculum points to the connections within and across disciplines.

Examples of how nutrition can be integrated into ~~other~~ classes include discussing ethnic food practices in the context of history and geography; preparation of healthy food in home economics, adult living, or life skills courses; the study of essential nutrients in science and biology classes; applying mathematical and technological skills to conduct dietary analysis; and addressing the wide range of social, cultural, and psychological aspects of food in language and social studies classrooms.

The District has a comprehensive curriculum approach to nutrition in kindergarten through grade 12. All instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate. The health benefits of good nutrition should be emphasized. These nutritional themes include but are not limited to:

1. Knowledge of ~~food-guide pyramid~~ My Plate;
2. Healthy ~~heart~~ choices to decrease illness;
3. Sources and variety of foods;
4. Guide to a healthy diet;
5. Diet and disease;
6. Understanding calories and food as energy;
7. Healthy snacks;
8. Healthy breakfast;
9. Healthy diet;
10. Food labels;
11. Major nutrients;
12. Multicultural influences;
13. Serving sizes by age, sex, and activity level;
14. Proper sanitation; ~~and~~

15. Importance of fluid intake and selection; and
16. Identifying and limiting ~~junk~~ low nutrition food.

The District nutrition policy reinforces nutrition education to help students practice these themes in a supportive school environment.

All nutrition education will be scientifically based, consistent with the ~~most recent United States Department of Agriculture's (USDA)~~ Dietary Guidelines for Americans.

Nutrition education will be offered in the school cafeteria as well as in the classroom, with coordination between school food service staff and teachers. Teachers can display posters, videos, websites, etc. on nutrition topics ~~and send materials home to involve parents.~~

Participation in USDA nutrition programs is encouraged as the District conducts nutrition education activities and promotions that involve students, parents, and the community. The school nutrition team responsible for these activities will be composed of child nutrition services staff, student services staff, school nurses, health teachers, and physical education coaches.

School Community

For a truly comprehensive approach to the school-based nutrition programs and services, it is crucial that all members of the school community help to create an environment that supports healthy eating practices. Administrators, teachers, school food service and other personnel; parents; and students need to be involved in this effort. Decisions made in all school programming need to reflect and encourage positive nutrition messages and healthy food choices. This includes coordination of nutrition education with the cafeteria and the promotion of healthy food choices in the cafeteria and all school events, ~~such as from fundraisers, to rewards for positive classroom behavior.~~

Local Community

The effectiveness of school-based nutrition programs and services can be enhanced by outreach efforts in the surrounding community. Personnel should be familiar with the health and nutritional resources available through the community and local agencies. Contacts should be made with the health department, community nutrition programs, health centers, local food pantries, and fitness programs. Once contact has been established, collaborative efforts should be made with other community agencies to positively influence the health and nutritional status of school-age children.

Schools will work with a variety of media to spread the word to the community about a healthy school nutrition environment, such as local newspaper and television stations.

Parent Involvement

The District will support parents' efforts to provide a healthy diet and daily physical activity for their children. The District will offer healthy eating seminars for parents, send home nutrition

information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the District's nutrition standards for individual foods and beverages. ~~Celebrations that involve food during the school day shall be limited to no more than one party per class per month. No more than one food or beverage that does not meet nutrition standards for Smart Snacks in Schools may be served at such parties.~~ The District will provide parents a list of foods that meet the District's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the District will provide opportunities for parents to share their healthy food practices with others in the school community.

The District will provide ~~information about~~ physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such support will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Parents are to be advised that their children are participating in a nutrition education or counseling experience, encouraging their support at home. Parent involvement can be in person or through communication sent to the home.

1. Nutrition education will be provided to parents beginning at the elementary level. The goal will be to continue to educate parents throughout the middle and high school levels;
2. Healthy eating and physical activity will be actively promoted to students, parents, teachers, administrators, and the community at registration, PTO meetings, open houses, health fairs, teacher inservices, etc.; and
3. Nutrition education ~~from evidence-based sources (such as USDA's Team Nutrition and My Plate)~~ may be provided in the form of handouts, postings on the District website, or presentations at open houses that focus on nutritional value and healthy lifestyles.

Cross Reference: 8200 Healthy Lifestyles
8230 District Nutrition Standards

Legal Reference: I.C. § 33-512 Governance of Schools
42 USC § 1758b, Section 204 Healthy, Hunger-Free Kids Act of 2010
7 CFR § 210.30 Local School Wellness Policy

Other References: ~~Implementation and Monitoring Plan, Idaho State Department of Education~~

Policy History:

Adopted on:

Revised on:

*NOTE: This list of parental notice requirements is limited to those required by Every Student Succeeds Act 20 USC § 6312(e), other notices to parents are found in other policies. ~~may not be exhaustive.~~ The only notices applying to districts that do **not** receive Title I funds are those regarding student privacy. The notices described in this policy are paraphrased; please see the specific NCLB ESSA section cited for the exact requirements.*

Improving Basic Programs Operated by Local Educational Agencies Academic Notices

1. **Teacher Qualifications:** ~~As required by NCLB § 1111(h)(6)(A):~~ At the beginning of each school year, ~~a district that receives Title I funds~~ the District shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the District will provide the parents on request, information regarding the professional qualifications of the student’s classroom teachers, including, at a minimum, the following:
 - A. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - B. Whether the teacher is teaching under emergency or other provisional status through which State qualifications or licensing criteria has been waived;
 - C. ~~The teacher’s baccalaureate degree major and any other graduate certifications or degrees~~ Whether the teacher is teaching in the field or discipline consistent with the teacher’s certification; and
 - D. Whether paraprofessionals provide services to the student and, if so, their qualifications.

2. **Student Performance:** ~~As required by NCLB § 1111(h)(6)(B)(i):~~ The District must provide parents the following information on the level of achievement of the parent’s child ~~in each of the State academic assessments:~~
 - A. Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required by law; and
 - B. Timely notice that the student has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

3. ~~As required by NCLB § 1111(h)(6)(B)(ii):~~ Districts must provide parents timely notice that the parent’s child has been assigned, or has been taught for four (4) or more consecutive weeks by, a teacher who is not highly qualified.

Testing Transparency Notices

1. **Testing Notification:** At the beginning of each school year, the District shall notify the parents of each student that the parents may request, and the District will provide the parents in a timely manner, information regarding any State or District policy regarding student participation in any required assessments which information shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.
2. **Testing Information:** The District shall make widely available through public means (including by posting in a clear and easily accessible manner on the District's website and, where practicable, on the website of each school served by the District) for each grade served by the District, information on each test or assessment required by ESSA 20 USC § 6311, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including:
 - A. The subject matter to be assessed; the purpose for which the assessment is designed and used; the source of the requirement for the assessment; and, if available, the amount of time the students will spend taking the assessment, the schedule for the assessment, and the time and format for disseminating test results.

Limited English Proficient Students English Learner Program Notices

1. **Initial Program Notice:** ~~As required by NCLB § 1112(g)(1)(A) and (g)(2) and § 3302(a):~~ The District ~~must~~ shall, not later than thirty (30) days after the beginning of the school year, inform a parent of an English learner ~~limited English proficient child~~ identified for participation or participating in such a program of: ~~the reasons for their child being identified, their child's level of English proficiency, instructional method, how their child's program will meet the child's needs, how the program will help the child learn English, exit requirements for the program to meet the objectives of any limited English proficiency, and information regarding parental rights.~~
 - A. The reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
 - B. The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
 - C. The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
 - D. How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
 - E. How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;

- F. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
- G. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in Section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
- H. Information pertaining to parental rights that includes written guidance--
 - (i) Detailing the right of parents to have their child immediately removed from such program upon their request;
 - (ii) Detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - (iii) Assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

2. **Program Notice During School Year:** For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the District shall notify the children's parents during the first two (2) weeks of the child being placed in a language instruction educational program consistent with subparagraph (1), above.
3. **Parental Participation:** The District shall provide the parents of English Learners information regarding how the parents can: be involved in the education of their children; be active participants in assisting their children to attain English proficiency; achieve at high levels within a well-rounded education; and meet the challenging State academic standards expected of all students; and shall implement an effective means of outreach to parents of the above include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of English Learners.
4. **Program Exclusion and Admission:** A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.
5. ~~As required by NCLB § 1112(g)(1)(B) and § 3302(b): Each district using Title I funds to provide a language instruction educational program that has failed to make progress on the annual measurable achievement objectives described in § 3122 for any fiscal year for which part A is in effect, shall separately inform the parents of a child identified for participation or participating in such a program, of such failure not later than thirty (30) days after such failure occurs.~~
6. ~~As required by NCLB § 1112(g)(4) and § 3302(e): Each district shall implement an effective means of outreach to parents of limited English proficient students to inform the parents regarding how they can be involved in their child's education and be active participants in assisting their child to attain English proficiency, achieve at high levels in core academic~~

subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students. In addition, the outreach shall include holding and sending notice of opportunities for regular meetings for formulating and responding to parent recommendations.

Academic Assessment and Local Agency and School Improvement

1. As required by NCLB § 1116(b)(6): Districts shall promptly provide to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under § 1116(b)(1)(E)(I), for corrective action under § 1116(b)(7)(C)(I), or for restructuring under § 1116(b)(8)(A)(I):
 - A. An explanation of what the identification means and how the school compares in terms of academic achievement to other District schools and the State educational agency;
 - B. The reasons for the identification;
 - C. An explanation of what the school identified for school improvement is doing to address the problem;
 - D. An explanation of what the District or State educational agency is doing to help the school address the achievement problem;
 - E. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
 - F. An explanation of the parents' option to transfer their child to another public school under paragraphs (1)(E), (5)(A), (7)(C)(i), (8)(A)(i), and subsection (c)(10)(C)(vii) (with transportation provided by the agency when required by paragraph (9)) or to obtain supplemental educational services for the child in accordance with subsection (e).
2. As required by NCLB § 1116(b)(8)(c): Whenever the school fails to make adequate yearly progress and/or is restructured, the District shall provide the teachers and parents with an adequate opportunity to comment and participate in developing any plan.
3. As required by NCLB § 1116(e)(2)(A): The District shall provide annual notice to parents of:
 - A. The availability of supplemental education services;
 - B. The identity of approved providers of those services within the District or whose services are reasonably available in neighboring districts; and
 - C. A brief description of those services, qualifications, and the demonstrated effectiveness of each such provider.

Parental Involvement

1. ~~As required by NCLB § 1118(b): Parents shall be notified of the parental involvement policy, in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.~~
2. ~~As required by NCLB § 1118(c): Each school shall:~~
 - A. ~~Convene an annual meeting at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation and to explain the requirements of NCLB and the right of the parents to be involved;~~
 - B. ~~Offer a flexible number of meetings;~~
 - C. ~~Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under § 1114(b)(2);~~
 - D. ~~Provide parents of participating children:~~
 - I. ~~Timely information about programs under this part;~~
 - II. ~~A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and~~
 - III. ~~If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.~~

Education of Homeless Children and Youths

1. ~~As required by NCLB § 722(e)(3)(C): The District shall provide written notice, at the time any homeless child or youth seeks enrollment in the school and at least twice annually while the child or youth is enrolled in the school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth), which shall be signed by the parent or guardian, that:~~
 - A. ~~Sets forth the general rights provided under this subtitle;~~
 - B. ~~Specifically states:~~

- ~~I. The choice of schools homeless children and youths are eligible to attend;~~
- ~~II. That no homeless child or youth is required to attend a separate school for homeless children or youths;~~
- ~~III. That homeless children and youths shall be provided comparable services, including transportation services, educational services, and meals through school meals programs; and~~
- ~~IV. That homeless children and youths should not be stigmatized by school personnel.~~

~~C. Includes contact information for the local liaison for the homeless children and youths.~~

- ~~2. As required by NCLB § 722(g)(2)(B)(iii): In the case of an unaccompanied homeless youth, the District shall ensure that the homeless liaison assists in placement or enrollment decisions, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.~~
- ~~3. As required by NCLB § 722(g)(6)(A)(iv): Each district shall ensure that public notice of the educational rights of homeless children is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.~~

Persistently Dangerous Schools

~~Proposed by the Idaho Department of Education, Bureau of Federal Programs: If the District is identified as a persistently dangerous school,[†] the District must, in a timely manner:~~

- ~~1. Notify parents of each student attending the school that the state has identified the school as persistently dangerous;~~
- ~~2. Offer all students the opportunity to transfer to a safe public school within the District. If there is not another school in the District, the District is encouraged, but not required, to explore other options such as an agreement with a neighboring district to accept transfer students; and~~
- ~~3. For those students who accept the offer, complete the transfer.~~

~~In addition the District must also:~~

- ~~1. Develop a corrective action plan; and~~
- ~~2. Implement the plan in a timely manner.~~

~~Parental notification regarding the status of the school and the offer to transfer students may be made simultaneously.~~

Student Privacy

1. As required by NCLB § 1061(e)(2)(A): ~~The student privacy policies developed by the District shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by the District. At a minimum, the District shall provide such notice at least annually at the beginning of the school year and within a reasonable period of time after any substantive change in such policies; and offer an opportunity for the parent to opt the student out of the activity.~~
2. As required by NCLB § 1061(e)(2): ~~All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g., “The Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. Copies of those policies are available on request.”~~

Cross Reference: 2385 Limited English Proficiency Programs
3000—Entrance, Placement, and Transfer
3060—Education of Homeless Children

Legal Reference: 20 U.S.C. § 6311 State Plans
20 U.S.C. § 6312(e) Parents Right to Know
20 U.S.C. 1414(d) Individuals with Disabilities Education Act
~~20 U.S.C. § 6318 Parental Involvement~~
~~20 U.S.C. § 6321 Fiscal Requirements~~
~~20 U.S.C. § 7912 Unsafe School Choice Option~~

Policy History:

Adopted on:

Revised on:

~~How is it to be determined if an Idaho School is “persistently dangerous” under Sec. 9532 of the ESEA?~~

~~The Department of Education gathers school district data through the annual SDFS evaluation, (a process for gathering individual school building data and adding criminally injurious conduct would need to be developed.) A persistently dangerous school **must meet all of the following criteria for three consecutive years**:~~

1. ~~Student suspension or expulsion for criminally injurious conduct (Defined by Idaho Criminal Code, Section 72-1003(7)(a) — homicide, rape, robbery, aggravated battery, aggravate assault, assault with intent to commit serious felony, battery with intent to commit a serious felony, administration of poison with intent to kill, and mayhem); and~~
2. ~~Weapons related violations, ID Code 18-3302D(2)(a)(b), or criminally injurious conduct committed by a student or a non students on school property.~~

~~Any school that has suspended or expelled one percent (1%) of the student body or five students, whichever number is higher, for weapon related offenses or criminally injurious conduct for three or more consecutive years will be~~

determined persistently dangerous.

Schools with more than 500 students may use the formula in the Appendix to calculate their current rate of violence-related suspensions/expulsions. Schools with 500 or fewer students may use the number 5 as the threshold criteria. Any school meeting one or both of these criteria a second consecutive year will be required to identify the problems and implement a corrective action plan to ensure a safe school environment for students.

Revenue enhancement through a variety of District-wide and District approved marketing activities, including but not limited to advertising, corporate sponsorship, signage, etc., is a Superintendent or designee ~~Board~~-approved venture. These opportunities are subject to certain restrictions as approved by the Superintendent ~~Board~~ in keeping with the contemporary standards of good taste. Such advertising will seek to model and promote positive values for the students of the District through proactive educational messages and not just traditional advertising of a product. Preferred advertising includes messages that encourage student achievement and the establishment of high standards of personal conduct.

All sponsorship contracts will allow the District to terminate the contract at least on an annual basis if it is determined that it will have an adverse impact on implementation of curriculum or the educational experience of students.

The revenue derived should:

1. Enhance student achievement;
2. Assist in the maintenance of existing District athletics and activity programs; and
3. Provide scholarships for students participating in athletic, academic, and activity programs who demonstrate financial need and merit.

Appropriate opportunities for these marketing activities include but are not limited to:

1. Fixed signage;
2. Banners;
3. District-level publications;
4. Television and radio broadcasts;
5. Athletic facilities, to include stadiums, high school baseball fields, and high school gymnasiums;
6. District-level projects;
7. Expanded usage of facilities beyond traditional use (i.e., concerts, rallies, etc.);
8. Interior and exterior of a limited number of District buses only if the advertising is associated with student art selected by the District. The only advertising information will

note that the student art is sponsored by the participant in the District sponsorship. Maintenance for these buses will include but not exceed normal maintenance costs; and

9. Individual school publications (when not in conflict with current contracts).

Advertising will not be allowed in classrooms, and corporate-sponsored curriculum materials are subject to the requirements of Board policy.

The following restrictions will be in place when seeking revenue enhancement. Revenue enhancement activities will not:

1. Promote hostility, disorder, or violence;
2. Attack ethnic, racial, sexual orientation, gender identity or expression, or religious groups;
3. Discriminate, demean, harass, or ridicule any person or group of persons on the basis of gender;
4. Be libelous;
5. Inhibit the functioning of the school and/or District;
6. Promote, favor, or oppose the candidacy of any candidate for election, adoption of any bond or budget issues, or any public question submitted at any general, county, municipal, or school election.
7. Be obscene or pornographic as defined by prevailing community standards throughout the District;
8. Promote the use of drugs, alcohol, tobacco, firearms, or certain products that create community concerns;
9. ~~Promote foods or beverages which do not meet the standards for foods sold at school described in Policy 8250. This restriction shall apply to all advertising, including signage, scoreboards, school stores, cups, packaging, vending machines, trash cans, coolers, menu boards, and food service equipment;~~
10. Promote any religious or political organization;
11. Use any District or school logo without prior approval; or
12. Use age-inappropriate material.

Exception

Nothing herein shall be construed to prevent advertising in publications which are published by student organizations, PTA/PTO, booster club, or other parent groups. Funds received for approved projects involving advertising in said publications may be retained by the school-related group that is sponsoring the activity as a fund-raising event.

Solicitations

Salespersons, representatives, or agents shall not solicit or contact pupils, teachers, or other employees in the school buildings or on school grounds without prior approval.

Cross Reference: 2100 Curriculum Development and Assessment
2500 Library Materials
2520 Curricular Materials
8250 Guidelines for Food and Beverages Sales

Legal References: 7 CFR § 210.30 Local School Wellness Policy
42 USC § 1758b, Section 204 Healthy and Hunger-Free Kids Act of 2010
42 USC § 1771 et seq. Child Nutrition Act of 1966
42 USC § 1751 et seq. National School Lunch Act

Policy History:

Adopted on:

Revised on:

[The Healthy, Hunger-Free Kids Act of 2010 requires that the parents, students, District staff, administrators, Trustees, food services staff, school health professionals, teachers of physical education, and the public be allowed to provide input on the development of this policy. This model policy is intended only as a starting point for this dialogue.]

It is the goal of the Twin Falls School District to strive to make a significant contribution to the general well-being, mental and physical capacity, and learning ability of each student and afford them the opportunity to fully participate in the education process. The Twin Falls School District promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as a part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, our school contributes to the basic health status of children. Improved health optimizes student performance potential and ensures that no child is left behind.

Healthy eating is demonstrably linked to reduced morbidity and risk of mortality from ~~and development~~ of many chronic diseases as ~~adults~~.

The Board directs the Superintendent to inform and update the public, including parents, students, and others in the community, about the content and implementation of the wellness policy. Such information may be provided on the District website, through dissemination of student handbooks, or in any other manner the Superintendent may deem appropriate.

Definition

For the purposes of this policy the school day is defined as midnight before to 30 minutes after the end of the instructional school day.

Goals for Wellness Promotion

The District shall review and consider evidence-based approaches in establishing goals for school based activities to promote student wellness. This may include review of the “Smarter Lunchroom” tools and strategies.

To ensure the health and well-being of all students, it is the policy of the District to:

- ~~1. Ensure that all children have access to adequate and healthy food choices on scheduled school days at reasonable prices;~~

2. Ensure that foods sold at school during the school day meet or exceed the nutritional standards required by the USDA's National School Lunch Program, the National School Breakfast Program, and the Smart Snacks in Schools regulations standards. Exceptions can be made for infrequent food sales fundraisers that occur no more than the number of times determined appropriate by the Idaho State Department of Education during the school year and are not held during school meal times. Fundraisers will be tracked at each school site by a designee of the Superintendent in charge of compliance at that site;
3. Ensure that non-compliant and non-exempt fundraising food sales will not occur on school grounds during the school day. The District operates under United States Department of Agriculture (USDA) program regulations of the National School Lunch Program, National School Breakfast Program, and the Smart Snacks in Schools regulations. This includes These regulations apply to food sold during the school day in school stores, vending machines, and other venues. (Note: There are many healthy fundraising options available to schools including selling books, fresh produce, school spirit merchandise, or other non-food items during the school day. Fundraising activities involving the sale of food consumed that take place outside of school, such as frozen pizza sales, are exempt from the nutrition standards.);
4. Ensure It is recommended that celebrations that involve food during the school day be limited to no more than one party per class per month and . It is also recommended that each party include no more than one food or beverage that does not meet nutrition standards for Smart Snacks in Schools. The District will disseminate a list of healthy party ideas to parents and teachers.

[Note: The USDA has no role in regulating foods brought from home, but school districts are required to set nutrition guidelines for foods served at school other than those that are sold. The Smart Snacks in Schools regulations only affect foods that are sold on school grounds during the school day. Time honored traditions like treats for birthdays, or foods at an afterschool sporting event, are not subject to those standards.];

The District shall also take measures to promote nutrition and physical activity, engage in nutrition education, and conduct wellness activities. For this purpose, the District may:

1. Ensure that all District schools become certified as a Healthier US Schools Challenge schools and/or enroll as a Team Nutrition schools;
2. May host at least one health fair each year;
3. May draft and regularly distribute a wellness newsletter for students and parents;
4. Review Smarter Lunchroom Movement best practices and evaluate each school's ability to implement them;
5. Support and promote dietary habits contributing to students' health and academic performance. All foods available on school grounds and at school sponsored activities during the school day should meet or exceed the Smart Snacks in Schools nutrition standards. Wholesome foods produced in Idaho should be available and actively promoted in a healthy school environment. Emphasis should be placed on

- ~~foods that are nutrient dense per calorie. Foods should be served with consideration of variety, appeal, taste, safety, and packaging to ensure high quality meals.~~
6. ~~Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors including good nutrition and regular physical activity;~~
 7. ~~Coordinate school food service with the healthy lifestyles policy to reinforce messages about healthy eating and to ensure that foods offered promote good nutrition and contribute to the development of lifelong, healthy eating habits;~~
 8. Promote healthy eating patterns through classroom nutrition education coordinated with the comprehensive health education program including education, health, and food services;
 9. Provide 30 minutes of physical education per week to elementary students and 30 minutes per week to middle school students;
 10. May offer a recognition or reward program for students who exhibit healthy behaviors.
 11. May start a walking or physical activity club at each school;
 12. May offer at least _____ after school physical activity programs;
 13. Ensure students have access to hand-washing facilities prior to meals;
 14. Annually evaluate the marketing and promotion of the school meal program;
 15. Share school meal nutrition information with students and families;
 16. Offer students taste-testing or menu planning opportunities;
 17. Participate in Farm to School activities and/or have a school garden;
 18. Advertise and promote nutritious foods and beverages on school grounds;
 19. Offer nutritious foods and beverages at lower prices than other foods and beverages;
 20. May offer fruits or non-fried vegetables everywhere foods are sold;
 21. Use student feedback to improve the quality of the school meal programs;
 22. Offer a staff wellness program;
 23. Provide District staff with adequate pre-service and ongoing in-service training that focuses on program administration, nutrition, physical activity, safety, the importance of modeling healthy behaviors, and strategies for behavioral change; and
 24. Participate in community partnerships to support wellness programs, projects, events, or activities.
 25. ~~Involve family members and the community in supporting and reinforcing nutrition education and the promotion of healthy eating and lifestyles.~~

Nutrition Standards

To promote student health and reduce childhood obesity, the District requires all schools within the District to comply with the nutrition standards established by the USDA with respect to all food that is available on school grounds during the school day.

Community Participation

The District shall invite parents, students, representative food service staff of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public ~~are all permitted~~ to participate in the development, implementation, and periodic review of this policy.

Smart Snacks in School Regulations by the United States Department of
Agriculture

Other References: Idaho Wellness Policy Progress Report, Idaho State Department of
Education
Implementation and Monitoring Plan, Idaho State Department of
Education
Wellness Policy Guidelines—Elements of Implementation for Final Rule,
Idaho State Department of Education
<http://www.sde.idaho.gov/cnp/sch-mp/snacks.html>

Policy History:

Adopted on:

Revised on:

With the purposes of monitoring the implementation of the District's wellness policies, evaluating policy progress, serving as a resource to school sites, and revising the policies as necessary, a District-wide nutrition committee is hereby established to develop, implement, monitor, and review District-wide nutrition and physical activity policies. The Board specifically acknowledges that community participation is essential to the development and implementation of successful school wellness policies.

Following initial development, the committee will meet a minimum of one time annually for continued assessment.

Committee membership will consist of:

1. A Board Member;
2. The District food service coordinator;
3. A school health professional, such as a dietician or school nurse*;
4. A parent representative from each school level;
5. A student representative from each school level;
6. A member of the general public;
7. A staff member representative from each school level;
8. An administrative representative as committee co-chair; and
9. The physical education and health program leader as committee co-chair.

~~Appointments to the committee will be made by the Board Chair.~~

~~**If there is no dietitian, the school might consider negotiation with the local hospital or health district to secure the services of an outpatient dietitian. The dietitian could serve as an integral member of the school health advisory team and work collaboratively with the school nurse to screen and assess students' nutritional status and provide counseling, referral, and follow-up services.*~~

Development

To help with the initial development of the District's wellness policies, each school in the District will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies. The results of those school-by-school assessments will be compiled at the District level to identify and prioritize needs.

Monitoring

The Superintendent or designee will ensure compliance with established District-wide nutrition and physical activity wellness policies. In each school, the principal or designee ~~with authority~~ will ensure compliance with those policies in his or her school and will report on the school's compliance ~~with~~ to the District Superintendent or designee.

School food service staff, at the school or District level, will also ensure compliance with nutrition policies within school food service areas and will report on this matter to the Superintendent (or, if done at the school level, to the school principal).

The Superintendent or designee will develop a summary report every ~~three~~ _____ years on District-wide compliance with the District's established nutrition and physical activity wellness policies based on input from schools within the District. That report will be provided to the school board and may also be distributed to school health councils, parent/teacher organizations, school principals, and school health services personnel in the District.

Legal Reference:	Sec. 204, Child Nutrition and WIC Reauthorization Act of 2004
	42 USC § 1758b, Section 204 Healthy and Hunger-Free Kids Act of 2010
	42 USC § 1771 et seq. Child Nutrition Act of 1966
	42 USC § 1751 et seq. National School Lunch Act

Other References:	Idaho Wellness Policy Progress Report, Idaho State Department of Education
	Implementation and Monitoring Plan, Idaho State Department of Education
	Wellness Policy Guidelines—Elements of Implementation for Final Rule, Idaho State Department of Education

Policy History:

Adopted on:

Revised on:

The District shall provide school meals which meet or exceed the nutritional standards required by United States Department of Agriculture (USDA) program regulations of the National School Lunch Program (NSLP) and the National School Breakfast Program (SBP). Additionally, the District shall comply with requirements of the Healthy and Hunger Free Kids Act of 2010 and the Smart Snacks in Schools standards with regard to the nutritional content of all food sold or provided by the school, including school meals, a la carte items, foods sold from vending machines, and foods sold for fundraisers. The District ~~permits~~ **strongly encourages** the sale or distribution of nutrient dense, Smart Snack compliant foods for all school functions and activities **as well as non-food items**. Nutrient dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy. In an effort to support the consumption of nutrient dense foods in the school setting the District has adopted the federal nutrition standards cited above for the sale of foods and beverages on school grounds.

The standards focus on reducing sugar, sodium, and high-fat foods and increasing healthy food items like whole grains, fruits, and vegetables.

Calorie Range: Schools shall ensure the meals offered to children comply with USDA calorie levels.

Trans Fat: Schools shall eliminate foods containing trans fat on the nutrition label.

Whole Grains: All grain offerings shall be whole grain rich.

Fruits and Vegetables: Schools shall offer, at a minimum, one fruit on all points of service for breakfast. Schools shall offer at least one fruit and one non-fried vegetable at all points of lunch service each day. Schools shall offer a variety of fresh fruits and vegetables when possible.

Milk: Schools shall offer fat-free and low-fat unflavored milk at all points of service. Schools ~~may not sell~~ **shall strive to eliminate** 2% and whole milk offerings. Flavored milk offerings must be skim milk.

Water: Schools shall make water available to students during meal service **free of charge**.

Legumes: Schools shall offer legumes (dry beans and peas) at least one time per week **along with other required vegetable subgroups**.

Sodium: Schools shall limit sodium to meet NSLP and SBP standards.

Condiments: Schools shall not have salt shakers or packets available. Schools shall not have sugar dispensers or packets available. Schools shall accurately reflect condiment usage in nutrient analysis and on production records. Schools are encouraged to use low-fat condiments and/or control portions of high-fat condiments.

Cross Reference: 2305 Nutrition Services
8250 Guidelines for Food and Beverages Sales

Legal Reference: 42 U.S.C. 1751 et seq. National School Lunch Act
7 CFR Parts 210 Nutrition School Lunch and School Breakfast Programs:
Final Rule
Smart Snacks in School Regulations by the United States Department of
Agriculture
Smart Snacks in School Policy by the Idaho State Department of Education—
Child Nutrition Programs

Other Reference: <http://www.sde.idaho.gov/site/cnp/nslp/smartSnacks.htm>
<http://www.sde.idaho.gov/cnp/sch0mp/snacks.html>

Policy History:

Adopted on:

Revised on:

This policy shall apply to all foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte snack lines, fundraisers, school stores, etc.

The District encourages the use of nutrient dense foods for all school functions and activities. Nutrient dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy. At any school function (parties, celebrations, feasts, sporting events, etc.) healthy food choice options should be available. All foods will adhere to Smart Snack regulations, unless approved by an administrator as an exemption.

Elementary Schools

The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children's limited nutrition skills, food in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, ~~and non-fried~~ vegetables, and whole grains.

Middle/Junior High and High Schools

In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day will meet the nutrition standards found in the Smart Snacks in Schools regulations.

Vending Machines

The Board of Trustees has determined that there shall be no installations of vending machines except as approved by the Superintendent. The Superintendent will have the authority to determine whether such machines may be installed, where they will be placed, and during which hours they might be used. ~~Vending machines are operated as a convenience for students, staff, and patrons.~~ All revenue produced from this source shall be deposited in the designated activity fund as approved by the Board. Revenues may be spent only on those purposes for which general revenue may be expended.

All vending sales shall comply with the standards of the Smart Snacks in Schools regulations ~~and documentation of compliance shall be retained.~~

Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage and will meet the standards of the Smart Snacks in Schools regulations. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The District will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents. The District will also use the Smart Snacks calculator.

If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

Fundraising Activities and Concessions

Any fundraising requires administrative approval and will be tracked by school site.

Any food items sold at the school site during the school day, defined as from midnight until a half-hour after the end of the instructional day, and intended for consumption there, must meet the requirements of the Smart Snacks in Schools regulations, except for exempt fundraisers. The number of exempt fundraisers held annually may not exceed the number established by the Idaho State Department of Education unless special permission is granted by the State Department of Education.

Any fundraising activities that involve foods not intended for consumption in schools, such as the sale of cookie dough or frozen pizza outside of school, shall also be exempt. ~~Other items exempt from competitive food standards include sugar free chewing gum.~~

Foods sold at exempt fundraisers may not be sold in competition with school meals in the food service area during any meal service. To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The following recommendations are made to promote healthy choices for children related to fund-raising activities supported by the school:

1. Offer only non-food items that raise funds such as books, gift wrap, candles, plants, flowers, school promotional items, etc.; and
2. Whenever food and beverages are sold that raise funds for the school through fundraisers exempted as outlined above, include ~~at least some~~ healthy food choices as well.

Organizations operating concessions at school functions should include ~~at least some~~ healthy food choices in their offerings. It is recommended that groups market these healthy options at a lower price ~~profit margin~~ to encourage selection by students. If these foods and beverages are consumed on school grounds, during the school day, and are not exempt fundraisers, they must comply with the Smart Snacks in Schools regulations.

School-Sponsored Events

Foods and beverages sold at school-sponsored events during the school day, from midnight until a half-hour after the end of the instructional day, and held on school grounds (such as, but not limited to, athletic events, dances, or performances) will meet the nutrition standards outlined in the Smart Snacks in Schools regulations, unless they are exempt fundraisers as described above. However, the Smart Snacks in Schools standards do not apply to items sold during non-school hours.

Cross Reference: 3420 Student Fund Raising Activities

Legal Reference: Smart Snacks in School Regulations by the United States Department of Agriculture

Other Reference: <http://www.sde.idaho.gov/cnp/sch-mp/snacks.html>

Policy History:

Adopted on:

Revised on:

All students, parents, and school employees should assume that school will be in session and buses running as scheduled, unless there is official notification from the Superintendent to the contrary. Such notice will be given via public media, a phone dialer, text messaging service, or other electronic means.

In the event that extremely cold temperatures, wind chill factors, snow, wind, or other circumstances require a modification of the normal routine, the Superintendent will make the modification decision prior to 6:00 a.m. and contact the public radio stations for broadcast to the community and will initiate the emergency fan-out communication procedure to all administrators.

Work Schedules and Responsibilities for School Closures

Superintendent

Only the Superintendent or acting Superintendent shall have the authority to close schools. The Superintendent will be on duty throughout any existing or potential emergency situation, day or night. All orders that are of doubtful origin should be confirmed with the Superintendent.

Central Administrative Personnel

Central administrative personnel shall be expected to report for duty on their assigned shifts in the event of any school closure insofar as is safely possible. Additional hours may be required, especially of the Maintenance Supervisor, Business Manager, and Personnel Director, depending on the nature of the emergency.

Building-Level Administrators and Key Support Staff

All building-level administrators shall report for duty per their normal shifts or as otherwise directed each day during the school closure, together with the head custodian and at least one (1) secretary, insofar as is safely possible. The building administrator shall ascertain that the building has been adequately secured and that any child who mistakenly reports to school is properly and safely cared for and returned home. The administrator and this minimal support staff shall notify other staff and/or other support employees of the situation, and shall respond to telephone questions. When the situation has been stabilized, the personnel who reported to work may choose to return home. An administrator or exempt employee who does not work a normal day shall then adjust his/her work year by memorandum to the Superintendent by the number of hours not worked on the day or days of school closure.

12-Month Classified Employees

In the event of a school closure, 12-month classified personnel may report for duty or not report for duty, as directed by their immediate supervisor or the Superintendent. Building secretaries and secretaries to the key central administrative personnel who are required to be on duty are expected to report for duty. If a 12-month classified employee is unable to or does not report for duty, the employee shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

10- and 11-Month Classified Employees

Ten- and 11-month employees may report for duty or not report for duty as directed by their immediate supervisor or Superintendent. If such employees do not report for duty, they shall complete a district leave request form to declare the day as either personal leave, vacation, or leave without pay.

Aides, Food Service Workers, and Other 9-Month Classified Employees

These employees work only those days when school is in session and are not expected to work when school is not in session. If school has been closed, 9-month employees should not report for duty unless otherwise directed by their immediate supervisor or the Superintendent.

Teachers (Teachers, Librarians, Psychologists, Counselors)

If schools are closed for weather or other emergency conditions, teachers are not expected to report for duty unless directed otherwise. Teachers do not need to submit an absence form. In cases of school closures, it is customary for the days to be made up at another time; thus teachers will typically still fulfill their contract days.

School Activities and Practices

If schools are closed for weather or other emergency conditions, the building administrator may petition the superintendent of schools to allow any students or group of students to participate in an extra-curricular activity or practice.



Procedure History:

Adopted on: 8/11/14

ISBA

Revised on:

The school district will award credit for courses completed by students attending middle school [junior high school], beginning in ~~seventh (7th)~~ sixth (6th) grade. To be eligible for promotion to the next grade, students will be required to obtain the minimum credit requirements, or achieve the standards for alternate mechanism, and comply with the district's attendance requirements.

MINIMUM CREDIT REQUIREMENTS

To be eligible for promotion to the next grade level, each student will be required to:

1. Attain eighty percent (80%) of the total credits attempted;
2. Attain passing grades ("D" or better) in each of the core content areas (math, language arts, science, reading, and social studies);
3. Attain a portion of the total credits attempted in each content area in which courses are taken except for areas in which instruction is less than a school year; and
4. Comply with the district's attendance policy. In the event that a student fails to attend 90% of the classes, he/she will not receive credit for the class.

CREDIT RECOVERY

A student who does not meet the minimum credit requirements may recover credit by obtaining a passing grade for an approved course in summer school, Bridge Academy, or through the Idaho Digital Learning Academy (IDLA) or other online course. The parent or guardian of the student is responsible for any fees associated with attendance at summer school, IDLA, or other online course. Credit recovery may also involve providing opportunities for additional instruction to students who, at mid-term, do not have a passing grade in the course, as determined appropriate by the principal.

ALTERNATE MECHANISM

A student who does not meet the minimum credit requirements may be eligible for grade level promotion if the student successfully completes the alternate mechanism. The student must demonstrate proficiency of the appropriate content standards. The superintendent or designee will appoint a committee to review the student's application for alternate mechanism and determine how the student will be required to demonstrate proficiency. Factors that the committee will consider include the student's GPA, coursework, ISAT scores, and attendance.

The district will submit its alternate mechanism to the State Department of Education when initially adopted and when modified.

SPECIAL EDUCATION STUDENTS

The Individualized Education Program (IEP) team for special education students may establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

The Educational Learning Plan (ELP) for Limited English Proficient (LEP) students may establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level.



LEGAL REFERENCE:

IDAPA 08.02.03.104.2

IDAPA 08.02.03.107

Policy History:

Adopted on: 1/10/11

EMT 2012

Revised on: 5/14/12

8/11/14

Middle School Credit System

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

6th Grade

Social Studies:	2 credits
English:	2 credits
Reading:	2 credits
Science:	2 credits
Math:	2 credits
PE:	2 credits
Electives:	2 4 credits

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

7th Grade

Social Studies:	2 credits
English/Reading:	2 credits
Science:	2 credits
Math:	2 credits
PE:	1 credit
Online Learning:	1 credit
Electives:	4 5 credits

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

8th Grade

Social Studies:	2 credits
English/Reading:	2 credits
Science:	2 credits
Math:	2 credits
Online Learning:	1 credit
Health:	1 credit
Electives:	4 5 credits

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

2. Credit Recovery

- a. Students who are failing a class may be placed into an alternative credit recovery

- program.
- b. When appropriate, students who have failed a class will lose an elective in order to complete an alternative program.
 - c. 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
1/9/17