

## **MEMORANDUM**

**To:** Board of Trustees

Twin Falls School District 411

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

Eva Craner, Director of Public Relations

**Re:** Policy Updates

**Date:** June 12, 2017

### **First Reading:**

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

3340 Corrective Actions and Punishment

#### **ISBA Updates:**

2380 Elementary and Secondary Education Act Waiver [Delete this Policy]

2385 English Learners Program

2390 Education of Migratory Children

5340 Evaluation of Certified Personnel

8100 Transportation

### **Second Reading:**

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

2945 Grading Keys

All students shall submit to the reasonable rules of the District. Refusal to comply with written rules and regulations established for the governing of the school shall constitute sufficient cause for discipline, suspension, or expulsion.

For the purposes of the District's policies relating to corrective action or punishment:

1. "In-School Suspension" is the exclusion of the student from classroom participation but in attendance at school. The student would continue his/her school day under administrative monitoring by a staff member. In-school suspension is for a term not to exceed five (5) school days.
2. "Short-Term Suspension" is the exclusion from school or individual classes for a term of less than one (1) school day.
3. "Long-Term Suspension" is the exclusion from school or individual classes for a specific period of one (1) school day up to five (5) school days.

The Superintendent or the Principal of any school may long-term suspend any pupil for disciplinary reasons, including student harassment, intimidation or bullying, or for other conduct disruptive of good order or of the instructional effectiveness of the school. Prior to suspending any student, the administration shall grant an informal conference on the reasons for the suspension and the opportunity to challenge those reasons. Any pupil who has been suspended may be readmitted to the school by the administrator who suspended him or her on reasonable conditions prescribed by the Superintendent or Principal. The Board of Trustees shall be notified of any long-term suspensions, the reasons for them, and the response to them.

4. "Superintendent of Schools Suspension" is the exclusion from school or individual classes for an additional ten (10) school days. Only the Superintendent (or the Board) can extend an initial long-term suspension.
5. "Board of Trustees Suspension" is the exclusion from school or individual classes for an additional five (5) school days. Only the Board or their designee can extend a temporary suspension for an additional five (5) days and only upon a finding that immediate return to school attendance by the long-term suspended student would be detrimental to other pupils' health, welfare or safety.

6. “Expulsion” is the exclusion from school. Only the Board has the authority to expel or deny enrollment to any pupil who is a habitual truant, who is incorrigible, whose conduct is such to be continuously disruptive of school discipline or of the instructional effectiveness of the school, or whose presence is detrimental to the health and safety of other pupils or who has been expelled from another school district in the State of Idaho or any other state. The District will provide written notice of any student who is expelled or denied enrollment to the prosecuting attorney within five (5) days of the Board’s actions.

No pupil shall be expelled nor denied enrollment without the Board of Trustees or their designee having first given written notice to the parent or guardian of the pupil stating the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the recommendation of the Hearing Officer. The notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Trustees shall grant the pupil and his or her parents or guardian a full and fair hearing in front of a hearing officer on the proposed expulsion or denial of enrollment. However, the hearing officer shall allow a reasonable period of time between notification and the hearing to allow the pupil and his or her parents or guardian to prepare their response to the charge.

The parents may appeal the Hearing officer’s findings to the Board. If the parent wishes to appeal, an appeal hearing is set up with the board and the parent is given a set of instructions outlining the procedure that will be covered in the appeal hearing. The board is given the same document and the script within the document is followed. The intent of the appeal hearing is not to rehear all the details that led to the expulsion recommendation, but to determine whether the child received a fair and impartial hearing. See Procedure 3740P.

7. “Discipline” constitutes all other forms of corrective action or punishment, including brief exclusions from a class for not more than the remainder of the class period and exclusion from any other type of activity conducted by or for the District. Discipline shall not adversely affect specific academic grade, subject, or graduation requirements, as long as all required work is performed.

Except in extreme cases, students will not be expelled unless other forms of corrective action or punishment have failed, or unless there is good reason to believe that other forms of corrective action or punishment would fail if employed. Suspensions or expulsions shall be used only for instances of serious student misconduct.

Students with disabilities may also be suspended under these same rules if the suspension will not constitute a change in placement. If a student with a disabling condition accrues ten (10) or more days suspension per incident year, the Child Study Team who has knowledge of the student’s disabling condition will determine if there is causal relationship between the disabling condition and the student's misconduct. If such a relationship exists, the student’s educational

placement may not be changed without parental approval or a court order, pending a due process hearing under IDEA.

Likewise, before a recommendation on the expulsion of a disabled student is submitted to the Board, the Child Study Team must meet to determine if there is a causal relationship between the disabling condition and the student's misconduct.

When a disabled student is acting in such a way that he/she poses a danger to himself/herself or to another student or property, or substantially disrupts his/her educational program or that of other students, an emergency suspension may take place. Emergency suspensions may not last longer than ten (10) school days. The principal shall convene the Team for reviewing the student's record before the student is readmitted to school and no later than the tenth (10<sup>th</sup>) day of suspension.

Once a student is expelled in compliance with District policy, the expulsion shall be brought to the attention of appropriate local or state authorities, in order that such authorities may address the student's needs.

No student shall be expelled, suspended, or disciplined in any manner for any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of the educational process.

|                  |       |  |
|------------------|-------|--|
| Cross Reference: | 3330  | Student Discipline                       |
|                  | 3360  | Discipline of Students with Disabilities |
|                  | 3370  | Search and Seizure                       |
|                  | 3740P | Student Expulsion/Denial of Enrollment   |

|                  |                         |   |
|------------------|-------------------------|---|
| Legal Reference: | 20 U.S.C. 1400, et seq. | Individuals with Disabilities Education Act   |
|                  | I.C. § 33-205           | Denial of school attendance   |
|                  | I.C. § 33-512           | Governance of schools   |
|                  | I.C. § 33-1630          | Requirements for Harassment, Intimidation, and Bullying<br>Information and Professional Development |

Policy History:

Adopted on: 3/14/16

Revised on:

Elementary and Secondary Education Act Waiver

The District and all of its schools shall adhere to the provisions of Elementary and Secondary Education Act (ESEA) Waiver, including provisions regarding student placement and the extended learning time.

Any student who participated in school choice prior to the acceptance of Idaho's ESEA Waiver shall be allowed to continue their enrollment in their school of choice through the final grade-level served by that school.

Extended Learning Time

Students attending schools with a one or two star rating who are not proficient and have not made adequate growth in a core subject area of the statewide standardized test used for federal accountability purposes shall be eligible for extended learning. The Board directs the Superintendent to ensure that eligible students are sent notification of eligibility for extended learning time and their enrollment options at least 14 days prior to the first day of school.

Such extended learning shall be provided in accordance with a plan approved by the Idaho State Department of Education which meets the requirements of Idaho's ESEA Waiver. Extended learning time must be provided for a minimum of two hours per week for at least 28 weeks, unless the student's parent/guardian requests that their student no longer participate. The administration of any one or two star school must evaluate its schedule and redesign it to include time for extended learning opportunities for eligible students. Extended learning time must occur outside of the time allotment that counts toward average daily attendance. It may take place before school, after school, during the summer, or within the school day if the program is designed to extend learning time beyond that which is required by the State or if it provides support during times not traditionally scheduled for classes, such as lunchtime.

Extended learning time services must be provided by individuals who have a demonstrated track record of ensuring significant academic growth. This may include certified teachers, reading or mathematics specialists, highly qualified and experienced paraprofessionals, or external providers that have met high standards of performance. Enrollment options available to eligible students shall include, but not be limited to, District open enrollment, dual enrollment, virtual education programs, online courses, the Idaho Digital Learning Academy, the Idaho Education Network, and public charter schools including virtual public charter schools.

Exiting Extended Learning Time

If a student demonstrates he or she is proficient in the subject area that is being covered by the extended learning time before the 56 hours are finished, a school or District may present progress monitoring and/or benchmark assessment data to the parent/guardian in order to make a

~~recommendation that the extended learning time is no longer needed. However, the parent/guardian shall decide whether or not to continue the extended learning until the 56 hours are completed.~~

~~Legal Reference: Title I, Section 1116(e)~~

~~Other Reference: No Child Left Behind Act Resource Documents, NSBA Council of School Attorneys, November 2003~~

~~————— Idaho's Elementary and Secondary Education Act Waiver~~

Policy History:

~~Adopted on:~~

~~Revised on:~~

In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purposes of the program are: ~~is to increase the English proficiency of eligible students, so they can attain academic success. Students that have limited English proficiency (LEP) will be identified, assessed, and provided appropriate services.~~

1. To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging state academic standards that all children are expected to meet;
3. To assist teachers (including preschool teachers), principals, and other school leaders, state educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
4. To assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
5. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

The ~~Accordingly, the~~ Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a Second Language instruction.

The Superintendent or designee shall implement and supervise an ~~LEP~~ English Learners program which ensures appropriate ~~LEP~~ English Learners instruction and complies with applicable laws and regulations.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the ~~LEP~~ English Learners program, including:

1. Program goals;

2. Student enrollment procedures;
3. Assessment procedures for program entrance, measurement of progress, and program exit;
4. Classroom accommodations;
5. Grading policies; and
6. A list of resources, including support agencies and interpreters.

The District shall establish procedures for identifying students whose dominant language is not English. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.

Students whose dominant language is not English should be enrolled in the District upon proof of residency and other legal requirements. Students shall have access to, and be encouraged to participate in, all academic and extracurricular activities of the District.

Students participating in ~~LEP~~ English Learners programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The ~~LEP~~ English Learners program shall be designed to provide instruction which meets each student's individual needs based on the assessment of English proficiency in listening, speaking, reading, and writing. Adequate content-area support shall be provided while the student is learning English to assure achievement of academic standards.

The ~~LEP~~ English Learners program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.

A student may be excluded from requirements to participate in Idaho's direct writing assessment and in Idaho's direct mathematics assessment, if either test is required to be given, if the following requirements are met:

1. The student has not been enrolled for two full school years in an elementary school or secondary school in the United States;
2. The student scores less than a level four on the State assessment used to determine English language proficiency; and
3. If the parent or guardian of the student and the student's teacher agree that such an assessment exclusion is educationally appropriate for the student.

At the beginning of each school year the District shall notify parents of students qualifying for ~~LEP~~ English Learners programs about the instructional program and parental options, as required by law. Parents/guardians will be regularly apprised of their student's progress. Whenever possible, communications with parents or guardians shall be in the language understood by the parents.



The District shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

### Reporting

At the conclusion of every second fiscal year during which grant funds are received, the Superintendent or designee shall provide the Idaho Department of Education with a report, in a form prescribed by the Department describing the District's English Learner program and activities and providing the District's applicable demographic data.

Cross Reference: 4160      ~~Notice to Parents Required by No Child Left Behind Act of 2001~~  
~~Parents Right-to-Know Notices~~

Legal Reference: Title VI, Civil Rights Act of 1964  
Equal Education Opportunities Act as an amendment to the Education  
Amendments of 1974 Bilingual Education Act  
20 USC §§ 6811, et seq., the "English Language Acquisition, Language  
Enhancement, and Academic Achievement Act" as amended by the Every  
Student Succeeds Act of 2015  
~~20 U.S.C. §§ 7401, et seq., as amended by the English Language Acquisition,  
Language Enhancement, and Academic Achievement Act  
Title III, §§ 3001-3304 of HRI, No Child Left Behind Act of 2001, P.L.  
107-110~~  
I.C. § 33-1618      Assessment Exception

### Policy History:

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

ISBA 2006

Revised on:

### Purpose

The general purpose of the Migrant Education Program (MEP) is to ensure that migrant children fully benefit from the same free public education provided to other children. To achieve this purpose, the MEP addresses the special educational needs of migrant children to better enable migrant children to succeed academically.

In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for all students who qualify as Migratory Children under applicable provisions of state and federal law and/or this Policy. The purposes of the program are:

1. To implement a high-quality and comprehensive educational program and to provide educational services during the school year and, as applicable, during summer or intersession periods, that addresses the unique educational needs of migratory children.
2. To ensure that migratory children who move around the United States are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging state academic standards.
3. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.
4. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibits their ability to succeed in school.

### Eligibility

Children are eligible to receive MEP District services if they meet fall within the definitions below: of "migratory child" and if the basis of their eligibility is properly recorded on a Certificate of Eligibility.

1. Migratory child: The term "migratory child" means a child or youth who made a qualifying move in the preceding 36 months:
  - A. As a migratory agricultural worker or a migratory fisher; or
  - B. With, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

2. Migratory fisher: The term “migratory fisher” means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, then the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.
3. Qualifying move: The term “qualifying move” means a move due to economic necessity:
  - A. From one residence to another residence; and
  - B. From one school district to another school district, except:
    - i. In the case of a state that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or
    - ii. In the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.
  - C. The term “in order to obtain”, when used to describe why a worker moved, means that one of the purposes of the move is to seek or obtain qualifying temporary employment or seasonal employment in agricultural work or fishing work.
  - D. If a worker states that a purpose of the move was to seek any type of employment, i.e., the worker moved with no specific intent to find work in a particular job, the worker is deemed to have moved with a purpose of obtaining qualifying work if the worker obtains qualifying work soon after the move.
  - E. Notwithstanding item D above, a worker who did not obtain qualifying work soon after a move may be considered to have moved in order to obtain qualifying work only if the worker states that at least one purpose of the move was specifically to seek the qualifying work, and:
    - i. The worker is found to have a prior history of moves to obtain qualifying work; or
    - ii. There is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker’s control, the work was not available.

A “migratory child” is defined as:

1. ~~The child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate. This means that the child is entitled to a free public education, or is of an age below compulsory school attendance; and~~

2. ~~The child is a migrant agricultural worker; a migrant fisher; or has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; and~~
3. ~~The child has moved within the preceding 36 months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work; and~~
4. ~~Such employment is a principal means of livelihood; and~~
5. ~~The child:~~
  - A. ~~Has moved from one school district to another; or~~
  - B. ~~In a state that is comprised of a single school district, has moved from one administrative area to another within such district.~~

### Plan Requirements

The District's Plan shall, at a minimum, shall include provisions to accomplish the following goals and directives:

1. *Performance targets.* The plan must specify:
  - A. Performance targets that the State has adopted for all children in reading and mathematics achievement, high school graduation, and the number of school dropouts, as well as the State's performance targets, if any, for school readiness; and
  - B. Any other performance targets that the State or District has identified for migratory children.
2. *Needs assessment.* The plan must include an identification and assessment of:
  - A. The unique educational needs of migratory children that result from the children's migratory lifestyle; and
  - B. Other needs of migratory students that must be met in order for migratory children to participate effectively in school.
3. *Measurable program outcomes.* The plan must include the measurable program outcomes (i.e., objectives) that a State's migrant education program will produce to meet the identified unique needs of migratory children and help migratory children achieve the State's performance targets identified in paragraph (1)(A) of this section.
4. *Service delivery.* The plan must describe the strategies that the State Board will pursue on a statewide basis to achieve the measurable program outcomes in paragraph (3)(A) of this section by addressing:

- A. The unique educational needs of migratory children; and
- B. Other needs of migratory children.

5. *Evaluation.* The plan must describe how the District will evaluate the effectiveness of its program.

### Record Keeping

District records for migratory children should include the following:

- 1. Immunization records and other health information;
- 2. Elementary and secondary academic history (including partial credit), credit accrual, and results from State assessments;
- 3. Other academic information essential to ensuring that migratory children achieve to the challenging State academic standards; and
- 4. Eligibility for services under the Individuals with Disabilities Education Act.

The District is required to keep financial records to demonstrate:

- 1. The amount of funds under the grant or sub-grant;
- 2. How the District uses the funds;
- 3. The total cost of the program;
- 4. The share of the cost provided from other sources; and
- 5. Other records as needed to facilitate an effective audit.

~~The District is also required to keep records to show their compliance with program requirements.~~

The District must maintain migrant child MEP records for three years after the date the District submits its last expenditure for the time period. If any litigation, claim, negotiation, audit, or other action involving the migrant child MEP records is taken, the records must be retained until the completion of the action and resolution of all issues or until of the end of the regular three year period, whichever is later.

For an employee who has both migrant child MEP and non- migrant child MEP responsibilities, the District must maintain appropriate time distribution records. Actual costs charged to each program must be based on the employee's time distribution records. For instructional staff, including teachers and instructional aides, class schedules that specify the time that such staff members devote to migrant child MEP activities may be used to demonstrate compliance with the requirement for time distribution records so long as there is corroborating evidence that the staff members actually carried out the schedules.

Legal Reference: 76.730-76.731 Education Department General Admin. Regulation (EDGAR)

80.42(b)(c) Education Department General Admin. Regulation (EDGAR)  
~~Part C, Title I of Elementary and Secondary Education Act of 1965-~~  
~~(ESEA)-~~  
20 USC §§ 6391, et seq., Education of Migratory Children, as amended by  
Every Student Succeeds Act of 2015  
34 CFR 200.81 *et seq.* ~~Program Definitions~~ Migrant Education Programs

Policy History:

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

ISBA 2008

**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 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 returned for filing by a specified date;
3. Reviewing evaluations for completeness;
4. Identifying discrepancies;
5. Ensuring proper safeguards and filing of completed evaluations;
6. Creating and implementing a plan for ongoing training for evaluators and certificated personnel on the District's evaluation standards, forms, and processes and 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/guardians, and other interested parties;
8. Creating a procedure for remediation for employees that 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 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. A fourth rating of distinguished being equal to 3 may also be used.

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 documented observations annually for certificated personnel, one 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 retained by 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 documented observations annually for certificated personnel, one 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:** ~~67%~~ A majority 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 at least one of the following as a measure to inform the Professional Practice portion: input received from parents/guardians, input received from students, and/or portfolios. 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:**

Instructional staff evaluations must include, in part, 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, as applicable to the position. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one or multiple both 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. Individual domain and component ratings must be determined based on a combination of professional practice and student achievement as specified above.

#### 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:** 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 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 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. The supervisor will also retain a copy of the completed form.

### Rebuttals/Appeal

Within seven days from the date of the evaluation meeting with their 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 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 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 supervisor will also retain a copy of the completed form.

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 supervisor will also retain a copy of the completed evaluation 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 personnel'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

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 –<br>Categories of Contracts – Optional Placement – Written<br>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:

Revised on:

The Board of Trustees' primary concern in providing transportation services to students is the safety and protection of the health of students.

### Requirements

The District shall provide transportation to and from school for a student who:

1. Resides at least 1½ miles from the nearest appropriate school, determined by the nearest and best route from the junction of the driveway of the student's home<sup>1</sup> and the nearest public road to the nearest door of the school the student attends or to a bus stop, whichever the case may be;
2. Is a student with a disability, whose IEP identifies transportation as a related service; or
3. In the judgment of the Board, has another compelling and legally sufficient reason to receive transportation services, including the age, health, or safety of the student.

The type of transportation provided by the District may be by a school bus or other vehicle, or by such individual transportation as paying the parent or guardian for individually transporting the student. The Board may pay board and room reimbursements to a parent when a student resides within a non-transportation area (an area of a school district designated by the Board as impractical, by reason of scarcity of students, remoteness, or condition of roads) but is otherwise eligible for transportation and cannot be transported in any authorized manner. The Board may authorize children attending nonpublic schools to ride a school bus provided that space is available and a fee to cover the per-seat cost for such transportation is collected.

### Homeless Students

Homeless students shall be transported in accordance with the McKinney-Vento Homeless Assistance Act and State law.

### Foster Children

The Superintendent or designee shall develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall:

1. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner reasonable travel to the child's

<sup>1</sup> A day care center, family day care home, or a group day care facility may substitute for the student's residence for student transportation to and from school.

home for visitation, and reasonable travel for the child to remain in the school in which the child is enrolled at the time of placement; and

2. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the District will provide transportation to the school of origin if:
  - A. The local child welfare agency agrees to reimburse the District for the cost of such transportation;
  - B. The District agrees to pay for the cost of such transportation; or
  - C. The District and the local child welfare agency agree to share the cost of such transportation.

### Safety

The Superintendent or designee shall develop written rules establishing the procedures for bus safety and emergency exit drills, and for student conduct while riding on buses, including for students with special needs.

Cross Reference: 3060 Education of Homeless Children  
8110 Safety Busing  
8120 Bus Routes, Stops and Non-Transportation Zones

Legal Reference: I.C. § 33-1501 Transportation Authorized  
I.C. § 33-1503 Payments when Transportation Not Furnished  
IDAPA 08.02.03.109 Special Education  
~~No Child Left Behind Act of 2001 (P.L. 107-110)~~  
20 USC § 6312(c) Every Student Succeeds Act  
Standards for Idaho School Buses and Operations

Other Reference: Federal Highway Safety Guideline 17  
Idaho Department of Education, Idaho's School Bus Driver Training  
Classroom Curriculum

### Policy History:

Adopted on:

Revised on:

**GRADING KEYS**

**K-5 Academic Performance Key**

|   |   |
|---|---|
| 3 Meeting Grade Level                           | The student consistently meets end of year grade level expectations for concepts and skills.  |
| 2 Progressing Toward Grade Level Standards      | The student is progressing toward end of year grade level expectations or demonstrates basic but inconsistent application of essential concepts and skills. |
| 1 Limited Progress Toward Grade Level Standards | The student demonstrates limited understanding of end of year concepts and skills.  |
| N/A Standard was not assessed this quarter      |   |

**K-5 Characteristics of a Successful Learner Key**

|              |  |
|--------------|--|
| C Consistent | The student consistently demonstrates grade level expectations for behavior.   |
| S Sometimes  | The student inconsistently demonstrates grade level expectations for behavior. |
| R Rarely     | The student rarely demonstrates grade level expectations for behavior          |

Progress is reported on standards in ELA, Math, Science, Social Studies and Characteristics of a Successful Learner (as behavior performance) quarterly.

Kindergarten

- E = Exceeds Expectations
- M = Meets Expectations
- I = Is Developing
- N = Needs Improvement

First Grade

- E = Exceeds Expectations

Progress is reported on standards in PE and Music 2<sup>nd</sup> and 4<sup>th</sup> quarters.

Second Grade through Sixth Grade

- A = Excellent progress
- B = Better than average
- C = Satisfactory progress
- D = Poor, barely passing
- F = Failing

- E = Exceeds expectations

\_\_\_\_\_ M = Meets Expectations  
 \_\_\_\_\_ I = Is Developing  
 \_\_\_\_\_ N = Needs Improvement  
 \_\_\_\_\_ (Empty Box) = Not evaluated

\_\_\_\_\_ M = Meets Expectations  
 \_\_\_\_\_ I = Is Developing  
 \_\_\_\_\_ N = Needs Improvement

~~Grades are given in Reading, Language Arts, Spelling, Social Studies, Science/Health, and Mathematics.~~

~~Music and P.E. grades are given at the end of each semester.~~

Middle School Grades 7, 8, 9

High School Grades 10, 11, 12

A      Excellent  
 B      Above Average  
 C      Average  
 D      Below Average  
 F      Failure

A      Excellent  
 B      Above Average  
 C      Average  
 D      Below Average  
 F      Failure

RECOMMENDED GRADING SCALE

A = 90 – 100%  
 B = 80 – 89%  
 C = 70 – 79%  
 D = 60 – 69%  
 F = 0 - 59%



**ADOPTED: 12/08/08**  
 EMT 1999  
**AMENDED: 8/11/14**