

MEMORANDUM

To: Board of Trustees

Twin Falls School District 411

From: Eva Craner, Director of Public Relations

Re: Policy Updates

Date: April 8, 2019

First Reading:

Administrative Updates:

2700 High School Graduation Requirements

2700P High School Graduation Requirements

ISBA Updates:

1313 Conflicting Policies and Procedures - NEW

1500 Board Meetings

1525 Board Meeting News Coverage – NEW

3530 Suicide

7235F2 Sample Personnel Activity Report

7235PF1 Sample Personnel Activity Report

7235PF2 Sample Single Federal Award or Cost Objective

7237 Retention of Records Relating to Federal Grants

7320P1 Determining Necessity and Reasonableness of Expenses

7400P2 Procurement Methods Under a Federal Award

7400P3 Requirement and Restrictions for Procurement Under a Federal Award – Competition

7450 Federal Cash Management Policy

7450P2 Federal Program Income

All students graduating from this School District will meet this state's and this District's graduation requirements.

STATE STANDARDS FOR GRADUATION

The State Board of Education has established that all students graduating from an Idaho public high school must meet the following requirements:

1. ~~Local Achievement Standards.~~ A student must successfully meet locally established subject area achievement standards, demonstrated through various measures of accountability, including, but not limited to, examinations. The local standards must meet or exceed the standard set by the state.
2. ~~Course Credits and Core of Instruction.~~ A student must successfully complete a minimum of forty-six (46) credits, one semester equaling one-half (1/2) year, and successfully complete the following specified twenty-nine (29) credits core of instruction:
 - a. ~~Secondary Language Arts and Communications—nine (9) credits required.~~
 - (1) ~~Eight (8) years of Language Arts are required, consisting of language study, composition and literature, aligned to the Idaho Content Standards for the appropriate grade level;~~
 - (2) ~~One (1) credit of instruction in communications, consisting of oral communication and technological applications, that includes a course in speech, or a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirement.~~
 - b. ~~Mathematics and Science—twelve (12) credits required.~~
 - (1) ~~A minimum of six (6) credits in math are required. Instruction in secondary mathematics will include applied mathematics, business mathematics, algebra, geometry, trigonometry, fundamentals of calculus, probability and statistics, discrete mathematics and courses in mathematical problem solving and reasoning.~~
 - (2) ~~A minimum of six (6) credits in science, with four (4) credits in laboratory sciences are required. Instruction in secondary science will include applied sciences, earth and space sciences, physical sciences, and life sciences.~~
 - c. ~~Social Studies—five (5) credits required in the following subject areas:~~
 - (1) ~~Two (2) credits in government;~~

- (2) Two (2) credits in U.S. history;
- (3) One (1) credit in economics.

Courses such as geography, sociology, psychology, and world history may be offered as electives, but will not be counted as a social studies requirement.

- d. Humanities—two (2) credits required, to include instruction in visual arts, music theatre, dance, or world language aligned to the Idaho Content Standards for those subjects. Courses such as literature, history, philosophy, architecture, or comparative world religions, if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards.
- e. Health/Wellness—one (1) credit required, and will be aligned to the Idaho Health Content Standards.

3. Course Credit and CORE Instruction, effective for all students that enter 9th grade in the fall of 2009 or later.

- a. Credit Hours—one (1) credit equals 60 hours of instruction, unless the District has been granted a waiver by the state department of education.
- b. Secondary Language Arts and Communications—nine (9) credits required.
 - (1) Instruction in communications, including oral communication and technological applications;
 - (2) Eight (8) credits of Language Arts are required, consisting of language study, composition, and literature, aligned to the Idaho Content Standards for the appropriate grade level;
 - (3) One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements.

4. Mathematics—six (6) credits required.

- (1) Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards.
- (2) Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards.
- (3) Two (2) credits of mathematics of the student's choice.

- (4) ~~Two (2) credits of the required six (6) credits of mathematics must be earned in the last year of high school.~~
- b. ~~Science—six (6) credits.~~
 - (1) ~~Instruction in biology, physical science or chemistry, and earth, space, environment or approved applied science.~~
 - (2) ~~Four (4) credits must be laboratory based courses.~~
- e. ~~Social Studies—five (5) credits required in the following subject areas:~~
 - (1) ~~Two (2) credits in government;~~
 - (2) ~~Two (2) credits in U.S. history;~~
 - (3) ~~One (1) credit in economics.~~

~~Courses such as geography, sociology, psychology, and world history may be offered as electives, but will not be counted as a social studies requirement.~~

- d. ~~Humanities—two (2) credits required, including instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho Content Standards for those subjects. Courses such as literature, history, philosophy, architecture, or comparative world religions, if the course is approved by the Idaho Interdisciplinary Humanities Content Standards.~~
- e. ~~Health/Wellness—one (1) credit required, aligned to the Idaho Health Content Standards.~~

- 5. ~~Mastery. Students may achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the District.~~

~~The Board will appoint a committee to develop a process whereby students may be awarded credit upon having demonstrating mastery of a subject's content standards.~~

- 6. ~~Proficiency Assessment. Starting with the class of 2022, Students must take the Idaho Standards Achievement Test (ISAT) during a student's 10th grade year and receive a proficient score as defined by Idaho Standards Achievement Tests Achievement Level Descriptors.~~

~~If the student does not attain the required score during their 10th grade year they will take the Idaho Standards Achievement Test (ISAT) in their 11th grade year and must receive the proficient score, as defined above unless the student is exempt under the following conditions:~~

- a. ~~The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test;~~

- b. ~~The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less;~~
 - e. ~~The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. Such state exit exams must be approved by the state board of education, measure skills at the tenth grade level or above, and be in comparable subject areas to the ISAT; or~~
 - d. ~~Upon appeal to the board of trustees for an alternate measure(s) to demonstrate proficiency, the student successfully met the criteria established by the board of trustees.~~
 - (1) ~~Before appealing to the District for an alternate measure, the student must be: enrolled in a special education program and have an IEP, or enrolled in an LEP program for three (3) academic years or less, or currently enrolled in the fall semester of the senior year or later.~~
 - (2) ~~The alternative must contain multiple measures of student achievement.~~
 - (3) ~~The alternative must be aligned, at a minimum, to tenth grade state content standards for the subject matter in question.~~
 - (4) ~~The alternative must be valid and reliable.~~
 - (5) ~~At least ninety percent (90%) of the criteria of the alternative, or combination of measures, must be based on academic proficiency and performance.~~
- ~~7 College Entrance Examination. (Effective for all students that enter the 9th grade in the fall of 2009 or later.) A student must take one (1) of the following college entrance examinations before the end of the student's 11th grade year: COMPASS, ACT or SAT. Scores must be included in the Learning Plan.~~
- ~~8 Senior Project. (Effective for all students that enter the 9th grade in the fall of 2009 or later.) A student must complete a senior project that shall include a written report and oral presentation by the end of the student's 12th grade year.~~
- ~~9 Middle School Credit. If a student completed any required high school courses with a grade of C or higher before entering 9th grade, and if that course is taught by a highly qualified teacher and meets the same standards that are required in high school, then the student has met the high school content area requirement for such course. However, the student must complete the required number credits of high school core subjects in addition to the courses completed in middle school, except those exempted by IDAPA 08.02.03.105.01.d.iii. This restriction shall not apply to participants in the 8 in 6 program.~~

The Board shall award a regular high school diploma to every student enrolled in the District who meets the requirements of graduation established by the District. The official transcript will indicate the specific courses taken and level of achievement.

The Board shall establish graduation requirements which, at a minimum, satisfy those established by the State Board of Education. Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter 9th grade. Exceptions to this general rule may be made where it is determined by the Board that the proposed change in graduation requirements will not have a negative effect on students already in grades 9 through 12. The Board shall consider and vote on whether to approve graduation requirements as recommended by the Superintendent.

A student who possesses a disabling condition shall satisfy those competency requirements which are incorporated into the Individualized Education Program (“IEP”). Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

A student may be denied participation in graduation ceremonies. Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be awarded after the official ceremony has been held.

ADDITIONAL GRADUATION REQUIREMENTS

As a further condition of graduation, and as a condition of issuance of a diploma or certificate, ~~or as a condition for issuance of a transcript,~~ all indebtedness incurred by a person when he or she was a student must be paid. Furthermore, all books or other instructional material, uniforms, athletic equipment, advances on loans, or other personal property of the School District borrowed by the person when he or she was a student of the District must be returned. The payment of fees may be excused upon an adequate showing of financial need or other exigency.

CREDIT CALCULATION

~~Credits toward graduation requirements cannot be counted more than once for meeting the minimum requirements.~~



Cross Reference: ~~2435~~ ~~Advanced Opportunities~~
Policy 2700P High School Graduation Requirements

Legal Reference: ~~I. C. § 33-119~~
~~I. C. § 33-603~~
~~I. C. § 33-1601, et seq.~~
~~I. C. § 18-4511~~
~~08.02.03.105~~

Legal Reference: I.C. § 33-4601, *et seq.* Advanced Opportunities

I.D.A.P.A. 08.02.01.250.02
I.D.A.P.A. 08.02.01.350
I.D.A.P.A. 08.02.03.105

Required Attendance
Early Graduation
High School Graduation Requirements

Policy History:

ADOPTED: 12/08/08

REVISED: 07/13/09
11/09/09
01/10/11
08/11/14
08/10/15
09/12/16
07/25/18

~~Twin Falls H.S./Canyon Ridge H.S.~~

CORE REQUIREMENTS

English (4 years) 9th, 10th, 11th, and 12th grades	
English 9/Honors English 9	2 credits
English 10/Honors English 10	2 credits
English 11/Advanced Placement English 11	2 credits
English 12/Advanced Placement English 12	2 credits
Speech (9th)	1 credit
Mathematics	
Algebra I (or meets Algebra I standards)	2 credits
Geometry (or meets Geometry standards)	2 credits
Secondary Mathematics of the student's choice	2 credits

~~*(Two credits must be taken in the last year of high school in which the student intends to graduate. For the purposes of this procedure, the last year of high school shall include the summer preceding the fall start of classes. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. High school math credits completed in middle school shall count for the purposes of this section.~~

~~Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six credits of high school level mathematics.)~~

Science	*6 credits
*(4 credits shall be laboratory sciences)	

Physical Education (one credit must be in 10th, 11th, or 12th)	2 credits
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~~*(For students who enter 9th grade in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper~~

utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course.
 Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or 18 weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education.)

~~**Social Sciences** (must include: *US History 10* — 2 credits, *US History 11* — 2 credits, *Govt.* — 2 credits) 7 credits~~

~~Students must pass the U.S. Citizenship test beginning with the class of 2017. (See further explanation on page 6.)~~

~~History (9th), U.S. History (10th)~~

~~U.S. History/Advanced Placement U.S. History (11th)~~

~~American Government/Adv. Am. Government (12th)~~

~~Psychology, and Culture Class~~

~~**Marketing Economics/Macro Economics** (12th)~~

~~**Health** (9th, 10th, 11th or 12th)~~

1 credit

1 credit

~~***Humanities**~~

2 credits

~~(Two consecutive years of world language are encouraged)~~

~~***Electives**~~

~~Must include Business Computers — 2 credits and~~

~~Touchstones 21** — 2 credits~~

18 credits

TOTAL CREDITS REQUIRED FOR GRADUATION:

52 Credits

***Humanities Credits**

The following courses will satisfy the two (2) humanities credits:

~~Humanities — 2D & 3D Design, Pottery I II & III, Digital Imaging, Studio Photography, Bella Voce,~~

~~Concert Choir, Chamber Singers, Freshman Band, Symphony Band, Orchestra,~~

~~Humanities, Advanced Humanities, Intro to Acting, Intro to Theater, Intermediate Acting,~~

~~Advanced Acting, World Language, Creative Writing I & II, Stage Design.~~

~~*Senior Project Required~~

~~** Students transferring after the 9th grade may be exempt from Touchstones 21.~~

~~ALL REQUIREMENTS MUST BE MET BEFORE GRADUATION.~~

~~Website: www.tfsd.org~~

- ~~1. Senior students who will complete all required credits and elective requirements have the option to request to graduate mid-term of their senior year. The student must complete an “Early Graduation Application Form” no later than September of his/her senior year.~~
- ~~2. Students who complete graduation requirements and desire to graduate one year early must have Board approval.~~
- ~~3. Students who choose the mid-term graduation option may participate in all graduation activities and will receive their diploma at the same time as regularly enrolled students.~~
- ~~4. If a student fails a class required by the Board of Trustees of School District No. 411 and/or the State Board of Education, the student must repeat the class successfully before credit will be granted.~~
- ~~5. At the beginning of a senior class student’s second semester, if he/she lacks sufficient credits to graduate with his/her class, the student and/or parent should be informed in writing. The administration should attempt to supply this notification within 30 days following the end of the first semester of the student’s senior year.~~
- ~~6. Students who do not meet the necessary requirements for graduation may return to their respective high school and enroll only in the classes which they need to graduate.~~
- ~~7. All students will be required to register for at least seven (7) credits per semester to be eligible for a diploma.~~
- ~~8. In hardship cases, a parent/guardian may petition the Board, through the high school principal, to allow his/her son/daughter to take less than the required number of classes during any given semester.~~
- ~~9. Credits received from an accredited secondary school, an accredited correspondence course institution, or accredited post-secondary institution will be accepted towards fulfillment of TFSD graduation requirements. A maximum of six (6) credits from an accredited correspondence course used to meet elective credit requirements and/or for credit retrieval may be applied towards fulfillment of the Twin Falls School District graduation requirements.~~

**Twin Falls and Canyon Ridge H.S.
Graduation Requirements**

Content Area	
Core of Instruction	36 credits (minimum)
Electives	18 credits (minimum)
Total Credits	52 credits (minimum)
Language Arts <i>(English – 8 credits and Speech – 1 credit)</i>	9 credits <ul style="list-style-type: none"> • Classes must be taken over 4 years and must include: <ul style="list-style-type: none"> ○ English 9/Honors English 9 - 2 credits ○ English 10/Honors English 10 – 2 credits ○ English 11/Advanced Placement English 11 – 2 credits ○ English 12/ Advanced Placement English 12 – 2 credits ○ Speech – 1 credit
Mathematics	6 credits <ul style="list-style-type: none"> • Algebra I (or meets Algebra I standards) – 2 credits <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Geometry (or meets Geometry standards) – 2 credits <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Integrated Math I – 2 credits <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Integrated Math II – 2 credits <p><i>The combination of Integrated Math I and II meet the standards of Algebra and Geometry</i></p> <ul style="list-style-type: none"> • Secondary Mathematics of the student’s choice – 2 credits • 2 credits must be taken in the last year of high school in which the student intends to graduate. For the purposes of this procedure, the last year of high school shall include the summer preceding the fall start of classes. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. High school math credits completed in middle school shall count for the purposes of this section. • Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six credits of high school level mathematics.
Science	6 credits <ul style="list-style-type: none"> • 4 credits shall be laboratory sciences
Social Studies <i>(Must include U.S. History – 4 credits, and American Government – 2 credits)</i>	7 credits <ul style="list-style-type: none"> • Students must pass the U.S. citizenship test • History (9th grade) – 1 credit • U.S. History (10th grade) – 2 credits • U.S. History/Advanced Placement U.S. History (11th grade) 2 credits • American Government/ Advanced Placement American Government (12th grade) 2 credits
Marketing Economics/Macro Economics	1 credit

Humanities (Interdisciplinary Humanities, Fine Arts or Foreign Language)	2 credits <ul style="list-style-type: none"> • 2 consecutive years of world language are encouraged • The following courses will satisfy the two (2) humanities credits: 2D & 3D Design, Pottery I II & III, Digital Imaging, Bella Voce, Concert Choir, Chamber Singers, Symphony Band, Orchestra, World Language, Creative Writing I & II, Drawing & Painting I, II, III, and IV, Studio Art III and IV, Digital Art and Design I, II, III, and IV, Wind Ensemble, Varsity Band, Theater I, II, and III, Studio V, Production and Design.
Electives	16 credits <ul style="list-style-type: none"> • 9th grade transitions course (may be listed as different names at each high school) – 2 credits
Business Computers	2 Credits <ul style="list-style-type: none"> • Beginning Office (or meets the Beginning Office standards) 1 credit • The second credit may be earned from a list of courses determined by the principals and department leaders. The list of courses will be published each year in the registration handbook.
Health and PE	3 credits <ul style="list-style-type: none"> • Health – 1 credit • Each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health course. • PE – 2 credits • One PE credit must be in 10th, 11th, or 12th grade • Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or 18 weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education.
Postsecondary Readiness Plan	4-Year Learning Plan at the end of 8th grade
Advanced Opportunities	Districts must offer at least one Advanced Opportunity such as: Dual Enrollment Advanced Placement Career Technical Education
Senior Project	Required to include an oral presentation and written report by the end of grade 12.
College Entrance Exam	Take either the ACT or SAT by the end of grade 11.
ISAT	Pass the ISAT with a score of Proficient or Advanced in Reading, Math, Language Usage and Science.
Middle School	Must take pre-algebra before entering 9th grade.

Magic Valley H.S. Graduation Requirements

Content Area	
Core of Instruction	29 credits (minimum)
Electives	17 credits (minimum)
Total Credits	46 credits (minimum)
Language Arts <i>(English – 8 credits and Speech – 1 credit)</i>	9 credits (Speech credit can be obtained through other courses that meet the state speech requirement as approved by the local district.)
Mathematics	6 credits Including courses that meet Algebra I and Geometry standards; 2 credits must be taken in last year of high school.
Science	6 credits (4 laboratory sciences)
Social Studies <i>(US History, Economics and American Government)</i>	5 credits Students must pass the U.S. citizenship test beginning with the class of 2017.
Humanities <i>(Interdisciplinary Humanities, Fine Arts or Foreign Language)</i>	2 credits
Health and PE	1 credit of Health
Postsecondary Readiness Plan	4-Year Learning Plan at the end of 8 th grade
Advanced Opportunities	Districts must offer at least one Advanced Opportunity such as: Dual Enrollment Advanced Placement Tech Prep
Senior Project	Required to include an oral presentation and written report by the end of grade 12.
College Entrance Exam	Take either the ACT or SAT or Compass exam by the end of grade 11.
ISAT	Pass the ISAT with a score of Proficient or Advanced in Reading, Math, Language Usage and Science.
Middle School	Must take pre-algebra before entering 9 th grade.

Mastery

Students may achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the District.

The superintendent or designee will appoint a committee to develop a process whereby students may be awarded credit upon having demonstrated mastery of a subject's content standards.

Course Load

All students will be required to register for at least ~~seven (7)~~ 6.5 credits per semester to be eligible for a diploma.

In hardship cases, a parent/guardian may petition the Board, through the high school principal, to allow his/her son/daughter to take less than the required number of classes during any given semester.

Middle School Credit

If a middle school student completes any required high school course with a grade of C or higher before entering the ninth grade, and if that course meets the same standards that are required in high school and the course is taught by a teacher certified to teach high school content who meets the federal definition of highly qualified for that course, then the student has met the high school content area requirement for such course. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript and the student's parent or guardian shall be notified in advance when credits are going to be transcribed. However, the student's parent or guardian may elect to not have the credits and grade transferred to the student's high school transcript. The student still must complete the required number of credits in all high school core subjects identified above in addition to the courses completed in middle school, **except those exempted by IDAPA 08.02.03.105.01.d.iii or** unless the student is a participant in the ~~8-in-6 Program~~ **Advanced Opportunities Program.**

College Entrance Examination

A student must take one of the following college entrance or placement examinations before the end of the student's eleventh grade year: ~~COMPASS~~, ACT or SAT.

A student may elect an exemption in their eleventh (11th) grade year from the college entrance exam requirement if the student is:

1. Enrolled in a special education program and has an Individual Education Plan that specifies accommodations not allowed for a reportable score on the approved tests; or
2. Enrolled in a Limited English Proficient program for three (3) academic years or less; or
3. Enrolled for the first time in grade twelve (12) at an Idaho high school after the spring statewide administration of the college entrance exam; or
4. ~~Eligible to take an alternative assessment. In this case the student may instead take the ACCUPLACER placement exam during their senior year.~~ **Receiving special education services through a current Individualized Education Plan (IEP), in which case the student may utilize an alternate placement exam in lieu of the SAT or ACT.**

A student who misses the statewide administration of the college exam during the student's eleventh (11th) grade year may instead take the examination during his or her twelfth (12th) grade year if the student:

1. Transferred to an Idaho school district during his or her eleventh (11th) grade year; or
2. Was homeschooled during his or her eleventh (11th) grade year; or
3. Missed the spring statewide administration of the college entrance exam for a documented medical reason.

Senior Project

A student shall complete a senior project that includes a research paper and oral presentation by the end of grade twelve (12).

Idaho Standards Achievement Test (ISAT)

~~In addition to obtaining the necessary credits as outlined above, a student will take the Idaho Student Achievement Test (ISAT) as defined by State Board of Education rules.~~

Students must take the Idaho Standards Achievement Test (ISAT) during a student's 10th grade year and (starting with the class of 2022) receive a proficient score as defined by Idaho Standards Achievement Test's Achievement Level Descriptors.

If the student does not attain the required score during their 10th grade year they will take the Idaho Standards Achievement Test (ISAT) in their 11th grade year and must receive the proficient score, as defined above unless the student is exempt under the following conditions:

- a. The student has an Individualized Education Program (IEP) that outlines alternate requirements for graduation or adaptations are recommended on the test; or
- b. The student is considered an Limited English Proficiency (LEP) student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; or
- c. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. Such state exit exams must be approved by the state board of education, measure skills at the tenth grade level or above, and be in comparable subject areas to the ISAT; or
- d. Upon appeal to the board of trustees for an alternate measure(s) to demonstrate proficiency, the student successfully met the criteria established by the board of trustees.
 - (1) Before appealing to the District for an alternate measure, the student must be:
 - i. Enrolled in a special education program and have an IEP, or

- ii. Enrolled in an LEP program for three (3) academic years or less, or
 - iii. Currently enrolled in the fall semester of the senior year or later.
- (2) The alternative must contain multiple measures of student achievement.
 - (3) The alternative must be aligned, at a minimum, to tenth grade state content standards for the subject matter in question.
 - (4) The alternative must be valid and reliable.
 - (5) At least ninety percent (90%) of the criteria of the alternative, or combination of measures, must be based on academic proficiency and performance.

Civics Test

~~Beginning with the class of 2017, a~~All secondary students must successfully pass the civics test or alternate path. "Civics Test" as used herein means the 100 questions used by officers of the United States citizenship and immigration services as a basis for selecting the questions posed to applicants for naturalization.

The District will determine the method and manner in which to administer the civics test. A student may take the civics test, in whole or in part, at any time after enrolling in grade 7 and may repeat the test as often as necessary to pass the test. The District will document on the student's transcript that the student has passed the civics test.

The applicability of this requirement for students who receive special education services will be governed by the student's Individualized Education Plan.

Waiver of Requirement

Graduation requirements generally will not be waived under any circumstances. However, in rare and unique hardship circumstances, the Principal may recommend and the Superintendent may approve minor deviation from the graduation requirements.

Credit Calculation

Credits toward graduation requirements cannot be counted more than once for meeting the minimum requirements.

Alternative Programs

Credits received from an accredited secondary school, an accredited correspondence course institution, or accredited post-secondary institution will be accepted towards fulfillment of Twin

Falls School District graduation requirements. A maximum of six (6) credits from an accredited correspondence course used to meet elective credit requirements and/or for credit retrieval may be applied towards fulfillment of the Twin Falls School District graduation requirements.

Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, university courses, correspondence courses, and online/virtual courses.

Credit for work experience may be offered when the work program is a part of and supervised by the school.

All classes attempted at District high schools and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average (GPA) and class rank. Credit shall be awarded only once regardless of repetition of the course.

Class Rank (Grade Point Average)

Class Rank is compiled from semester grades as generated by PowerSchool. Courses not eligible for GPA are designated with an asterisk on the report card.

Early Graduation

A student who completes all of the graduation requirements set forth by the District and the State Department of Education prior to the completion of eight semesters of school attendance in grades 9-12 may petition the Superintendent and Board for early graduation by submitting such a petition an “Early Graduation Application Form” to the Superintendent through the building principal. The Superintendent shall submit the application to the Board for endorsement and approval at the end of the quarter preceding the requested graduation date.

Senior students who will complete all required credits and elective requirements have the option to request to graduate mid-term of their senior year. The student must complete an “Early Graduation Application Form” no later than three months in advance of their intended graduation date, which allow time for the application to be presented to the Board. Students who choose the mid-term graduation option may participate in all graduation activities and will receive their diploma at the same time as regularly enrolled students

The Superintendent is authorized to create any procedures necessary to assist students to achieve early graduation as well as create incentives for participation in any early graduation program. Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

~~The District has agreed to participate in the MAPP program, and the Superintendent is authorized to create any procedures necessary to comply with the MAPP Program.~~

Failure to Complete

If a student fails a class required by the Twin Falls School District and/or the State Board of Education, the student must repeat the class successfully before credit will be granted.

At the beginning of a senior student's second semester, if he/she lacks sufficient credits to graduate with his/her class, the student and/or parent should be informed in writing. The administration should attempt to supply this notification within 30 days following the end of the first semester of the student's senior year.

Students who do not meet the necessary requirements for graduation may return to their respective high school and enroll only in the classes that they need to graduate.



Cross Reference: 2435 Advanced Opportunities
 2710 High School Graduation Requirement - Alternative

Legal Reference: I.C. § 33 4601, *et seq.* Advanced Opportunities
 IDAPA 08.02.01.350 Early Graduation
 IDAPA 08.02.03.105 High School Graduation Requirements
 IDAPA 08.02.03.107 Middle Level Credit System

Procedure History

ADOPTED: 8/11/14
TFSD & ISBA
REVISED: 3/14/16
 9/12/16
 7/25/18

If any of the policies adopted by the Board of Trustees conflict with one another, the policy adopted, revised, or reviewed most recently shall be the policy in effect.

If any procedures promulgated by the District conflict with one another, the procedure adopted, revised, or reviewed most recently shall be the procedure in effect.

If any policy and procedure conflict with one another, the policy shall override the procedure.



Policy History

ADOPTED:

REVISED:

Meeting Defined

A meeting is defined as the convening of the Board of Trustees to make a decision or to deliberate toward a decision on any matter. Trustees may participate in Board meetings via electronic means, including telephonic or video conferencing devices, provided at least one member of the Board of Trustees or Superintendent is physically present at the meeting location.

Regular Meetings

Unless otherwise specified, all meetings will be held at Canyon Ridge High School room 301. Regular meetings shall be held at 7:00 PM on the second Monday and the fourth Wednesday of each month.

Emergency Meetings

In the event of an emergency involving possible personal injury or property damage, immediate financial loss, or the likelihood of injury, damage, or loss, the Board may meet immediately and take official action without prior notification when the notice requirements would make such notice impracticable or increase the likelihood or severity of such injury, damage, or loss, and the reason for the emergency is stated at the outset of the meeting.

Budget Meetings

No later than 28 days prior to its ~~annual~~ regular July meeting, the Board shall have prepared a budget, in the form prescribed by the State Superintendent of Public Instruction, and shall hold a public hearing. At such public hearing or at a special meeting held no later than 14 days after the public hearing, the Board shall adopt a budget for the ensuing year. Notice of the budget hearing shall be posted and published as prescribed in Idaho Code. From the time noticed, a copy of the budget shall be available for public inspection during regular business hours.

Special Meetings

Special meetings may be called by the Chair or by any two Trustees. If the time and place of special meetings has not been determined at a meeting of the Board with all members present, then written notice of a special meeting, stating the purpose of the meeting, shall be delivered to each Trustee not less than 24 hours prior to the time of the meeting. Such written notice shall be posted conspicuously at the District Office or at the building where the meeting is to be held ~~and at least two or more public buildings within the District~~. Business transacted at a special meeting will be limited to that stated in the notice of the meeting.

Executive Sessions

Pursuant to Idaho Code, upon a 2/3 roll call vote recorded in the minutes of the meeting, the Board may hold an executive session after the Board Chair has expressly identified the specific legal authorization for holding an executive session and provided sufficient detail to identify the general purpose and topic of the executive session. However, the information provided shall not compromise the purpose of going into an executive session.

An executive session may be held for, and only for, the following purposes:

1. To consider hiring a public officer, employee, staff member, or individual agent wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need. Please note this does not apply to filling a vacancy in an elective office or deliberations about staffing needs in general.
2. To consider the evaluation, dismissal, or disciplining of; or to hear complaint or charges brought against a public officer, employee, staff member or individual agent, or a student.
3. To acquire an interest in real property that is not owned by a public agency.
4. To consider records exempt from public disclosure.
5. To consider preliminary negotiations involving matters of trade or commerce in which the Board is in competition with other governing bodies in other states or nations.
6. To communicate with legal counsel and to discuss any legal ramifications and/or legal options for pending litigation or possible legal controversies not yet being litigated, but imminently likely to be litigated. The presence of legal counsel at executive session is not sufficient to satisfy this requirement.
7. To communicate with a representative of the District's risk management or insurance provider to discuss a pending claim or prevention of a possible claim imminently likely to be filed. The presence of a risk management or insurance provider at executive session is not sufficient to satisfy this requirement.
8. To conduct deliberations regarding labor negotiations. *Note: The Board may still deliberate regarding labor negotiations and may caucus regarding negotiations in Executive Session. However, all actual negotiations between the parties; such as the exchange of offers, counteroffers, and exchange of documents; must be conducted in open session.*

Except for making a determination to place a certified professional employee on probation, no action may be held for the purpose of taking any final action or making any final decisions.

If only an executive session will be held, a 24 hour meeting and agenda notice shall include the date, time, place, items to be discussed, and the specific provision of law authorizing the executive session. The Board will not change the subject within the executive session to any

subject not identified within the motion to enter executive session or to any topic for which an executive session is not provided.



Legal Reference: I.C. § 33-510 Annual Meetings – Regular Meetings – Board of Trustees
I.C. § 74-202 Open Public Meetings – Definitions
I.C. § 74-203 Governing Bodies – Requirement for Open Public Meetings
I.C. § 74-204 Notice of Meetings
I.C. § 74-205 Written Minutes of Meetings
I.C. § 74-206 Executive Sessions – When Authorized
I.C. § 74-206A Negotiations in Open Session
Idaho Open Meeting Law Manual, July 2015

Policy History:

ADOPTED: 8/11/14

REVISED: 1/11/16

Board Meeting News Coverage

One of the paramount responsibilities of the Board of Trustees is to keep the public informed of its actions. Consequently, local news media representatives shall be welcome and encouraged to attend all regular and special meetings of the Board.

Broadcasting and Taping Of Board Meetings

Photographic and electronic audio and video broadcasting and recording devices may be used at regular and special Board meetings legally open to the public. Persons operating cameras or broadcasting and/or recording devices must do so with a minimum of disruption to those present at the meeting. Specifically, the view between Trustees and the audience must not be obstructed, interviews must not be conducted during the meeting, and no commentary is to be given in a manner that distracts the Trustees or the audience.

Audio and video recordings are not to be considered part of the minutes of any meeting.



Legal Reference: I.C. § 33-510 Annual Meetings – Regular Meetings – Boards of Trustees
I.C. § 74-204 Notice of Meetings – Agendas
I.C. § 74-205 Written Minutes of Meetings

Policy History

ADOPTED:

REVISED:

Suicide

~~Although~~ Neither a school district nor a teacher has a duty to warn of the suicidal tendencies of a student absent the teacher's or school district's knowledge of direct evidence of such suicidal tendencies, ~~the District may, at its sole discretion, provide the following programs in order to prevent adolescent suicide by:~~ The Board directs the Superintendent or designee to draft and implement procedures relating to:

1. Suicide prevention;
2. Suicide intervention; and
3. Suicide postvention.

"Postvention" shall mean counseling or other social care given to students and staff after another student's or staff member's suicide or attempted suicide.

These procedures may include, but are not limited to, the following measures:

1. Prevention:

- A. Offer and provide help and assistance, including early identification;
- B. Support and/or counseling by school support personnel;
- C. Referral to appropriate sources outside the school;
- D. ~~Attendance to the rights of the student and his or her family; and~~
- E. School level counselors in coordination with building administrators will be responsible for planning and coordinating the implementation of district procedures addressing suicide;
- F. Administrators will encourage staff to report to the counselor, students they believe may be at elevated risk of suicide;
- G. Additional training on suicide prevention will be provided for all staff for whom such training is deemed necessary;
- H. Offer resources to parents/guardians on suicide prevention.

2. Intervention:

- A. School level counselors in coordination with building administrators will contact the parents/guardians of students suspected as any risk of suicide.
- B. School level counselors in coordination with building administrators will contact emergency services to assist a student who is at any risk of suicide, when appropriate.
- C. Providing first aid until emergency personnel arrive, when appropriate.
- D. District staff members will move other students away from the immediate area of any suicide attempt on District property or at a District event.

3. Postvention:

- A. After-care support will be provided by the school for faculty, staff, and students after a sudden death has occurred.
- B. District staff members will adhere to the procedures provided in the Emergency Response Manual.
- C. School level counselors in coordination with building administrators will offer mental health services and/or mental health resources to students likely to be strongly affected by a recent death.

District personnel shall attend to the rights of the student and his or her family.

The District shall comply with all requirements of State law and administrative rules for training by personnel on suicide prevention and awareness.



Legal References: I.C. § 33-136 Suicide Prevention in Schools
I.C. § 33-512B Suicidal Tendencies – Duty to Warn.
I.D.A.P.A. 08.02.03.160 Safe Environment and Discipline

Policy History

ADOPTED:

ISBA

REVISED:

Sample Personnel Activity Report

LEA Name: _____ For the Month of: _____

Employee: _____ Year: _____

Position: _____

Supervisor: _____

Cost Objective or Program Activity	Grant – Fund Code	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total	%
Leave Time																			
TOTAL																			

Cost																			
------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Objective or Program Activity	Grant – Fund Code	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total	%
Leave Time																		
TOTAL																		

I certify that the hours reported above are a true representation of work performed.

Employee signature: _____

Date: _____

Immediate Supervisor signature: _____

Date: _____

Sample Personnel Activity Report

7235PF1

Employee Name: _____

Employee SSN: *(Optional)* _____

		Percentage of Time Worked by Activity					
Month	Year	Work Activity #1	Work Activity #2	Work Activity #3	Work Activity #4	Work Activity #5	TOTAL % of Time Worked

The signature(s) below certifies this employee performed activities reflected in the attached log as distributed in the above percentages during the month specified.

 Signature of Employee _____ Date _____

Position Title

Job Location/School Name

 Signature of Supervisor *(Optional)* _____ Date _____

This certification is in support of the Time Reporting requirements consistent with SDE Recommended Tracking: “Where employees work on multiple activities or cost objectives, a distribution of wages will be supported by personnel activity report...”

Legal Reference: Idaho SDE IDEA Part B Funding Manual.

Procedure History:
 Adopted On:
 Revised On:
 Reviewed On:

This form is required to be signed twice annually by the employee(s) paid solely from a single federal fund, (for example, Title I, Title II, IDEA Part B, etc.) or who work solely on a single cost objective and should be available for audit and monitoring reviews.

SDE Recommended Tracking states “where employees are expected to work solely on a single federal award or cost objective charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on the program for the period covered by the certification. These certifications will be prepared at least semi-annually and will be signed by the employee and supervisory official having first-hand knowledge of the work performed by the employee.”

I, _____, _____
(Name) (Title)

certify that 100% of my time has been spent performing duties associated with

_____*

for the period of (July 1 through December 31) or (January 1 through June 30) of the current year.

(Underline or circle the correct period)

Employee Signature Date _____

Supervisor Signature Date _____

**Insert the name of the federal award or cost objective. Cost objectives could include special education, IDEA Part B Maintenance of Effort Preschool program, etc.*

Legal Reference: Idaho SDE IDEA Part B Funding Manual

The Board directs the Superintendent or designee to ensure that fiscal records related to federal grants are retained for a minimum of six years from the obligation of funds. These records shall be available for inspection if required.

Procedures

The District shall maintain records that fully show:

1. The amount of funds under the grant or sub grant;
2. How the subgrantee District uses those funds;
3. The total cost of each project;
4. The share of the total cost of each project provided from other sources;
5. Other records to facilitate an effective audit; and
6. Other records to show compliance with federal program requirements.

The District shall also maintain records of significant project experiences and results. These records and accounts shall be retained and made available for programmatic or financial audits.

In accordance with State Department of Education record retention policy 4.16.02 Administration of Federal Grant Program, the District shall maintain all fiscal and programmatic records relating to federal grants for a minimum of five years and one additional audit.

The District will destroy paper records by shredding only. In the event of the disposal of computers or electronic equipment that may contain confidential student or personnel records, the District will ensure that hard drives are appropriately “wiped” clean of information prior to disposal.

The District shall retain records based on the schedule provided in Policy 8605.

Collection and Transmission of Records

The District shall maintain electronic records in the iVisions system, and paper records shall be maintained in the District office under the supervision of the Director of Fiscal Affairs or designee. The Clerk will have authorized access as directed. Electronic and/or paper records shall be provided to awarding agencies to meet reporting requirements and to auditors and monitors, as appropriate and required. Records that are kept electronically may be transmitted electronically as allowed by 2 CFR 200.335.

Access to Records

The District shall provide the awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives, the right of access to any documents, papers, or other records of the District which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also

includes timely and reasonable access to the District's personnel for the purpose of interview and discussion related to such documents.

Privacy

Access to records including but not limited to Ivisions system, personnel files, the Student Management System, confidential student files, Special Education IEP files shall be password protected in the case of electronically maintained records and kept in locked filing cabinets in the case of paper records. These records are maintained under the supervision of the Superintendent or designee with exclusive access to paper files and passwords for electronic systems. The District clerk may also have access to these records. Employees shall be trained in the requirements of the Family Educational Rights and Privacy Act (FERPA). If a request for confidential information is received from a source not having clear authority under FERPA or other statute, the District shall consult appropriate legal counsel prior to providing records.



Legal Reference: 34 C.F.R. §§ 76.730-.731
34 C.F.R. §§ 75.730-.731
34 C.F.R. §§ 75.732
2 C.F.R §§ 200.335
2 C.F.R. §§ 200.333-.337

Other Reference: Idaho SDE IDEA Part B Funding Manual. ~~Policies and Procedures Used Template, Idaho State Department of Education,~~
~~<http://www.sde.idaho.gov/sped/funding/>~~

Policy History

ADOPTED: 12/10/18

REVISED:

Federal grant funds may only be spent on costs which are necessary and reasonable for the performance of the federal award. District staff must consider these elements when determining the reasonableness of a cost. A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made. For example, reasonable means that sound business practices were followed, and purchases were comparable to market prices.

When determining the allowability of a cost under a federal program, the District shall comply with the following criteria:

1. Be necessary and reasonable for the performance of the Federal award and be allocable thereto under the following principles.
2. Conform to any limitations or exclusions set forth in the following principles or in the Federal award as to types or amount of cost items.
3. Be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the District.
4. Be accorded consistent treatment. A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost.
5. Be determined in accordance with generally accepted accounting principles (GAAP), except as otherwise provided for in 2 C.F.R. Subpart E – Cost Principles.
6. Not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior period. See also 2 C.F.R. § 200.306(b) Cost sharing or matching.
7. Be adequately documented. See also 2 C.F.R §§ 200.300 - Statutory and national policy requirements through 200.309 - Period of performance.

When determining reasonableness of a cost, consideration must be given to:

1. Whether the cost is a type generally recognized as ordinary and necessary for the operation of the District or the proper and efficient performance of the federal award;
2. The restraints or requirements imposed by factors such as: sound business practices; arm's-length bargaining; federal, state, and other laws and regulations; and terms and conditions of the federal award;
3. Market prices for comparable goods or services for the geographic area;

4. Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the District, its employees, its students, the public at large, and the federal government; and
5. Whether the District significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the federal award's cost.

While the relevant federal administrative rule does not provide specific descriptions of what satisfies the “necessary” element beyond its inclusion in the reasonableness analysis above, “necessary” is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the District can demonstrate that the cost addresses an existing need, and can prove it. For example, the District may deem a language skills software program necessary for a limited English proficiency program.

When determining whether a cost is necessary, consideration may be given to:

1. Whether the cost is needed for the proper and efficient performance of the grant program;
2. Whether the cost is identified in the approved budget or application;
3. Whether there is an educational benefit associated with the cost;
4. Whether the cost aligns with identified needs based on results and findings from a needs assessment; and
5. Whether the cost addresses program goals and objectives and is based on program data.



Legal Reference: 2 C.F.R. §§ 200.403 - .405.

Procedure History

ADOPTED: 12/10/18

ISBA

REVISED:

This procedure shall apply to purchases with federal funds **not solicited through a sealed bid process.**

Competitive Proposals

The technique of competitive proposals is normally conducted when more than one source submits an offer, and either a fixed price or cost-reimbursement type contract is to be awarded. It is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the following requirements apply:

1. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
2. Proposals must be solicited from an adequate number of qualified sources; and
3. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. This method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

Contract/Price Analysis

The District performs a cost or price analysis in connection with every procurement action in excess of \$150,000, including contract modifications. A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the District Superintendent must come to an independent estimate prior to receiving bids or proposals. 2 C.F.R. § 200.323(a).

When performing a cost analysis, the District Superintendent negotiates profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

Noncompetitive Proposals (Sole Sourcing)

Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

1. The item is available only from a single source;
2. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
3. The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District; or
4. After solicitation of a number of sources, competition is determined inadequate.

A cost or price analysis will be performed for noncompetitive proposals when the price exceeds \$150,000.

Full and Open Competition

All procurement transactions must be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319. In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be excluded from competing for such procurements. Some of the situations considered to be restrictive of competition include but are not limited to:

1. Placing unreasonable requirements on firms in order for them to qualify to do business;
2. Requiring unnecessary experience and excessive bonding;
3. Noncompetitive pricing practices between firms or between affiliated companies;
4. Noncompetitive contracts to consultants who are on retainer contracts;
5. Organizational conflicts of interest;
6. Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement; and
7. Any arbitrary action in the procurement process.



Legal Reference: 2 C.F.R.§§ 200.317 - .319; .323

Procedure History:

Adopted on: 12/10/18

ISBA

Revised on:

The following shall be required in the case of procurement under a federal grant to ensure adequate competition.

Geographical Preferences Prohibited

The District shall conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference. When contracting for architectural and engineering services, geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

Prequalified Lists

The District shall ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the District shall not preclude potential bidders from qualifying during the solicitation period.

Solicitation Language

The District shall ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers shall be clearly stated, and all requirements identified which the offers must fulfill and all other factors to be used in evaluating bids or proposals.



Legal Reference: 2 C.F.R. 200.319 Competition.

Procedure History:

Adopted on: 12/10/18
Revised on:
Reviewed on:

All responsible ~~The District~~ employees shall ~~will~~ comply with applicable methods and procedures for payment that minimize the time elapsed between the District's receipt of federal funds ~~transfer of and their~~ disbursement by the District, as required by and in accordance with the Cash Management Improvement Act of 1990. Generally, the District receives payment of federal funds from the State Department of Education on a reimbursement basis.

According to guidance from the U.S. Department of Education (USDE), when calculating the interest earned on USDE grant funds, regardless of the date of obligation, interest is calculated from the date that the federal funds are drawn down from the G5 system until the date on which those funds are disbursed by the District.

Payment Methods

1. **Reimbursements:** The District will initially charge federal grant expenditures to nonfederal funds.

~~The District Grant Accountant or Business Manager~~ Director of Fiscal Affairs shall ~~will~~ request reimbursement for actual expenditures incurred under the federal grants monthly. All reimbursements are based on actual disbursements, not on obligations. Reimbursement requests shall ~~will~~ be submitted on a District form to the State Department of Education.

The Superintendent or his or her designee shall promulgate a procedure specifying any further requirements.

Consistent with State and federal requirements, the District shall ~~will~~ maintain source documentation supporting the federal expenditures; such as invoices, time sheets, and payroll stubs; and will make such documentation available for the State Department of Education to review upon request.

Reimbursements of actual expenditures do not require interest calculations.

2. **Advances:** To the extent the District receives advance payments of federal grant funds; the District shall ~~will~~ strive to expend the federal funds on allowable expenditures as expeditiously as possible. Specifically, the District shall attempt to expend all drawdowns of federal funds within 72 hours of receipt.

The District shall ~~will~~ hold federal advance payments in interest-bearing accounts, unless an allowable exception applies. The District shall ~~will~~ begin to calculate interest earned on cash balances once funds are deposited into the District's account.

Interest shall ~~will~~ be calculated quarterly. Total federal grant cash balances shall ~~will~~ be calculated on cash balances per grant and applying the District's actual interest rate. Within

30 days of the end of the quarter, the District shall will remit interest earned. The District may retain up to \$500 of interest earned per year.

The Superintendent or his or her designee shall promulgate a procedure specifying the process for remitting interest.



Legal Reference:	2 CFR § 200.305	Payment
	31 CFR § 205	Rules and Procedures for Efficient Federal-State Funds Transfers
	31 U.S.C. § 6503	Intergovernmental financing (Cash Management Improvement Act of 1990)

Policy History:

Adopted:

Revised:

Definition

Program income means gross income earned by a federal grant recipient that is directly generated by a supported activity or earned as a result of the federal award during the grant’s period of performance.

Program income includes, but is not limited to, income from fees for services performed, the use or rental of real or personal property acquired under federal awards, the sale of commodities or items fabricated under a federal award, license fees and royalties on patents and copyrights, and principle and interest on loans made with federal award funds. Interest earned on advances of federal funds is not program income. Except as otherwise provided in federal statutes, regulations, or the terms and conditions of the federal award program, income does not include rebates, credits, discounts, and/or interest earned. Additionally, taxes, special assessments, levies, fines, and other such revenues raised by a recipient are not program income unless the revenues are specifically identified in the federal award or federal awarding agency regulations as program income. Finally, proceeds from the sale of real property, equipment, or supplies are not program income.

Use of Program Income

The default method for the use of program income for the District is the deduction method. Under the deduction method, program income is deducted from total allowable costs to determine the net allowable costs. Program income will only be used for current costs unless the District is otherwise directed by the federal awarding agency or pass-through entity. The District LEA may also request prior approval from the federal awarding agency to use the addition method. Under the addition method, program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must then be used for the purposes and under the conditions of the Federal award.

While the deduction method is the default method, the District shall always refer to the GAN prior to determining the appropriate use of program income.

It is the policy of the District that no program income will be generated in federal programs. If program income is generated, the Business Manager Director of Fiscal Affairs shall will account for it in accordance with the District’s normal accounting procedures, utilizing the special revenue accounting codes of IFARMS, and track as program income attributable to a specific federal program.



Procedure History

ADOPTED:

REVISED: