

MEMORANDUM

To: Board of Trustees

Twin Falls School District 411

From: Eva Craner, Director of Public Relations

Re: Policy Updates

Date: May 13, 2019

First Reading:

Administrative Updates:

2305 Nutrition Services – NEW
7310 Advertising in Schools/Revenue Enhancements
8210 District Nutrition Committee
8240 School Meals
8250 Guidelines for Food and Beverage Sales

ISBA Updates:

3563 Student-Tracking Safety Devices
7270 Property Records
9100 Acquisition, Use, and Disposal of School Property

Second 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

Rationale

Students must go to school with minds and bodies ready to take advantage of the learning environment schools work so hard to develop. Good nutrition is a prime factor in the student's ability to learn. In addition to families, the school environment plays a vital role in shaping students' nutritional health throughout the growing years in the following ways:

1. Students eat one or two of their meals each school day in the school cafeteria;
2. Classroom teachers provide factual instruction on human health and biology;
3. Peer relationships and adult role models influence eating patterns and provide subtle but strong messages in body image development;
4. Physical education and school sports programs strengthen students' bodies and are often sources of nutrition information; and
5. School health services, guidance counselors, and classroom teachers provide essential support for students' physical and psychological growth.

Nutrition services complement and enhance school health services. Nutrition services include screening, assessment, counseling/education, referral, and follow-up services. Students who may benefit most from school-based nutrition services include:

1. Children with special healthcare needs;
2. Adolescents who are obese, underweight, follow a specialized diet, or have other issues, such as eating disorders;
3. Students living in impoverished conditions with limited access to nutritionally adequate food; and
4. Students who abuse substances such as food, drugs, alcohol, and tobacco.

Optimally, nutrition services are provided on the school premises by a qualified nutrition professional, such as a registered dietitian, recognized as a valued member of the health care team. The school nurse, dietitian, food service director, and teachers should work collaboratively with parents to successfully integrate nutrition into the District's comprehensive health program.

If the District does not have a school nurse or dietitian, the District might consider negotiation with the local hospital or health district to secure the services of an outpatient nurse and/or dietitian. The dietitian could serve as an integral member of the school health advisory team and work collaboratively with the school nurse to screen and assess students' nutritional status and provide counseling, referral, and follow-up services.

Nutrition-Related Health Problems

Headaches, stomach upsets, and general malaise, common complaints in the school nurse's office, may be a direct result of poor nutrition. Other nutritional concerns, including restrictive dieting, distorted body images, eating disorders, and obesity, may have an indirect effect on learning, and may be significant predictors of a student's success in school.

School counselors and school health services staff shall consistently promote healthy eating to students and other staff. These professionals shall be prepared to recognize conditions such as obesity, eating disorders, and other nutrition-related health problems among students and staff and be able to refer them to appropriate services.

Cross Reference: 8200 Healthy Lifestyles

Legal Reference: I.C. § 33-512 Governance of Schools

Policy History:

Adopted on:

Revised on:

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

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

The revenue derived should:

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

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

1. Fixed signage;
2. Banners;
3. District-level publications;
4. Television and radio broadcasts;
5. Athletic facilities, to include stadiums, high school baseball fields, and high school gymnasiums;
6. District-level projects;
7. Expanded usage of facilities beyond traditional use (i.e., concerts, rallies, etc.);
8. Interior and exterior of a limited number of District buses only if the advertising is associated with student art selected by the District. The only advertising information will note that the student art is sponsored by the participant in the District sponsorship. Maintenance for these buses will include but not exceed normal maintenance costs; and
9. Individual school publications (when not in conflict with current contracts).

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

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

1. Promote hostility, disorder, or violence;

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

Exception

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

Solicitations

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



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

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

Policy History

ADOPTED: 8/11/14
ISBA
REVISED: 9/12/16
3/17/17

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

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

~~Committee membership will consist of~~ The District shall strive to create the committee with membership consisting of:

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

Development

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

Monitoring

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

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

The Superintendent or designee will develop a summary report every three years on District-wide compliance with the District's established nutrition and physical activity wellness policies

based on input from schools within the District. That report will be provided to the school Board and may also be distributed to school health councils, parent/teacher organizations, school principals, and school health services personnel in the District.



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

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

Policy History

ADOPTED: 8/11/14

ISBA

REVISED: 3/13/17

This policy supports the mission of the District, including providing an environment that cultivates maximum student potential. Nutrition influences a child's development, health, well-being, and potential for learning. To afford students the opportunity to participate fully in the educational process, students must attend school with minds and bodies ready to take advantage of their learning environment. This policy encourages all members of the school community to create an environment that supports lifelong healthy eating habits. Decisions made in all school programming need to reflect and encourage positive nutrition messages and healthy food choices.

National School Lunch Program and the National School Breakfast Program

1. The full meal program will follow the United States Department of Agriculture (USDA)'s National School Lunch Program (NSLP) and the National School Breakfast Program (SBP) nutrition standards as well as Smart Snacks in Schools ~~standards-regulations~~, and offer a variety of fruits and vegetables. All of the grains served shall be whole grain rich;
2. The District will strive to make meals served ~~will be~~ appealing and attractive to children; and
3. The NSLP and SBP provider shall follow the Nutrition Standards for these programs when determining the items in a la carte sales.

Breakfast

To ensure that all children have breakfast, either at home or at school, and in order to meet their nutritional needs and enhance their ability to learn, District schools will:

1. To the extent possible, operate the School Breakfast Program;
2. To the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess;
3. Notify parents and students of the availability of the School Breakfast Program; and
4. Encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Lunchroom Climate

1. A lunchroom environment that provides students with a relaxed, enjoyable climate should be developed; and
2. The Board encourages schools to make the lunchroom environment a place where students have adequate space to eat and pleasant surroundings.

Meal Times and Scheduling Recommendations

District schools to the greatest extent possible should:

1. provide students with at least ten (10) minutes to eat after sitting down for breakfast and twenty (20) minutes after sitting down for lunch;
2. schedule meal periods at appropriate times, e.g., lunch should be scheduled between 10:00 AM and 2:00 PM;
3. not schedule tutoring, club or organizational meetings, or activities during mealtimes, unless students may eat during such activities;
4. ~~schedule lunch periods in elementary schools to follow recess periods;~~
5. provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
6. take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs such as orthodontia or high tooth decay risk.



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

Policy History

ADOPTED: 8/14/14

ISBA

REVISED: 1/12/15

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

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

Elementary Schools

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

Middle/Junior High and High Schools

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

Vending Machines

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

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

Snacks

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

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

Fundraising Activities and Concessions

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

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

Any fundraising activities that involve foods not intended for consumption in schools, such as the sale of cookie dough or frozen pizza outside of school, shall also be exempt.

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

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

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

School-Sponsored Events

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



Cross Reference: 3420 Student Fund Raising Activities

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

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

Policy History

ADOPTED:

ISBA

REVISED: 1/12/15
3/13/17

Because of student privacy concerns, the District requires listen-in technology to be disabled while the device is at school, on District-provided transportation, and at school events. The District prohibits unauthorized audio or visual recordings or transmission of audio or images of other students.

A parent/guardian shall obtain approval from the building principal before operating a student-tracking safety device or other electronic device with recording or listen-in capability, such as Angel Sense, at school or at a school-sponsored event. Any parent/guardian receiving permission to use an electronic device with listen-in capability may be requested to enter into a user agreement with the school to define the scope and limits of such use.



Legal Reference: Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000)

Policy History:

Adopted on:

Revised on:

This School District recognizes that the growth of a student, both academically and personally, reflects not only the educational programs and goals of the District, but also the atmosphere in which the student attends school. To the extent possible, this School District is committed to providing an educational setting where the students feel safe, are challenged to grow academically and personally, are treated with respect by the District personnel and other students, and are disciplined fairly by District personnel.

To provide such an educational setting, this Board of Trustees has adopted policies and procedures, as mandated by the Idaho State Board of Education in the following areas:

1. School Climate
2. Discipline
3. Violence Prevention
4. Student Harassment
5. Student Health
6. Possessing Weapons on Campus
7. Substance Abuse--tobacco, alcohol, and other drugs
8. Suicide Prevention
9. Drug-free School Zones
10. Building Safety including Evacuation Drills
11. Relationship Abuse and Sexual Assault Prevention and Response

The Board of Trustees will review these policies and procedures on an annual basis to determine whether or not they are meeting the needs of the students, School District, and community.



Legal Reference: Idaho Code § 33-1612
IDAPA 08.02.03.160

Policy History

ADOPTED: 12/08/08

EMT

REVISED: 8/11/14
10/12/15
6/11/18

ATTACHMENT:
Annual Policy Review Checklist

ANNUAL POLICY REVIEW CHECKLIST

Topic	Model Policy No.	Policy Name	15-16	16-17	17-18	18-19
School Climate	3720	School Climate	X	X	X	X
	5120	Equal Employment Opportunity	X	X	X	X
Discipline	3346	Restraint or Seclusion of Student	X	X	X	X
	3730	Prohibition of Weapons	X	X	X	X
	3370	Searches and Seizures	X	X	X	X
	3550	Removal of Student During School Hours	X	X	X	X
	3740	Student Expulsion/Denial of Enrollment	X	X	X	X
	3360	Disciplining of Students with Disabilities	X	X	X	X
	3362	Disciplining Students with Disabilities (IDEA)	X	X	X	X
	3363	Disciplining Students with Disabilities (Section 504)	X	X	X	X
	3750	Theft or Destruction of School Property	X	X	X	X
	3311	Prohibition of Gang Activities	X	X	X	X
	3760	Assault and Battery	X	X	X	X
	3321	Student Drug, Alcohol and Tobacco Use	X	X	X	X
Violence Prevention	3730	Prohibition of Weapons	X	X	X	X
	3370	Searches and Seizures	X	X	X	X
	3780	Theft or Destruction of School Property	X	X	X	X
	3311	Prohibition of Gang Activities	X	X	X	X
	3760	Assault and Battery	X	X	X	X

Topic	Model Policy No.	Policy Name	15-16	16-17	17-18	18-19
Student Harassment	3295	Hazing, Harassment, Intimidation, Bullying, Cyber Bullying, Menacing	X	X	X	X
	3285	Relationship Abuse and Sexual Assault Prevention & Response	X	X	X	X
	3365	Student Sex Offenders	X	X	X	X
Student Health	3510	Administering Medication	X	X	X	X
	3515	Food Allergy Management	X	X	X	X
	3520	Contagious or Infectious Diseases	X	X	X	X
	3540	Emergency Care	X	X	X	X
	3570	Student Records	X	X	X	X
	3525	Immunization Requirements	X	X	X	X
	3530	Suicide	X	X	X	X
	3770	Students with a Living Will	X	X	X	X
Gun-free Schools	3730	Prohibition of Weapons	X	X	X	X
Substance Abuse-tobacco, alcohol and other drugs	3321	Student Drug, Alcohol and Tobacco Use	X	X	X	X
	5846	Employee Drug and Alcohol Use	X	X	X	X
	5847	Employee Drug and Alcohol Testing	X	X	X	X
	3400	Extracurricular Activities Drug-Testing Program	X	X	X	X
Suicide Prevention	3530	Suicide	X	X	X	X
Drug-free School Zones	3321	Student Drug, Alcohol and Tobacco Use	X	X	X	X
	5846	Employee Drug and Alcohol Use	X	X	X	X
	5847	Employee Drug and Alcohol Testing	X	X	X	X
	3400	Extracurricular Activities Drug-Testing Program	X	X	X	X

Topic	Model Policy No.	Policy Name	15-16	16-17	17-18	18-19
Building Safety Including Evacuation Drills	8320	Fire Drills & Evacuation Plans	X	X	X	X
	9400	Safety Program	X	X	X	X
	9890	Trespass on School District Properties	X	X	X	X

Property records and inventory records shall be maintained on all land, buildings and physical property under the control of the District. Such records shall be updated annually.

~~For purpose of this policy, "equipment" shall mean a unit of furniture or furnishings, an instrument, a machine, an apparatus or a set of articles which retains its shape and appearance with use, is nonexpendable and does not lose its identity when incorporated into a more complex unit. The Superintendent shall ensure that inventories of equipment are systematically and accurately recorded and are updated annually. Property records of facilities and other fixed assets shall be maintained on an ongoing basis. No equipment shall be removed for personal or non-school use except according to Board policy.~~

Property Classifications

Property means equipment and supplies with a useful life of more than 1 year, including computing devices. These items will be labeled with "Property of the Twin Falls School District #411" and with appropriate equipment identification.

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes, or \$5,000.

Supplies means all tangible personal property other than those described in § 200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the District for financial statement purposes or \$5,000, regardless of the length of its useful life.

Computing devices means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or "peripherals") for printing, transmitting and receiving, or storing electronic information.

Inventory Items means equipment and computing devices purchased with federal funds.

Capital assets means tangible or intangible assets used in operations having a useful life of more than one year that are capitalized in accordance with GAAP. Capital assets include:

1. Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and
2. Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance).

Initial Inventory of Goods Purchased with Federal Funds

All goods purchased using federal funds shall be delivered to the District Office or District Warehouse and received by the Warehouse Manager or Accounting Clerk. The Warehouse Manager or Accounting Clerk checks all items against the invoice to ensure accuracy of delivery. In the event that an item purchased with federal funds must be delivered directly to a school, the responsible teacher will provide the accounting clerk with the packing label that can be cross checked against the invoice.

Inventory items will be recorded on the Master Inventory list. No equipment shall be removed for personal or non-school use except according to Board policy.

The Master Inventory List shall show, appropriate to the item recorded, the:

~~Property records shall show, appropriate to the item recorded, the:~~

1. description and identification
2. manufacturer
3. date of purchase
4. initial cost
5. location
6. serial number, if available; and
7. model number, if available

For each equipment and computing device purchased with federal funds, the following information is maintained in the fiscal affairs office in the mastery inventory list.

1. Serial number or other identification number;
2. Source of funding for the property;
3. Identification of title holder;
4. Acquisition date and cost of the property;
5. Percentage of federal participation in the project costs for the federal award under which the property was acquired;
6. Location, use, and condition of the property; and
7. Any ultimate disposition data including the date of disposal and sale price of the property.

The receiving teacher will affix inventory barcodes and labels to all inventory items in an easy to locate location and will complete an equipment inventory receiving data form. The inventory receiving data form will be sent to the accounting clerk.

In the event the inventory item is sold, lost, or stolen, or cannot be repaired, the item will be deducted from the master inventory list. The date of the change will be listed along with the sale price if the item is sold. The building administrator is responsible for ensuring that this information is provided to the accounting clerk.

Physical Inventory

A physical inventory of the property must be taken and the results reconciled with the property records at least yearly.

Each staff member will inventory property items in their room at the end of each school year. The inventory sheet is signed by the staff member taking the inventory as verification and is reviewed by the building principal and kept in a fireproof location. Electronic equipment, such as iPads, are labeled with "Property of Twin Falls School District #411".

Inventory items are inventoried through the Office of Fiscal Affairs' inventory management system in IVisions and recorded in an Excel spreadsheet maintained by the Director of Fiscal Affairs or designee.

Any discrepancy between physical inventory and the master inventory list will be researched by the Director of Fiscal Affairs or designee and noted on the master inventory.

Maintenance

In accordance with 2 CFR § 313(d)(4), the District shall maintain adequate maintenance procedures to ensure that property is kept in good condition. If an item needs repair, the Director of Educational Technology and Operations or designee will be notified and proper repair procedures will be determined, either in District or by sending the item to a qualified repair facility.

Lost or Stolen Items

The District maintains a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property.

Use of Equipment Purchased with Federal Funds

Equipment purchased with federal funds must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the federal award. The District will not encumber the property without prior approval of the federal awarding agency and the pass-through entity.

During the time equipment is used on the project or program for which it was acquired, the equipment will also be made available for use on other projects or programs currently or previously supported by the federal government, provided that such use will not interfere with the work on the projects or program for which it was originally acquired. First preference for other use must be given to other programs or projects supported by the federal awarding agency that financed the equipment. Second preference is given to programs or projects under federal awards from other federal awarding agencies. Use for non-federally funded programs or projects is also permissible.

When no longer needed for the original program or project, the equipment may be used in other activities supported by the federal awarding agency, in the following order of priority:

1. Activities under a federal award from the federal awarding agency which funded the original program or project; then
2. Activities under federal awards from other federal awarding agencies.

In the event that the District no longer needs real or personal or real property, it will follow the rules, policies, and procedures required by Idaho Code §33-601(4)(b) and by Policy 9100.

~~Equipment may be identified with a permanent tag that provides appropriate District and equipment identification.~~



Cross Reference: 7210 GASB Statement 34 (Accounting System)

Legal Reference: I.C. § 33-601(4)(b) Real and Personal Property—Acquisition, Use or Disposal of Same

I.C. § 33-701 Fiscal Year – Payment and Accounting of Funds

2 C.F.R. § 200.12	Capital Assets
2 C.F.R. § 200.20	Computing Devices
2 C.F.R. § 200.33	Equipment
2 C.F.R. § 200.94	Supplies
2 C.F.R. § 200.313	Equipment

Policy History

ADOPTED: 8/11/14

ISBA

REVISED:

Acquisition of Property

Real Property: Within one year prior to ~~acquiring~~ purchasing or disposing of real property, the District shall ~~will~~ cause such property to be appraised by an appraiser certified in the State of Idaho, which appraisal shall be entered in the records of the Board of Trustees and shall ~~The appraised value will~~ be used to establish the fair market value of the property. The appraisal, however, is ~~shall be~~ exempt from disclosure to the public. If the Board is purchasing a site for educational purposes, the Board must determine the size of the site necessary for school purposes. The ~~such building~~ site shall ~~must~~ be located within the boundaries of the city limits, unless, by resolution of the Board, it is determined that it would be in the best interest of the District to acquire a site outside city limits, but within the boundaries of the District.

Personal Property: The District may purchase personal property as deemed necessary for the effective operation of the District by any means deemed appropriate when the expenditure of funds will be less than \$50,000. When the purchase of personal property (with the exception of curricular materials) is reasonably expected to cost \$50,000 or more, the District shall comply with the statutory bidding requirements found in Chapter 28, Title 67 of the Idaho Code.

Conveyance of Property

Within one year prior to conveyance, all real and personal property with an estimated value of \$1,000 or greater shall be appraised, which appraisal shall be entered in the records of the Board.

\$1,000 or Greater: For property with a value of \$1,000 or greater, the property may be sold at public auction or by sealed bids, as the Board shall determine, to the highest bidder. Such property may be sold for cash or for such terms and conditions as the Board shall determine for a period not exceeding ten years, with the annual rate of interest on all deferred payments not less than 7% per annum. The title to all property sold on contract shall be retained in the name of the District until full payment has been made by the purchaser, and title to all property sold under a note and mortgage or deed of trust shall be transferred to the purchaser at the point of sale under the terms and conditions of the mortgage or deed of trust as the Board shall determine. Notice of the time and the conditions of such sale shall be published twice, and proof thereof made, in accordance with subsections (2) and (3) of section 33-402, Idaho Code. The Board may accept the highest bid, may reject any bid, or reject all bids. During the sealed bid or public auction process, no real property of the District can be sold for less than its appraised value. If, thereafter, no satisfactory bid is made and received, the Board may proceed under its own direction to sell and convey the property for the highest price the market will bear.

~~For property with a value of \$1,000 or greater, such property will be appraised. The Board may dispose of such property by sealed bids or by public auction to the highest bidder. Notice of the time and method of sale shall be published twice in accordance with I.C. § 33-402(g). Proof of posting as required in I.C. 33-402(h) must be acquired before the sale. Such property may be sold for cash or upon such terms and conditions as the Board determines, however, the term of the~~

~~contract may not to exceed ten years and must bear an annual interest rate of not less than seven-percent interest. Title to property sold on contract shall remain in the District until full payment is received.~~

Less than \$1,000: The Board may sell personal property, with an estimated value of less than \$1,000, without appraisal, by sealed bid or at public auction, provided that there has been not less than one published advertisement prior to the sale of said property. When the appraised value of the property is less than \$1,000, one single notice by publication shall be sufficient, and the property shall be sold by sealed bids or at public auction. The Board may accept the highest bid, may reject any bid, or reject all bids. ~~For property that has an estimated value of less than \$1,000, without appraisal, the Board may dispose of such property by sealed bid or by public auction. However, prior to disposal of the same at least one published advertisement is required.~~

Less than \$500: For property that has an estimated value of less than \$500, the property may be disposed of in the most cost-effective and expedient manner by an employee of the District empowered for that purpose by the Board, provided however, such employee shall notify the Board prior to disposal of said property. ~~For property that has an estimated value of less than \$500, the property may be disposed of in the most cost effective and expedient manner by an employee empowered for that purpose by the Board, provided, however, such by the District to do so. However, the employee shall notify the Board in writing of the item(s) to be disposed of and the manner in which they will be disposed prior to disposal of such the property.~~

Donated Property

If real property was donated to the District, the Board may, within a period of one year from the time of the appraisal, sell the property without additional advertising or bidding. Otherwise, the Board must have new appraisals made and again publish notice for bids, as with other property. ~~If property is donated to the District, the Board may sell the property without advertising or bidding within one year of the time the initial appraisal was conducted.~~

Exchange of Property

The Board may exchange real or personal property for other property provided that:

1. One-half (1/2) plus one of the members of the full Board determines such conveyance or exchange is in the best interest of the District; and
2. A resolution is passed authorizing such exchange of real and/or personal property to any of the following:
 - A. U.S. government;
 - B. City;
 - C. County;
 - D. State of Idaho;
 - E. Hospital district;
 - F. School district;

- G. Public charter school;
- H. Idaho Housing and Finance Association;
- I. Library district;
- J. Community college district;
- K. Junior college district; or
- L. Recreation district.

Prior to any transfer or conveyance of any real or personal property as set forth above, the Board shall have the property appraised by an appraiser certified in the state of Idaho, which appraisal shall be entered in the records of the Board and shall be used to establish the value of the real or personal property. Provided however, if the Board finds it is in the District's best interests to trade personal property to a person or entity for like kind personal property, the Board may vote to elect to do so. The Board may elect to abstain from an appraisal of the personal property if the estimated value of such property is less than \$5,000.

Equipment Acquired Under a Federal Award: When it is determined that original or replacement equipment, as defined in Policy 7270, acquired under a federal award, is no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, the Superintendent or ~~Business Manager~~ Director of Fiscal Affairs will contact the awarding agency (or pass-through for a state-administered grant) for disposition instructions.

Generally, disposition of equipment is dependent on its fair market value (FMV) at the time of disposition. If the item has a current FMV of \$5,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal awarding agency. If the item has a current FMV of more than \$5,000, the federal awarding agency is entitled to the federal share of the current market value or sales proceeds.

If acquiring replacement equipment, the District may use the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property.

The District will use whatever means available to ensure the highest possible return on any items sold.

~~According to 2 C.F.R. §200.439(b)(2),~~ Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval of the Federal awarding agency or pass-through entity. Therefore, the District should request prior approval from the State Department of Education for the purchase or the disposition of equipment purchased with federal funds that have a value of \$5,000 or more.



Cross Reference: 2510P Selection of Library Materials

Legal Reference: 2 C.F.R § 200.313(e) Equipment. Disposal

2 CFR § 200.439(b)(2) Equipment and Other Capital Expenditures
I.C. § 33-402 Notice Requirements
I.C. § 33-601 Real and Personal Property – Acquisition, Use or Disposal
of Same
I.C. § 67-2801, *et seq.* Purchasing by Political Subdivisions —
~~Legislative Intent~~
I.C. § 74-107(3) Records Exempt from Disclosure – Appraisals

Policy History:

ADOPTED:

REVISED:

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

PROCEDURE TITLE: **High School Graduation
Requirements**

PROCEDURE NO: 2700P
PAGE 1 of 7

~~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
Computer Electives	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: <ul style="list-style-type: none"> 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~~
- D. School level counselors in coordination with building administrators will be responsible for planning and coordinating the implementation of district procedures addressing suicide;
- E. Administrators will encourage staff to report to the counselor, students they believe may be at elevated risk of suicide;
- F. Additional training on suicide prevention will be provided for all staff for whom such training is deemed necessary;
- G. 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)* _____

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

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: