

MEMORANDUM

To: Board of Trustees

Twin Falls School District 411

From: Eva Craner, Director of Public Relations

Re: Policy Updates

Date: March 9, 2020

First Reading:

Administrative Updates:

1250 Board Advisory Committees
1250P1 Board Advisory Committees
1250P2 Advisory Committee Assignments REMOVE
2600P Promotion and Retention of Students
2600F Retention Recommendation Form NEW
3340 Corrective Actions and Punishment
3340P Corrective Actions and Punishments

Second Reading:

ISBA Updates:

2315 Physical Activity Opportunities and Physical
2700P High School Graduation
3010 Open Enrollment
3450F Student Vehicle Parking Model Form NEW
7400P3 Requirements and Restrictions for
7455 Debarment and Suspension NEW

Administrative Updates:

1240 Duties of Individual Trustees
5460 Workers' Compensation Benefits
5460P Workers' Compensation Benefits REMOVE

Generally, Trustees will function as a committee of the whole. Nevertheless, the Board may create Board advisory committees as deemed necessary.

~~Standing committees of the Board~~ advisory committees may be created and their purpose defined by a majority of the Board. The Board Chair shall appoint trustees to serve on such committees. ~~Board committees shall be limited to less than one half (1/2) of the Board.~~ Board Member participation on Board advisory committees will not exceed two Board members per committee

The Board of Trustees reserves the right to create or establish the rules and regulations for creation and appointment of membership to any committee unless otherwise determined in the Collective Bargaining Agreement (CBA). The Board encourages patron participation and input. Advisory committees may be appointed by the Board when appropriate and will function in those areas assigned to it by the Board. The Board and TFEA will agree upon guidelines for committees in the CBA. A staff member or members will be assigned to each committee to help it carry out its functions. Only the Board has the authority to dissolve advisory committees it has created.



See also: CBA (Collective Bargaining Agreement) for Committee Assignments
See also: 1250P1 ~~and 1250P2~~

Policy History

ADOPTED: 8/11/14

ISBA

REVISED:

The Board of Trustees has adopted policies and procedures that outline the objectives, duties and responsibilities of the District. The Board recognizes and values participation and input from staff members, parents, community members and students in reviewing processes and procedures that implement board policies. In order to assist the Board in improving the scope and quality of education in the district, the following board advisory committees have been created:

- Activities Advisory
- ~~Administrative Sick Leave Bank~~
- Budget Advisory
- Calendar Review
- ~~Certified Sick Leave Bank~~
- ~~Classified Sick Leave Bank~~
- Communications
- ~~Drop-Out Prevention~~
- Evaluation
- ~~Extra-Duty~~
- ~~Insurance Review~~
- ~~Professional Advancement~~
- ~~Professional Leave~~
- ~~PTA/PTO Advisory Board~~
- ~~RIF Procedure~~
- Safety
- Student Discipline
- Technology

Other committees will be created as needed.

Committees may include administrative and certified staff representation and classified staff, student, parent and community representation when possible. All committees are subject to change, and the Board reserves the right to appoint new committees as needed. The Superintendent or designee will select committee members unless otherwise specified in policy or the Collective Bargaining Agreement. The Clerk of the Board will maintain an updated member list each year. Nothing herein precludes the Superintendent from forming working committees and non-board advisory committees. ~~1250P2 outlines the membership for each board advisory committee.~~



ADOPTED: 12/12/11
 TFSD
REVISED: 05/06/13
 8/11/14

ADVISORY COMMITTEE ASSIGNMENTS

DISCIPLINE COMMITTEE

DUTIES: To review Board Policies dealing with student discipline.

WHEN: Once a year, but could meet more if an issue arises requiring a change in policy.

WHERE: Canyon Ridge High School – 300 North College Road West

Chair	Canyon Ridge Principal	Administration
	Board Member(s)	Administration
	O’Leary Middle School – Vice-Principal	Administration
	Morningside Principal	Administration
	Director of Elementary Programs	Administration
	Support Services	Administration
	South Hills	Teacher
	O’Leary	Teacher
	Robert Stuart	Teacher
	Bickel	Teacher
	Harrison	Teacher
	Lincoln	Teacher
	Morningside	Teacher
	Oregon Trail	Teacher
	Perrine	Teacher
	Pillar Falls	Teacher
	Rock Creek	Teacher
	Sawtooth	Teacher
	Twin Falls High School	Parent
	Canyon Ridge High School	Parent
	TFHS Student Body President	Student
	CRHS Student Body President	Student

PROFESSIONAL ADVANCEMENT COMMITTEE

DUTIES: — *To approve credits that teachers and administrators take for advancement on the salary schedule as required for Idaho credentials. The committee member from each school brings any applications that they have received.*

WHEN: — *Three or four times a year.*

WHERE: — *District Office Board Room — 201 Main Ave. West*

Chair	Associate Superintendent	Administration
	Classified	Administration
	Lincoln Principal	Administration
	Harrison Elementary	Administration
	TFHS Vice-Principal	Administration
	M. V. Alternative High School	Teacher
	Twin Falls High School	Teacher
	Canyon Ridge High School	Teacher
	O'Leary Middle School	Teacher
	Robert Stuart Middle School	Teacher
	South Hills Middle School	Teacher
	Bickel Elementary	Teacher
	Harrison Elementary	Teacher
	Lincoln Elementary	Teacher
	Morningside Elementary	Teacher
	Oregon Trail Elementary	Teacher
	I.B. Perrine Elementary	Teacher
	Sawtooth Elementary	Teacher
	Pillar Falls Elementary	Teacher
	Rock Creek Elementary	Teacher

EXTRA DUTY COMMITTEE

DUTIES: ~~To complete an annual review of the extra duty index, prepare recommendations for changes to be considered in negotiations as needed, and review applications for new requests for extra-curricular stipends.~~

WHEN: ~~February, before negotiations begins. The number of meetings varies from year to year, but from 2008-2010 and again in 2017, the committee completed extensive reviews of the extra-curricular activities so the current need is low.~~

WHERE: ~~District Office Board Room – 201 Main Ave. West~~

Co-Chair	Director of Educational Technology and Operations	Administration
Co-Chair	Robert Stuart M.S./Negotiations	Counselor
	Canyon Ridge H.S. Principal	Administration
	Twin Falls H.S. Principal	Administration
	Classified	Administration
	Twin Falls High School	Teacher
	South Hills M.S.	Teacher
	Rock Creek Elementary	Teacher

ADMINISTRATIVE SICK LEAVE BANK

Chair	Administrative
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SICK LEAVE BANK

DUTIES: ~~Approve or deny requests submitted by TFSD sick leave bank members when they need to access additional sick leave.~~

WHEN: ~~As needed throughout the school year.~~

WHERE: ~~By email.~~

Chair	Administrative Office	Administration
	Lincoln Vice Principal	Administration
	District Office	Administration
	Harrison Elementary	Teacher
	I. B. Perrine Elementary	Teacher

PTA/PTO ADVISORY BOARD COMMITTEE

DUTIES: To communicate with and receive reports from PTA/PTO/PTSO/PTSA representatives of each school in the TFSD #411.

WHEN: Third Thursday of each month from September through April, from 9:30 to 11:30 a.m.

WHERE: District Office Board Room—201 Main Ave. West

Chair	Superintendent
	Bickel PTA President
	Harrison PTSO President
	Lincoln PTSO President
	Morningside PTA President
	Oregon Trail PTA President
	Perrine PTA President
	Pillar Falls PTO President
	Rock Creek PTO President
	Sawtooth PTO President
	O'Leary PTSO Presidents
	Robert Stuart PTSA President
	South Hills PTSO President
	Twin Falls High PTSO President
	Canyon Ridge High PTSA President
	Administration

PROFESSIONAL LEAVE COMMITTEE

~~DUTIES: To serve the certified and classified members of Twin Falls School District by receiving professional leave applications, and processing them according to the guidelines set forth in the Collective Bargaining Agreement. . The Association shall appoint one person from each level (elementary, middle, and high school) to serve on a committee with one individual appointed by the Administration, who will establish guidelines for professional leave grants.~~

~~WHEN: Every Wednesday at 4:30 pm. The exceptions are: when there is a holiday or parent/teacher conferences that preclude the committee members from attending.~~

~~WHERE: Robert Stuart Middle School main faculty room.~~

~~CHAIR: To be Appointed by Association~~

<u>Co-Chair</u>	Middle School Level	Teacher
Co-Chair	Director of HR	Administration
Rock Creek (Alt. Perrine)	Elementary Level	Teacher
CRHS	High School Level	Teacher

INSURANCE REVIEW COMMITTEE

DUTIES: — *To gather information regarding the current laws and changes (including prices) that may affect the benefits package for the upcoming year. Suggestions are then used to create a recommendation for negotiations. The committee consists of a representative from each school including administrators, classified (selected by Superintendent), and certified (selected by president of TFEA) personnel. A representative from the TFEA Negotiations team is to be co-chair.*

WHEN: — *October through April, usually 3 to 5 meetings total, from 3:45 to 5:00 p.m.*

WHERE: — *District Office Board Room — 201 Main Ave. West*

Co-Chair	Administrative	Administration
Co-Chair	Sawtooth Elementary/TFEA/Negotiations	Teacher
	Bickel Principal	Administration
	Canyon Ridge High School	Administration
	Twin Falls High School	Teacher
	O’Leary Middle School	Teacher
	Robert Stuart Middle School	Teacher
	South Hills Middle School	Teacher
	MVHS	Teacher
	Harrison Elementary	Teacher
	Lincoln Elementary	Teacher
	Sawtooth Elementary	Teacher
	Morningside Elementary	Teacher
	Oregon Trail Elementary	Teacher
	I. B. Perrine	Teacher
	Classified	Administration
	Classified	Administration
	Classified	Administration
	Classified	Administration
	Classified	Administration
	Classified	Administration

EVALUATION COMMITTEE

DUTIES: ~~To review evaluation practices and any issues that may arise. The group completed extensive work on the Danielson model in the 2009-2010 school year. Every district has had to submit a plan for teacher and administrative evaluation processes to the State Department for approval, and the processes are becoming more and more consistent from district to district lessening the need for on-going changes.~~

WHEN: ~~The committee meets once at the beginning of the year and then as needed to review evaluation practices and any issues that may arise.~~

WHERE: ~~District Office Board Room – 201 Main Ave. West~~

Chair	Associate Superintendent	Administration
	Robert Stuart Middle School Principal	Administration
	Sawtooth Elementary Principal	Administration
	Director of Elementary & Middle School Programs	Administration
	HR Community Relations Manager	Administration
	O’Leary Teacher	Association
	Twin Falls High School Teacher	Association
	Robert Stuart Teacher	Association
	Canyon Ridge High School Teacher	Association
	Morningside Teacher	Association
	Perrine Teacher	Association

SAFETY COMMITTEE

DUTIES: ~~The Safety Committee was developed to improve the safety of the Twin Falls School District. The Committee is charged with making sure the District creates a safe place for students to learn and a safe place for employees to work. The Committee is to serve the students and staff of Twin Falls School District to help prevent accidents and acquire a safer working and learning environment. The Committee should provide ongoing educational assistance, assessment of operating procedures and act as a resource for all matters concerning school safety. Reviewing and updating the District's Emergency Operation Planning Manual (EOP) is ongoing in all meetings including making sure our buildings meet all the codes and areas of safety the State requires.~~

WHEN: ~~Four times a year usually at 4:00PM on a Thursday~~

WHERE: ~~CRHS Room 301~~

Chair	Director of Educational Technology and Operations
	Administration
	Board Member(s)
	Maintenance Supervisor
	Food Service
	Bickel Elementary
	Harrison Elementary
	Lincoln Elementary
	Morningside Elementary
	Oregon Trail Elementary
	Perrine Elementary
	Pillar Falls Elementary
	Rock Creek Elementary
	Sawtooth Elementary
	Bridge Academy
	Stuart Middle School
	O'Leary Middle School
	South Hills Middle School
	Twin Falls High School
	Canyon Ridge High School
	Support Services
	MVHS
	Bridge
	Mid-Columbia Bus Company

	PTO
	SRO—CRHS SRO—O’Leary SRO—South Hills SRO—Stuart SRO—TFHS

TECHNOLOGY COMMITTEE

***DUTIES:**— The Technology Committee's role is to assess and monitor the technology needs of the schools and make recommendations on expenditures; find grants and other funding sources to supplement the school technology budget. The committee of approximately thirty members meets every other month to discuss current issues in planning for the long range goal to increase student achievement by providing a technology immersed learning environment. The ongoing work of the Committee will be to oversee and continually reevaluate the use of appropriate technology in the school as well updating and giving input on the 5-year District Technology Plan.*

***WHEN:**— Four times a year usually at 4:00PM on a Thursday*

***WHERE:**— CRHS Room 301*

Chair	Director of Educational Technology and Operations
	Administration
	Board Member(s)
	Technology Dept.
	Technology Dept.
	Technology Dept.
	Technology Dept.
	Technology Dept.
	Technology Dept.
	Technology Dept.
	Technology Dept.
	District Office
	Canyon Ridge
	Magie Valley
	Twin Falls
	Bridge
	O’Leary
	Robert Stuart
	South Hills
	Bickel
	Harrison
	Lincoln

	Morningside
	Oregon Trail
	Perrine
	Pillar Falls
	Rock Creek
	Sawtooth

ACTIVITIES ADVISORY COMMITTEE

DUTIES: — To conduct investigation, research and to provide advice or counsel to the district activities director, principals and school district administration and the board of trustees in the TF school district.

WHEN: — As needed

WHERE: — Twin Falls High School

Co-Chair - Standing Member	TFHS - Director of Physical Ed/Athletics/Activities
Co-Chair - Standing Member	CRHS - Director of Physical Ed/Athletics/Activities
	Robert Stuart Middle School Activities/Athletic Director
	O'Leary Middle School Activities/Athletic Director
	South Hills Middle School Activities/Athletic Director
	Board Member
	TFHS/CRHS - Secondary School Administrator
	Secondary Activity Advisor (not Athletics)
	TFHS Student Council Member
	CRHS Student Council Member
	Parent of CRHS/RSMS/SHMS Student Involved in Activities
	Parent of TFHS/OMS Student Involved in Activities
	TFHS/OMS/SHMS Coach
	CRHS/RSMS Coach
	Patron Whose Student is not Involved in Activities

DROP OUT PREVENTION COMMITTEE

DUTIES: — To provide direction and guidance for the District's dropout prevention efforts. The committee suggests activities, policy/procedures, and general oversight for the Dropout Prevention Specialist.

WHEN: — Committee meets 3-5 times per year, typically October, December, February, April, and May on days/times conducive to members' schedules (we have typically met at 3pm-4pm on Thursdays).

WHERE: — Support Services Conference Room

Chair	SDFS Coordinator
	O'Leary Middle School

	Principal, Twin Falls High School
	Principal, Magic Valley High School
	Vice Principal/AD, Twin Falls High School
	Director, Support Services
	SRO
	Associate Superintendent
	Lincoln Elementary
	Principal, Harrison Elementary
	Board Member(s)
	Vice Principal, Robert Stuart Middle School
	Counselor, Harrison Elementary
	Canyon Ridge High School/Counselor
	Bridge Academy Principal

CALENDAR REVIEW COMMITTEE

DUTIES: ——— *To receive and share building input on the calendar for the upcoming year in order to create a draft recommendation for negotiations. Committee will consist of a teacher representative from each building selected by the president of TFEA, a principal from an elementary, secondary, and middle school, the Director of Elementary Programs, the Director of Public Relations, and a representative from the Parent Advisory Committee.*

WHEN: ——— *January through April, usually 3 to 5 meetings total, from 3:45 to 5:00 p.m.*

WHERE: ——— *TBD*

Chair	Superintendent	Administration
	Director Public Relations	Administration
	Elementary Programs Director	Administration
	Board Member(s)	Administration
	Perrine Principal	Administration
	Middle School Principal	Administration
	High School AD	Administration
	MVHS/Juvenile Detention Center	Teacher
	Twin Falls High School	Teacher
	Canyon Ridge High School	Teacher
	O’Leary	Teacher

	Robert Stuart	Teacher
	Bridge Academy	Teacher
	South Hills	Teacher
	Bickel	Teacher
	Harrison	Teacher
	Lincoln	Teacher
	Morningside	Teacher
	Oregon Trail	Teacher
	Perrine	Teacher
	Pillar Falls	Teacher
	Rock Creek	Teacher
	Sawtooth	Teacher
	Support Services	Teacher
	PTA/O President Representative	Parent

COMMUNICATIONS COMMITTEE

***DUTIES:** The representative chosen from each school will act as the Director of Public Relations' direct contact for the school, and all information on activities or events that teachers and staff want the community or media to be aware of will be filtered through this person. The Communications Committee will meet once a month to discuss upcoming events; and each representative will play an essential role in helping disseminate information to their schools.*

***WHEN:** Once a month, typically first week of month*

***WHERE:** District Office Board Room*

Chair	Public Relations Director	Administration
	MVHS/Juvenile Detention Center	Teacher
	Twin Falls High School	Teacher
	Canyon Ridge High School	Teacher
	O'Leary	Teacher
	Robert Stuart	Teacher
	South Hills	Teacher
	Bridge Academy	Teacher
	Bickel	Teacher
	Harrison	Teacher

	Lincoln	Teacher
	Morningside	Teacher
	Oregon Trail	Teacher
	Perrine	Teacher
	Pillar Falls	Teacher
	Rock Creek	Teacher
	Sawtooth	Teacher
	Support Services	Teacher

BUDGET ADVISORY COMMITTEE

DUTIES: — The Budget Advisory Committee will meet to discuss budget issues that impact the community.

WHEN: — As needed

WHERE: — Board Room

Chair	Administrative
	Administrative
	Director Public Relations
	Board Member(s)
	Teacher
	Teacher
	Classified
	Classified
	Parent
	Parent
	Community
	Community
	Community
	Community

2600F

School Year:
School Name:
Teacher Name:
Administrator Name:
Student Name:
Student Current Grade Level:

Initiation of retention recommendation (select one):

School is recommending retention in current grade level

Parent is recommending retention in current grade level

If the parent is recommending retention, is the school in agreement:

I, _____, parent/guardian

would like to have my child retained in _____ grade at the end of the xx-xx school year.

do not wish for my child to be retained in _____ grade at the end of the xx-xx school year.

Date Parent's Signature

Date Teacher's Signature

Date Administrator's Signature

GRADING AND PROMOTION

Twin Falls Public Schools will use the method of marking pupil progress with the A, B, C, D, and F letters for grades 2 through 12. Report cards in the elementary and middle school may include additional information as to progress in citizenship and behavior.

Insofar as possible, grading should be based upon the extent to which the pupil is achieving according to the standards of the course. In advance, students should receive information about the grading practices for the class in which they have enrolled. Each student should be clearly informed about the body of knowledge or skills to be mastered, testing practices, make-up policies, and other factors related to grading. Grading considerations should be given to those students who are willing to do extra work to improve their grades. Students in special programs (English as a Second Language, Gifted and Talented, Migrant Education, Special Education), will be graded according to the standards and/or accommodations especially established for those individual students. Students required to be absent from class because of the requirements of their individualized curriculum should not experience grade reduction. Such students should be given the opportunity to make up their work through teacher prescribed assignments and should be graded according to the quality of the work. Grades should reflect the level of mastery of the standards.

PROMOTION/RETENTION OF STUDENTS KINDERGARTEN THROUGH GRADE EIGHT

The district and/or school reserves the right to make recommendations regarding students' advancement, retention, and/or placement in an alternative program.

I. Promotion

The Twin Falls School District promotes students based on teacher and principal recommendations and in accordance with the philosophy outlined in policy 2600 in grades kindergarten through eight.

II. Request for retention/~~demotion~~ through grade eight

- A. Requests for retention from parent/guardian ~~or demotion~~ must be submitted in writing to the principal. ~~and may be initiated by a teacher, the educational team, or the parents/guardians.~~
- B. If a student's teacher makes this a request for retention, then he/she they will submit the appropriate data to the principal ~~or counselor~~ which may include the following:
 1. Classroom records
 2. Samples of the student's work
 3. Appropriate assessment data
 4. A summary of all conferences held with the student's parents/guardians
 5. A summary of alternative instructional practices/procedures that have been implemented
 6. Academic and social evaluation
- C. If the request is initiated by the student's parents/guardians, the principal and/or

support staff, if appropriate, will meet with the student's teacher and the parents/guardians to discuss the request, obtain the teacher's recommendation, and consider the data listed above.

D. Requests for retention for students on Individualized Education Plans (IEP) will be evaluated by the IEP team.

E. ~~After the decision is made, the principal, teacher, support staff, and parents/guardians will meet to discuss the possibilities of retention.~~

III. Notification of parents

A. If a request for retention of a K-5 student is initiated by a teacher, the school will schedule a meeting with the parents to discuss the request. In accordance with Policy 2606, 6-8 grade students are required to obtain minimum credit requirements. In cases where students are below the minimum credit requirements spelled out in policy 2606, the school will notify the parent in writing. ~~make personal contact with the parents/guardians with a follow up in writing. Parents/guardians of students in grades kindergarten through eight will be notified as early in the school year as possible that their child may be considered for retention.~~

B. Parents/guardians will be apprised of the areas in which their child is deficient. The student's teacher will regularly inform the student's parents/guardians of if any changes in the areas that were specified as reasons for retention occur.

IV. Student Evaluation

A. ~~The student's teacher, support staff, parents/guardians or the administrators may request an evaluation of the student by ancillary personnel.~~

B. ~~Evaluations may include, but not be limited to, the collection of data on the student's academic achievement, emotional maturity, physical maturity, social maturity and intellectual maturity.~~

C. ~~All requests for evaluations must be made through the building administration.~~

V. Decision on Retention

A. Retention will normally occur only no more than once during a student's career.

B. ~~Following the decision on retention the teacher will notify and request a conference with the student's parents/guardians, teachers, and/or the educational team involved in the case.~~

C. ~~If the student's parents/guardians, teachers, and/or educational team agree that the student should be retained, the principal will be notified for approval.~~

D. In the event agreement cannot be reached among the parties involved and the student has not previously been retained, the principal parent/guardians will make the decision. The decision will be communicated in writing to the parties involved within five school days of the conference. This notice will be placed in the child's file.

E. Retention decisions will be in writing and will be placed in the student cumulative file with district form 2600F.

VI. Right to Appeal Statement

~~If the parents/guardians or teacher object to the principal's decision on retention, they have the right to appeal. Such appeals must be initiated within five school days of receipt of the principal's decision.~~

VII. Appeal of Decision on Promotion, Retention and Demotion

- A. If the parents/guardians or teachers object to the principal's decision on promotion, retention, demotion, or alternative placement, they may make a written appeal to the elementary or secondary director. Such appeals must be initiated within five school days of receipt of the principal's decision.
- B. The director will appoint a committee composed of one district level administrator, the principal who is an original party to the case, and one teacher from the appropriate grade level. The superintendent or his/her designee will act as chairman.
 - 1. The chairman will schedule a hearing within ten days of receipt of appeal.
 - 2. The original parties of the case will have the opportunity to present oral and written statements.
- C. The chairman will communicate the decision of the committee in writing to all parties within five school days of the hearing.
- D. Protocol for resolution will be followed.

WHOLE GRADE OR CONTENT AREA (SUBJECT) ACCELERATION

Twin Falls School District recognizes that, in a few cases, it may be appropriate to consider acceleration that would allow students to complete the standard K-8 program in fewer than nine years. If this course of action is considered, a thorough evaluation of the needs and abilities of the individual student must be completed before a final decision is made. If there appears to be sufficient evidence that a change should be made in the student's grade placement, an individual accelerated learning contract must be developed to assure that curriculum goals are not skipped but rather compacted into a reduced time period. When this course of action is being considered, the following guidelines for accelerated whole grade or content area placement may be utilized.

Whole Grade Acceleration Procedure for Grades K-8

The school and/or parents/guardians may initiate the referral process. A conference will be held with the teacher, principal, and parents/guardians.

- A. School Initiated Referral
 - 1. The principal may notify a team to consider the referral. This team could include the MDT (multi-disciplinary team) that is in each building (administrator, primary and intermediate teachers, gifted/talented facilitator, psychologist) or any group the principal designates. The present and receiving teachers should be included.
 - 2. The principal or designated person begins collection of the student's data which may include, but not be limited to, the following:
 - a. Standardized achievement tests
 - b. Individual/group ability testing
 - c. Current grades
 - d. Teacher observations
 - e. Evidence of other student performance
 - 3. The classroom teacher or designated person will notify the parents/guardians with an explanation of why the school seeks such a

referral.

4. An acceleration scale may be completed with the student, parents/guardians and teacher. Then the building's MDT will meet to determine if other assessments are needed.
5. The data results will be presented to the MDT. If the team recommends acceleration, then an accelerated learning contract will be developed.
6. An evaluation conference will be held to present the results of the data to the parents/guardians and to make recommendations. In addition to the parents/guardians, persons in attendance may include the following: principal, receiving teacher, present teacher, student, facilitator of the gifted and talented program, psychologist (optional), and counselor (optional.)
7. If acceleration is recommended, then all in attendance may review and sign an accelerated learning contract. The building principal or designated person will be responsible for the final written copy of the accelerated learning contract. This original copy may also be placed in the student's cumulative record file.
8. Monitoring the student's progress each semester will be done by a designated person. However, a review may be made at any time if requested by the parents/guardians, the teacher or the principal.

B. Parent/Guardian Initiated Referral

1. A written request may be made to the principal of the school that the student is presently attending. Included in the written request will be the parents/guardians' reason(s) for seeking the change and his/her commitment to support the change.
2. The principal will then follow steps 1-8 as stated above for the school-initiated referral.

Content Area (Subject) Acceleration Procedure for Grades K-8

The school and/or parents/guardians may initiate the referral process. A conference will be held with the teacher, principal, and parents/guardians.

- A. The principal may notify a team to consider the referral. This team could be the MDT (multi-disciplinary team) that is in each building (administrator, primary and intermediate teachers, gifted/talented facilitator, psychologist) or any group the principal designates. The present and receiving teachers should be included.
- B. The principal or designated person begins collection of the student's data which may include, but not be limited to, the following:
 1. Standardized achievement tests
 2. Individual/group ability testing
 3. Current grades
 4. Teacher observations
 5. Evidence of other student performance
- C. The classroom teacher or designated person will notify the parents/guardians with an explanation of why the school seeks such a referral.
- D. The data results will be presented to the MDT. If the team recommends

acceleration, then an accelerated learning contract will be developed.

- E. ~~If acceleration is recommended, then all in attendance will review and sign an accelerated learning contract. The building principal or designated person will be responsible for the final written copy of the accelerated learning contract. This original copy will also be placed in the student's cumulative record file.~~
- F. ~~Monitoring the student's progress each semester will be done by a designated person. However, a review may be made at any time if requested by the parents/guardians, the teacher or the principal. Each spring, the MDT committee and classroom teachers will meet to develop a plan for the next school year for students accelerated in a specific content area.~~
- G. ~~If acceleration within a subject area would cause the student to attend class(es) on a different campus, the outline provided above may be followed. If such subject area acceleration may not immediately require assignment to a different campus, but may lead to a campus assignment different from that of the student's age/grade peers in future years, the student's current principal and receiving principal will be notified.~~



Cross References: 2600 Promotion & Retention
 2600F Initiation of Retention Recommendation
 2606 Middle School Junior High Credit

Procedure History

APPROVED: 10/14/86

TFSD

REVISED: 4/08/13

 8/11/14

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

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

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

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

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

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

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

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

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

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

5. “Discipline” constitutes all other forms of corrective action or punishment, including brief exclusions from a class for not more than the remainder of the class period and exclusion from any other type of activity conducted by or for the District. Discipline

shall not adversely affect specific academic grade, subject, or graduation requirements, as long as all required work is performed.

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

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

Students with Disabilities

Students with disabilities may also be suspended under these same rules if the suspension will not constitute a change in placement. If a student with a disabling condition accrues ten (10) ~~or more~~ days suspension per year, the Child Study Team who has knowledge of the student's disabling condition will determine if there is causal relationship between the disabling condition and the student's misconduct. If such a relationship exists, the student's educational placement may not be changed without parental approval or a court order, pending a due process hearing under IDEA.

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

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

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

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



Cross Reference: 3330 Student Discipline
3360 Discipline of Students with Disabilities

3370 Search and Seizure
3740P Student Expulsion/Denial of Enrollment

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

Policy History

ADOPTED: 3/14/16

ISBA

REVISED:

Discipline Philosophy

Discipline is an integral and important part of the educational process. Students will display good manners, honesty and integrity, respect others, and accept responsibility for their actions. The objective of any corrective action will be to have the student accept the consequence as a just and inevitable result of his/her behavior.

Corrective Action

Purpose: To ensure that students make responsible decisions about their behavior that protect the rights of students, teachers, and school officials, and to maintain the continuity of the educational process.

Corrective action will apply to students during the following times:

1. On the school grounds during and immediately before and after school hours;
2. On the school grounds at any other time when the school is being used by a school group;
3. Off the school grounds at a school activity, function, or event;
4. Off the school grounds when the student is en route between school and home on lawful school days when deemed necessary by school officials;
5. On the school bus when the student is being transported to or from school or any school activity; or when a student is en route to or waiting for the bus.

Corrective Action Sequence: Problems that cannot be handled by the classroom teacher should be referred to the principal or other school officials assigned to the task for entry into corrective action at the appropriate step. Every effort will be made to keep parents informed when a student enters the corrective action sequence. Principals will have the discretion of offering diversion or accountability alternatives at any step, or for any infraction except the use or possession of firearms and/or dangerous implements.

Steps: Step 1 or 2 if cooperative

Step 2 or 3 or 4 if uncooperative or the action is repeated.

Step 1. Disciplinary Action:

Disciplinary action is the term used for all forms of corrective action other than suspension, emergency removal ~~suspension~~, or expulsion. Disciplinary action may be administered by a building principal, assistant principal or other persons designated by the administrator.

Disciplinary action may include:

Counseling	Work detail
Parent conferences	Detention
Home visitation	Restitution
Special services evaluation	In-school Suspension
Referral to other agencies	Peer mediation

Step 2. Suspension:

A suspended student is denied attendance at school and participation in other school activities for a stated period of time. It includes denial of admission to or entry upon any property that is controlled by the school district. The principal or vice-principal may impose this action.

1. In-School Suspension: The student would continue his/her school day under administrative monitoring by a staff member.
2. ~~Short Term Suspension: A suspension for a portion of a school day. Conditions and limitations of a short term suspension are as follows:~~
 - a. ~~Prior to a short term suspension, an informal conference will be conducted with the student.~~
 - b. ~~Any student subject to a short term suspension must be provided upon his/her return, an opportunity to make up time, assignments and tests missed, as outlined in the building's attendance and makeup policy.~~
 - c. ~~Parents/Guardian must be notified about the suspension of a child either by telephone, personal contact, or regular mail at last known address.~~
3. Long Term Temporary Suspension: A suspension for a period of one school day up to and not exceeding five school days. Conditions and limitations of a long term temporary suspension are as follows:
 - a. Prior to a long term temporary suspension, an informal conference will be conducted with the student and/or parent.
 - b. Parent/Guardian must be notified prior to suspension.
 - c. Any student subject to a long term temporary suspension must be provided, upon their return, an opportunity to make up time, assignments and tests missed as outlined in the building's attendance and makeup policy.
 - d. At the end of the period of suspension, the student shall be automatically readmitted to school if no additional action has been taken. The readmittance may be contingent on reasonable conditions prescribed by the Superintendent or principal.
 - e. At the request of building administration, the Superintendent may suspend a student for a period up to ten (10) additional school days.
 - f. At the request of the Superintendent of schools, the Board of Trustees or designee may suspend a student for a period up to five (5) additional school days.
4. ~~Superintendent of Schools Temporary Suspension: At the request of building administration, the Superintendent can suspend a student for a period of one (1) school day up to ten (10) additional school days. Conditions and limitations of a Superintendent suspension are as follows:~~
 - a. ~~Parent/Guardian must be notified prior to suspension.~~
 - b. ~~Any student subject to a Superintendent Temporary Suspension must be provided, upon their return, an opportunity to make up time, assignments and tests missed, as outlined in the building's attendance and makeup policy.~~

- e. ~~At the end of the period of suspension, the student shall be automatically readmitted to school if no additional action has been taken.~~
5. ~~Board of Trustees Temporary Suspension: At the request of the Superintendent of schools, the Board of Trustees can suspend a student for a period of one (1) school day up to five (5) additional school days. Conditions and limitations of the Board of Trustees suspension are as follows:~~
- a. ~~Parent/Guardian must be notified prior to suspension.~~
 - b. ~~Any student subject to a Board of Trustee suspension must be provided, upon their return, an opportunity to make up time, assignments and tests missed, as outlined in the building's attendance and makeup policy.~~
 - e. ~~At the end of the period of suspension, the student shall be automatically readmitted to school if no additional action has been taken.~~

Step 3. Emergency Removal – Suspension:

~~A student may be removed immediately from a class, subject or activity by a certified teacher, an administrator, or persons designated by the administrator, and sent to the building principal or designated school authority. The teacher or administrator must have good and sufficient reason to believe that the student's presence poses an immediate and continuing threat or substantial disruption of the educational process. This removal can continue until the dangerous threat ceases; or the principal imposes disciplinary action, emergency suspension, or recommends expulsion.~~

Step 4 3. Expulsion:

Expulsion means a denial of attendance to school or any other activity conducted by or on behalf of the school district for an indefinite period of time. An expulsion also may include a denial of admission to or entry upon real or personal property that is owned, leased, rented or controlled by the school district. All expulsions are subject to the conditions and limitations as set forth in Policy 3740 and Procedure 3740P.

Note: A student may be removed immediately from a class, subject or activity by a certified teacher, an administrator, or persons designated by the administrator, and sent to the building principal or designated school authority. The teacher or administrator must have good and sufficient reason to believe that the student's presence poses an immediate and continuing threat or substantial disruption of the educational process. This removal can continue until the dangerous threat ceases; or the principal imposes disciplinary action, suspension, or recommends expulsion.

Complaints and Grievances

Problems are best resolved at the building level. Parents and students have the right to an informal conference with the building principal or designee for the purpose of resolving the problem. If the differences are not resolved, parents and students have the right to present their grievance orally or in writing to the Director of Elementary or Secondary Programs. If the grievance is still not resolved, the parents and students have the right to present their grievance to the Superintendent and then to the School Board.

Activity directors and/or coaches may choose to develop a discipline code for their activity which may dictate more severe consequences than the corrective action procedures listed in this document. These special activity discipline codes, which must be accepted by building administrators, will be enforced as long as the student is engaged in that particular activity.

Guidelines for Law Enforcement Interviews/Interrogations

A law enforcement official wishing to interview or interrogate a student shall, when practicable:

1. notify the building administrator or designee
2. record the interview/interrogation
3. communicate with parents at the earliest appropriate time, as long as it does not obstruct the investigation.

Search and Seizure

Student lockers are school district property, and as such, are subject to periodic inspections without permission and without notice, by school officials and/or school officials accompanied by police officers.

1. Searches may be conducted of a student's person, his/her backpack, or automobile by a school official if the school official has a reason to believe that the search is needed to maintain an appropriate environment for learning, and that this need outweighs the student's expectation for privacy.
2. When the search of a student, his/her backpack, or automobile is made by a police officer, or a school official in the presence of a police officer for law enforcement purposes, the police officer must have probable cause to believe that they will find contraband or evidence of an illegal act.
3. Any search of a student's person and/or backpack as a result of the activation of a metal detector will be conducted in accordance with this policy.
4. Attempts should be made to conduct all searches in private.
5. At the beginning of each school year, building administrators should inform students that this policy applies while they are on school property and/or at a school function away from school property.

Offenses Violating Idaho Code

Appropriate law enforcement agencies will be notified. Parents/guardians will be notified.

Personal and Property Rights Violations Requiring Disciplinary Action

1. Altercation or Harassment: A serious argument or verbal harassment which, in the judgment of the staff member, may lead to physical violence or be physically, mentally, or emotionally abusive or degrading.
2. Incitement to Disorder: The incitement by an individual or group to commit or

engage in any behavior precisely limited by Idaho Code.

3. Verbal Abuse of School Personnel: Unprovoked, overt, verbal or nonverbal communications of disrespect or contempt directed toward staff members.
4. Willful Disobedience: Overt and conscious disregard for a legal request or order given by a recognized school or civil official or their deputy.
5. Robbery: The act of taking the personal property of another, from his person or in his presence, against his will or under constraint of fear or force.
6. Petty Theft: Theft of items valued at less than \$1,000.00
7. Theft: To unlawfully take away another person's property without his consent, secretly and without the use of threat or violence.
8. Entering Another's Locker, Desk, or Personal Belongings Without Permission: The act of entering another student's locker, desk, or other personal belongings without permission.
9. Possession of a Stolen or Lost Article: The possession (on the person, or in the locker), of any article reported lost or stolen.
10. Vandalism: Willful damage to personal or public property.
11. Breaking, Entering, and/or Damaging School Facilities or Property: Forcibly entering a school facility, entering a school facility without the permission of school authorities, and/or damaging a school facility or school property. If the offense is committed by a high school senior during his/her senior year, the student will forfeit the opportunity to attend his/her graduation ceremony.
12. Truancy: Any student attending school in the Twin Falls School District 411 is deemed truant from school or class if the student is absent from school without the consent of the student's parent/guardian or school officials, or is absent from school with the consent of the parent for an invalid reason. Valid reasons for being absent from school include illness, purposes considered essential to the family operation (e.g., death, divorce), and other reasons deemed significant by the family and school officials. Truancy includes absence from school or from class after arrival at school and departure from school during the school day without permission of school officials. Class work, homework, and exams missed while truant will not be allowed to be made up for credit. Truancy is a major disciplinary violation, and as such will result in parent(s)/guardian(s) being notified.
13. Improper Parking of Student Vehicles: All students that park vehicles in areas other than the designated parking area.

Corrective Action Sequence: The vehicle will be impounded at the student's

expense.

14. Negligent Driving: The operation of a motor vehicle in a manner which could endanger life or property. Corrective Action Sequence: Step 1 or 2 and/or referred to police and/or restricted from parking or operating a vehicle on or around school property. Note: Driving speed shall be reasonable and prudent on all school grounds and parking lots.

The following violations, 15-17, require beginning corrective actions at 3340P pg. 2 of 9, Step 2:

15. Harassment/Bullying: Harassment/Bullying is any student's repeated, willful, and malicious behavior that threatens, harms, "bullies," or otherwise harasses another student, thereby disturbing that student's ability to peaceably attend school or any school-related function. Harassment/Bullying includes, but is not limited to, threatening to fight or fighting, use of vulgar or offensive, profane, or indecent language, racial slurs, comments referring to a student's mental/physical disability, sexual or religious orientation, dress, grades, and any other conduct that can be construed as offensive by the victim or the school.
16. Assault: An intentional threat or attempt, with force, to do physical harm to someone, including extortion.
17. Hazing: Any action or situation created that causes or is reasonably likely to cause harassment, bodily danger, or physical harm, severe mental or emotional harm, extreme embarrassment or ridicule, or personal degradation or loss of dignity to any student or other person associated with a school. NOTE: In order for "hazing" to be "harassment," the actions must be directed at an individual or group on the basis of race, national origin, religion, color, disability, age, grade level, or gender, or be unwelcome behavior of a sexual nature.
18. Sexual Harassment: Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, other verbal or physical conduct of a sexual nature, and/or discrimination based on gender differences.
Corrective action: Follow District Sexual Harassment Policy 3290
19. Fighting: The exchange of blows or other violent physical contact between or among two or more students.
Corrective action: Begins at 3340P Pg. 2 of 9 Step 2 for grades 9-12
20. Battery: A battery is any: (a) willful and unlawful use of force or violence upon the person of another; or (b) actual, intentional and unlawful touching or striking of another person against the will of the other; or (c) unlawfully and intentionally causing bodily harm to an individual.
Corrective action: Begins at 3340P Pg. 2 of 9 Step 2 and may include step 4 3 depending on the severity of the offense.

21. False Reports of Explosives, Bomb Threat, Alarms or 911 Emergency Call: Any student who reports to any police officer, sheriff, employee of a fire department or fire service, prosecuting attorney, newspaper, radio station, television station, employee of a bus service, employee of a school district, that a bomb or other explosive has been placed or secreted in a school building, school bus or on school property knowing that such report is false.

Corrective Action:

Kindergarten through grade 2 Start at step 1
Police must be notified

Grade 3 through grade 5 Start at step 2
Police must be notified. Student held financially liable.

Grade 6 through grade 12 Step 2 or 3 if cooperative
Step 3 or 4 if uncooperative
Police must be notified. Student held financially liable.

22. Substance Abuse Policy and Procedures:
Refer to Procedure 3320: Student Drug, Alcohol, and Tobacco Use, District Policy manual.

23. Fireworks, Weapons, and Dangerous Instruments: Possession, handling, or transporting a firearm, dirk knife, Bowie knife, dagger, metal knuckles, or any deadly and dangerous weapon as defined in Section 921 of Title 18 of the United States Code, or Twin Falls City Code 6.2.1, including any knife other than a small pen knife, any explosive, including firecrackers, or look-alike or replica weapons, regardless of composition, air gun, flipper or other contrivance which propels a missile or missiles by use of compressed air, springs or any elastic substance; or any other dangerous object, on or about his/her person while on the property of the school district, while engaged in a school activity on other property, and/or while riding school-provided transportation.

Corrective action: Step 3 Emergency 2 Suspension and (any offense) Step 4 3
Expulsion for a minimum of one year or as determined by the Board of Trustees on a case-by-case basis.

25. Use of Weapon or Dangerous Implement: Causing or attempting to cause physical injury with a weapon or dangerous implement as defined in the aforementioned paragraph, or behaving in a way that could cause physical injury to any person.

Corrective action: Step 3 Emergency 2 Suspension and (any offense) Step 4 3
Expulsion for a minimum of one year or as determined by the Board of Trustees on a case-by-case basis.

26. Zero Tolerance Policy: A policy relating to discipline of students carrying concealed firearms on school property:
Idaho Code 18-3302D: Carrying weapons or firearms on school property. It shall be

unlawful and is a misdemeanor for any person under the age of twenty-one (21) to carry a firearm, dirk knife, Bowie knife, dagger, metal knuckles or other deadly or dangerous weapon on or about his person while on the property of a public or private elementary or secondary school or in those portions of any building, stadium or other structure on school grounds which were, at the time of the violation, being used for an activity sponsored by or through such a school in this state or while riding school provided transportation.

The Board of Trustees of a school district shall expel any person violating the provisions of this section (18-3302D) if the violator is a student. The school shall immediately suspend the student pursuant to the provisions of section 33-205, Idaho Code. The board shall expel from school for a period of not less than one (1) year, twelve (12) calendar months, a student who has been found to have carried a weapon or firearm on school property, except that the Board may modify the expulsion order on a case-by-case basis.

Corrective action: Step 3 – Emergency 2 Suspension and (any offense) Step 4 3 Expulsion for a minimum of one year or as determined by the Board of Trustees on a case-by-case basis.

27. Disruptive Acts: The intentional use of or urging of others to use violence, force, coercion, threat, intimidation, fear, or any other conduct to cause the substantial and material disruption or obstruction of any lawful mission, process or function of the school.

Corrective action: Starts at Steps 2 and 3 and 4

28. Falsification of School Documents: Alteration of school documents (passes, report cards, permanent records, etc.)

29. Prohibition of Gangs and Hate Groups: Gangs, hate groups, and similar organizations or groups which advocate hatred or discrimination on the basis of race, color, religion, gender, ancestry, national origin, or disability are inconsistent with the fundamental values of the educational environment of the Twin Falls School District 411. The activities of such groups and their members are prohibited on school district property and at all school functions.

Such prohibited activities include, but are not limited to: the congregation of members, the solicitation or recruitment of members, the possessions of group paraphernalia and materials, the intimidation of others, the advocacy of discrimination, and any other behavior, such as the wearing of gang colors or insignia and the use of language, codes, gestures that provoke violence or seek to advocate the purpose and objective of such groups. Disciplinary action may include suspension or expulsion.

30. Breach of Confidentiality of Records: Disclosure of personally identifiable information about a student is permitted only to school officials who have been determined by the district to have legitimate educational interests. Directory information may be disclosed to people who do not have a legitimate educational interest unless the parent or eligible student has objected to disclosure of this information. Directory information includes name, address, telephone number, date and place of birth, major field of study, participation in official activities, dates of attendance, degrees, awards, previous schools, and similar information.



Cross References: 3290 Sexual Harrassment
3320P Student Drug, Alcohol, and Tobacco Use
3740 Student Expulsion – Denial of Enrollment
3740P Student Expulsion – Denial of Enrollment

Legal References: US Code 18 Section 921
Twin Falls City Code 6.2.1
Idaho Code § 33-205
Idaho Code § 18-3302D Carrying Weapons or Firearms on School Property

Procedure History:

ADOPTED:

TFSD

REVISED: 9-12-95
7-9-96
6-10-97
10-14-97
11-25-97
5-11-99
6-13-00
6-12-01
12-9-02
5-12-03
7-14-03
7-19-04
12-13-04
11-28-08
3-9-09
6-10-13
8-11-14
3-14-16

The authority of individual trustees is limited to participating in actions taken by the Board as a whole when legally in session. Trustees shall not assume responsibilities of administrators or other staff members. The Board or staff shall not be bound by an action taken or statement made by an individual trustee except when such statement or action is pursuant to specific instructions and official action taken by the Board.

Each trustee shall review the agenda and any study materials distributed prior to the meeting and be prepared to participate in the discussion and decision-making for each agenda item.

Each member is obligated to attend both regular and special board meetings. Whenever possible, each trustee shall give advance notice to the Chair or Superintendent of the trustee's inability to attend a Board meeting. ~~A majority of the Board may excuse a trustee's absence from a meeting if requested to do so.~~



Cross Reference: 1140 Vacancies

Legal Reference: I.C. § 33-506 Organization and Government of Board of Trustees.

Policy History:

ADOPTED: 8/11/14

ISBA

REVISED:

Daily Physical Education (P.E.) K-12: The District shall strive to provide an amount of PE instruction consistent with the NASPE recommendations, to the extent feasible. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement except as provided in procedure 2700P. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Integrating Physical Activity into the Classroom Setting: For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class.

Toward that end:

- Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- Opportunities for physical activity will be incorporated into other subject lessons; and
- Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate

Daily Recess: All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.



Cross Reference: 8200 Local School Wellness ~~Healthy Lifestyles~~

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

Policy History

ADOPTED: 8/11/14

ISBA

REVISED:

**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>	<p style="text-align: center;">9 credits</p> <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	<p style="text-align: center;">6 credits</p> <ul style="list-style-type: none"> • Algebra I (or meets Algebra I standards) – 2 credits AND • Geometry (or meets Geometry standards) – 2 credits OR • Integrated Math I – 2 credits AND • Integrated Math II – 2 credits <i>The combination of Integrated Math I and II meet the standards of Algebra and Geometry</i> • 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 unless the student has: <ol style="list-style-type: none"> 1. Earned 8 or more high school credits of mathematics that include Algebra II or higher level of mathematics before their senior year; and 2. Has completed 6 or more high school math credits prior to the fall of their last year of high school, including 2 semesters of an Advanced Placement or Dual Credit Calculus or higher level course <p>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</p>

	<p>year of high school. High school math credits completed in middle school shall count for the purposes of this section.</p> <ul style="list-style-type: none"> • 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. • Dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, including AP Computer Science and dual credit computer science courses may be counted as a mathematics credit if the student has completed Algebra II (or equivalent integrated mathematics) standards. <p><i>*Students who choose to take Computer Science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit</i></p>
Science	<p style="text-align: center;">6 credits</p> <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>)	<p style="text-align: center;">7 credits</p> <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	<p style="text-align: center;">1 credit</p>
Humanities (<i>Interdisciplinary Humanities, Fine Arts or Foreign Language</i>)	<p style="text-align: center;">2 credits</p> <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	<p style="text-align: center;">16 credits</p> <ul style="list-style-type: none"> • 9th grade transitions course (may be listed as different names at each high school) – 2 credits
Computer Electives	<p style="text-align: center;">2 Credits</p> <ul style="list-style-type: none"> • Beginning Office (or meets the Beginning Office standards) 1 credit

	<ul style="list-style-type: none"> 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	<p style="text-align: center;">3 credits</p> <ul style="list-style-type: none"> Health – 1 credit Each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health course. PE – 2 credits One PE credit must be in 10th, 11th, or 12th grade Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or 18 weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education.
Postsecondary Readiness Plan	4-Year Learning Plan at the end of 8th grade
Advanced Opportunities	Districts must offer at least one Advanced Opportunity such as: Dual Enrollment Advanced Placement Career Technical Education
Senior Project	Required to include an oral presentation and written report by the end of grade 12.
College Entrance Exam	Take either the ACT or SAT by the end of grade 11.
ISAT	Pass the ISAT with a score of Proficient or Advanced in Reading, Math, Language Usage and Science.
Middle School	Must take pre-algebra before entering 9th grade.

**Magic Valley H.S.
Graduation Requirements**

Content Area	
Core of Instruction	29 credits (minimum)
Electives	17 credits (minimum)
Total Credits	46 credits (minimum)
Language Arts (<i>English – 8 credits and Speech – 1 credit</i>)	9 credits (Speech credit can be obtained through other courses that meet the state speech requirement as approved by the local district.)
Mathematics	6 credits

	Including courses that meet Algebra I and Geometry standards; 2 credits must be taken in last year of high school.
Science	6 credits (4 laboratory sciences)
Social Studies (<i>US History, Economics and American Government</i>)	5 credits Students must pass the U.S. citizenship test beginning with the class of 2017.
Humanities (<i>Interdisciplinary Humanities, Fine Arts or Foreign Language</i>)	2 credits
Health and PE	1 credit of Health
Postsecondary Readiness Plan	4-Year Learning Plan at the end of 8 th grade
Advanced Opportunities	Districts must offer at least one Advanced Opportunity such as: Dual Enrollment Advanced Placement Tech Prep
Senior Project	Required to include an oral presentation and written report by the end of grade 12.
College Entrance Exam	Take either the ACT or SAT 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 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 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: 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. - 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). Senior projects may be multi-year projects, group or individual

projects, or approved pre-internship or school-to-work internship programs at the discretion of the District. The project must include elements of research, development of a thesis using experiential learning or integrated project-based learning experiences, and a presentation of the outcome. **Additional requirements for the senior project are the discretion of the District.**

Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to satisfy this requirement with prior approval from the school administration.

Idaho Standards Achievement Test (ISAT)

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

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.

Early

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 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 allows 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.

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

5/13/19

The School Board of Trustees recognizes that some of its patrons may want to enroll their children in a school that is located within a district other than where their primary residence is located; therefore, this policy is adopted to allow all in-district and out-of-district patrons to choose among this District's schools under specified conditions. In making a decision on a student's open enrollment application, the ~~Board of Trustees~~ district shall consider the needs of the student requesting the transfer as well as the other students affected by the transfer. A student currently under suspension or expulsion in this District or another district is not eligible for Open Enrollment under this policy.

Transportation

Parents or guardians of a student accepted under this open enrollment policy will be responsible for transporting the accepted student. If bus space is available, then students accepted under the open enrollment policy may be transported from an appropriate, established bus stop within district boundaries.

Varsity Sports

It is recommended that a student who is considering submitting an open enrollment application to this District, and who anticipates participating in a sport governed by the Idaho High School Activities Association (IHSAA) should review IHSAA rules prior to submitting their open enrollment application. Certain school transfers could lead to a student being ineligible to play at the varsity level for one year.

Application/Approval Process

An open enrollment application must be submitted annually for admission to a specific school. Applications will be accepted from January 1 to February 1 of each year for enrollment in the subsequent school year. ~~The application acceptance period may be waived with the mutual agreement of the Twin Falls School District and the district in which the student's parent or guardian resides or between principals for an in-district transfer.~~ It is the School Board's intent to allow waiver of the application acceptance period for continuous acceptance of open enrollment applications when classroom space is available.

The Superintendent or designee has established a procedure (see 3010P) for:

- the method of determining which students are chosen when classroom space is limited;
- notifying parents of the action taken on the open enrollment application;
- the factors which may possibly cause an open enrollment application to be denied;
- the process for removing a student from a transfer school, including the grounds for removal, parent notification, and the appeal process.

Re-enrollment

As long as a transfer student continues to reapply for enrollment, the principal shall treat that

student as if he/she resides in that school's attendance area, except in the circumstances described below. To the extent possible, the principal shall expedite the enrollment process.

In situations where class size is limited, the principal may give priority to certain students. Priorities may include, but are not limited to situations where a student:

- has parents employed by the district;
- was previously enrolled at the requested school during the prior year;
- has a brother or sister enrolled at the requested school;
- resides in the attendance area of another district school;
- has unique situation or extraordinary circumstances; or
- resides in the district and seeks enrollment in another district school under the provisions of the Every Student Succeeds Act.

The principal may deny an open enrollment request when such enrollment would negatively impact the efficient use of the District resources. The Superintendent or designee may set numerical guidelines defining hardship for schools, grade levels, or programs to provide for appropriate and efficient use of facilities and staff. The desired student-to-teacher ratios are outlined in the Class Size policy 2240.

Student Rights and Responsibilities

All student's rights and responsibilities remain the same regardless of what school they attend within the District and regardless of where the student resides once accepted under the open enrollment policy. If a student who is a resident of another district applies to this District, is accepted under the terms of this policy, and fails to attend, the student shall be ineligible to apply again for open enrollment in this District.

Revocation of a Transfer

1. The District reserves the right to remove a transfer student at any time because of unacceptable behavior in violation of School District policies or because of false or misleading information on the open enrollment application.
2. If a student's transfer is revoked, the parent/guardian may request an administrative review by the Superintendent. The parent/guardian must request the review within five (5) school days of receiving notice that their child's transfer has been revoked.
3. The Superintendent must render a decision to the parent/guardian's request for review within five (5) school days. The decision of the Superintendent may be appealed to the School Board of Trustees.

Preventing or Recruiting Potential Open Enrollment Students

The District or its employees will not take any action to prohibit or prevent application by a student to attend school in another school district or to attend another school within the District. In no event is the District, or an employee of the District to recruit students outside of their attendance area. Violation of this policy may involve disciplinary action up to and including dismissal.



Cross Reference: 2240 Class Size

Legal Reference: I.C. §33-512 Governance of Schools
I.C. §33-1401 Definitions
I.C. §33-1402 Enrollment Options
I.C. §33-2001 Definitions

Policy History:

ADOPTED: 12/9/13

ISBA

REVISED: 8/11/14
9/12/16
11/11/19

Model Student Vehicle Parking Application

Student Name (please print) Age School

Student Address City Zip Code

Vehicle Make Model Year

License Plate Number Student's Driver's License Number.

Insurance Company Name Insurance Agent's Name

Insurance Policy Number Name of Car Owner

Parking Permit Number (Assigned by the school) _____

I certify, by my signature below, that the above information is true. I agree that my being able to operate and to park a vehicle on school property is a privilege conditioned on my willingness to have that vehicle subject to search by school authorities at any time the vehicle is on school property when, in the judgement of the building administrator, a reasonable suspicion of a violation of Idaho law or District policies or rules exists. I also understand that it is my responsibility to obey the speed limit on school grounds, to operate the car safely going to and from school and school events, to park in designated areas, and to maintain legally required insurance on the vehicle. Finally, I understand that any violation of this agreement or other school rules can lead to the revocation of all parking privileges. I further understand that motor vehicles in violation of the District's Student Vehicle Parking policy may be subject to towing.

Student Signature Date

I, the parent/legal guardian of _____ hereby verify the information supplied above and understand and agree with the rules pertaining to the operation of a vehicle by students of the District.

Parent/Guardian Signature Date

All employee and specific volunteers of the District are covered by Workers' Compensation benefits pursuant to, and in accordance with, the terms of the District's Workers' Compensation insurance policy. For the purpose of this policy, employee shall mean those employees and volunteers covered by the District's Workers' Compensation insurance policy. An employee who is injured in an accident may be eligible for Workers' Compensation benefits. In the event of an injury or accident:

1. The injured employee shall immediately obtain first aid or emergency medical care as necessary to stabilize their medical condition. This treatment shall, to the extent possible, be in accordance with the requirements of the District's Workers' Compensation insurance policy.

Absent the need for emergency medical care, all school personnel who require medical attention in the event of a workplace injury should obtain medical attention at the District's Designated Occupational Health Clinic: St. Luke's Occupational Health. If after hours care is needed, employees should report first to St. Luke's Magic Valley Regional Medical Center Physician Center. Should the Physician Center be closed, the employee should report to St. Luke's Quick Care and if it is closed, then to the Emergency Department.

2. When reporting to the initial service provider, injured personnel will identify themselves as injured while working for the Twin Falls School District.
3. After contact with the initial service provider, employees may seek medical services with the provider of their choice as needed at their own expense. Employees not following the initial service provider procedures described above may be held responsible for visit fees associated with medical services rendered by any other health care provider. The district reserves the right to require that the employee be seen by the initial service provider, even if the employee has already received medical services from any other health care provider.
4. The injured employee shall promptly immediately report the accident and injury to his or her their immediate supervisor. If immediate reporting is not possible, the injury must be reported within 48 hours.
5. The employee shall, if possible, immediately remediate the hazardous condition. If immediate remediation is not possible, the employee shall report the hazardous condition so it can be remediated as soon as possible.
6. The employee's supervisor shall complete the District's Supervisor Accident Workers' Compensation report of injury forms with the District's Human Resources Department within forty-eight (48) hours of the accident. (~~unless prohibited by the employee's medical condition, in which case the forms shall be completed as soon as the employee's medical condition reasonably allows~~).

7. On behalf of the **injured** personnel, the District's Human Resources Department shall immediately report the injury and claim to the District's Workers' Compensation carrier to coordinate income, medical, and other benefits available to the employee under Idaho's Workers' Compensation Law.
8. In the event the employee is unable to work, the District shall allow the employee to take available sick leave benefits until the date that Workers' Compensation income benefits are made available to the employee under the District's Workers' Compensation insurance policy.
9. The District's Human Resources Department shall notify the immediate supervisor of the report and shall consult with the immediate supervisor when completing the required reports.

~~An employee who is injured in an accident may be eligible for Workers' Compensation benefits.~~

10. Upon receipt of a report of an accident, the District shall conduct an investigation to determine:
 - a. Whether continuing hazardous conditions exist that require remediation; and
 - b. Whether the employee's work environment caused or contributed to the reported accident.
11. The employee is required to cooperate with the District's Workers' Compensation insurance carrier to coordinate and effectuate appropriate medical treatment and to secure other available Workers' Compensation benefits, including but not limited to income benefits
12. In all instances where an employee is unable to work as a result of an injury, the employee must obtain a written work release from their treating physician prior to returning to work. This release shall be provided to the employee's immediate supervisor who will make a copy and provide the original to the Human Resources Department.



Legal Reference: I.C. § 72-101, et seq. Workers' Compensation Act

Policy History

ADOPTED: 8/11/14

ISBA

REVISED: 6/13/16

9/12/16

~~WORK RELATED INJURIES~~

~~In accordance with Twin Falls School District #411 Workmen's Compensation Policy, the following procedures will be followed in reporting and seeking medical services for all work related injuries.~~

- ~~1) Employees must immediately report any injury to their supervisor. If immediate reporting is not possible, the injury must be reported within 48 hours. If the employee is not physically able to make such a report within 48 hours, he or she should direct a family member to notify the District, if possible.~~
- ~~2) The supervisor will complete the Supervisor's accident report form and forward to the Human Resources Department.~~
- ~~3) All employees requiring medical attention for work related injuries must first report to Occupational Health, the District's designated Workman's Compensation initial service provider, located at St. Luke's Magic Valley Regional Medical Center. If after hours care is needed, employees should report first to St. Luke's Magic Valley Regional Medical Center Physician Center. Should the Physician Center be closed, the employee should report to St. Luke's Quick Care and if it is closed, then to the Emergency Department.~~
- ~~4) When reporting to the initial service provider, injured personnel will identify themselves as employees of the Twin Falls School District.~~
- ~~5) After initial contact with the initial service provider, employees may seek medical services with the provider of their choice as needed at their own expense.~~
- ~~6) Before returning to work employees must provide their supervisor or the Human Resources Department with a return to work authorization signed by a physician.~~
- ~~7) Employees not following the initial service provider procedures described above may be held responsible for initial visit fees associated with medical services rendered by any other health care provider. The district reserves the right to require that the employee be seen by the initial service provider, even if the employee has already received medical services from any other health care provider.~~



Procedure History

~~ADOPTED: 12/08/08~~

TFSD

~~REVISED: 9/10/12~~

_____ 8/11/14

_____ 6/13/16

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.

Contracting with Small and Minority Businesses and Women's Business Enterprises

When soliciting goods and services on projects that will use federal funds, the District shall comply with the following requirements for the purpose of ensuring small business, minority-owned businesses and women's business enterprises are to be used whenever possible:

1. Place qualified small and minority businesses and women's business enterprises on its solicitation lists;

2. Assure that small and minority businesses, and women’s business enterprises are solicited and notified whenever they are potential sources of the needed goods or services;
3. Divide the total requirements of a project, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women’s business enterprises;
4. Establish reasonable delivery schedules, where the project requirement permits, which encourage participation by small and minority businesses, and women’s business enterprises;
5. Consult the services, assistance, and information, as appropriate, of qualified organizations such as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
6. Require a project’s prime contractor, if subcontracts are to be let, to take the affirmative steps listed in the numbered list above.



Legal Reference:	2 C.F.R. 200.319	Competition.
	2 C.F.R. 200.321	Contracts – Minorities, Women and Small Businesses.

Procedure History:

Adopted on: 12/10/18

Revised on:

Reviewed on:

For all District programs receiving federal funds, the District shall comply with all applicable Federal regulations that restrict or prohibit transactions using Federal funds with all persons or entities that are debarred, suspended, or otherwise excluded from or ineligible for participation in Federal assistance programs or activities.

This limitation is directed by Executive Order 12549 which provides that “a person who is debarred or suspended shall be excluded from Federal financial and nonfinancial assistance and benefits under Federal programs and activities.” Thus, the District shall refrain from entering into any transaction with a person or entity which has been suspended or debarred by the U.S. Department of Education, or other federal agency from which the District has received federal funds.

Covered Federal Non-Procurement Transactions

Federal funds received by the District that are covered by this policy include, but are not necessarily limited to funds received from the following transactions:

1. Grants;
2. Cooperative agreements;
3. Scholarships;
4. Fellowships;
5. Contracts of assistance;
6. Loans;
7. Loan guarantees;
8. Subsidies;
9. Insurances;
10. Payments for specified uses; and
11. Donation agreements.

District’s Covered Transactions with Third Parties

This Policy applies to circumstances where the District enters into a procurement contract with a third party for goods and/or services, and intends to use covered federal funds to partially or fully purchase such goods and/or services, as more specifically described below:

A contract for goods or services is a “covered transaction” if any of the following applies:

1. The contract is awarded to the District pursuant to a nonprocurement transaction listed above and the amount of the contract is expected to equal or exceed \$25,000; or
2. The contract requires the consent of an official of a federal agency. In that case, the contract, regardless of the amount, is always considered a covered transaction, and it does

not matter who awarded it. For example, it could be a subcontract awarded by a contractor at a tier below the District's nonprocurement transaction; or

3. The contract is for Federally-required audit services.

In addition, a subcontract is also a covered transaction if:

1. It is awarded by a participant in a procurement transaction under a nonprocurement transaction of a Federal agency that extends the coverage of Item 1 above, under "District's Covered Transactions with Third Parties"; and
2. The value of the subcontract is expected to equal or exceed \$25,000.

District Responsibilities Before Entering Into Covered Transactions - Prohibition

Prior to entering into a "covered transaction" with a third party, the District shall verify the person or entity with whom it intends to do business is not excluded or disqualified by performing any one of the following:

1. Checking the Excluded Parties List System (EPLS);*
2. Collecting a certification from that person; or
3. Adding a clause or condition to the covered transaction with that person.

** The General Services Administration maintains the EPLS and makes it available to requesting parties. When a Federal agency takes an action to exclude a person under the nonprocurement or procurement debarment and suspension system, the agency enters the information about the excluded person into the EPLS. The EPLS may be accessed online at: <http://epls.arnet.gov> or <http://www.epls.gov>. If the District has a question about any person or entity on the EPLS, it should contact the point of contact for the federal agency that placed the person's name into the EPLS. The agency's point of contact is identified in the EPLS.*

In the event the third party is on the EPLS, the District shall not enter into the contemplated transaction unless and until the federal agency responsible for providing the District with the Federal funds grants a written exception.

Legal Reference:	2 CFR § 200.213	Suspension and debarment
	2 CFR § 180	Guidelines to Agencies on Government-Wide Debarment and Suspension (Nonprocurement)
	31 U.S.C. § 6503	Intergovernmental financing (Cash Management Improvement Act of 1990)

Policy History:

Adopted on:

Revised on:

Reviewed on: