

MEMORANDUM

To: Board of Trustees

Twin Falls School District 411

From: Eva Craner, Director of Public Relations

Re: Policy Updates

Date: June 8, 2020

First Reading:

Administrative Updates:

2607 Award High School Credit for Courses Taken Before Ninth Grade

2607P Awarding High School Credits for Courses Taken Before Ninth Grade

2610 Advancement Requirements (9-12)

5260 Abused and Neglected Child Reporting

5260F Abused and Neglected Child Reporting Form

5810 Compensatory Time and Overtime for Classifies Employees

5876 FSLA Non-Exempt Employees and Overtime Requirements – NUMBER CHANGE 5810P

7200 Accounting System Design

ISBA Updates:

2700P Graduation Requirements

7400 Miscellaneous Procurement Standards

7400P2 Procurement Methods Under a Federal Award

7400P3 Requirements and Restrictions for Procurement Under a Federal Award

This School District will award credit to any student who completes any required high school course with a grade of C or higher before entering grade nine (9), if the following criteria are met:

1. The course meets the same standards that are required in high school;
2. The course is taught by a properly certified teacher who meets the federal definition of being highly qualified for the course being taught; and
3. The school providing the course is accredited as recognized by the Idaho State Board of Education.

Upon successful completion of the course, the student's grade and the number of credit hours assigned to the course will be transferred to the student's high school transcript.

EXCEPTIONS

~~Students must take two (2) semester credits of the required six (6) semester mathematics credits during the final year of high school.~~

This policy does not apply to obtaining credit for senior projects.



Legal Reference: Idaho Code Section 33-512C

Policy History

ADOPTED: 1/10/11

EMT

REVISED: 1/14/13

8/11/14

See Also: 2607P

The Twin Falls School District, in conjunction with the Idaho Board of Education, has adopted Rule IDAPA 08.02.03.105.056 pertaining to earning high school credit for courses completed in middle school that meet the high school content standards. This change is intended to allow high-performing middle school students enrolled in high school level courses the opportunity to earn high school elective credit for courses taken in middle school.

Students taking High School Courses in Middle School can earn High School Elective Credit under the following Twin Falls School District Policy:

1. Student must be enrolled in a high school level course (may include IDLA.)
2. Student must earn a C or higher for semester grades.
3. Credits will be transcribed on student's permanent High School record (transcript), and the grade will be used to determine grade point average (GPA) throughout the student's high school career.
4. In following the Idaho and TFSD 2014 Graduation Requirements, students must complete the minimum credits required during their 9th-12th grade years.
5. This document (see p. 2 of 2), signed by all parties, becomes part of the student's permanent record.

The decision to have the course grade and credit placed on the student's high school transcript will be made by the parent and student. Once the decision has been made, the appropriate form has been signed and returned to the middle school office, and student has matriculated, the grade cannot be added or deleted from the student's record. Eighth grade students are matriculated to ninth grade after completion of the spring semester of eighth grade.



Policy History:

ADOPTED: 1/10/11

REVISED: 8/11/14



Memorandum

To: Middle School Students and Parents

From: Brady D. Dickinson, Superintendent

Date:

Re: Awarding High School Credit for Courses Taken Before Ninth Grade

The Twin Falls School District, in conjunction with the Idaho Board of Education, has adopted Rule IDAPA 08.02.03.1076 pertaining to earning high school credit for courses completed in middle school that meet the high school content standards. This change is intended to allow high-performing middle school students enrolled in high school level courses the opportunity to earn high school elective credit for courses taken in middle school.

Students taking High School Courses in Middle School can earn High School Elective Credit under the following Twin Falls School District Policy:

- Student must be enrolled in a high school level course (may include IDLA.)
- Student must earn a C or higher for semester grades.
- Credits will be transcribed on student's permanent high school record (transcript), and the grade will be used to determine grade point average (GPA) throughout the student's high school career.
- In following the Idaho and TFSD Graduation Requirements, students must complete the minimum credits required during their 9th-12th grade years.
- This document, signed by all parties, becomes part of the student's permanent record.

After reading this document, I understand the Twin Falls School District policy for earning high school elective academic credits as a middle school student. Students/parents may select one of the following credit options:

- One credit for **Semester A**
- One credit for **Semester B**
- Two credits for two semesters, **A and B**

Student Name (printed) _____

Student Signature _____ Date _____

Parent/Guardian Name (printed) _____

Parent/Guardian Signature _____ Date _____

After grades are received, this application is to be completed and submitted to the respective middle school for counselor's signature and high school credit posting.

Counselor Name (printed) _____ School _____

Counselor Signature _____ Date Received _____

The District has established a set of advancement requirements for ninth- (9th) through twelfth- (12th) grade students, which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, ~~the following advancement requirements are required in the District~~ requires the following for advancement:

1. A student who successfully completes any required high school course with a grade of C or higher prior to entering the ninth (9th) grade shall have that grade, and the number of credit hours assigned to the course, transferred to the student’s high school transcript. The course must be taught by a certified teacher who meets the federal definition of highly qualified and must meet the same standards as those required in high school. Courses taken in middle school appearing on the student’s high school transcript shall count for the purpose of high school graduation. However, the student must complete the number of credits required by state law and administrative rules for each high school core subject.

2. Students who have failed one or more ninth (9th) grade course may get credit for that course by retaking and passing it during the summer.



Cross Reference: 2700P High School Graduation Requirements

Legal Reference: I.C. § 33-512C Encouragement of Gifted Students
IDAPA 08.02.03.105 High School Graduation Requirements
IDAPA 08.02.03.107 Middle Level Credit System

Policy History:
ADOPTED: 8/11/14
ISBA
REVISED:

The personal safety and welfare of each child is of paramount concern to the Board of Trustees, employees and patrons of the School District. It is of particular importance that employees within the District become knowledgeable and thoroughly educated as to their legal and ethical responsibilities on observation and reporting of suspected child abuse, child abandonment or child neglect. The Superintendent or designee shall review with staff the legal requirements concerning suspected child abuse at the commencement of each year.

"Abuse" is defined in I.C. § 16-1602 of the Idaho Code as any case in which a child has been the victim of conduct or omissions resulting in skin bruising, bleeding, malnutrition, burns, fracture of any bone, subdural hematoma, or soft tissue swelling. Abuse is further defined in I.C. 16-1602 to include sexual conduct including rape, molestation, incest, prostitution, obscene or pornographic photographing, filming or depiction for commercial purposes, or other similar forms of sexual exploitation harming or threatening the child's health or welfare or mental injury to the child, abandonment or neglect.

"Abandoned" is defined as the failure of the parent to maintain a normal parental relationship with his/her child including, but not limited to, reasonable support or regular personal contact. Failure to maintain this relationship without just cause for a period of one (1) year is evidence of abandonment. I.C. § 16-1602(2).

"Neglected" means a child: Who is without proper parental care and control or subsistence, education, medical or other care or control necessary for his/her well-being because of the conduct or omission of his/her parents, guardian or other custodian or their neglect or refusal to provide them with these items; . See I.C. § 16-1602(25).

A District employee who has reasonable cause to suspect that a student may be abused, abandoned or neglected as defined above or who observes a child being subjected to conditions which would reasonably result in abuse, abandonment or neglect shall report **or cause to be reported** such a case to local law enforcement or the Department of Health and Welfare within twenty four (24) hours.

~~Any District employee who fails to report a suspected case of abuse, abandonment or neglect to the Department of Health and Welfare or local law enforcement, or who prevents another person from doing so, may be civilly liable for the damages proximately caused by such failure or prevention, and is guilty of a misdemeanor. The employee will also be subject to disciplinary action up to and including termination.~~

The employees of the District shall notify their supervisor immediately of the case. The supervisor, **in conjunction with either the building level administrator of school counselor,** shall immediately notify law enforcement or the Department of Health and Welfare by completing and submitting Form 5260F. **Upon completion of 5260F the building level administrator or counselor will provide a copy of the form to the Superintendent or the Superintendent's designee, who shall in turn report or caused to be reported the case to local law enforcement or the Department of Health and Welfare.**

Any person who has reason to believe that a child has been abused, abandoned or neglected and, acting upon that belief, makes a report of abuse, abandonment or neglect as required in Idaho Code § 16-1605 is immune from any liability, civil or criminal, that might otherwise be incurred or imposed. Any person who reports that a child has been abused, abandoned or neglected in bad faith or with malice is not entitled to immunity from any civil or criminal liability that might otherwise be incurred or imposed. I.C. § 16-1606.

In addition, “any person who makes a report or allegation of child abuse, abandonment or neglect knowing the same to be false or who reports or alleges the same in bad faith or with malice shall be liable to the party or parties against whom the report was made for the amount of actual damages sustained or statutory damages of five hundred dollars (\$500), whichever is greater, plus attorney’s fees and costs of suit. If the court finds that the defendant acted with malice or oppression, the court may award treble actual damages or treble statutory damages, whichever is greater.” I.C. § 16-1607

Any District employee who fails to report a suspected case of abuse, abandonment or neglect to the Department of Health and Welfare or local law enforcement, or who prevents another person from doing so, may be civilly liable for the damages proximately caused by such failure or prevention, and is guilty of a misdemeanor. The employee will also be subject to disciplinary action up to and including termination.



Legal Reference: I.C. § 16-1605 Reporting of Abuse, Abandonment or Neglect
I.C. § 16-1606 Immunity
I.C. § 16-1607 Reporting in Bad Faith-Civil Damages
I.C. § 16-1602 Definitions

Policy History

ADOPTED: 8/11/14

ISBA

REVISED:

TWIN FALLS SCHOOL DISTRICT NO. 411
201 Main Avenue West Twin Falls, Idaho 83301 Phone (208)733-6900

ALLEGED ABUSE REPORT

Date: _____ Time: _____ School: _____ Grade: _____

STUDENT NAME: _____ Date of Birth: _____

Address: _____

Home Telephone: _____

Mother: _____ Work Number: _____

Father: _____ Work Number: _____

Legal Gardian: _____ Work Number: _____

Date of Alleged Abuse: _____

Type: (Circle one or more) Sexual abuse Physical Abuse Abandonment Neglect

Description: _____

Person Reporting Alleged Abuse: _____

(Name) (Title)

This person is ultimately responsible for ensuring that this report is provided to Health and Welfare and/or Law Enforcement.

School Resource Officer _____

(Name) (Date) (Time)

1. Principal/Vice Principal _____

(Signature) (Date) (Time)

2. Counselor _____

(Signature) (Date) (Time)

3. CPS Worker Contacted _____

(Name) (Date) (Time)

4. School Resource Officer Notified _____

(Name) (Date) (Time)

Classified employees who work more than forty (40) hours in a given workweek may receive overtime pay of one and one-half (1 1/2) times the normal hourly rate unless the District and the employee agree to the provisions of compensation time at a rate of one and one-half (1 1/2) times all hours worked in excess of forty (40) hours in any workweek. No overtime is authorized for any classified employee without the prior written approval of the employee's supervisor. The approval must be noted on the time card.

A classified employee may not volunteer work time in an assignment similar to his or her regular work without pay.

A non-exempt employee who works overtime without authorization may be subject to disciplinary action.

A general notice from the Department of Labor explaining the explaining the Fair Labor Standards Act, as prescribed by the Department's Wage and Hour Division, will be posted prominently where it can be readily seen by employees and applicants and shall either be distributed to each new employee upon hiring or will be included in employee handbooks. No notification of rights under the Fair Labor Standards Act or related regulations should be construed to alter any applicable at-will employment relationship between the District and an employee.



Cross Reference: 5876 FLSA: Non-Exempt Employees and Overtime Requirements

Legal Reference: 29 USC 201, et seq. Fair Labor Standards Act
 29 C.F.R. § 516.4 Records to be kept by Employers - Posting of Notices

Policy History

ADOPTED: 8/11/14

ISBA

REVISED: 6/13/16

This District will follow all requirements set forth in the Fair Labor Standards Act (FLSA). Non-exempt employees covered by the FLSA will be identified and compensated for overtime hours in accordance with this policy. All District supervisors and administrators must ensure that FLSA provisions relating to overtime and hours worked are strictly adhered to, in compliance with federal law.

DEFINITIONS

“Compensatory (comp) time” means time off in lieu of monetary overtime compensation, calculated at one and one-half (1½) hours for each hour worked over forty (40) hours in any one (1) workweek.

“Non-exempt employees” means those employees included in the overtime provisions of FLSA. Additional compensation or compensatory time off will be provided for hours over forty (40) worked during the workweek. Most non-certificated employees are non-exempt employees.

“Overtime hours” means hours worked in excess of forty (40) hours in any workweek, midnight Saturday to midnight the following Saturday.

In this District, “workweek” means a period of time that begins at midnight Saturday and ends at midnight the following Saturday, although a regular work schedule is generally based on a Monday through Friday week.

WORK HOURS

All non-exempt employees shall be scheduled to work forty (40) hours or less per week within the established workweek of midnight Saturday to midnight the following Saturday.

The District is not required by law to provide paid rest breaks.

Non-exempt employees are given a minimum thirty (30) minute unpaid lunch break, which the supervisor will schedule so as not to disrupt the workflow. If required to work during the lunch break, employees will be paid or will receive comp time. Employees must receive supervisor approval before working through a lunch break.

OVERTIME

Non-exempt employees who work in excess of forty (40) hours in any workweek shall be paid one and one-half (1½) times the regular hourly wage or given compensatory time equal to one and one-half (1½) times the overtime hours actually worked, as defined in this policy. Overtime payments or comp time accrual shall be computed on the basis of hours actually worked during a single workweek, as recorded on the employee’s timecard. Holidays, vacation, sick leave, emergency leave, and other hours paid but not worked are not hours

worked for the purpose of overtime calculation.

Overtime hours shall **NOT** be used routinely to complete regular job responsibilities. A non-exempt employee will be allowed to work hours in excess of the employee's scheduled hours only upon the written prior approval of his or her immediate director/building administrator, except in the case of a documented emergency. In the event of an emergency, the employee must make a reasonable attempt to obtain prior approval from his or her supervisor for the overtime. If prior approval cannot be obtained, the employee must notify the supervisor that excess hours were worked and the nature of the emergency during the employee's next regularly scheduled shift.

Any employee who works unauthorized overtime will ~~will~~ may be subject to disciplinary action, which may include suspension without pay and/or termination, as determined appropriate.

The supervisor may adjust an employee's work schedule for the remainder of the workweek to prevent the total number of hours for that workweek exceeding the number of hours regularly worked.

The employee must submit verification of the additional hours worked to their immediate director/building administrator and payroll clerk at the end of each payroll period in which the additional hours were worked.

OVERTIME COMPENSATION

A non-exempt employee who has worked more than forty (40) hours in a workweek ~~will have the choice of receiving:~~ may receive

1. "Comp time" accruing at the rate of one and one-half (1½) hours for each hour worked over forty (40) hours in a workweek; or
2. Overtime payment at the rate of one and one-half (1½) hours for each hour worked over forty (40) hours in a workweek.

All comp time must be used by the end of the pay period from the date earned. Any comp time not used by the end of the pay period shall be submitted for payment.

RECORDS

All non-exempt employees covered by this policy are required to maintain a daily time log showing actual hours worked and noting the times taken for meal periods. The employee and his or her immediate supervisor must sign the time log on a weekly basis, acknowledging that the work hours set forth are true and accurate. Employees will be compensated for overtime or will accrue comp time based on the completed time log. Failure to maintain accurate logs, or falsification of such logs will be grounds for disciplinary action. No supervisor shall knowingly allow an employee to work unreported overtime to avoid overtime payments.

The District will maintain all payroll records for at least three (3) years. Such payroll records include any documentation (electronic or hard copy) on which wage computations are based, including, but not limited to, timesheets, work schedules, and records of additions to or deductions from wages.



Legal Reference: Fair Labor Standards Act
29 CFR Section 541, *et seq.*

Policy History

ADOPTED: 12/08/08
EMT
REVISED: 8/11/14
6/13/16

The District accounting system shall be established to present with full disclosure the financial position and results of the financial operations of the District funds and account groups in conformity with generally accepted accounting principles. The accounting system must be in compliance with the accounting system requirements established by legislative action and will demonstrate compliance with finance-related legal and contractual provisions.



Policy History:

ADOPTED:

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>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>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> <ul style="list-style-type: none"> • Secondary Mathematics of the student’s choice – 2 credits • 2 credits must be taken in the last year of high school in which the student intends to graduate 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 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

	<p>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> <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>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>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>1 credit</p>
Humanities (<i>Interdisciplinary Humanities, Fine Arts or Foreign Language</i>)	<p>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>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>2 Credits</p> <ul style="list-style-type: none"> • Beginning Office (or meets the Beginning Office standards) 1 credit • The second credit may be earned from a list of courses determined by the principals and department leaders. The list of courses will be published each year in the registration handbook.
Health and PE	<p>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

	<ul style="list-style-type: none"> 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.
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.

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:

1. The student has an Individualized Education Program (IEP) that outlines alternate requirements for graduation or adaptations are recommended on the test; or
2. 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
3. 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
4. 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.

Before appealing to the District for an alternate measure, the student must be:

1. Enrolled in a special education program and have an IEP, or
2. Enrolled in an LEP program for three (3) academic years or less, or
3. Currently enrolled in the fall semester of the senior year or later.

The alternative must contain multiple measures of student achievement.

1. The alternative must be aligned, at a minimum, to tenth grade state content standards for the subject matter in question.
2. The alternative must be valid and reliable.
3. 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 Graduation or Flexible Schedule

A student may, at the student's option and upon notification to the student's school, be relieved from completing their remaining high school graduation requirements and apply for a flexible schedule or graduate early if the student:

1. Is at least 16 years of age;
2. Maintains a cumulative 3.5 grade point average;
3. Obtains permission from a parent/guardian, if under the age of 18;
4. Achieves a college and career readiness score as defined by the State Board of Education;
5. Files the following with school:
 - A. Notification of their intent to take a flexible schedule OR graduate early;
 - B. The student's participation portfolio defined in Idaho Code 33-6101 consisting of a description of a student's nonacademic and cocurricular activities including, but not limited to, student government, sports, music ensembles, theater, clubs, organizations,

- work, internships, and volunteering. A participation portfolio should also include any leadership positions a student holds in nonacademic activities; and
- C. An essay of at least one page explaining why the student wishes to have a flexible schedule which must include the future plans using the flexible schedule OR early graduation;

6. Completes the following:

- A. The required civics test;
- B. The economics credit, government credits, and senior project required to graduate. A student's senior project may describe the student's experience in achieving a college and career readiness score and a detailed explanation of the student's future plan.

Students eligible for a flexible schedule may be relieved from high school graduation requirements in order to:

1. Take elective courses, career technical education programs, or courses selected by the student which are available within the District;
2. Participate in apprenticeships or internships;
3. Act as a tutor at any grade level; or
4. Engage in such other activities identified by the Board.

The building administrator will approve or deny the student's flexible schedule. A student who is granted a flexible schedule must adhere to the plan submitted to the school as a part of their eligibility. Students who are under 18 may modify their plan with the approval of the student's parent/guardian.

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 the 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 or flexible schedule as well as create incentives for participation in any early graduation program. Students who opt for a flexible schedule may apply for Advanced

Opportunities funding 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
 3/9/20

Procurement Generally

When making purchases with federal funds, the District will follow its procurement policies and procedures which reflect applicable State and local laws and regulations, provided that the procurement practice also conforms to applicable Federal law and the standards identified in applicable federal regulations. See Policies 7410, 7415, and 7420.

Authorization and Control

It is the policy of this District to conduct its purchasing program in a manner to ensure optimum use of District funds. The Board, or its designee, reserves the right to determine what is in the best interest of the District.

Micro-Purchase Procedures

Notwithstanding the process for Superintendent-approved purchases outlined in Policy 7406, when using federal funds the Superintendent or designee may purchase supplies or services using simplified acquisition procedures when making aggregate purchases of \$3,000 or less, and when making such purchases shall otherwise comply with all applicable District purchase order procedures.

Simplified Acquisition Procedures

When procuring goods or services, whether with federal or state funds, the District shall comply with all requirements and procedures set forth in District Policies 7410, 7415, and 7420 and applicable Idaho law. For purchases less than the ~~federal~~ state Simplified Acquisition Threshold (currently \$150,000), the Board may adopt small purchase procedures which do not otherwise conflict with District Policies 7410, 7415, and 7420 or applicable Idaho law. Absent such Policy, all purchases for amounts less than the Simplified Acquisition Threshold, shall comply with the requirements and procedures set forth in District Policies 7410, 7415, and 7420 and applicable Idaho law.

Cooperative Purchasing

The District may cooperatively enter into contracts with one or more districts to purchase materials necessary or desirable for the conduct of the business of the District provided that the purchasing cooperative follows State purchasing and federal procurement requirements.

Personnel Conflicts of Interest

No employee will make any purchase or incur any obligations for or on behalf of the District from any private business, contractor, or vendor in which or with which the employee has a direct or indirect financial or ownership interest.

Purchases or contracted services from any private business or venture in which any employee of this District has a direct or indirect financial or ownership interest will be made on a competitive bid basis strictly in accordance with the following procedures:

1. The interested employee, the business, the contractor, or the vendor will fully disclose, in writing, the employee's exact relationship to the business, the contractor, or the vendor;
2. The affected business, the contractor, or the vendor may submit a bid in compliance with the specifications outlined by the District;
3. The interested employee will not be involved in any part of the bidding process, including but not limited to, preparing specifications, advertising, analyzing, or accepting bids; and
4. This policy will apply to any organization, fund, agency, or other activity maintained or operated by the District.

No employee will solicit gifts, gratuities, favors, prizes, awards, merchandise, or commissions as a result of ordering any items or as a result of placing any purchase order with a business, contractor, or vendor on behalf of the District nor accept anything of monetary value from a business, contractor, or vendor except for unsolicited gifts of \$50 or less in value.

Violations

Any District officer, employee, or agent who violates this policy may be subject to disciplinary action, including but not limited to a fine, suspension, or termination. Violations of law shall be referred to the local, State, or federal authority having proper jurisdiction.



Cross References:	7218	Federal Grant Financial Management System
	7235	Fiscal Accountability and IDEA Part B Funds
	7237	Retention of Records Relating to Federal Grants
	7320	Allowable Uses for Grant Funds
	7320P1	Determining Necessity and Reasonableness of Expenses
	7400P	Procurement Under a Federal Award
	7405	Public Works Contracting and Procurement
	7407	Public Procurement of Goods and Services
	7410	Petty Cash Funds
	7415	Entering into Professional Service Contracts with Design Professionals, Construction Managers, and Professional Land Surveyors--The Request for Qualifications Procedure
	7420	Personal Reimbursements

Legal References:	I.C. § 18-1351	Bribery and Corrupt Practices – Definitions
	I.C. § 33-316	Cooperative Contracts to Employ Specialized Personnel and/or Purchase Materials
	2 C.F.R. § 200.67	Micropurchase
	2 C.F.R. § 200.88	Simplified Acquisition Threshold

2 C.F.R. § 200.317 Procurement by States
2 C.F.R. § 200.318 General Procurement Standards
2 C.F.R. § 200.320 Methods of Procurement to be Followed

Policy History

ADOPTED: 8/11/14

ISBA

REVISED: 8/10/15

9/12/16

1/8/18

8/12/19

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

Competitive Proposals

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

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

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

Contract/Price Analysis

The District performs a cost or price analysis in connection with every procurement action in excess of the District's simplified procurement threshold or in excess of \$50,000 ~~\$150,000~~, including contract modifications. A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

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

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

Documentation of all such cost and price analyses shall be kept for three years beyond the current year for review.

Noncompetitive Proposals (Sole Sourcing)

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

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

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

Full and Open Competition

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

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



Legal Reference: 2 C.F.R.§§ 200.317 - .319; .323 **Procurement by States**

Procedure History:

Adopted on: 12/10/18

ISBA

Revised on:

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

Geographical Preferences Prohibited

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

Buy American and School Meals

When making purchases for the District's school lunch program, the District shall, to the maximum extent practicable, purchase domestic commodities or products.

For the purposes of this procedure, "domestic commodity or product" shall mean:

1. An agricultural commodity that is produced in the United States; and
2. A food product that is processed in the United States substantially using agricultural commodities that are produced in the United States.

Additionally, the District shall require school meal program suppliers to attest that their final food products are either 100% domestic commodities or a food product containing over 51% domestic food components, by weight or volume.

Exceptions to this Buy American requirement may be made when the District determines that:

1. The food or food product is not produced or manufactured in the United States in sufficient or reasonably available quantities of a satisfactory quality; or
2. Competitive bids reveal the cost of a United States food or food product is significantly higher than the non-domestic product.

When such an exception is made, the Superintendent or his or her designee shall document such exceptions.

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: 12/10/18

REVISED: 3/9/20