

MEMORANDUM

To: Board of Trustees
Twin Falls School District 411
From: Eva Craner, Director of Public Relations
Re: Policy Updates
Date: Dec. 13, 2021

First Reading:

ISBA Updates:

- 2800 Instructional Objectives
- 5100 Hiring Process and Criteria
- 5105 Certified Personnel Employment
- 7403 Procurement of Goods and Services for School Meal Programs
- 7408 Entering into Professional Service Contracts
- 7460 Prohibition on Contracting with Abortion Providers
- 7710 Bond Continuing Disclosure and Certification Requirements

Administrative Updates:

- 2395 Idaho Digital Learning Academy Classes
- 5870 Grievance Procedure for Certified Employees - DELETE

Second Reading:

ISBA Updates:

- 1300 District Policy
- 1315 District Planning
- 1500 Board Meetings
- 1650 New Board Member Workshop NEW
- 2125 K-3 Reading Intervention
- 2210P Emergency School Closure NAME CHANGE
- 2220 Pre Kindergarten Programs
- 2400 Special Education
- 2710 Specialty Diploma
- 3030 Part-time Attendance and Dual Enrollment
- 3031 Extracurricular Activities Eligibility for Students not Enrolled in Academic Activities
- 3340P Corrective Action and Discipline NAME CHANGE
- 3525 Immunization Requirements
- 4420 Sex Offender Regulations

Administrative Updates:

- 2607 Awarding High School Credit of Courses Taken Before Ninth Grade
- 2607P Awarding High School Credit of Courses Taken Before Ninth Grade
- 3381 Extracurricular and Co-Curricular Participation Policy
- 3730 Prohibition of Weapons
- 3780 Transportation to School-Sponsored Activities
- 3780F School Sponsored Activities Transportation Agreement and Liability Waiver
- 5402 Personal Leave
- 5404 Bereavement Leave
- 8235 Water Consumption & Water Bottles

Accreditation Standards

The Board will comply with all accreditation standards established by the State Board of Education. The District uses the standards of the Northwest Accreditation Standards Commission for secondary education, serving grades 9-12, as required by law. Accreditation is voluntary for elementary schools, grades K-8.

The District will ~~timely~~ submit an annual accreditation report to the State Board of Education.

Continuous Progress Education

The Board acknowledges its responsibility for developing and implementing a curriculum designed to provide for sequential intellectual and skill development necessary for students to progress on a continuous basis from the elementary through secondary school.

The Superintendent is directed to develop instructional programs that will enable each student to learn at the student's best rate. The instructional program shall strive to provide for:

1. placement of a student at the student's functional level;
2. learning materials and methods of instruction considered to be most appropriate to the student's needs ~~learning style~~; and
3. evaluations to determine if the desired student outcomes have been achieved.

Each year, the Superintendent shall determine the degree to which such instructional programs are being developed and implemented. Accomplishment reports submitted annually shall provide the Board with the necessary information to make future program improvement decisions.



Legal Reference: I.C. § 33-119

IDAPA 08.02.02.140

Accreditation of Secondary Schools – Standards for
Elementary Schools
Accreditation

Policy History:

ADOPTED: 8/11/14

ISBA

REVISED:

The Board of Trustees has the legal responsibility of hiring all employees. The Board assigns to the Superintendent the process of recruiting staff personnel. The Superintendent may involve various administrative and teaching staff to ~~as may be needed in recruiting potential personnel~~. All personnel selected for employment must be recommended by the Superintendent or designee and approved by the Board. All personnel selected for employment must also go through the applicable screening process outlined in Idaho Code 33-1210.

To aid in obtaining quality staff members, the following non-exclusive list of factors will be considered, along with any other factors relevant to the position: qualifications, training, experience, personality, character, and ability to relate well with students. Every effort will be exerted to maintain ~~wide diversity~~ in staff experience and educational preparation. However, the welfare of the ~~students children~~ of the District will be a paramount consideration in the selection of teachers, ~~staff~~, and administrators.

This policy may be made available to any District employee or person seeking employment with the District.

Guidelines

1. There will be no discrimination in the hiring process. See Policy 5120.
2. Applicants for teaching positions shall provide evidence of meeting State requirements for certification and sign a statement authorizing current and past school district employers, including those outside the state of Idaho, to release to the District all information relating to job performance or job related conduct, and making available to the District copies of all documents in the applicant's previous personnel files, investigative, or other files. Such statement will also release the applicant's current and past employers from any liability for providing such information and documentation. Applicants who do not sign the statement/release shall not be considered for employment. The District will consider information received from current and past school district employers only for the purpose of evaluating applicants' qualifications for employment in the position for which they have applied and no one shall disclose such information to anyone, other than the applicant, who is not directly involved in the process of evaluating the applicants' qualifications for employment. Applicants may be employed on a non-contracted provisional basis as allowed by law. Applicants shall not be prevented from gaining employment if current or past out-of-state employers are prevented from or refuse to cooperate with the District's request. See Forms 5100F1 and 5100F2.
3. Applicants for high school and middle school positions should have a major or its equivalent in the specific teaching field(s). Elementary applicants should have a major or its equivalent in elementary education or in the special area of assignment(s). Applicants for specific teaching positions shall also meet the applicable State standards.

4. When considering coaching assignments in secondary schools, preference for hiring will be given to a qualified certificated professional employee in the school where the coaching vacancy exists. The Building Principal will be responsible for assuring that all qualified and interested applicants within the building have been given consideration. Giving such individuals consideration does not mean that such an individual will necessarily be retained for a coaching position. At times, the Building Principal, after considering applicants employed within the building, may choose to hire individual employees outside of the building ~~or that another individual may not receive the position who is not an employee of the building in question.~~
5. As required in Idaho Code 65-505, the District will observe preference for veterans and disabled veterans when considering hiring employees to fill vacancies, selecting new employees, or implementing a reduction in force.
6. As required in Idaho Code 33-130 and 33-512(15), the District will conduct a criminal history check for applicable positions. See Policy 5110.
7. Each newly hired employee must complete an Immigration and Naturalization Service form, as required by federal law.

The employment of any certified staff member is not official until the contract is approved by the Board and signed by both the Board Chairman and the applicant.

To assist administrators in compliance with the above policy for the hiring of professional staff, the following guidelines shall be utilized:

The Superintendent shall develop procedures for the posting of available positions within the District.

Job Vacancy Notices

Any notice from Twin Falls School District will contain the following information:

1. Position available and job description.
2. Requirements for completed application, as applicable for position, include but are not limited to: 1) completed District application form; 2) official transcript of all university or college credits; 3) placement center file; 4) personal resume; 5) verification or eligibility of Idaho certification; and 6) signed statement/release for current and past school district employers.
3. Timeline for receiving application.
4. Notification process of how applications will be handled.

Application Procedures

It will be the responsibility of any applicant to provide the information required for a completed application as posted in the position's notice ~~listed in I.B. above.~~

1. Such information must be received prior to the cutoff date for receiving applications as specified in the vacancy notice.
2. It will be the discretion of the Superintendent, the appropriate administrator, and the building administrator to determine whether such deadlines should be extended to accommodate individuals where placement center files, transcripts or other materials are not yet received by the District for consideration. Such time extension will be restricted to a reasonable time frame.
3. In addition to the certification information provided by the applicant, the District will also request from the Office of the Superintendent of Public Instruction verification of certification status, any past or pending violations of the professional code of ethics, any detail as to any prior or pending conditions placed upon a certificate holder's certificate, any prior or pending revocation, suspension or the existence of any prior letters of reprimand and information relating to job performance.
4. Upon receipt of the statement releasing information from prior school district employers, as required by I. C. 33-1210, such statement shall be sent to the prior employers with a request for release of information and documentation to be provided as required by that section.

Because responses to such requests may take up to twenty days, or possibly more for out-of-state school district employers, information received pursuant to such request may be reviewed prior to or after interviews have been concluded, at the discretion of the District. Where possible, such information should be utilized as part of the screening process. However, due to considerations of time, such early review may not be possible, and such information received pursuant to this process may be reviewed or utilized up to any time prior to offering employment to an applicant.

Preliminary Screening

1. At either the time the job vacancy is published, or prior to the conclusion of the application period, the building or program administrator will provide notice to the appropriate administrator of the desired number of qualified individuals to be included in the "screening pool". The screening pool shall be defined as the number of individuals having completed applications that may be submitted to the building or program administrator for final screening.
2. Should the building or program administrator desire to have applicants prioritized, he/she shall make such known to the appropriate administrator who will provide the prioritized list of a number consistent with the pool.

Screening

1. The building or program administrator may establish a committee to assist in the final screening process.
2. The committee, upon receiving the written applications from the appropriate administrator will review those applications to:
 - a. Determine those most suited to the position;
 - b. Make personal telephone contact with one or more references submitted by the applicant;
 - c. Contact individuals who might know the candidate, but were not listed as references, if needed; and
 - d. Invite the top candidates to be interviewed for the position.
3. The committee will establish the procedures at the building or program level for interviewing the successful applicants.
4. For those applicants who have no prior public school work experience or whose out-of-state former employers will not release documentation requested pursuant to I.C. § 33-1210, the screening committee or administrator may engage in whatever background checks it deems appropriate, but at a minimum shall verify all prior work experience and educational achievement listed by the applicant as the committee or administrator deems appropriate, preferably by contacting the prior employers and/or educational institutions listed by the applicant, and shall communicate with every person listed as a reference by the applicant.
5. Upon determining the qualified applicant, the building administrator will submit to the Superintendent or designee the written recommendation for the applicant to be offered a contract.

Acceptance Procedure

Once the Committee or administrator has selected the final candidate, the name will be provided to the Superintendent or designee who will review the applicant's credentials with the building/program administrator. If the Superintendent or designee concurs with the recommendation, the Superintendent or designee will:

1. Authorize a statement of intention to employ, pending Board approval, to be made to the candidate.
 - a. If, at the time the statement of intention to employ is made, the District has not yet

received documentation requested pursuant to I.C. 33-1210(3), the District may provisionally employ such applicant on a non- contracted basis for up to thirty (30) days after receipt of the documentation. Within that thirty-day time period, the Board may issue a written statement to the applicant identifying why a standard contract will not be issued and specifying which information justifies such decision. The Board may not identify any reason for non-issuance of a standard contract not based on the documentation received. If, within thirty (30) days from the receipt of the information requested pursuant to I.C. 33-1210(3) no contract is issued or the written statement of non-employment is not provided to the applicant, the employee will be deemed to be employed pursuant to a Category I contract. During this provisional employment, the applicant shall be provided the same compensation and benefits as if the employee had been employed on a standard certificated contract.

- b. If no documentation is received from out-of-state employers, the District may employ the applicant on a standard Category I contract without utilizing the provisional, non-contracted employment.
2. Upon receiving a verbal or written statement of intention to accept employment, pending Board approval, by the candidate, the Superintendent or designee will prepare the necessary papers for recommendation to the Board of Trustees at the next regular or special Board meeting.
3. The Superintendent or designee will submit to the Board of Trustees such recommendation.

Board Action

The Board of Trustees of Twin Falls School District will:

1. Discuss hiring and in situations wherein the individual qualifications of the applicant are discussed go into executive session pursuant to law; and
2. Vote relating to approval or disapproval of the candidates. If members of the Board personally have knowledge not available to the building administrator and the screening committee, the Board will not take action until all concerns have been reviewed by the building/program administrator.

Approval

Upon approval by the Board of Trustees, a contract, in a form approved by the State Superintendent of Public Instruction, will be sent or given to the applicant pursuant to the requirements set out in I.C. 33-513. The applicant must sign the contract and return it within ten (10) days from the date the contract is delivered to them. Should the person willfully refuse to acknowledge receipt of the contract or the contract is not signed and returned to the Human Resources Department in the designated period of time, Human Resources may declare the

position vacant. Should the candidate not be approved, or the person willfully refuse to acknowledge receipt of the contract or the contract is not signed and returned to Human Resources, the Superintendent or designee will remand the situation to the building administrator and screening committee to provide the next applicant's name for consideration.

Any person on provisional employment pursuant to I.C. 33-1210(7) shall be subject to the same time limits and provisions for return of a signed contract when and if such contract shall be provided to them for signature.

Certification

To qualify for employment, each teacher or administrator must have, and maintain during the entire school year, a valid Idaho teaching/administrative certificate on file in the District Office at the beginning of the school year. If at any time the teacher/administrator's certification lapses, is revoked, or suspended, the certificated employee may be subjected to action declaring a contract violation and possible action to terminate the employment of the individual with the District.



Cross Reference:	5110	Criminal History/Background Checks
	5120	Equal Employment Opportunity and Non-Discrimination
	5100F1-5100F3	Hiring Process and Criteria Forms
	5740PA1 – 2	Reduction in Force Procedures and Forms
	5855	Recruitment of Certificated Employees

Legal Reference:	I.C. § 33-130	Criminal History Checks for School District Employees or Applicants for Certificates
	I.C. § 33-512	Governance of schools
	I.C. § 33-513	Professional Personnel
	I.C. § 33-1210	Information on Past Job Performance
	I.C. § 65-501 et seq.	Rights and Privileges of Veterans
	I.C. § 74-206	Executive Sessions—When Authorized
	IDAPA 21.01.06	Rules for the Enforcement of the Veteran's Preference in Public Employment

Policy History

ADOPTED: 8/11/14

ISBA

REVISED: 6/13/16
8/12/19

Definitions

Category 1 Certified Employees: Certified personnel hired on a limited one-year contract after August 1st or the spouse of a Trustee hired under the limited provisions of Section 33-507(3), Idaho Code.

Category 2 Certified Employees: Certified personnel in the first and second years of continuous employment within the same school district.

Category 3 Certified Employees: Certified personnel in the third year of continuous employment by the same school district.

Renewable Contract Certified Employees: With the exception of Interim Certificate holders, certified personnel in the fourth year of continuous employment within the same school district. After receiving ~~upon being offered~~ a contract for a fourth full consecutive year of employment as a certified teacher, certified personnel ~~who may automatically renew their employment with this District, for the next school year, by timely returning their contract in a timely manner.~~

The District shall have the option to grant renewable contract status when it hires a certified employee who has been on a renewable contract with another Idaho school district or who has out-of-state experience which would otherwise qualify the certified employee for renewable contract status in Idaho. Alternatively, the District can place the certified employee on a Category 3 contract.

Retired: Certified personnel receiving retirement benefits from the public employee retirement system of Idaho, except those who received benefits under the early retirement program previously provided by the State, hired as at-will employees.

Interim Certificate Holder: A certified employee who holds an interim certificate while they pursue an alternate route to certification must complete at least nine-semester credits annually toward the completion of their alternate route to certification and meet their annual progress goals toward the completion of the alternate route. The District may take action to terminate or non-renew a teacher with an interim certificate who fails to meet these requirements. Such termination or non-renewal shall be carried out in accordance with State law and administrative rules and District policy. Personnel who hold an interim certificate and/or emergency authorization and have not been issued their five-year renewable certificate shall not exceed a Category 3 Contract until conditions have been met.

Notice

1. Category 1 certified employees' contracts are specifically offered for the limited duration of the ensuing school year, and no further notice is required by the District to terminate the contract at the conclusion of the contract year.

2. Category 2 certified employees shall be provided a written statement of reason for non-reemployment by no later than July 1st and are not entitled to a review of the reasons or decision not to reemploy by the Board.
3. Category 3 certified employees shall be provided a written statement of reason for non-reemployment by no later than July 1st and shall, upon written request, be given the opportunity for an informal review of such decision by the Board. The parameters for the informal review will be determined by the Board. Before the Board determines not to renew the contract for the unsatisfactory performance of category 3 certified employees, such employees shall be entitled to a defined period of probation as established by the Board, following at least one evaluation. In no case shall the probationary period be less than eight weeks. The probation shall be preceded by written notice from the Board, with the reasons for the probationary period and the areas of work which are deficient and with provisions for adequate supervision and evaluation of the employees' performance during the probationary period.
4. Contracts for all renewable contracted certified employees shall be issued by July 1st. All employees on renewable contracts must return their contract within 10 days. The employee's failure to timely return a renewable contract may be interpreted by the Board as a declination of the right to automatic renewal or the offer of another contract. Before the Board determines not to renew the contract for the unsatisfactory performance of renewable contracted certified employees, such employees shall be entitled to a defined period of probation as established by the Board, following an observation, evaluation, or partial evaluation. The probation shall be preceded by written notice from the Board, or its designee, with the reasons for the probationary period and with provisions for adequate supervision and evaluation of the employees' performance during the probationary period.
5. Contracts for retired teachers are specifically offered for the limited duration of the ensuing school year, and no further notice is required by the District to terminate the contract at the conclusion of the contract year.

Supplemental Contracts

An extra duty assignment is, and extra duty supplemental contracts may be issued for, an assignment which is not part of a certified employee's regular teaching duties. A supplemental contract for extra duties shall be separate and apart from the certified employee's underlying contract (Category 1, 2, 3 or renewable) and no property rights shall attach. A written notice of non-reissuance of the extra duty supplemental contract with a written statement of reasons shall be provided. Upon written request, the certified employee shall be given the opportunity for an informal review of such decision by the Board. The parameters for the informal review will be determined by the Board. The contract shall be in a form approved by the state superintendent of public instruction.

An extra day assignment is, and supplemental extra day contracts may be issued for, an assignment of days of service in addition to the standard contract length used for the majority of certified employees of the District. Such additional days may be in service of the same activities

as the employee's regular teaching duties. Any such extra day contracts shall provide the same daily rate of pay and rights to due process and procedures as provided by the certified employee's underlying contract (Category 1, 2, 3 or renewable). The contract shall be in a form approved by the state superintendent of public instruction.

Delivery of Contract

Delivery of a contract may be made only in person, by certified mail, return receipt requested, or electronically, return receipt requested. If delivery is made in person, the delivery must be acknowledged by a signed receipt.

If a District delivers contracts via electronic means, with return electronic receipt, and the District has not received a returned signed contract and has not received an electronic read receipt from the employee, the District shall then resend the original electronically delivered contract to the employee via certified mail, return receipt requested, and provide such individual with a new date for contract return.

Return of the Contract

A person who receives a proposed contract from the District shall have 10 days from the date of delivery to sign and return the contract.

Failure to Accept or Acknowledge

Should a person willfully refuse to acknowledge receipt of the contract or if the contract is not signed and returned to the Board within the designated time period, the Board may declare the position vacant. Through this policy the Board delegates to the Superintendent and/or Human Resources Director the power, as the designee of the Board, to declare such position vacant should a signed contract not be returned within the designated period.



Cross Reference: 5340 Evaluation of certified Personnel
6100 Superintendent

Legal Reference: I.C. § 33-507 Limitation upon Authority of Trustees
I.C. § 33-513 Professional Personnel
I.C. § 33-514 Issuance of Annual Contracts – Support programs –
Categories of Contracts – Optional Placement
I.C. § 33-514A Issuance of Limited Contract – Category 1 Contract
I.C. § 33-515 Issuance of Renewable Contracts
I.C. § 33-515A Supplemental Contracts

Policy History

ADOPTED: 8/11/14

ISBA

REVISED: 6/13/16
10/10/16
8/12/19

Procurement of Goods and Services for School Meal Programs

When making purchases related to the District federally funded school breakfast and lunch programs, the District shall adhere to the following requirements in addition to any more restrictive requirements imposed by other applicable policies.

Micro Purchases (\$10,000 or Less)

The District shall, to the extent practicable, distribute micro purchases equitably among qualified suppliers. Micro purchases may be awarded without soliciting competitive quotes if the District considers the price to be reasonable. The District shall maintain evidence of this reasonableness with the records of any such purchase.

Small Purchase Procedures (\$10,000 to \$49,999)

Before making a small purchase, the District shall obtain quotes from vendors. When possible, three quotes should be obtained, and in all cases at least two quotes will be obtained. These quotes may be provided verbally and shall be documented by the District.

Semi-Formal Bidding (\$50,000 - \$99,999)

The District shall issue a written request for bids for any purchase subject to semi-formal bidding requirements. This request describing the goods or services desired shall be provided to at least three vendors. Unless there is an emergency, the District shall grant the vendors three days to provide a written response. In all cases, the vendors shall have one day to submit any objections.

Formal Bidding (\$100,000 or More)

At least two weeks before the bid opening, the District shall publish notice of the request for bids. The District shall make bid specifications available upon request and will accept written objections. The District may, at its discretion, request a security or bond from vendors submitting bids.

All bids shall be publicly opened at the time and place prescribed in the invitation for bids.

The purchase shall be made pursuant to an open competitive sealed bid process. The procurement to be made from the qualified bidder submitting the lowest bid price complying with bidding procedures and meeting the specifications for the goods and/or services sought to be procured.

The contract shall be a firm fixed price contract and may specify a lump sum or a per unit price. The District may reject any bid if there is a sound and documented reason to do so.

Legal References:	2 CFR § 200.319	Competition
	2 CFR § 200.320(a) and (b)	Methods of Procurement to be Followed
	2 CFR § 200.67	Micro-purchase
	I.C. § 67-2806	Procuring Services or Personal Property

Policy History:

Adopted on:

Revised on:

Reviewed on:

Entering into Professional Service Contracts with Design Professionals, Construction Managers, and Professional Land Surveyors—The Request for Qualifications Procedure

Selection of Public Works Professionals to be Based on Qualifications

Notwithstanding any other provision of Idaho law to the contrary, it shall be the policy of the Board this state that all public agencies and political subdivisions of the State of Idaho and their agents shall make selections for all professional engineering, architectural, landscape architecture, construction management, and professional land surveying services by persons and firms licensed pursuant to Idaho law to perform such professional services, on the basis of qualifications and demonstrated competence. The Board and shall negotiate contracts or agreements for such services on with the basis of demonstrated competence and qualifications for licensed professional(s) selected to provide the type of services required at fair and reasonable prices. requested professional service(s).

Procedures to Select Public Works Professionals for Contracts Greater than \$2550,000

In carrying out this policy the Board shall use the following guidelines when securing contracts for engineering, architectural, landscape architecture, construction management, and land surveying services on projects for which the professional service fee is anticipated to exceed the total sum of \$2550,000. These guidelines do not apply to excluding, however, those professional services contracts previously awarded by the District for an associated or phased project, and for which the expenditure is otherwise exempt from the bidding process provided otherwise required by law. To implement this policy:

1. The Board or its designee will provide a general description of the services being solicited and encourage persons or firms engaged in the services being solicited to submit statements of qualifications and past performance data.
2. The Board or its designee will establish and make available to the public a request for qualifications that includes the criteria and the procedures to be used by the District for the for measurable scoring, ranking, and selection of qualified persons or firms to perform such services.
3. The Board shall select After receiving responses to a request for qualifications, the Board or its designee shall score and rank the responding persons or firms it determines to be best qualified to provide the required services, ranked in order of preference, based on their qualifications and demonstrated competence pursuant to the District's Board's or its designee's established criteria and procedures. The list of ranked respondents, including the scoring used to develop the ranking, shall be made available to the public. Some examples of selection criteria for consideration may include but are not limited to:

- a. A description of the firm, including its location and longevity;
 - b. Its past performance;
 - c. Its project manager and key staff experience, education, and training;
 - d. Its experience with similar projects;
 - e. Its specific approach to projects or assignments;
 - f. Its proposed schedule, if applicable; and
 - g. Its quality control procedures.
4. The Board or its designee shall ~~then~~ select for negotiation the persons or firms whom the public agency or political subdivision determines to be the highest-ranked/best qualified.
5. The Board or its designee shall next negotiate with the highest ranked person or firm for a contract or an agreement to perform such services at a price determined by the Board to be reasonable and fair to the District public after considering the estimated value, the scope, the complexity, schedule and the nature of the services provided required.
6. In the event the Board or its designee is unable to negotiate a satisfactory contract or agreement with the highest ranked person or firm, it shall formally terminate such negotiations and ~~proceed to~~ undertake negotiations with the next highest ranked person or firm, following the procedure prescribed in Item 4, above.
7. ~~In the event~~ If the Board or its designee is unable to negotiate a satisfactory contract or agreement with any of the selected persons or firms, it ~~shall continue with the selection~~ may recommence negotiations as described in the two items immediately ~~and negotiation process provided in this policy~~ above, until a contract or agreement is reached, or may, in its discretion, cancel the procurement.
8. **Published Request for Qualifications.** When the Board solicits ~~requests-proposals~~ for qualifications and proposals for engineering, architectural, landscape architecture, construction management, or land surveying services, for which the professional service fee is anticipated to exceed the total sum of \$2550,000, ~~the Board or its designee~~ it shall publish public notice in the same manner as required for the bidding procurement of public works construction projects set forth in Procedure 7405P Policy 7410, which sets forth the procedures required by Section 67-2805(2) of Idaho Code.
9. **A List of Qualified Professionals.** In fulfilling the requirements of Items 1 through 7 of this policy, the Board may ~~limit its selection~~ establish and select from a list of ~~three~~ two or more persons or firms selected and preapproved for consideration by the public agency or political subdivision. ~~In establishing~~ When creating a preapproved list of qualified professionals, the Board or its designee shall first publish notice as set forth in the Item immediately above ~~7 of this policy~~. When selecting from such list, no notice shall be required; and
10. ~~In fulfilling the requirements of Items 1 through 7 of this policy, the Board may request information concerning a person's or firm's rates, overhead and multipliers, if any,~~

~~however such information shall not~~ list established under this item will be used by valid for no more than five years, unless canceled by the Board prior to the list's expiration where the Board has first determined in open session that cancellation of the Board or its designee for the purpose of ranking in order of preference as described in Paragraph 3 of this policy. list would be in the public's best interest.

Procedures to Select Public Works Professionals for Contracts Less than \$50,000

When securing contracts for engineering, architectural, landscape architecture, construction management, or land surveying services on projects for which the professional service fee is anticipated to be less than the total sum of \$50,000, the Board may use the guidelines set forth in the above paragraphs, or may establish its own guidelines for selection based on demonstrated competence and qualifications to perform the type of services required, which shall then be followed by negotiation of the fee at a price determined by the Board to be fair and reasonable after considering the estimated value, scope, complexity, schedule, and nature of services required.

Approvals for Phased Projects

When the Board has previously awarded a professional services contract to a person or firm for an associated or phased project, the Board public agency or political subdivision may, at its discretion, and in accordance with all provisions of Section 59-1026 of Idaho Code negotiate an extended or new professional services contract with the previously selected that person or firm.



Cross References: Policy 7406 Procuring Public Works, Services, and Personal Property
Policy 7405 Public Works Contracting and Procurement

Legal References: I.C. § 67-2320 Professional Service Contracts with Design
Professionals, Construction Managers and
Professional Land Surveyors
I.C. § 67-2805 Procurement of Public Works Construction
I.C. § 59-1026 Willful and Knowing Avoidance of Competitive
Bidding and Procurement Statutes

Other Reference: Policies and Procedures Used Template, Idaho State Department of
Education, <http://www.sde.idaho.gov/sped/funding/>

Policy History

ADOPTED: 8/12/19

ISBA

REVISED:

For all District programs receiving federal funds, the District shall comply with all applicable State regulations that restrict or prohibit transactions going to abortion providers or their affiliates. Public funds, with exceptions outlined below, are ineligible for participation in District counseling referrals, programs, or activities.

Contracts with Abortion Providers or Their Affiliates Prohibited

The District shall not enter into any contract or commercial transaction with any health care provider or facility under the terms of such health care provider or health care facility agrees to provide, perform, or induced abortion, except when the life of the mother is endangered outlined in 18-1704.

This policy does not apply to contracts or commercial transactions:

1. That are subject to federal law related to Medicaid;
2. With hospitals as defined in I.C. 39-1301;
3. With medical facilities that provides for care of two or more individuals for 24 or more consecutive hours; or
4. Medical facilities staffed to provide professional nursing care on a 24 hour basis.

Legal Reference: I.C. § 18-8701, *et seq.* No Public Funds for Abortion Act
I.C. § 39-1301 Definitions

Policy History:

Adopted on:

Revised on:

Reviewed on:

Designation of Administrator

The District hereby designates the Director of Fiscal Affairs (the “Administrator”) to have the primary responsibility to ensure compliance with the applicable securities laws and rules relating to issued bonds. The Administrator shall review these procedures annually. The Administrator will consult with bond counsel and/or the District's legal counsel and advisors, as necessary, to ensure that the District complies with the Bond Disclosure Agreement. This will include, without limitation, consultation in connection with any potential changes in ratings of the bonds or changes in finances or operations of the District. In addition, prior to placing any bond question on a public ballot, the Administrator will ensure that the bond resolution ballot language fits the required description in Idaho Code.

The Administrator will actively participate in the preparation of all primary disclosure materials. The Administrator will review and prepare all post-issuance disclosure materials, including, without limitation, the materials for the District’s financial statements and the information described in the required annual filings, and events required to be disclosed under the rule known as the Material Event Filings, and any other voluntary or required disclosure to the market.

The Administrator will review all primary and post-issuance disclosure materials and consult with all officers, employees, directors, agents, and officials of the District as necessary to ensure that such materials do not contain materially false information or omit material information that investors would want to know in making an informed investment decision about the bonds.

The Administrator will also obtain appropriate training in the issuance of municipal bonds, securities law disclosure, proficiency in the use of Electronic Municipal Market Access (EMMA), and update such training on an annual basis or as new developments arise.

Duties of the Administrator

Prior to submitting a bond question to the county clerk, the administrator will ensure it includes required ballot disclosure language found in Title 34, Chapter 9.

Upon the issuance of any bonds, or annually in the absence of such issuance, the Administrator shall update required annual filings to reflect the requirements of the disclosure agreements of the District and the requirements thereof.

Within the time specified under each disclosure agreement, the Administrator will submit, or cause to be submitted through a disclosure agent if one has been appointed, the District’s required annual filing to the Municipal Securities Rulemaking Board (MSRB) via EMMA.

Not more than five days after the submission of the required annual filing to the MRSB, the Administrator shall provide to the Superintendent and the Board of Trustees written confirmation that the annual required filing has been submitted and filed properly with the MSRB through

EMMA. The Administrator shall independently verify by access to EMMA that the Required annual filing has been filed and properly appears on EMMA.

In the event that the required annual filing is not completed in time to submit the required annual filing to the MRSB through EMMA within the time specified, the Administrator will file a notice of occurrence of such event in accordance with the policy and procedures set forth below under “reporting of events,” and in accordance with the rule, and submit the required annual filing as soon as it is available.

Reporting of Events

The Administrator will make, or cause to be made through a disclosure agent if one has been appointed, all required Material Event Filings via EMMA consistent with the requirements of the rule.

The occurrence of certain events, including payment defaults, requires a Material Event Filing without the need for a materiality determination (*i.e.* they are deemed material under the rule). These include:

1. Principal and interest payment delinquencies;
2. Unscheduled draws on debt service reserves reflecting financial difficulties;
3. Unscheduled draws on credit enhancements reflecting financial difficulties;
4. Substitution of credit or liquidity providers, or their failure to perform;
5. Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the security, or other material events affecting the tax status of the security.
6. Defeasances;
7. Rating changes;
8. Bankruptcy, insolvency, receivership, or similar event of the obligated person;
9. Other events, such as non-payment related defaults, must be analyzed to determine if the event is material and if so, a Material Event Filing is required. The Administrator will consult with bond counsel regarding any questions as to whether an event has occurred and what filings are required. These include:
 - A. The consummation of a merger, consolidation, or acquisition involving an obligated person or the sale of all or substantially all of the assets of the obligated person, other than in the ordinary course of business, the entry into a definitive

agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material.

- B. Nonpayment-related defaults, if material.
- C. Modifications to rights of security holders, if material.
- D. Bond calls, if material, and tender offers.
- E. Release, substitution or sale of property securing repayment of the securities, if material.
- F. Appointment of a successor or additional trustee or the change of name of a trustee, if material.

The Administrator shall establish appropriate procedures within the District such that officers and employees of the District who have access to material information of the kind that would be required to be disclosed under a Material Event Filing are aware of the requirements of the Disclosure Agreement, and that such officers and employees will report such events to the Administrator in a timely manner. As soon as the Administrator learns of the occurrence of an event that is either deemed material or that knowledge of such an event would be material under applicable securities law, the Administrator will prepare and file, or cause to be filed, in a timely manner not in excess of ten business days of the occurrence, a Material Event Filing via EMMA. Not more than five days after the submission of a Material Event Filing to the MRSB, the Administrator shall independently verify by access to EMMA that the Material Event Filing has been filed and properly appears on EMMA.

Nothing in a Disclosure Agreement prevents the District from making a voluntary filing with the MSRB of other material information in addition to the events that give rise to a Material Event Filing under the rule and the Disclosure Agreement.

Failure to File

In the event the Administrator fails to make any required annual filing or Material Event Filing, the Administrator shall immediately notify the officer of the District to whom the Administrator reports of such failure to file and will cooperate fully to consider whether the District should engage a Disclosure Agent if one has not already been engaged, or take other action to ensure future filings are made on a timely basis.

Correspondence from Securities and Exchange Commission (SEC)

Upon receipt of any correspondence from the SEC, the Administrator will immediately notify the District, provide the District with a copy of such correspondence, and develop a plan of action to respond to the SEC inquiry.

Record-Keeping Requirements

Unless otherwise specified in applicable District resolutions or tax certificates, the District shall maintain the following documents for the term of each issue of bonds (including refunding bonds, if any) plus at least an additional three years:

1. A copy of the bond closing transcript(s) and other relevant documentation delivered to the District at or in connection with closing of the issue of bonds;
2. A copy of all material documents relating to capital expenditures financed or refinanced by bond proceeds, including (without limitation) construction contracts, purchase orders, invoices, trustee requisitions and payment records, as well as documents relating to costs reimbursed with bond proceeds, and records identifying the assets or portion of assets that are financed or refinanced with bond proceeds;
3. A copy of all contracts and arrangements involving private use of bond-financed assets or for the private use of output or throughput of bond-financed assets; and
4. Copies of all records of investments, investment agreements, arbitrage reports, and underlying documents, including trustee statements.



Legal References: I.C. § 34-913 Disclosures in Elections to Authorize Bonded Indebtedness
Municipal Securities Rulemaking Board Rule Book (Updated October 1,
2016)
[http://www.msrb.org/msrb1/pdfs/MSRB-Rule-Book-PDF-Current-
Quarter.pdf](http://www.msrb.org/msrb1/pdfs/MSRB-Rule-Book-PDF-Current-Quarter.pdf)

Policy History

ADOPTED: 1/9/17

ISBA

REVISED:

The Idaho Digital Learning Academy (IDLA) is a legislatively created virtual school designed to provide Idaho students with greater access to an assortment of courses while working in collaboration with public schools. IDLA offers educational opportunities that meet students' changing needs and grants students flexibility.

The District will use IDLA classes to supplement its curriculum and to provide remedial academic support.

IDLA Site Coordinator

The District will provide an individual to serve as IDLA Site Coordinator. The role of the Site Coordinator is to:

- A. Advise students on appropriate IDLA courses for registration.
- B. Ensure that students are completing IDLA course work on a timely basis, including checking grades online every three weeks.
- C. Proctor IDLA final exams.
- D. Facilitate communications with students' parents/guardians and IDLA instructors regarding IDLA course progress.

Additionally, the Site Coordinator is a contact for the IDLA instructor and IDLA staff. A Site Coordinator shall be assigned to each building, or in the alternative, ~~each~~ the District. Anyone selected as a Site Coordinator shall successfully complete the IDLA online Site Coordinator Course. The cost of the IDLA online Site Coordinator Course shall be paid by the District.

Student Eligibility, and Course Selection ~~within the District~~

District administrators, counselors, and teachers will work collaboratively with parents to identify those students who will benefit from IDLA classes. All TFSD students are eligible to take IDLA Courses, however, they may not receive district funding for tuition and fees, see Tuition/Fees below.

Students may be denied the privilege of IDLA enrollment if their academic and behavioral record does not indicate the academic ability and self-discipline needed to succeed in online classes.

The parent or guardian, student, and principal or designee must confer and agree that course(s) selected is (are) academically and developmentally appropriate for the student and that all prerequisites as determined by the student's school of record have been completed before registration in an IDLA course.

Tuition /Fees

The District shall abide by the IDLA Fees Policy Statement provided by IDLA. The District shall pay the tuition and registration fees for TFSD students who take IDLA classes if they can illustrate:

~~At the discretion of the principal or designee, students may be selected to take IDLA courses who:~~

- A. Need to make up credits in order to graduate on schedule;
- B. Are eligible for hospital or homebound programs;
- C. Are interested in IDLA advanced placement or IDLA dual credit courses;
- D. Want to supplement their curriculum by taking course(s) not offered at their school;
- E. Have scheduling conflicts;
- F. Want to accelerate their academic program by taking additional courses to facilitate early graduation;
- G. Are excused from being physically present on the campus of their school of record for an extended period of time.

If the student is enrolled in six or more credits with the District, which may be through a District high school or IDLA, or qualify as full-time in a District high school, the district will assist students in utilizing the Advanced Opportunities funding for this purpose.

If a course is offered by the student's school at a time that fits the student's schedule but the student instead opts to take an IDLA course as its replacement, the student is responsible for all fees and tuition associated with the IDLA course.

~~Students may be denied the privilege of IDLA enrollment if their academic and behavioral record does not indicate the academic ability and self-discipline needed to succeed in online classes.~~

~~The parent or guardian, student, and principal or designee must confer and agree that course(s) selected is (are) academically and developmentally appropriate for the student and that all prerequisites as determined by the student's school of record have been completed before registration in an IDLA course.~~

Ethical Conduct

Any student attending classes through IDLA shall adhere to the District's Acceptable Use of Electronic Networks policies and any acceptable use policy implemented by IDLA. Additionally, the student and the student's parent/guardian shall agree to abide by the District's and IDLA's policies prior to IDLA classes beginning.

In the event of a violation of the acceptable use policy, plagiarism, or other disciplinary issues, IDLA will notify the District. The District shall take any disciplinary measures necessary as provided in District policy.

Tuition / Fees

~~The District shall abide by the IDLA Fees Policy Statement provided by IDLA. The District shall pay the tuition and registration fees for eligible students who take approved IDLA classes as part of their normal school day.~~

~~If the student is enrolled in six or more credits with the District, which may be through a District high school or IDLA, or sufficient classes to qualify as fulltime in a District high school, the student is responsible for all tuition and registration fees for any additional non-approved courses to be paid to IDLA. To the extent possible, the district will assist students in utilizing the Advanced Opportunities funding for this purpose.~~

Grading

IDLA will provide a final percentage course grade to the District for each student enrolled in IDLA courses. The District will transcribe a grade and high school credit for a successfully completed IDLA course. The grade received from any IDLA class will be averaged into the student's GPA. Grade percentages in courses shall be based on such criteria as mastery of the subject, demonstrated competency, and meeting the standards set for each course.

Advanced Placement Designation on Transcript

If a student of the District takes an advanced placement course through IDLA, the District will specify on the student's transcript that the advanced placement course was taken through IDLA. The purpose for this is to ensure that the student's transcript reflects an approved provider of the advanced placement course, such as IDLA.

For all other requirements regarding IDLA, please refer to the Idaho Digital Learning Academy.



Policy Note: Some information to develop this policy was provided by the Idaho Digital Learning Academy.

Cross Reference: 3270-3270P Acceptable Use of Electronic Networks

Legal References: I.C. § 33-5502 Creation—Legislative Findings—Goal
I.C. § 33-5505 Definitions.
Paulson v. Minidoka School District No. 331, 93 Idaho 469, 470 (1970).

Policy History:

ADOPTED: 8/11/14

ISBA

REVISED: 7/12/21

DEFINITIONS

~~Grievance is a written allegation of unfair treatment or a violation of District policy by a
certificated employee.~~

~~Working day is, for the purposes of this policy, a weekday (Monday through Friday),
except those weekdays identified in the approved school calendar as vacation or holidays.~~

~~A certificated employee of this District may file a grievance about any matter related to his or
her employment, provided that the employee's salary or benefits, or the decision to terminate
the employee will not be a proper subject for consideration under this grievance procedure.~~

Policy History

~~**ADOPTED:** 9/10/12~~

EMT

~~**REVISED:** 8/11/14~~

~~6/13/16~~

See also ~~CBA, Policy 5900~~

The adoption of new policies and the revision and amending of existing policies shall be the sole responsibility of the Board of Trustees.

All policies shall conform to local, state, and federal laws as well as to the rules and regulations of the State Board of Education.

Adoption and Amendment of Policies

Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion at a regular or special Board meeting. Such proposals may be referred to the Superintendent for detailed study as needed prior to Board action on the proposal. The Board encourages the Superintendent to contact other experts to have potential policies researched. Interested parties, including any Board member, citizen, or employee of the District may submit views, present data or arguments, orally or in writing, in support of or in opposition to proposed policy. Any written statement by a person relative to a proposed policy or amendment should be directed to the Clerk of the Board prior to the second reading.

Proposed new policies and proposed changes in existing policies shall undergo a minimum of two (2) readings in the following manner:

1. At a regular or special Board meeting, the proposed new or revised policy shall be presented in writing for reading and discussion.
2. The final vote for adoption shall take place not earlier than at the second reading of the particular policy.

Although approval of a new or amended policy requires a minimum of two (2) readings, temporary approval may be granted by the Board in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken.

All new or amended policies shall become effective upon adoption, unless a specific effective date is provided in the motion for adoption.

Policies as adopted or amended shall be made a part of the minutes of the meeting at which action was taken and shall be included in the District's policy manual. The board will cause Policies of the District ~~shall~~ to be reviewed ~~annually~~ periodically unless otherwise detailed in a specific policy by the Board.

Administration in Absence of Policy

In cases where action must be taken before the next Board meeting and where the Board has provided no policies or guides for administrative actions, the Superintendent shall have the power to act.

His or her decisions, however, shall be subject to review by action of the Board at its next

regular meeting. In addition, it shall be the duty of the Superintendent to inform the Board of such action and the need for policy.

Suspension of Policies

Under circumstances which require a waiver of a policy, policy may be suspended by a majority vote of the members present. In order to suspend a policy, all trustees must have received written notice of the meeting which included a proposal to suspend the policies with an explanation of the purpose of such proposed suspension. If such a proposal is not made in writing in advance of the meeting, the policies may only be suspended by a unanimous vote of all trustees present.

Policy Manuals

The Superintendent or designee shall develop and maintain a current policy manual which contains the policies of the District. Each administrator, as well as staff, students and other residents, shall have ready access to the manual. All policy manuals distributed to anyone shall remain the property of the District and shall be subject to recall at any time.



Legal References: I.C. § 33-506 Organization and government of board of trustees
I.C. § 33-512 Governance of schools

Policy History:

ADOPTED: 8/11/14

ISBA

REVISED:

Each year, the Board of Trustees shall create a collaborative continuous improvement plan designed to improve student achievement in the District, assess and prioritize needs, and measure outcomes.

The Board shall work with the Superintendent to engage students, parents, teachers, administrators, and community members as appropriate in the planning process.

The annual continuous improvement plan shall:

1. Be data driven, specifically in student outcomes, use multiple measures, and shall include, but not be limited to, analysis of demographic data, student achievement and growth data, graduation rates, and college and career readiness;
2. Set clear and measurable benchmarks targets-based on student outcomes. At minimum the Board shall established benchmarks for:
 - a. **Career and College Readiness:** The number and percentage of students meeting the college ready benchmark in mathematics and English Language Arts on a state recognized college entrance exam. Improvement shall be measured by year-over-year growth in the percentage of students meeting the college readiness benchmark.
 - b. **High School Readiness:** The number and percentage of students meeting proficient or advanced on the 8th grade Idaho Standards Achievement Test in mathematics and English language usage. Improvement shall be measured by year-over-year growth in the percentage of students scoring proficient or advanced.
 - c. **7th Grade Readiness:** The number and percentage of students meeting proficient or advanced on the 6th grade Idaho Standards Achievement Test in mathematics and English language usage. Improvement shall be measured by year-over-year growth in the percentage of students scoring proficient or advanced.
 - d. **4th Grade Reading Readiness:** The number and percentage of students reading at grade level on the spring 3rd grade statewide reading assessment. Improvement shall be measured by year-over-year growth in the percentage of students scoring at grade level.
 - e. **3rd Grade Reading Readiness:** The number and percentage of students reading at grade level on the spring 2nd grade statewide reading assessment. Improvement shall be measured by year-over-year growth in the percentage of students scoring at grade level.
 - f. **2nd Grade Reading Readiness:** The number and percentage of students reading at grade level on the spring 1st grade statewide reading assessment. Improvement shall

be measured by year-over-year growth in the percentage of students scoring at grade level.

- g. **1st Grade Reading Readiness:** The number and percentage of students reading at grade level on the spring kindergarten statewide reading assessment. Improvement shall be measured by year-over-year growth in the percentage of students scoring at grade level;
- 3. Include a clearly developed and articulated vision and mission;
- 4. Include key indicators for monitoring performance; ~~and~~
- 5. Include student literacy and proficiency goals and targets, and specify measures of progress toward those outcomes. These goals and targets shall be based on comparisons between similar cohorts of students in similar schools and school districts;
- 6. Include, as applicable to the grade ranges served, trajectory growth targets toward literacy proficiency;
- 7. Include, as applicable to the grade ranges served, college and career advising and mentoring goals and how progress toward those outcomes will be measured;
- 8. Include the individual staff performance on each of the performance criteria defined in 33-1001, Idaho Code, including measurable student achievement, student success indicator targets, and the percentage of students meeting those targets. Data will be aggregated by grade range, subject, or performance indicator as determined by Idaho's Commission for Education Excellence through the office of the State Board of Education; ~~and~~
- 9. Include a report of progress toward the previous year's improvement goals.

~~Multiple measures shall be used to determine student readiness and improvement. At a minimum, the Board shall set a benchmark for each of the following metrics:~~

- ~~1. **Career and College Readiness:** The number and percentage of students meeting the college ready benchmark in mathematics and English Language Arts on a state recognized college entrance exam. Improvement shall be measured by year-over-year growth in the percentage of students meeting the college readiness benchmark.~~
- ~~2. **High School Readiness:** The number and percentage of students meeting proficient or advanced on the 8th grade Idaho Standards Achievement Test in mathematics and English language usage. Improvement shall be measured by year-over-year growth in the percentage of students scoring proficient or advanced.~~
- ~~3. **7th Grade Readiness:** The number and percentage of students meeting proficient or advanced on the 6th grade Idaho Standards Achievement Test in mathematics and English~~

~~language usage. Improvement shall be measured by year over year growth in the percentage of students scoring proficient or advanced.~~

- ~~4. **4th Grade Reading Readiness:** The number and percentage of students reading at grade level on the spring 3rd grade statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.~~
- ~~5. **3rd Grade Reading Readiness:** The number and percentage of students reading at grade level on the spring 2nd grade statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.~~
- ~~6. **2nd Grade Reading Readiness:** The number and percentage of students reading at grade level on the spring 1st grade statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.~~
- ~~7. **1st Grade Reading Readiness:** The number and percentage of students reading at grade level on the spring kindergarten statewide reading assessment. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.~~

The Board may engage in planning training to assist in the process and the development of the plan. Qualified planning training may be reimbursable by the State through the process outlined in Idaho State Board of Education rule.

The Board shall continuously monitor progress towards the targets for student outcomes included in the plan by using relevant data to measure growth. Such progress shall be included in the Board's annual evaluation of the Superintendent.

The District plan shall be made available to the public by being posted on the District's website. The plan must be reviewed, updated annually, and posted no later than October 1 each year.



Cross Reference: 1645 Board Development Opportunities
4130 Public Access to District Website

Legal Reference: I.C. § 33-320 Continuous Improvement Plans and Training
I.C. § 33-1001
IDAPA 08.02.01.801 Planning and Training

Policy History:

ADOPTED: 8/11/14

ISBA

REVISED:

Meeting Defined

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

Regular Meetings

Unless otherwise specified ~~posted~~:

1. All meetings will be held at Canyon Ridge High School room 301.
2. Regular meetings shall be held ~~on the second Monday and the fourth Wednesday of each month~~ at 7:00 PM or 5:00 PM as ~~publicly posted on public notice on the second Monday and the fourth Wednesday of each month~~

Emergency Meetings

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

Budget Meetings

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

Special Meetings

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

Executive Sessions

Pursuant to Idaho Code, upon a 2/3 roll call vote recorded in the minutes of the meeting, the Board may hold an executive session after the Board Chair has expressly identified the specific legal authorization for holding an executive session and provided sufficient detail to identify the general purpose and topic of the executive session. However, the information provided shall not compromise the purpose of going into an executive session. Only in the event that Board vacancies, and not absences, prevent a 2/3 majority from being present, a simple majority vote to enter executive session may be called.

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

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

The only actions that are allowed to take place within executive session are ~~No action may be held for the purpose of taking any final action or making any final decisions except for making a determination to place a certified professional employee on probation or taking action on a student disciplinary hearing.~~

If only an executive session will be held, a 24-hour meeting and agenda notice shall include the date, time, place, items to be discussed, and the specific provision of law authorizing the executive session. The Board will not change the subject within the executive session to any subject not identified within the motion to enter executive session or to any topic for which an executive session is not provided.



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

Policy History:

ADOPTED: 8/11/14

REVISED: 1/11/16

5/13/19

11/11/19

The Twin Falls School District Board of Trustees will assist newly elected or appointed Board Members to become familiar with their duties and responsibilities as quickly as possible. All Board Members are encouraged to attend appropriate workshops, seminars, and conventions in order to develop professionalism and expertise in governance.

Newly elected/appointed Board Members are required by this Board policy to complete at least one hour of instruction on education issues and shall receive literacy training described in Policy 2125; educational issues include Idaho education laws, school finance, ethics, duties, and responsibilities of District Board Members. The training must be accomplished during the first year of the Board Member's tenure. The Board and the Superintendent will ensure that new members are notified of the date and time of such workshops.

Upon completion of either a new Board Member workshop or two hours of other workshops, the completion of the training will be recorded into the Board minutes.

Board Members who attend and successfully complete such workshops, shall be reimbursed for actual expenses for lodging, meals, registration fees, and transportation to and from the location of the workshop as prescribed in Policy 1420 Trustee Expenses.

The Superintendent or his or her designee will maintain records of each Board Member's training accomplishments and will notify any Board Member of the need for that Board Member to accomplish any additional training.

Literacy Training for School Board Members

All Trustees elected or appointed after July 1, 2021 shall participate in at least one board member orientation focused on:

1. State and District-level resources available for literacy intervention and improvements; and
2. School, District, and State level data available to track progress on student literacy proficiency and growth toward proficiency; and
3. How to set measurable goals for improving student proficiency.

By June 30, 2023, or following this date if directed by the State Board of Education, every Trustee shall participate in at least one board member orientation or the literacy intervention orientation and training provided by the State Board of Education.

Cross Reference: 1420 Trustee Expenses
2125 K-3 Reading Intervention

Legal Reference: I.C. § 33-701 et seq. Fiscal Affairs of School Districts

Policy History:

Adopted on:

Revised on:

Reviewed on:

The District strives to ensure that all students read at or above grade level by the end of third grade. In order to achieve this goal the District shall establish a reading intervention program, in addition to core reading instruction, that is aligned with Idaho State Board of Education's Comprehensive Literacy Plan. The District's reading intervention program will include research-based literacy instructional practices, student engagement, and effective interventions.

Definition

Idaho has adopted the International Literacy Association definition of literacy. Literacy is defined as the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines in any context.

Intervention Program

The District will provide a research-based reading intervention program to all kindergarten through third grade students identified with a reading deficiency as determined by the statewide reading assessments.

The program will provide intensive development in phonemic awareness, phonics, fluency, vocabulary, text comprehension, and decoding intervention as applicable to the grade level.

The District will monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs.

The program will provide a minimum of 60 hours of supplemental instruction for students in kindergarten through grade 3 who score below basic on the reading screening assessment and a minimum of 30 hours of supplemental instruction for students in kindergarten through grade 3 who score basic on the reading screening assessment.

Reading Improvement Plan

Any student in kindergarten through third grade who exhibits a deficiency in reading based upon the statewide assessment shall receive an individual reading improvement plan. Any student who has been identified as not proficient through a local literacy assessment may also be put on a reading improvement plan. The District shall notify parent(s) or guardian(s) as outlined below once the deficiency has been identified and request their participation in developing the plan.

The reading improvement plan shall be created by the teacher, principal, parent(s) or guardian(s), and other pertinent school personnel, including staff assigned library duties, if applicable, no later than 30 days after the identification of the reading deficiency. The plan will describe the reading intervention services the student will receive to remedy the reading deficit.

If, after a good faith effort, the District is unable to engage the parent(s)/guardian(s) in the development of the student's reading improvement plan within 15 days of notification, school personnel may move forward with the creation of the student's reading improvement plan without parental participation.

Students who are on a reading improvement plan and have been identified through the statewide assessment to be at grade level may be transitioned off of the reading improvement plan. The District shall notify the parents or guardians in advance of transitioning students off of their reading improvement plan.

Parental Notification

The parent(s) or guardian(s) of any student in kindergarten through third grade who exhibits a deficiency in reading at any time during the school year shall be notified in writing of the student's reading deficiency.

The Board hereby directs the Superintendent or designee to assist schools with providing written notification to the parent(s) or guardian(s) of any student who has not met grade-level proficiency.

The initial notification must include the following:

1. A statement that his or her student has been identified as having a deficiency in reading and a reading improvement plan will be established by the teacher, principal, other applicable school personnel and the parent(s)/guardian(s);
2. A description of the current services that are provided to the student; and
3. A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student that are designed to address the identified areas of reading deficiency.

Following development of the plan, the parent(s)/guardian(s) will be provided with:

1. A description of the reading intervention and supplemental instructional services and support that will be provided to the student that are designed to address the identified areas of reading deficiency; and
2. Strategies for parent(s)/guardian(s) to use at home in helping their student to succeed in reading.

At the conclusion of each school year, or earlier if it has been determined that the student is proficient and is no longer in need of intervention, the parent or guardian will be updated on the student's progress, including any recommendation for placement.

Student Records

The assessment scores and interventions recommended and implemented shall be maintained in the permanent record of each student.

Reporting

Annually by October 1, the District shall report to the Idaho State Department of Education in their annual continuous improvement plan the following information on the prior school year:

1. By grade, the number and percentage of all students in grades kindergarten through third performing at the basic or below basic level on local and statewide assessments in reading; and
2. By grade, the number and percentage of all students in grades kindergarten through third performing at the proficient or higher level on local and statewide assessments in reading.



Cross References: 1315	District Planning
1650	New Board Member Training
Legal Reference: I.C. § 33-1805	Reading Instruction and Intervention
I.C. § 33-1806	Reading and Literacy Assessment
I.C. § 33-1807	Literacy Intervention Program
I.C. § 33-1809	Accountability and Continuous Improvement

Other Reference: Idaho Comprehensive Literacy Plan
https://boardofed.idaho.gov/k_12/documents/2015%20Comprehensive%20Literacy%20Plan_COMPLETE%20FINAL%201-29-16.pdf

Policy History

ADOPTED: 10/10/16

ISBA

REVISED:

PROCEDURE TITLE: ~~Weather-Related~~ Emergency School Closure

PROCEDURE NO: 2210P

PAGE 1 of 2

All students, parents, and school employees should assume that school will be in session and buses running as scheduled, unless there is official notification from the Superintendent to the contrary. Such notice will be given via public media, a phone dialer, text messaging service, or other electronic means.

Weather-Related Closures

In the event that extremely cold temperatures, wind chill factors, snow, wind, or other circumstances require a modification of the normal routine, the Superintendent will make the modification decision prior to 6:00 a.m. and contact the public radio stations for broadcast to the community and will initiate the emergency phone tree communication procedure to all administrators.

Health Emergency-Related Closures

The Superintendent may choose to temporarily close any school within the District if he or she determines it is necessary to do so to protect student or personnel health or safety. Such decisions shall be made in coordination with local health officials.

In the event of a closure of more than five school days, the Superintendent shall work with the Board Chair to hold a special meeting to inform the Board of the closure and related issues. At this meeting, the Board shall determine whether or not instruction should be provided remotely or via a blended in-person/remote model.

The Superintendent shall consider at least the following in determining whether to close a school or schools:

1. Guidance provided by the local health district;
2. Risk of student and staff exposure to health hazards;;
3. Student attendance trends; and
4. Staffing resources.

Work Schedules and Responsibilities for School Closures

Superintendent

Only the Superintendent or ~~their designee acting Superintendent~~ shall have the authority to close schools. During emergency closures, the Superintendent will coordinate all district activities as appropriate and shall be available to validate orders and answer questions. ~~will be on duty throughout any existing or potential emergency situation, day or night.~~ All orders that are of doubtful origin should be confirmed with the Superintendent. The Superintendent shall determine which employees must report to work during a closure and whether they should do so remotely or in person.

The following applies in general to weather-related closures.

Central Administrative Personnel

Central administrative personnel shall be expected to report for duty on their assigned shifts in the event of any school closure insofar as is safely possible. Additional hours may be required, especially of the Maintenance Supervisor, Business Manager, and Personnel Director, depending on the nature of the emergency.

Building-Level Administrators and Key Support Staff

All building-level administrators shall report for duty per their normal shifts or as otherwise directed each day during the school closure, together with the head custodian and at least one (1) secretary, insofar as is safely possible. The building administrator shall ascertain that the building has been adequately secured and that any child who mistakenly reports to school is properly and safely cared for and returned home. The administrator and this minimal support staff shall notify other staff and/or other support employees of the situation, and shall respond to telephone questions. When the situation has been stabilized, the personnel who reported to work may choose to return home. An administrator or exempt employee who does not work a normal day shall then adjust his/her work year by memorandum to the Superintendent by the number of hours not worked on the day or days of school closure.

12-Month Classified Employees

In the event of a school closure, 12-month classified personnel will report for duty, unless directed not to report by the Superintendent. Building secretaries and secretaries to the key central administrative personnel who are required to be on duty are expected to report for duty. If a 12-month classified employee is unable to or does not report for duty, the employee shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

Ten- and 11-Month Classified Employees

Ten- and 11-month employees may report for duty or not report for duty as directed by their immediate supervisor or Superintendent. If such employees do not report for duty, they shall complete a district leave request form to declare the day as either personal leave, vacation, or leave without pay.

Aides, Food Service Workers, and Other 9-Month Classified Employees

These employees work only those days when school is in session and are not expected to work when school is not in session. If school has been closed, 9-month employees should not report for duty unless otherwise directed by their immediate supervisor or the Superintendent.

Teachers (Teachers, Librarians, Psychologists, Counselors)

If schools are closed for weather ~~or other emergency conditions~~, teachers are not expected to report for duty unless directed otherwise. Teachers do not need to submit an absence form. In cases of school closures, it is customary for the days to be made up at another time; thus teachers will typically still fulfill their contract days.

School Activities and Practices

If schools are closed for weather ~~or other emergency conditions~~, the building administrator may petition the superintendent of schools to allow any students or group of students to participate in an extra-curricular activity or practice.



Procedure History

ADOPTED: 8/11/14

ISBA

REVISED: 3/13/17
10-12-20

Kindergarten Jump Start Program

The District may offer a four-week kindergarten jump start program for students whose score on a kindergarten screener provided by the District indicates they are below kindergarten readiness levels.

If offered, the kindergarten jump start program will offer a training program for parents/guardians on actions and activities that they can do that are associated with student success. For a child to be eligible for the jump-start program, the child's parent/guardian must attend the training.

Pre-kindergarten Programs

The District may establish a pre-kindergarten program ~~based on the premise that the District's teachers, support staff, and physical facilities can offer a quality of experiences that cannot be provided by area nursery schools.~~ focused on providing services and experiences not provided by area nursery schools. If it is not possible for the District to provide such a program for all four-year-old children in the District, those children in greatest need will be sought and identified.

The objectives of the program are to:

1. Identify children ~~who experience with incipient problems of a social, emotional, and/or physical problems nature,~~ regardless of whether they are related to maturational development;
2. Provide an educational experience that will ~~ease~~ ameliorate or eliminate these problems at an early age, ~~thereby reducing thereby deterring the development of~~ adjustment and/or learning problems ~~from developing in~~ subsequent years;
3. Identify children who do not have facility in the English language and provide experiences that enhance and accelerate the development of such a facility;
4. Identify children who would not otherwise attend a ~~nursery~~ preschool prior to entering public school and provide them with equal learning opportunities;
5. Provide experiences for the parents of these children ~~to through a volunteer as classroom aides to help them learn more about the school environment program whereby they can become oriented to the task of the school and how to help their children prepare for and adjust to school their role as parents might relate to the task as it affects their children;~~ and
6. Provide learning experiences in early childhood education and child care for high school students through cooperative arrangements with the District high school(s).

If any such programs ~~are~~ is instituted by the District, such programs may be separate and apart from any services provided to pre-kindergarten students under the Individuals with Disabilities Education Act or other special education laws.



Policy History:

ADOPTED: 8/11/14

ISBA

REVISED:

~~This Board adopts as policy the Idaho Special Education Manual dated September 2004 and all subsequent amendments and additions to the manual as developed by the Idaho State Department of Education, Bureau of Special Education. The accompanying appendices and forms to the Idaho Special Education Manual are not adopted as policy.~~

~~In addition, this District has developed policies pertaining to special education in the areas of In-District transfers that have been approved by the State Department of Education, and are set forth in this District's policy manual.~~

The Twin Falls School District will use the guidelines developed by the Idaho Department of Education in its most current edition of the Idaho Special Education Manual regarding special education issues. The Idaho Special Education Manual is designed to assist Idaho school districts in understanding the provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and meeting its requirements.

The Manual can be found on the State Department of Education's website.



Legal Reference:

~~Idaho Code Section 33-2001, *et seq.*~~

~~IDAPA 08.02.03.109~~

~~20 U.S.C. 1400, *et seq.*~~

~~34 C.F.R. 300, *et seq.*~~

Idaho State Department of Education Special Education Manual, current edition

Policy History:

ADOPTED: 12/08/08

EMT

ISBA

REVISED: 8/11/14

STEM Diploma

The Board may award a STEM Diploma to every student enrolled in the School District who meets the requirements of graduation established by the School District and also completes the following:

1. Eight credits in mathematics;
2. Eight credits in science; and
3. Five credits in the students' choice of any ~~or all subjects of~~ science, technology, engineering, or mathematics courses.

Students who have completed eight or more credits in mathematics that include Algebra II or a higher-level mathematics class before the student's senior year are not required to take a mathematics class in the student's senior year.

The official transcript will indicate the specific courses taken and level of achievement.

Bi-Literacy Diploma

The Board may award a Bi-Literacy Diploma to every student enrolled in the School District who meets the requirements of graduation established by the School District, demonstrates proficiency in English, and meets one of the following requirements:

1. Passes a foreign language advanced placement exam with a score of 3 or higher; or
2. Passes an international baccalaureate examination with a score of 4 or higher; or
3. Demonstrates intermediate mid-level proficiency or higher in the world language based on the American Council on the Teaching of Foreign Language (ACTFL) proficiency guidelines; or
4. Qualifies for four competency-based credits by demonstrating proficiency in the world language at the intermediate mid-level or higher based on the ACTFL guidelines; or
5. Demonstrates proficiency in speaking, writing, and reading the world language through other national or international assessments approved by the State Board of Education.

To receive this specialty diploma, students are not required to complete more than the total credits required to graduate.

For all Specialty Diplomas, students are responsible for providing counselors with the pertinent documentation of courses or examinations.

Workforce Readiness and Career Technical Education Diploma

The Board may award a Workforce Readiness and Career Technical Education Diploma to every

student who successfully completes all minimum graduation requirements as well as the following:

1. Successfully passed a technical skills assessment;
2. Successfully passed the workplace readiness assessment; and
3. Demonstrated competency in career technical education program standards as identified with “Skillstack” or a successor program and earned the workforce readiness badge or an industry certification approved by the Division of Career Technical Education for this purpose.

To receive this specialty diploma, students are not required to complete more than the total credits required to graduate. A student may earn their last year of Math and English credits through a practical math or technical writing course.

Each student is encouraged to earn a relevant industry certification.



Cross Reference: 2700 High School Graduation Requirements
2700P High School Graduation Requirements

Legal Reference: I.C. § 33-523 STEM Diploma
I.C. § 33-524 Biliteracy Diploma
I.C. § 33-526 Workforce Readiness Diploma
I.D.A.P.A. 08.02.01.250.02 Required Attendance
I.D.A.P.A. 08.02.01.350 Early Graduation
I.D.A.P.A. 08.02.03.105 High School Graduation Requirements

Policy History

ADOPTED: 12/10/18

ISBA

REVISED: 10/12/20

For purposes of this policy, the term “non-public school student” is any student who is enrolled in a non-public school (including a home school or private school), enrolled in a public charter school, or enrolled in a post-secondary institution.

Dual enrolled students may also include students attending another Idaho public school outside the Twin Falls School District who also enroll in TFSD classes or programs that are not offered in their home district. For these students, the District may charge tuition, only in instances where the student is not being claimed as part of average daily attendance.

Any non-public school student will be allowed to enroll in the District and be entitled to participate in any program (curricular or extracurricular), subject to the same requirements as other students who are enrolled full-time in the District and subject to the requirements set forth below in this Policy.

Additionally, the District shall have an option for joint enrollment in a regular public school and in an alternative school.

Non-public school students admitted to the District shall only be on school property during the hours of enrollment or as otherwise indicated by the Superintendent or Principal. The District will not be responsible for the student during non-enrollment hours or times. Any transportation needs for such students not provided for otherwise under this policy during the school day shall be the sole responsibility of the student and his/her parents or guardian.

Admittance

The parent/legal guardian of any non-public school student wishing to admit their son/daughter in the ~~this~~ District for any academic or non-academic program must register the student and provide the following prior to acceptance of any such student:

1. Birth certificate;
2. Evidence of residency within the District;
3. Immunization records (or an appropriate waiver); and
4. Student records from the previously attended public school, if any, and any other records providing academic background information.

Extracurricular Activities

Participation in extracurricular activities shall be subject to Policy 3031.

~~The following rules apply for a non-public school student to be eligible to participate in nonacademic school activities (i.e., extracurricular activities) for which public school students~~

~~must demonstrate academic proficiency or eligibility:~~

- ~~1. Eligibility standards must be met the same as other regular full-time students;~~
- ~~2. The non-public school student must, on any State Board Of Education recognized achievement test, portfolio, or other mechanism, demonstrate composite grade-level academic proficiency;~~
- ~~3. The non-public school student must achieve a minimum composite, core or survey test score within the average or higher than average range as established by the test service utilized on any nationally normed test. The minimum score on each assessment is the fifth (5th) stanine for the battery total score. The parents or guardian of a dual enrollment student are responsible for obtaining third-party testing for their child at their expense in accordance with I.C. 33-203 and State Board of Education rules. Demonstrated proficiency shall be used to determine eligibility for the current and next school year, not to exceed a period of twelve (12) months from the date the test results are released;~~
- ~~4. Non-public school students must be provided the opportunity to take state tests or other standardized tests given to all regularly enrolled public school students when pre-arranged with the principal of the building where the student is registered. A fee may be assessed to cover extra administration costs.~~
- ~~5. A non-public school student will be subject to the same requirements as public school students regarding school attendance on the date of an activity. If the non-public school student is not scheduled to attend academic courses in the District on activity days, the non-public school student's primary education provider shall provide assurance to the District that such student has met the attendance requirements in the non-public school academic setting. The primary education provider shall also be responsible for the oversight of any other academic standards relating to participation in nonacademic activities.~~

Priority

Priority for enrollment, when school programs reach maximum capacities, will be given to students enrolled on a regular full-time basis. If a number of non-public school students request admission into the same class, they will be accepted on a first-come basis. In the event the class enrollment position of a non-public school student is needed for a regular full-time student during the course of the year, the full-time student will have priority for the position beginning with the semester after the need is identified.

Average Daily Attendance

Students who are dual enrolled (i.e., enrolled on a part-time basis) shall be used in calculating the District's state fund, but only to the extent of the student's participation in District programs.

Transportation

All non-public school students will be eligible for District transportation services. A public charter school student or non-public student, upon admission to a school in this District, may ride a

school bus on regularly scheduled routes (including activity bus routes) and use regularly established bus stops or stops which would require no deviation from the regularly established bus route. No alteration of routes will be made to specially accommodate a dual enrollment student. If a dual enrollment student attends only part time, the District may furnish transportation at the regularly scheduled time closest to the time period for which a student is enrolled (i.e., morning busing for a.m. classes or afternoon busing for p.m. classes). The District will not provide such transportation if there is no available space, if the furnishing of such transportation would cause a deviation or alteration of the regularly established bus routes or stops or if the furnishing of such transportation would require the purchase of additional or substitute equipment.

Graduation

In order to graduate from this District, all non-public school students must ~~meet the standard graduation requirements~~ ~~meet the grade and other graduation requirements the same as regular full-time students~~ as outlined in Policy 2720, unless exceptions are made as described in 2710 High School Graduation Requirements—Specialty Diplomas.

Mixed Curriculum

If a public charter school student or nonpublic student wishes to attend activities or programs in a particular discipline, in a class or grade where the curriculum is merged or integrated, such request shall be made in writing particularizing the subject matter presentation which the student desires to attend (i.e., art instruction in a third grade class). The teacher and principal of that school shall, upon request, provide scheduling information to the dual enrollment student. It shall be the dual enrollment student's responsibility to contact the District and ascertain when such subject matter will be presented. Where certain subject matter is integrated into a mixed curriculum, no change in the presentation of that curriculum needs to be made because of a nonpublic student's request for attendance. It is also the intent of this policy to ~~ensure~~ ~~insure~~ that the teacher's right to integrate disciplines and be flexible in planning and modifying the daily classroom presentations shall not be hindered or restricted in any way.

IDEA/ADA/Section 504 Students

Parents who wish dual enrollment students to be enrolled in special programs must comply with the requirements of the Individuals with Disability Act (IDEA) and the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 (Section 504). Parents may request an evaluation. Such requests will be taken to the multidisciplinary team, which shall determine if special services are appropriate for the student. If special services are needed by the student, then programs will be provided when possible. Until such determination is made, such special educational services or accommodations will not be provided.



Legal Reference: I.C. § 33-203 Dual enrollment
I.C. § 33-1001, et. seq. Average Daily Attendance
IDAPA 08.02.03.111.13 Dual Enrollment

Policy History:

ADOPTED: 8/14

ISBA

REVISED: 10/12/15
11/12/18

POLICY TITLE: **Extracurricular Activities – Eligibility
for Students Not Enrolled for
Academic Activities**

POLICY NO: 3031
PAGE 1 of 3

The following rules apply for non-public school students who wish to participate in nonacademic school activities, such as extracurricular activities, for which public school students must demonstrate academic proficiency or eligibility. For the purposes of this policy, “non-public school student” means a student who attends a public charter school, home school, or private school or is dually enrolled under Policy 3030:

1. Non-public school students must meet the same eligibility standards as full-time District students;
2. The non-public school student must, on any State Board of Education recognized achievement test, portfolio, or other mechanism, demonstrate composite grade-level academic proficiency;
3. The non-public school student must achieve a minimum composite, core, or survey test score within the average or higher than average range as established by the test service utilized on any nationally-normed test. The minimum score on each assessment is the fifth stanine for the battery total score. The parents/guardian of a dual enrollment student are responsible for obtaining third party testing for their child at their expense in accordance with I.C. 33-203 and State Board of Education rules. Demonstrated proficiency shall be used to determine eligibility for the current and next school year, not to exceed a period of 12 months from the date the test results are released;
4. Non-public school students must be provided the opportunity to take State tests or other standardized tests given to all regularly enrolled public school students when pre-arranged with the principal of the building where the student is registered; and
5. A non-public school student will be subject to the same requirements as public school students regarding school attendance on the date of an activity. If the non-public school student is not scheduled to attend academic courses in the District on activity days, the non-public school student’s primary education provider shall provide assurance to the District that such student has met the attendance requirements in the non-public school academic setting. The primary education provider shall also be responsible for the oversight of any other academic standards relating to participation in nonacademic activities.

Legal Reference:	I.C. § 33-203	Attendance at Schools - Dual Enrollment
	I.C. § 33-512	Governance of Schools

Other Reference: IHSAA Rules and Regulations on Eligibility

Policy History:

Adopted on:

Revised on:

Reviewed on:

Discipline Philosophy

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

Corrective Action

Purpose: Corrective action To ensures that students learn and grow from their mistakes so they may 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 anytime the student is engaged in, or traveling to/from any school activity under the direction or supervision of district personnel. 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 Procedures 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 the corrective action procedure at the appropriate step. Every effort will be made to keep parents informed when a student enters the corrective action process sequence. Principals ultimately have authority to deal with all infractions except for violations involving the possession of firearms and/or dangerous implements. Principals, therefore, will have the discretion of may offering diversion or accountability alternatives at any step of the corrective action process., 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 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 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. This includes denial of admission to or entry upon any property that is controlled by the school district. Students undergoing in-school suspension are allowed on school property for academic purposes only. The principal or vice principal building administrator may impose this action.

1. In-School Suspension: The student would continue his/her school day under administrative monitoring by a staff member.
2. Temporary Suspension: A suspension up to and not exceeding five school days. Conditions and limitations of a temporary suspension are as follows:
 - a. Prior to a 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 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. At the end of the period of suspension, the student shall be automatically readmitted to school. The re-admittance may be contingent on reasonable conditions prescribed by the Superintendent or principal.
 - d. At the request of building administration, the Superintendent may suspend a student for a period up to ten (10) additional school days.
 - e. 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.

Step 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 or disruption has been addressed decreases; 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.~~

Code of Conduct and Corrective Action for Activities

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 approved 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 8, 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 8 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 8 Step 2 and may include step 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 if uncooperative
Police must be notified. Student held financially liable.

22. Substance Abuse Policy and Procedures:
Refer to Procedure 3321: 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 their 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. Such term does not include a pocket knife with a blade of less than 2½ inches in length.

Corrective action: Step 2 Suspension and (any offense) Step 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 2 Suspension and (any offense) Step 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 2 Suspension and (any offense) Step 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

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.

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 complaints/grievances are not resolved, parents and students have the right to present their concerns orally or in writing to the Director of Elementary or Secondary Programs. If the concerns are still not resolved, the parents and students have the right to present their issues to the Superintendent and then to the School Board.



Cross References: 3290 Sexual Harassment
 3321P 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
4-13-20

The District is required to provide educational services to all school age children who reside within its boundaries. Attendance at school may be denied to any child who does not provide an immunization record to the school regarding the child's immunity to certain childhood diseases. Immunity requirements are met if the child has received or is in the process of receiving immunization as specified by the Board of Health and Welfare or has previously contracted the disease. The parent or legal guardian of the child must comply with the immunization requirements at the time of admission and before attendance for the child.

Summary of Immunization Requirements			
Immunization Requirement	Child born after September 1, 2005	Child born after September 1, 1999 through September 1, 2005	Child born on or before September 1, 1999
Measles, Mumps, and Rubella (MMR)	2 doses	2 doses	1 dose
Diphtheria, Tetanus, Pertussis	5 doses	5 doses	4 doses
Polio	4 doses	3 doses	3 doses
Hepatitis B	3 doses	3 doses	3 doses
Hepatitis A	2 doses	0 doses	0 doses
Varicella	2 doses	0 doses	0 doses

Summary of Seventh Grade Immunization Requirements		
Immunization Requirement	Child admitted to 7th grade prior to the 2011-2012 school year	Child admitted to the 7th grade during the 2011-2012 school year and each year thereafter
Diphtheria, Tetanus, Pertussis	0 doses	1 dose
Meningococcal	0 doses	1 dose

Summary of Twelfth Grade Immunization Requirements		
Immunization Requirement	Child admitted to 12th grade during 2020-2021 school year and each year thereafter, if student	Child admitted to the 12th grade during 2020-2021 school year and each year thereafter, if student

	received their first dose of Meningococcal vaccine at 16 years of age or older, or if student has never received a dose.	received their first dose of Meningococcal vaccine before the age of 16
Meningococcal	1 dose	2 doses

Immunization Certification

A physician, physician's representative, or another licensed health care professional must sign the immunization record. This may include osteopath, nurse practitioner, physician's assistant, licensed professional nurse, registered nurse, or pharmacist. The record must state the type, number, and dates of the immunizations received.

Intended Immunization Schedule

The parent or legal guardian of a child who is in the process of receiving or has been scheduled to receive the required immunizations must provide the schedule of intended immunizations statement. A form is provided by the Department of Health and Welfare or a similar one may be used provided it includes the following information:

1. Name and date of birth of child;
2. School and grade in which child is enrolling and attending;
3. Types, numbers, and dates of immunizations to be administered;
4. Signature of the parent, custodian, or legal guardian; and
5. Signature of a licensed health care professional providing care to the child.

Children admitted to school and failing to continue the schedule of intended immunizations will be excluded from school until the child's parent, custodian, or legal guardian provides documentation of administration of the required immunizations.

Exemptions

1. Any child who submits a certificate signed by a physician licensed by the State Board of Medicine stating the physical condition of the child is such that all or any of the required immunization would endanger the life or health of the child is exempt from the immunization requirements;
2. Any minor child whose parent or guardian submits a signed statement to school officials stating their objections on religious or other grounds is exempt from the immunization requirements. The parent or guardian can use a form provided by the District or submit a written, signed statement that the District will attach to the form; and
3. A child who has laboratory proof of immunity to any of the childhood diseases listed above will not be required to be immunized for that disease; and

4. A child who has had varicella (chickenpox) diagnosed by a licensed physician upon personal examination will not be required to be immunized for the disease provided they submit a signed statement from the diagnosing physician.

A child exempted under one of the above requirements may be excluded by the District in the event of a disease outbreak.

Communication of Immunization Requirements and Exemptions

In accordance with Idaho law, all communication to parents/guardians regarding immunization requirements shall also describe the exemptions and make reference to 39-4802, Idaho Code. For purposes of this section, 'communication' includes letters, phone calls, registration packets, etc.

Reporting

The District shall submit a report of each school's immunization status to the State Department of Education on or before the first day of November of each year. The report shall include:

1. Inclusive dates of the reporting period;
2. Name and address of the school, district, and county;
3. Grade being reported and total number of children enrolled in the grade;
4. Name and title of the person completing the report form;
5. Number of children who meet all of the required immunizations listed in the tables above;
6. Number of children who do not meet all of the required immunizations listed in the tables above, but are in the process of receiving the required immunizations; and
7. Number of children who claimed exemption to the required immunizations listed in the tables above.



Legal Reference:

I.C. § 39-4801 Immunization Required
I.C. § 39-4802 Exemptions
IDAPA 16.02.15 Immunization Requirements for Idaho
School Children

Policy History

ADOPTED: 8/11/2014

ISBA

REVISED: 7/9/2018
10/12/20

Sex Offenders

The Twin Falls School District recognizes the danger sex offenders pose to student safety. Therefore, in an effort to protect students while under the control and supervision of the District, the District is implementing this policy.

Convicted Sex Offender

State law prohibits a person who is currently registered or is required to register under the sex offender registration act to:

1. Be on or remain on the premises of a school building or school grounds, or upon other properties posted with a notice that they are used by a school, when the person believes children under the age of eighteen (18) years are present and are involved in a school activity or when children are present within thirty (30) minutes before or after a school activity.
2. Loiter on a public way within five hundred (500) feet of the property line of school grounds or a school building when children under the age of eighteen (18) years are present.
3. Be in any vehicle owned, leased or contracted by a school to transport students to or from school or school-related activities when children under the age of eighteen (18) years are present in the vehicle.
4. Reside within five hundred (500) feet of a school, measured from the nearest point of the exterior wall of the offenders' dwelling unit to the school's property line, unless the person's residence was established prior to July 1, 2006.

Provided, however, section numbers 1 and 2 immediately above shall not apply when the person:

1. Is a student in attendance at the school; or
2. Resides at a state licensed or certified facility for incarceration, health care or convalescent care; or
3. Is exercising his or her right to vote in public elections; or
4. Is taking delivery of his mail through an official post office located on school grounds; or
5. Has contacted the principal annually to obtain written permission from the principal, to be on the school grounds or upon other property posted with a notice that the property is used by a school; or
6. Stays at a homeless shelter or resides at a recovery facility if such shelter or facility has been approved for sex offenders by the county sheriff or municipal police chief.

[Note: These provisions are required for an individual who is dropping off or picking up a student and is the student's parent or legal guardian, is attending an academic conference or other

scheduled extracurricular event, or is temporarily on school grounds, during school hours, for the purpose of delivering mail, food, or other items.}]

An individual seeking written permission as outlined above must contact the principal at least ten (10) work days prior to the first visit. In determining whether to grant written permission as provided above, the principal may, in his/her discretion, consider the nature of the offense committed, the time since an offense has been committed, the safety of the students, the likely disruption caused by the individual's access to the property, or any other factor. The principal will provide a response to the requesting individual within seven (7) days of receipt of the request.

Sex Offenders Posted Notifications

All notices posted as required by Idaho Code, shall be at least one hundred (100) square inches, make reference to I.C. § 18-8329, include the term "registered sex offender" and be placed at commonly used entrances to the property.

Sample Posted Notice

"This property is used by or as a school. Pursuant to I.C. § 18-8329, registered sex offenders only have limited rights to enter upon or be near school property. Please contact the school district at 208-733-6900 or your probation/parole officer for more information."

Provided, however, section numbers 1 and 2 immediately above shall not apply when the person:

- ~~7. Is a student in attendance at the school; or~~
- ~~8. Resides at a state licensed or certified facility for incarceration, health care or convalescent care; or~~
- ~~9. Is exercising his or her right to vote in public elections;~~
- ~~10. Is taking delivery of his mail through an official post office located on school grounds;~~
- ~~11. Has contacted the principal annually to obtain written permission from the principal, to be on the school grounds or upon other property posted with a notice that the property is used by a school; or~~
- ~~12. Stays at a homeless shelter or resides at a recovery facility if such shelter or facility has been approved for sex offenders by the county sheriff or municipal police chief.~~

[~~Note: These provisions are required for an individual who is dropping off or picking up a student and is the student's parent or legal guardian, is attending an academic conference or other scheduled extracurricular event, or is temporarily on school grounds, during school hours, for the purpose of delivering mail, food, or other items.~~]

~~An individual seeking written permission as outlined above must contact the principal at least ten (10) work days prior to the first visit. In determining whether to grant written permission as~~

provided above, the principal may, in his/her discretion, consider the nature of the offense committed, the time since an offense has been committed, the safety of the students, the likely disruption caused by the individual's access to the property, or any other factor. The principal will provide a response to the requesting individual within seven (7) days of receipt of the request.

Obtaining and Disseminating Sex Offender Registry Information Notification

In order to protect District students, registry information concerning sex offenders located in the same and contiguous zip codes will be communicated to appropriate District staff. To accomplish this, the Superintendent or their designee shall request notification of registered sex offenders in the same or contiguous zip codes as any school within the District. The request can be made to either the Idaho State Police, the local Sheriff's Department, or the Idaho State Superintendent of Public Instruction. Such request and notification shall be made in accordance with Idaho Code. The information in the sex offender registries is for purposes of protecting the public. It is not to be used for the purpose of harassing or intimidating anyone.

Staff Notification

At a quarterly staff meeting, the building principal shall disseminate sex offender registry information provided by the Superintendent or their designee received. The principal shall inform staff of their roles and responsibilities of staff in dealing with instances of convicted sex offenders on school property, including, but not limited to, sex offenders on school property without approval, and/or if a staff member is the school official assigned to escort the sex offender.

Commented [1]: Can we set a different time? per semester?

Commented [2R1]: michelle check with brady

When sex offender registry information is disseminated by the principal, it shall include a notice that such information should not be shared with others and may only be used for the purposes discussed in this policy and in accordance with Idaho Code. Employees who inappropriately share registry information with others may be disciplined.

Enforcement

Any staff member may request identification from any person on school property. Any staff member shall seek the immediate removal of any person who violates this policy or refuses to provide requested identification.

As circumstances warrant, the District's administrators shall take appropriate action to enforce this policy. Violations will be handled as follows:

1. If the person persists with uncivil or prohibited behavior, the principal shall request that the person immediately leave school property and may contact law enforcement, if appropriate.
2. If a sex offender violates this policy, school officials shall immediately contact law enforcement.

Commented [3]: remind principals



Legal References: I.C. § 18-916 Abuse of School Teachers
I.C. § 18-8323 Public Access to Sexual Offender Registry Information
I.C. § 18-8324 Dissemination of Registry Information
I.C. § 18-8326 Penalties for Vigilantism or Other Misuse of Information
I.C. § 18-8329 Adult Criminal Sex Offenders – Prohibited Access to School Children
I.C. § 33-512(11) Governance of Schools

See Also: 4420F1 and 4420F2

Policy History

ADOPTED: 12/09/13

ISBA

REVISED: 8/11/14
12/14/15

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.

IDLA Courses may be utilized for this purpose.

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.

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
	7/13/20

See Also: 2607P

**PROCEDURE TITLE: Awarding High School Credit
For Courses Taken Before
Ninth Grade**

PROCEDURE NO: 2607P

PAGE 1 of 2

~~The Twin Falls School District, in conjunction with the Idaho Board of Education, has adopted Rule IDAPA 08.02.03.105.06 pertaining to earning high school credit for courses completed in middle school that meet the high school content standards. This is intended of this procedure is to allow high-performing middle school students enrolled in high school level courses the opportunity to earn high school credit for courses taken in middle school. Courses must meet the standards set forth in Policy 2607.~~

~~Students taking High School Courses in Middle School can earn High School 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 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.~~

IDLA Courses may be utilized for this purpose.

For middle school students receiving a 90% or higher in the high school level course, the grade of A will be transcribed. For middle school students receiving less than a 90%, the course grade will be transcribed as a Pass, unless a parent specifies the transcription of the earned letter grade. Letter grades not including a P will be used to determine the grade point average (GPA) throughout the student's high school career. If a student receives a D or an F they will be required to retake the course their Freshman year.

A parent may opt-out of having the course grade and credit placed on the student's high school transcript.

~~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
7/13/20



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 08.02.03.106 pertaining to earning high school credit for courses completed in middle school that meet the high school content standards. This is intended to allow high performing middle school students enrolled in high school level courses the opportunity to earn high school credit for courses taken in middle school.

~~Students taking High School Courses in Middle School can earn High School 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 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 _____

Extracurricular or co-curricular activities are supplements to the regular instructional programs and afford students opportunities for enrichment. **However, participation in extracurricular and co-curricular activities is a privilege, not a right.** As representatives of their school and District, students participating in such activities are expected to meet high standards of behavior.

Interscholastic, extracurricular, and co-curricular activities will be defined as: ~~A school sponsored activity in which a coach or supervisor of the activity is a paid position. These activities sanctioned are defined by the Idaho High School Activities Association (IHSAA) and their middle school counterparts.~~ These activities include but are not limited to: Baseball, Basketball, Cross Country, Football, Golf, Soccer, Softball, Swimming, Tennis, Track & Field, Volleyball, Wrestling, Cheer, Dance, Music, Debate, Drama, and Speech.

Students of the Twin Falls School District, who wish to participate in interscholastic activities, must adhere to the Idaho High School Activities Association (IHSAA) rules and regulations; this District's activities association; local city ordinances and the laws of the State of Idaho; and this District's policies.

Interscholastic activities and competitions are recognized as a valid part of the total school program. Expenditure of school District funds in accordance with the District's expenditure and budgetary regulations is authorized for the support of these activities. The District will maintain membership in the IHSAA for the appropriate grade levels.

All student participants in a sponsored IHSAA activity must purchase a school activity card.

Students are not required to have parental permission to join extracurricular clubs but must have parental permission to participate in any athletic team. In addition, extracurricular clubs may engage in specific activities for which parental permission must be obtained prior to the student's participation ~~participating~~ in the specific activity.

GENERAL REGULATIONS:

Participation Policies

Sportsmanship

All schools and athletic programs will comply with Twin Falls School District policies and with the Idaho High School Activities Association (IHSAA) sportsmanship guidelines manual. Sportsmanship, as defined by the IHSAA, is those qualities of behavior which are characterized by generosity and genuine concern for others. Further, awareness is expected of the impact of an individual's influence on others' behavior as well. Coaches, administration, athletes, and spectators should exhibit sportsmanship.

Use of Equipment and Facilities

The use of equipment and facilities are to be cleared with the building principal or their designee.

Participation Standards

Activities will be open to all students (subject to tryouts, when applicable) and administered according to the following standards:

The building principals or their designees of each school shall certify the eligibility of all participants in accordance to the participation requirements stated herein. This includes home-schooled and dual-enrolled students.

Activities Minimum GPA Requirements

High School Activities - Students who wish to participate in high school activities will be subject to eligibility requirements. Students must be enrolled full-time and must have passed 6 of 8 classes and maintain a 2.0 overall GPA in the semester prior to the beginning of the season. This policy applies to all students in the Twin Falls School District in grades 9-12. All activities governed by the Idaho High School Activities Association are covered by this policy. Students falling below the minimum standard will become academically ineligible (see definition below.) Any student on academic probation (see definition below) who fails to meet the requirements of that probation will also become academically ineligible.

Definitions:

*Academically Ineligible – Any student whose previous semester GPA is below 2.0 or did not pass 6 of 8 courses will be deemed academically ineligible. Any student on academic probation who has an I (incomplete) or an F for two or more consecutive grading periods in the same class will be declared academically ineligible. Academically ineligible students will not be allowed to participate in competitive contests within their chosen activities. Students will have the opportunity to attend tutoring (see definition below) in an effort to bring their grades back up to a level above the 2.0 minimum; If a student earns D's or above in all classes on their progress report during the current grading period, he/she will be declared eligible.

*Academic Probation – If a student has an F in any class, he/she shall be placed on Academic Probation. During the probation period, the student will still be able to practice and participate in the chosen activity. While on probation, the student will be required to attend tutoring until there is verification from the teacher that the grade is above an F. If the student fails to attend tutoring or still has an F for two consecutive grading periods, he/she shall become academically ineligible.

* Tutoring – All students will be required to attend academic tutoring at least two times a week until there is verification from the teacher that the student no longer has an F. The tutoring may be provided the following ways:

1. Tutoring provided by the classroom teacher in that particular class.
2. Study tables led by coaches.
3. Student peer tutors with approved supervision.
4. Student may attend school-wide extra help sessions.

5. Any other tutoring approved by principal or designee.

High School grades will be pulled as follows:

Fall **Activities Sports:**

- Check 2nd semester grades from previous year
- Check 1st qtr. Mid-term
- Check 1st qtr. Report card
- Check 2nd qtr. Mid-term if needed

Winter **Activities Sports:**

- Check 2nd semester grades from previous year
- Check 2nd qtr. Mid-term (if applicable)
- Check 1st semester grades from current year
- Check 3rd qtr. Mid-term if needed

Spring **Activities Sports:**

- Check 1st semester grades.
- Check third qtr. Report card
- Check 4th qtr. Mid-term

*Initial eligibility for participation in fall activities will be based on the student's semester GPA from the end of the previous semester (spring). Grades will be checked by the athletic director at the end of the 1st quarter midterm.

*Initial eligibility for participation in winter activities will be based on the student's semester GPA from the end of the previous semester (spring). Grades will also be checked by the athletic director at the end of the next grading period.

*Initial eligibility for participation in spring activities will be based on the student's semester GPA from the end of the 1st semester (fall). Grades will be also checked by the athletic director at the end of the next grading period.

If at any time during the season when the student fails to meet the eligibility standards as stated in this policy, the student will be required to follow the above guidelines. All student participants in high school activities and their parents will be required to read and sign a copy of this policy acknowledging their understanding of the guidelines herein.

Student-athlete grades will be checked the Monday following the end of each midterm, quarter, and end of the first semester. Those will be the grades of record used for eligibility.

Middle School Activities – Middle School participation standards and grade checks will be as follows:

Definitions:

*Academically Ineligible - Any student who in the previous semester did not pass 6 of 8 courses will be deemed academically ineligible. Any student on academic probation who has an I (incomplete) or F for two or more consecutive grading checks in the same class will be declared academically ineligible. Academically ineligible students will not be allowed to participate in competitive contests within their chosen activities. Students will have the opportunity to attend tutoring (see definition below) in an effort to bring their grades back up to a passing grade; if a student earns D's or above in all classes on their midterm/report card, he/she will be declared eligible.

*Academic Probation - If a student has an F or an I (incomplete) in any class, he/she will be placed on Academic Probation. During the probation period, the student will still be able to practice in the chosen activity, but not participate in competition until the grade has improved. While on probation, the student will be required to attend tutoring until there is verification from the teacher that the grade is above an F, or no longer an I. If the student fails to attend tutoring or still has an F or an I for two consecutive grading checks, he/she shall become academically ineligible.

*Tutoring - All students will be required to attend academic tutoring until there is verification from the teacher that the student no longer has an F or an I. The tutoring may be provided the following ways:

1. Tutoring provided by the classroom teacher in that particular class.
2. Study tables led by coaches.
3. Student peer tutors with approved supervision.
4. Student may attend school-wide extra help sessions.
5. Any other tutoring approved by principal or designee.

Eligibility for participation in Fall Activities will be determined by the student's previous semester grades. All students with an I, D, or an F will be placed on Academic Probation. Grades will be checked by coaches and Activities Director when tryouts begin, as well as weekly for three weeks after the first three weeks of the school year as follows:

Fall Activities Sports:

- Check 2nd Semester grades from previous year - 7th and 8th Grade
- Check 1: 3 weeks after the start of school
- Check 2: 4 weeks after the start of school
- Check 3: Mid-term of 1st quarter (5 weeks after the start of school)

Eligibility for participation in Winter Activities will be based on the student's 1st Quarter Grades (Wrestling and Girls Basketball) or 1st Semester Grades (Boys Basketball) at the start of the season. All students with an I, D, or an F will be placed on Academic Probation. Grades will be checked by coaches and Activities Director when tryouts begin, as well as weekly for three weeks after the first three weeks of the season as follows:

Winter Activities Sports— Girls Basketball and Wrestling (2nd quarter eligibility):

- Check 1st Quarter Grades

Check 1: 3 weeks after start of season

Check 2: 4 weeks after start of season

Check 3: Mid-term of 2nd Quarter (5 weeks after start of season)

Winter ~~Activities Sports~~– Boys Basketball (start of 2nd Semester)

Check 1st Semester Grades

Check 1: 3 weeks after start of season

Check 2: 4 weeks after start of season

Check 3: Mid-term of 3rd Quarter (5 weeks after start of season)

Eligibility for participation in Spring Activities will be based on the student's 3rd Quarter grades at the start of the season. All students with an I, D, or an F will be placed on Academic Probation. Grades will be checked by coaches and the Activities Director when tryouts begin, as well as weekly for three weeks after the first 3 weeks of the season.

Spring ~~Activities Sports~~– Track

Check 3rd Quarter Grades (previous quarter)

Check 1: 3 weeks after start of season

Check 2: 4 weeks after start of season

Check 3: Mid-term of 4th quarter (5 weeks after start of season)

7th -8th graders who don't pass enough credits the previous semester must have an academic administrative approved program to participate the next semester. Each participant may only be eligible for (1) one academic program contract per year. Eligibility is determined by the previous semester.

Other Participation Requirements

All participants and their parent/guardian must have completed and returned the Twin Falls Extracurricular Activities Pledge Sheet.

Notwithstanding any other District policy violation, any civil or criminal law infraction or conduct by a student participant that is determined by the team head coach and building athletic/activities director to be detrimental to the activity program, school or school District will result in counseling by the team head coach and the building athletic/activities director with possible suspension or expulsion from activities.

At the beginning of each semester, teachers or coaches of co-curricular courses will identify for students how participation in the co-curricular activity impacts their course grade. Co-curricular students who are suspended as a result of this policy will have their co-curricular course grade affected only if the reason for the suspension was related to course work or course expectations. Students who miss a co-curricular activity because of a suspension may ask to do, or be required to do, alternative assignments or special projects to make up the missed activity.

The following travel policy applies to extracurricular activities:

1. School District approved transportation must be used.

2. Any out-of-state transportation must have prior approval by the School Board in accordance to District policy.
3. In accordance to Idaho Code, at any time that School District approved transportation is being driven by a coach or other authorized individual, the driver must possess a valid Idaho Commercial Driver's License when the occupant load, including the driver, is 16 or more individuals.
4. Participants must travel together to and from contests away from their school in transportation provided by the school. The exceptions are:
 - a. Injury to a participant which would require alternate transportation.
 - b. Arrangements between the participant's parent/guardian and the coach for the student participant to ~~return~~ be transported by ~~with~~ his/her parent/guardian. See policy 3780
 - c. Participants are *not* allowed to ride with friends or family members other than a parent or guardian.

Violations requiring administrative action as established in the "Students Rights and Responsibilities" will entail:

1. Where the violation and disciplinary action involves in-school or out-of-school suspension, the participant shall not participate in practice or contest during the time of suspension.
2. Where suspension from school has resulted, the participant may be subject to suspension or expulsion from the activities team for the remainder of the season.
3. Theft or malicious destruction of any school or individual equipment or property is not to be tolerated. Participants found to be responsible for the theft or malicious destruction of school property will be suspended from the team. A decision regarding further competition will be made by the building athletic/activities director, and the designated building administrator.

School Attendance Requirements:

1. A student must be in school at least one-half (½) day in order to participate in an activity that day. An exception would be made if the student has an approved medical appointment; in which case, the student must present to the attendance supervisor a signed statement from the doctor. This pertains to practice sessions and contests.
2. For athletic activities, a student who has been injured and has had medical treatment cannot participate again without a doctor's release.

Drugs - Alcoholic Beverages - Tobacco Products:

Use or possession of alcoholic beverages, tobacco (including the types described in Policy 3305) and/or illicit drugs by activities program participants is prohibited. The consequences will apply

as outlined in Policy 3321.

In activities where the season is not dictated by the IHSAA (i.e., speech, debate, music, and drama), the building principal, building athletic/activities director and team head coach will define the season.

The rules and regulations in this code shall apply to any violation on or off the school premises during the season of participation.

Additional team rules and regulations recommended by the team head coach must be approved in writing by the building principal and building athletic/activities director.



Cross Reference: 3305 Prohibition of Tobacco Possession and Use
 3321 Student Drug Alcohol and Tobacco Use
 3780 Transportation to School Sponsored Events

Legal Reference: Idaho Code § 33-512(12)

Policy History

ADOPTED: 12/08/08

EMT

REVISED: 7/13/09
 8/11/14
 9/14/15
 6/11/18
 8/12/19
 5/11/20

This District is committed to providing a safe environment for all students and staff ~~when they are at school, on a school bus, or at any school-sponsored activity.~~ The District's ~~therefore~~ ~~commitment includes the prohibition against any weapons or other objects/substances that which~~ ~~may pose a threat to the health and safety or may disrupt the educational process on school~~ ~~property and at school-sponsored activities.~~ ~~of other students, staff members, or visitors, or which~~ ~~could be used to disrupt the educational process.~~

PROHIBITIONS

Students attending District schools are prohibited from:

1. Possessing or carrying objects/substances which are manufactured, used, or intended for use as a weapon, or facsimiles thereof, at school, on a school bus, or at any school-sponsored activity without prior permission of school officials.
2. Possessing, carrying, using, and/or threatening to use, any normally non-dangerous object or substance with the intent or result of causing harm to another individual at school, on a school bus, or at any school-sponsored activity.
3. Knowingly assisting another student(s) to possess, carry, or use a weapon at school, on a school bus, or at any school-sponsored activity.

DEFINITIONS

"Possess" is defined as bringing an object, or causing it to be brought, onto the property of a school, or onto a vehicle being used for school-provided transportation, or exercising dominion and control over an object located anywhere on such property or vehicle. A student will be determined to possess a weapon when the item is found to be in any of the following locations:

1. On a student's person;
2. In the student's personal property, including, but not limited to, the student's clothing, backpack, purse, or any other item the student transports or carries and/or causes to be transported or carried to school;
3. A vehicle parked in the school parking lot which the student drives and/or is transported in;
4. The student's locker; or
5. Any other school-related or school-sponsored event, regardless of location.

"Deadly or dangerous weapon" means a weapon, device, instrument, substance, or material that is used for or capable of, causing serious bodily injury or death, except that such term does not

include a pocket knife with a blade of less than 2½ inches in length as defined in 18 U.S.C. Section 930.

“Weapon” additionally includes a knife with a blade of any length, and objects or substances that propel items or gases for self-defense such as pepper spray.

“Firearm” shall mean any firearm as defined in 18 U.S.C. Section 921.

INVESTIGATION

The superintendent or designee will immediately investigate any allegation that a student is in violation of this policy. If determined necessary by the superintendent or designee, law enforcement may be requested to conduct the investigation. Any item identified as a weapon may be confiscated by the superintendent or designee. Students reasonably believed to be in possession of these items may be suspended from school until a thorough investigation is completed.

DISCIPLINARY ACTIONS

Any student found to be in violation of this policy will be subject to disciplinary action, including, but not limited to, expulsion, suspension, or other appropriate penalties. The board may, at its discretion, expel a student for the possession and/or use of a weapon, regardless of whether the item at issue falls within the definition of “weapon” under the Gun-Free Schools Act. Disciplinary action will be taken after reviewing all factors, including, but not limited to, the mandates of federal and state law; the student’s actions; the risk of harm to the students, District personnel, and patrons; the student’s academic standing; the likelihood of recurring violation; and the student’s prior conduct.

Expulsion Mandated by Federal Law

The Board of Trustees shall expel a student when the student’s actions violate federal law, as set forth in the Gun-Free Schools Act and Idaho law, regarding the prohibition of weapons:

Gun-Free Schools Act. A student is found by District personnel or by law enforcement personnel to have carried a dangerous weapon as defined by 18 U.S.C. Section 921 on school property.

The expulsion, pursuant to the Gun-Free Schools Act, will be for a period of not less than one (1) year (twelve (12) calendar months). The board may modify the expulsion order on a case-by-case basis, taking into account the individual circumstances and the severity of the incident.

Referral to Law Enforcement

The District will refer any student who brings onto school property a weapon or firearm, as defined under the Gun-Free Schools Act or Idaho law, to law enforcement.

The board may, at its discretion, refer other students who violate this policy to law enforcement.

STUDENTS WITH DISABILITIES

Disciplining students with disabilities, as defined by Public Law 94-142 and subsequent amendments, and Section 504 of the 1973 Rehabilitation Act, under this policy will follow federal guidelines under IDEA.

DENIAL OF ENROLLMENT

This District will not admit a student who has been expelled from another school district for violation of a statute, regulation, or policy which prohibits weapons until the student is eligible to return to his or her home school District. If a student wishes to challenge that decision, he or she is entitled to a due process hearing pursuant to Idaho Code Section 33-205.



Legal Reference: Idaho Code § 33-205
Idaho Code § 18-3302D
18 USC 921
18 USC 930
Elementary and Secondary Education Act, § 4141 (2001)

Policy History

ADOPTED: 12/08/08

EMT

REVISED: 10/12/15

The District will provide transportation to all school-sponsored activities for students participating as individuals or team members representing the District that are scheduled at a location outside this District. All student participants are required to ride the bus to and from these scheduled events, unless alternative transportation is pre-approved by the coach/advisor.

If a student participant wishes to ride ~~home~~ with his/her parent/guardian, arrangements must be made by the parent/guardian with the coach/advisor in writing. **Riding with a parent or guardian to an event is discouraged and will only be permitted in extenuating circumstances. Parents wishing to transport their student(s) to activities should utilize form 3780F.**

Under no circumstances will student participants be allowed to transport themselves or other students to or from the activity, except in the presence of his or her parent/guardian.

This policy does not apply to activities, ~~such as proms or other school-sponsored dances~~ in which student participation is optional, or attendance as a spectator at an ~~athletic~~ event.



Legal Reference: Idaho Code Section 33-512(12)

Policy History

ADOPTED: 12/08/08

EMT

REVISED: 8/11/14

Twin Falls School District #411**School Sponsored Activities Transportation Agreement and Liability Waiver**

I, _____, parent or guardian of _____ (student) hereby have chosen to provide transportation for this child _____ (TO and/or FROM) _____ (name of activity or event) extracurricular activity or event on _____ (date) for which District transportation is provided.

I understand that by signing this waiver, I take full responsibility for the transportation of this child to and from the above-mentioned activities for which District transportation is provided. I also understand that this waiver releases the District from any and all liability or claims regarding the transportation of this child to and/or from extracurricular activities or events for which District transportation is provided.

IF TRANSPORTING TO THE EVENT:

I understand that I will be responsible to have my child arrive at the activity at the expected arrival time as prescribed by the coach/advisor/teacher.

Arrival Time (to be completed by the coach/advisor/teacher.)

Departure Time (to be completed by the coach/advisor/teacher.)

Signature of Parent/Guardian

Date

Signature of Coach/Advisor/Teacher

Date



Cross Reference: 3780 Transportation to School-Sponsored Activities
3381 Extracurricular and Co-Curricular Participation Policy
8105 Extracurricular Transportation

Policy History

ADOPTED:

REVISED:

Certified Employees

See Collective Bargaining Agreement (Policy 5900)

Non-Certified Employees

Non-certified employees may receive up to a total of three (3) days leave for personal business each fiscal work year. Employees not using their personal leave will be paid ~~fifty percent (50%) of their daily wage~~ a rate set by the District for each day not used. Non-certified employees will have the option of carrying forward four unused personal leave days. Employees also have the option to convert unused personal leave days to sick leave instead of carrying them forward or being paid out.

The request for personal leave must be made to the non-certified employee's immediate supervisor and personal leave with pay may be granted contingent upon a suitable substitute being available and/or if the immediate supervisor determines that the non-certified employee's absence will not cause an undue burden upon the educational system of the District.

If an employee does not have seven days available for the school year, an additional day may be purchased at one-half of their daily rate or the current year certified guest teacher rate, whichever is less. No more than seven personal leave days may be used in one school year. Purchased personal leave days may not be rolled over to the next school year.

Personal leave will be limited to extenuating circumstances during the first two weeks of school, the last two weeks of school, or two days immediately preceding or following a school vacation



Legal Reference:

Policy History

ADOPTED: 12/09/07

TFSD

REVISED: 12/08/08
07/14/09
09/10/12
6/13/16
8/6/18
9/9/19

In the event of a death in the non-certified employee's immediate family the District will provide three (3) bereavement days for up to two occurrences during the school year. Additionally, non-certified employees may also use sick leave to an amount not to exceed seven (7) days per instance. The term immediate family will be interpreted as parent, mother/father in-law, spouse/domestic partner, children, grandchildren, grandparent, grandparent-in-law, brother, sister, brother-in-law/ sister-in-law, uncle, aunt. Unusual cases not included herein may be brought to the attention of the Superintendent of Schools for consideration.



Policy History

ADOPTED: 12/08/08

TFSD

REVISED: 9/10/12

8/11/14

1/8/18

8/6/18

The Board of Trustees recognizes the importance of water consumption and encourages increased consumption of water throughout the day. Staff members should be particularly sensitive to student needs for water during periods of hot weather. Students shall be encouraged to carry water bottles during the school day using the water bottle policy below. Teachers may need to call for extra water breaks, too. Even during periods of moderate temperature, staff members should remind students of the value of consuming water.

In addition, water sales should be a significant option through school vending and concession services. Water should be available during mealtimes, through low-contact water sources.

Water Bottle Policy

When students bring water bottles for use during school:

1. Water bottles must ~~be clear and~~ have secure caps.
 - a. Schools may place additional requirements on types of water bottles allowed in their building.
2. Students may not share water bottles.
3. Empty bottles should, on a regular basis, be recycled (if appropriate), discarded, or taken home for sanitized reuse.
4. Students misusing water bottles will be subject to disciplinary actions.
5. Teachers have discretion in determining classroom use.
6. Water bottles may not be used in computer labs, science labs and the library.
7. Water bottles may not be re-filled during classroom instruction unless directed by the supervising teacher.



Policy History:

ADOPTED: 8/11/14

ISBA

REVISED: 10/12/20