

MEMORANDUM

To: Board of Trustees
Twin Falls School District 411
From: Eva Craner, Director of Public Relations
Re: Policy Updates
Date: Aug. 8, 2022

First Reading:

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2220 School Year, Calendar and Instructional Hours
2310 Nutrition Education

Second Reading:

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1420 Trustee Expenses
2385 Limited English Learner Program
2415 Supporting Students with Characteristics of Dyslexia
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School Fiscal Year

The fiscal year of the school is from July 1 to June 30.

School Calendar

The Board annually shall approve the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays.

Holidays / Commemorative Days

School holidays shall include New Year's Day, Presidents' Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day.

For those commemorative days identified in I.C. § 73-108 that fall on a school day, the teachers and students shall devote a portion of the day as appropriate to education regarding the reason for which on each such day is designated in I.C. § 73-108.

Instructional Hours

The District shall provide the minimum number of instructional hours for students at each grade level as follows:

<u>Grades</u>	<u>Hours</u>
K	450
1-3	810
4-8	900
9-12-11	990
12	979
Alternative Schools 6- 12	900

Teacher In-Service Days

~~Not more than twenty two (22) hours may be utilized for in-service teacher activities.~~

Up to twenty-two (22) hours of staff development activities may be counted as student instructional time.



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

I.C. § 33-701 Fiscal year – Payment and accounting of funds
IDAPA 08.02.01.250.01 Required Instructional Time
IDAPA 08.02.01.250.03 Day in Session When Counting Pupils in
Attendance

Policy History:

ADOPTED: 8/11/14

REVISED:

~~Quality nutrition education, which is presented creatively and is grade appropriate, build knowledge and skills throughout the child's school experience. It addresses factual information and explores the health, social, cultural, and personal issues influencing food choices. Nutrition and nutrition education are recognized as important contributors to overall health.~~

The District recognizes the importance of nutrition and knowledge of nutrition as major contributors to overall health. Because of this, nutritional education is an important part of the District's curriculum. Grade-appropriate education concerning nutrition should assist students in building their knowledge and skills while exploring the health, social, cultural, and personal issues influencing nutritional choices.

Comprehensive nutrition education programs extend beyond the classroom into the larger school environment. The school cafeteria serves as a laboratory where students apply critical thinking skills taught in the classroom. Physical education programs, after-school sports, and school health services are appropriate avenues for nutrition education efforts as well. In the classroom and other school environments, students should need have opportunities to explore how:

1. Nutritional knowledge has purpose and meaning in their lives; and
2. Nutritional curriculum points to the connections within and across disciplines.

Examples of how nutrition can be integrated into classes include discussing ethnic food practices in the context of history and geography; preparation of healthy food in home economics, adult living, or life skills courses; the study of essential nutrients in science and biology classes; applying mathematical and technological skills to conduct dietary analysis; and addressing the wide range of social, cultural, and psychological aspects of food in language and social studies classrooms.

The District employs has a comprehensive curriculum approach to nutrition in kindergarten through grade 12. All instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate. The health benefits of good nutrition should be emphasized. These nutritional themes include but are not limited to:

1. Knowledge of My Plate;
2. Healthy choices to decrease illness;
3. Sources and variety of foods;
4. Guide to a healthy diet;
5. Diet and disease;
6. Understanding calories and food as energy;
7. Healthy snacks;
8. Healthy breakfast;
9. Healthy diet;
10. Food labels;

11. Major nutrients;
12. Multicultural influences;
13. Serving sizes by age, sex, and activity level;
14. Proper sanitation;
15. Importance of fluid intake and selection; and
16. Identifying and limiting low nutrition food.

The District nutrition education policy reinforces nutrition education to help students practice these themes in a supportive school environment.

All nutrition education will be scientifically based, consistent with the most recent Dietary Guidelines for Americans.

Nutrition education will be offered in the school cafeteria as well as in the classroom, with coordination between school food service staff and teachers. Teachers can display posters, videos, websites, etc. on nutrition topics and send materials home to involve parents.

Participation in USDA nutrition programs is encouraged as the District conducts nutrition education activities and promotions that involve students, parents, and the community. The school-District Nutrition Committee described in policy 8210 will be team-responsible for these activities. ~~will be composed of child nutrition services staff, student services staff, school nurses, health teachers, and physical education coaches.~~

School Community

For a truly comprehensive approach to the school-based nutrition programs and services, it is crucial that all members of the school community including administrators, teachers, school food service and other personnel, parents, and students help to create an environment that supports healthy eating practices. ~~Administrators, teachers, school food service and other personnel; parents; and students need to be involved in this effort.~~ Decisions made in all school programming need to reflect and encourage positive nutrition messages and healthy food choices. This includes coordination of nutrition education with the cafeteria and the promotion of healthy food choices in the cafeteria and all school events, such as fundraisers.

Local Community

~~The effectiveness of school-based nutrition programs and services can be enhanced by outreach efforts in the surrounding community. Personnel should be familiar with the health and nutritional resources available through the community and local agencies. Contacts should be made with the health department, community nutrition programs, health centers, local food pantries, and fitness programs. Once contact has been established, collaborative efforts should be made with other community agencies to positively influence the health and nutritional status of school-age children.~~

~~Schools will work with a variety of media to spread the word to the community about a healthy school nutrition environment, such as local newspaper and television stations.~~

Parent Involvement

The District will support parents' efforts to provide a healthy diet and daily physical activity for their children. The District will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the District's nutrition standards for individual foods and beverages. Schools will also encourage the use of foods that comply with Smart Snacks in Schools standards for any classroom celebrations involving food. The District will provide parents a list of foods that meet the District's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the District will provide opportunities for parents to share their healthy food practices with others in the school community.

The District will provide physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such support will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Parents are to be advised that their children are participating in a nutrition education or counseling experience, encouraging their support at home. Parent involvement can be in person or through communication sent to the home.

1. Nutrition education will be provided to parents beginning at the elementary level. The goal will be to continue to educate parents throughout the middle and high school levels;
2. Healthy eating and physical activity will be actively promoted to students, parents, teachers, administrators, and the community at registration, PTO meetings, open houses, health fairs, teacher in-services, etc.; and
3. Nutrition education from evidence-based sources (such as USDA's Team Nutrition and My Plate) may be provided in the form of handouts, postings on the District website, or presentations at open houses that focus on nutritional value and healthy lifestyles.



Cross Reference: 2305 Nutrition Services
2315 Physical Activity Opportunities and Education
4180 Community Involvement in Student Nutrition and Exercise
7310 Advertising in Schools/Revenue Enhancements
8200 Healthy Lifestyles Local School Wellness
8210 District Nutrition Committee
8230 District Nutrition Standards

8235 Water Consumption/Water Bottle Policy
8240 School Meals
8250 Guidelines for Food and Beverage Sales

Legal Reference: I.C. § 33-512 Governance of Schools
42 USC § 1758b, ~~Section 204 Healthy, Hunger-Free Kids Act of 2010~~
Local School Wellness Policy
7 CFR § 210.310 Local School Wellness Policy
7 CFR § 210.11 Competitive Food Service and Standards
7 CFR § 210.12 Student Parent and Community Involvement

Other References: ~~Implementation and Monitoring Plan, Idaho State Department of Education~~
Smart Snacks in School Regulations by the United States Department of Agriculture

Policy History:

ADOPTED: 3/13/17

REVISED:

The Board Officers are the Chairman and the Vice-Chairman. These officers are elected at the Board of Trustees' annual organizational meeting.

Chairman

The Board elects a Chairman from its members for a one (1) year term. The duties of the Chairman are:

1. Preside at all meetings and conduct meetings in the manner prescribed by the Board's policies and Idaho law;
2. ~~Make~~ Facilitate the appointment of all Board committee assignments appointments; and
3. Sign all papers and documents as required by law and as authorized by the action of the Board; and
4. ~~Close Board meetings as prescribed by Idaho law.~~

The Chairman is permitted to participate in all Board meetings in a manner equal to all other Board members, including the right to participate in debate and to vote. The Chairman may ~~not~~ make a motion, but they must first hand over responsibility for chairing the meeting to the Vice Chair or, if the Vice Chair is not present, to another Board Member. The Chair may second motions and is not required to hand over responsibility for chairing the meeting before doing so.

Vice-Chairman

The Vice-Chairman shall preside at all Board meetings in the absence of the Chair, and shall perform all of the duties of the Chair in case of the Chair's absence or disability or as described above.



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

Policy History:

ADOPTED: 8/11/14

ISBA

REVISED:

Expenses for Board Members – In-District

A trustee shall not receive remuneration for service as a trustee. However, each trustee shall be compensated for actual expenses incurred for travel to, from, and attending meetings of the Board as provided herein. ~~Reimbursement may be paid as the travel is assumed or may accumulate until the end of the fiscal year, at the discretion of the trustee.~~

To receive reimbursement for travel expenses, a Trustee must submit their request for reimbursement monthly.

Board Meetings

~~Whenever any trustee resides at such distance from the meeting place of the Board as to require such member to incur extraordinary expense in traveling from the trustee's home to and from the meeting place, the Board may shall approve payment of to a trustee's of the extraordinary expenses incurred in traveling to and from Board attending any such meetings if the Trustee requests such payment The Board has determined that those trustees who will travel in excess of 30 miles from the place where School Board meetings are generally held shall be entitled to an allowance for mileage or actual travel expense incurred, whichever is less.~~

Expenses for Board Members at Out-of-District Meetings

Trustees normally attend workshops, training institutes, and conferences at both the state and national level. It is appropriate that trustee expenditures at these out-of-District meetings be paid by the District from the general fund. It is the intent of the District to pay all legitimate costs for trustees to attend out-of-District meetings, at the established rates for reimbursement set by the District:

1. Transportation as approved by the Board.
2. On-site transportation during the course of the meeting, i.e., bus, taxi, or rental car.
3. Hotel or motel costs for trustee, as necessary.
4. Food costs as necessary.
5. ~~Telephone services shall be provided for necessary communications with business or family, resulting from the trustee being away from home.~~
6. Incidental expenditures for tips and other necessary costs attributable to the trustee's attendance at the meeting. The District will not reimburse or pay for such items as liquor, expenses of a spouse, separate entertainment, or other unnecessary expenditures.



Cross Reference: 7430 Travel Allowances and Expenses

Legal Reference: I.C. § 33-506 Organization And Government of Board of Trustees.
I.C. § 33-701 Fiscal Year – Payment and Accounting of Funds

Policy History:

ADOPTED: 8/11/14

ISBA

REVISED:

In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purposes of the program are:

1. To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging state academic standards that all children are expected to meet;
3. To assist teachers (including preschool teachers), principals, and other school leaders, state educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
4. To assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
5. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

Accordingly, the Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural programming or English as a Second Language instruction.

The Superintendent or designee shall implement and supervise an English Learners program, which ensures appropriate English Learners instruction and complies with applicable laws and regulations.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the English Learners program, including:

1. Program goals;
2. Student enrollment procedures;
3. Assessment procedures for program entrance, measurement of progress, and program exit;
4. Classroom accommodations;
5. Grading policies; and
6. A list of resources, including support agencies and interpreters.

The District shall establish procedures for identifying students whose dominant language is not English. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine if and at what level ~~the need for~~ English as a Second Language instruction is needed.

Students whose dominant language is not English should be enrolled in the District upon proof of residency and other legal requirements. Students shall have access to, and be encouraged to participate in, all academic and extracurricular activities of the District.

Students participating in English Learners programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The English Learners program shall be designed to provide instruction, which meets each student's individual needs based on the assessment of English proficiency in listening, speaking, reading, and writing. Adequate content-area support shall be provided while the student is learning English to assure achievement of academic standards.

All English Learners shall be assessed annually using the state-approved assessment of English language proficiency.

The English Learners program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.

English Learners shall participate in the District's statewide assessments, unless 20 USC 6311(b)(3) and the regulations of the State Department of Education allow for their exclusion from an assessment.

~~A student may be excluded from requirements to participate in Idaho's direct writing assessment and in Idaho's direct mathematics assessment, if either test is required to be given, if the following requirements are met:~~

- ~~1. The student has not been enrolled for two full school years in an elementary school or secondary school in the United States;~~
- ~~2. The student scores less than a level four on the State assessment used to determine English language proficiency; and~~
- ~~3. If the parent or guardian of the student and the student's teacher agree that such an assessment exclusion is educationally appropriate for the student.~~

At the beginning of each school year, the District shall notify parents/guardians concerning of students who qualifying for English Learners programs ~~about the instructional program and parental options, as required by law~~. Parents/guardians will be regularly apprised of their student's progress. Whenever possible, communications with parents or guardians shall be in the language understood by the parents.

The District shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

Reporting

At the conclusion of every second fiscal year during which grant funds are received, the Superintendent or designee shall provide the Idaho Department of Education with a report, in a form prescribed by the Department describing the District's English Learner program and activities and providing the District's applicable demographic data.



Cross Reference: 4160 Parents Right-to-Know Notices

Legal Reference: ~~Title VI, Civil Rights Act of 1964~~

~~Equal Education Opportunities Act as an amendment to the Education~~

~~Amendments of 1974 Bilingual Education Act~~

20 U.S.C. §§ 1701-58 Equal Educational Opportunities Act of 1974

20 USC §§ 6811, ~~et seq.~~, the “English Language Acquisition, Language Enhancement, and Academic Achievement Act” as amended by the Every Student Succeeds Act of 2015 English Language Acquisition, Language Enhancement, and Academic Achievement Act

42 U.S.C. § 2000(d), *et seq.* Title VI of the Civil Rights Act of 1964
ESEA Section 1111(b)(2)

~~I.C. § 33-1618~~ Assessment Exception

20 U.S.C. § 6311 State Plans

Policy History:

ADOPTED: 8/11/14

ISBA

REVISED: 7/10/17

The District shall take steps to ensure students with characteristics of dyslexia are identified and that these students and their parents/guardians are provided with academic support.

Commented [1]: @cranerev@tfsd.org

The fall statewide reading assessment will be used as an initial screening to identify students who have characteristics of dyslexia, as defined in I.C. 33-1802. Students in grades kindergarten through fifth grade, who are identified by the initial screening, shall be given a second (Tier 2) diagnostic screening test for characteristics of dyslexia. This Tier 2 screening shall also be provided to students identified by their classroom teacher and to students whose parent/guardian requests this screening. The specific Tier 2 screening implemented may be selected from the Tier 2 screening measures recommended by the State Department of Education for this purpose.

When a student is identified as having characteristics of dyslexia by the initial screening or the Tier 2 screening, the student's parents/guardians shall be notified and provided with the District's options for school interventions.

The District shall provide evidence-based interventions for any students identified with characteristics of dyslexia by either screening. These interventions shall align with the Idaho comprehensive literacy plan and the State Dyslexia Handbook.

The District shall submit to the State Board of Education any data they require on the effectiveness of such interventions.

Professional Development

All professional development activities described below must be approved by the State Department of Education.

Prior to the beginning of the 2023-2024 school year, all K-5 instructional staff members, including instructional coaches, shall complete one or more semester credits in professional development specific to providing instruction and intervention to students with characteristics of dyslexia.

Prior to the beginning of the 2023-24 school year all 6-12 instructional staff members, including administrators and counselors with an instructional certificate, shall complete professional development on the characteristics of dyslexia.

Prior to the beginning of the 2025-26 school year, in order to recertify their certificate, all teachers and administrators with all-subject (K-8) endorsements, exceptional child generalist endorsements, blended early childhood/early childhood special education endorsement, administrator certificate, or school counselor certificate, serving children in kindergarten through 5th grade will earn one or more credits of professional development identifying characteristics of dyslexia, understanding the pedagogy for instructing students with dyslexia, and providing dyslexia-focused interventions.



Legal Reference: I.C. § 33-1802 Definitions
 I.C. § 33-1811 Dyslexia

Policy History

ADOPTED:

REVISED:

The School District will award credit for courses completed by students attending middle school [junior high school], beginning in sixth (6th) grade. To be eligible for promotion to the next grade, students will be required to obtain the minimum credit requirements, or achieve the standards for alternate mechanism, and comply with the District's attendance requirements.

MINIMUM CREDIT REQUIREMENTS

To be eligible for promotion to the next grade level, each student will be required to:

1. Attain eighty percent (80%) of the total credits attempted;
2. Attain passing grades ("D" or better) in each of the core content areas (math, language arts, science, reading, and social studies);
3. Attain a portion of the total credits attempted in each content area in which courses are taken except for areas in which instruction is less than a school year; ~~and~~
4. Comply with the District's attendance policy. In the event that a student fails to attend 90% of the classes, he/she will not receive credit for the class; ~~and~~
5. To advance to the 9th grade complete instruction in career exploration.

CREDIT RECOVERY

A student who does not meet the minimum credit requirements may recover credit by obtaining a passing grade for an approved course in summer school, Bridge Academy, or through the Idaho Digital Learning Academy (IDLA) or other online course. The parent or guardian of the student is responsible for any fees associated with credit recovery in ~~attendance at~~ summer school, IDLA, or other online courses. Credit recovery may also involve providing opportunities for additional instruction to students who, at mid-term, do not have a passing grade in the course, as determined appropriate by the principal.

ALTERNATE MECHANISM

A student who does not meet the minimum credit requirements may be eligible for grade level promotion if the student successfully completes the alternate mechanism. To accomplish this, the student must demonstrate proficiency of the appropriate content standards. The Superintendent or designee will appoint a committee to review the student's application for alternate mechanism and determine how the student will be required to demonstrate proficiency. Factors that the committee will consider include the student's GPA, coursework, ISAT scores, and attendance.

The District will submit its alternate mechanism to the State Department of Education when initially adopted and when modified.

SPECIAL EDUCATION STUDENTS

The Individualized Education Program (IEP) team for special education students may establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

The Educational Learning Plan (ELP) for Limited English Proficient (LEP) students may establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level.



Cross Reference:

2600 Promotion/Retention
3050 Attendance Policy

Legal Reference:

IDAPA 08.02.03.104.2
IDAPA 08.02.03.107 Middle Level Credit System
IDAPA 08.02.02.104 Career Exploration Instruction

Policy History:

ADOPTED: 1/10/11

EMT

REVISED:

5/14/12

8/11/14

3/13/17

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

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

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

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

ADDITIONAL GRADUATION REQUIREMENTS

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



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

Legal Reference: I.C. § 33-4601, <i>et seq.</i>	Advanced Opportunities
I.C. § 33-6101 <i>et seq.</i>	Opportunities for College and Career Ready Students
I.D.A.P.A. 08.02.01.250.02	Required Attendance

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

Early Graduation
High School Graduation Requirements

Policy History:

ADOPTED: 12/08/08
TFSD

REVISED: 07/13/09
11/09/09
01/10/11
08/11/14
08/10/15
09/12/16
07/25/18
05/13/19

The following rules shall apply to any searches and the seizure of any property by school personnel:

1. The Superintendent, principal, and the authorized assistants of either shall be authorized to conduct any searches or to seize property on or near school premises, as further provided in this procedure.
2. If the authorized administrator has reasonable suspicion to believe that any locker, car or other container of any kind on school premises contains any item or substance which constitutes an imminent danger to the health and safety of any person or to the property of any person or the District, the administrator is authorized to conduct a search of any car or container and to seize any such item or substance.
3. The authorized administrator may perform random searches of any locker, car or container of any kind on school premises without notice or consent.
4. If the authorized administrator has any reasonable suspicion to believe that any student has any item or substance in his/her possession, which constitutes an imminent danger to the property of any person or the District, the administrator is authorized to conduct a search of any car or container and to seize any such item or substance.
5. No student shall hinder, obstruct or prevent any search authorized by this procedure.
6. When feasible and when a student is under 18 years of age, the building principal shall attempt to contact a student's parent/guardian prior to conducting a search of their person. When it is not feasible to contact the parent prior to a search of a student's person, the building principal shall attempt to contact the parent/guardian as soon as possible following the search.
7. Any search or seizure authorized in this procedure shall be conducted in the presence of at least one (1) adult witness as described in Policy 3370. A written record of the time, date, and results shall be made by the administrator. A copy shall be forwarded to the Superintendent as soon as possible.
8. In any instance where an item or substance is found which would appear to be in violation of the law, the circumstance shall be reported promptly to the appropriate law enforcement agency.
9. In any situation where the administrator is in doubt as to the propriety of proceeding with any search or seizure, the administrator is authorized to report the situation to the appropriate law enforcement agent. The administrator is not to become the agent of any public law enforcement agent.



Cross Reference: 3370 Searches and Seizure

Procedure History

ADOPTED: 8/11/14

ISBA

REVISED: 4/11/22

The Board is interested in receiving valid complaints and suggestions. In general, public complaints and suggestions shall be submitted according to a chain of command detailed below starting with the appropriate-level staff member or District administrator most closely involved with the area of concern. District staff members may ask the complainant to detail their complaint in writing at any step in the chain of command to ensure that the staff member closest to the concern has been asked to address the specific complaint and to ensure that the complaint does not change over time. Each complaint or suggestion shall be considered on its merits. Depending on the nature of the complaint, other district policies may outline more specific procedures. Complainants should refer to:

- Policy 4120 for complaints related to a violation of the complainant's rights guaranteed by the state or federal constitutions, state or federal statutes, or Board policy.
- Policy 3060 for complaints related to the placement of homeless youth.
- Policy 3085 for complaints related to any allegation of sexual misconduct or sexual harassment.
- Policy 2530 for complaints about learning materials.
- Policy 5800 and Procedure 5800P for complaints related to staff grievances relating to their classified employment position.
- Policy 5900 for complaints related to staff grievances related to their certified employment position.

Unless otherwise indicated in these policies or otherwise provided for by law, no appeal may be taken from any decision of the Board.

Chain of Command:

1. ~~Person closest to the area of interest, i.e. classroom teacher,~~ Employee Involved or at the Level of the Complaint
2. Building Administrator and/or supervisor,
3. Program Director,
4. Superintendent,
5. School Board.



Cross References:	2530	Learning Materials Review
	3060	Education of Homeless Children
	3085	Sexual Harassment, Discrimination and Retaliation Policy
	3085P	Title IX Sexual Harassment Grievance Procedure, Requirements and Definitions
	4120	Uniform Grievance Policy
	5800	Classified Employment, Assignment, and Grievance
	5800P	Classified Employee Grievance
	5900	Collective Bargaining Agreement

Policy History

ADOPTED: 8/11/14

ISBA & TFSD

REVISED: 5/9/22

The effectiveness of school-based nutrition programs and services can be enhanced by outreach efforts in the surrounding community. Personnel should be familiar with the health and nutritional resources available through the community and local agencies. Contacts should be made with the health department, community nutrition programs, health centers, local food pantries, and fitness programs. Once contact has been established, collaborative efforts should be made to positively influence the health and nutritional status of school-age children.

Schools may work with a variety of media to spread the word to the community about a healthy school nutrition environment, such as local newspaper and television stations.

Parent Involvement

The District will support parents' efforts to provide a healthy diet and daily physical activity for their children. The District will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. In addition, the District may provide opportunities for parents to share their healthy food practices with others in the school community.

The District will support parents' efforts to provide their children with opportunities to be physically active outside of school. Such support will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

The District will advise parents concerning nutritional education and counseling experiences their children experience, and will encourage parental support. Strategies to involve parents may include in person engagement or communication sent to the home. Nutrition education will be provided to parents beginning at the elementary level. The goal will be to continue to educate parents throughout the middle and high school levels;

Healthy eating and physical activity will be actively promoted to students, parents, teachers, administrators, and the community at registration, PTO meetings, open houses, health fairs, teacher inservices, etc.

Nutrition education from evidence-based sources (such as USDA's Team Nutrition and My Plate) may be provided in the form of handouts, postings on the District website, or presentations at open houses that focus on nutritional value and healthy lifestyles.



Legal Reference: 7 C.F.R. § 210.12 Student, Parent, and Community Involvement

Policy History:

ADOPTED:
ISBA
REVISED:

The Board shall have in place a plan and criteria for providing leadership premium compensation to reward teachers and pupil service staff for serving in a leadership capacity in their schools when funds are available for this purpose.

Leadership priorities will be based upon one or more of the criteria below as identified by a committee consisting of teachers, administrators, and other District stakeholders and approved by the Board. The decision as to whom and how many instructional and pupil service employees receive leadership premiums shall not be subject to collective bargaining and shall not become a part of the negotiated agreement.

Leadership Criteria

Based on the priorities set by the committees and the district, the Board may award leadership premiums ~~of a minimum of \$900~~ to certificated instructional and pupil service employees, in recognition of the additional time they will spend fulfilling one or more of the following leadership roles. These awards shall be made regardless of such employees' full or part time status:

1. Teaching a course in which the student earns both high school and college credit;
2. Teaching a course to middle school students in which the students earn both middle school and high school credit;
3. Holding and providing service in multiple non-administrative certificate or subject endorsement areas;
4. Serving, or being hired to serve, in an instructional position designated as hard to fill by the Board, including a career technical education program;
5. Providing mentoring, peer assistance, or professional development to teachers in their first two years in the profession;
6. Having received professional development in career and academic counseling, and then providing career or academic counseling for students, with such services incorporated within or provided in addition to the teacher's regular classroom duties; and
7. Various other criteria designated by the Board, excluding duties related to student activities or athletics, that require the employee to work additional time such as:
 - A. Curriculum development;
 - B. Assessment development;
 - C. Data analysis;
 - D. Grant writing;
 - E. Special program coordinator;
 - F. Research project; and
 - G. Teaching professional development course;

~~The Board may grant multiple leadership premiums to those performing multiple duties, but no employee shall receive leadership premiums that exceed 25% of the employee's minimum salary as designated on the career ladder.~~

These premiums shall be valid only for the fiscal year for which the awards are made. Duties related to student activities and athletics shall not be eligible for leadership premiums.

Leadership Premiums Not Funded

~~In extraordinary circumstances where funds are not appropriated for Leadership Premiums, this policy is suspended until such funds are replenished by the State.~~



Legal Reference: ~~I.C. § 33-1004F Obligations to Retirement and Social Security Benefits~~
 ~~I.C. § 33-1004J Leadership Premiums~~

Policy History

ADOPTED: 8/11/14

ISBA

REVISED: 10/10/16
 10/12/20

One of the Board's personnel goals is to recruit, select and employ the best-qualified personnel to staff the schools within the District. As such, retired employees who leave the District in good standing may be re-employed as a "Return to Work" employee according to the following guidelines:

1. The District may employ a person previously employed as a school district or charter school instructional, pupil service, or other certificated staff member, certificated teachers and or administrators who is ~~are~~ receiving retirement benefits from the public employee retirement system of Idaho (PERSI) for positions requiring such certification provided that the ~~such individuals was were~~ not promised "rehire" by the District before their retirement was in effect. ~~Said~~ These employees are ~~hereinafter~~ referred to below as "retiree" or "retirees."

In addition, effective until June 30, 2026, the District may hire individuals who retired from any PERSI-eligible employer, so long as the individual retired on or after age 55, and so long as the individual acknowledges they may not accrue additional retirement benefits. All such employment under Idaho 59-1356(5) must end on or before June 30, 2026.

These employees shall be employed on a Standard Retired Teacher Contract or Standard Retired Administrator Contract form that has been approved by the State Superintendent of Public Instruction and which expires at the end of every school year.

2. Any employment contract between the District and retirees shall be separate and apart from the Collective Bargaining Agreement or master agreement between the District and the local teachers association.
3. Retirees employed consistent with this policy and state law shall accrue one (1) day per month of sick leave. No annual sick leave shall be accumulated unless additional sick leave has been negotiated between each individual retiree and the District at the time of employment. Sick leave accrued by a retired employee under Idaho Code § 33-1004H does not qualify for unused sick leave benefits under Idaho Code § 33-1228.
4. The District will provide health insurance / life insurance benefits for retirees hired consistent with this policy.
5. The District shall not employ certificated teachers and administrators who receive or received benefits under the previously existing early retirement program provided in now repealed Idaho Code 33-1004G.
6. Retirees who qualify to be rehired are those who: A) have reached the Rule of 90; B) are not participating in the early retirement program; C) are retired on or after 60 years of age; D) have never received a "promise of rehire" before their retirement date; E) have

received at least one payment from their PERSI retirement account; and F) meet all conditions and requirements of PERSI to qualify for this program, as such may change from time to time.

Any year in which a retired teacher or administrator is hired, the Superintendent shall sign a form to be retained by the District in the employee's personnel file attesting that:

- A. Any retired teachers or administrators have been employed using the standard retired teacher or retired administrator contract, as appropriate;
- B. The length of any such contract is one year; and
- C. Rehire was not agreed to between the teacher or administrator and the district prior to retirement.



Legal References: I.C. § 59-1302 Definition – School Employee
I.C. § 59-1356 Reemployment of Retired Members
I.C. § 33-1004G (Now repealed)
I.C. § 33-1004H Employing Retired Teachers and Administrators
I.C. § 33-513 Professional Personnel
I.C. § 33-1228 Severance Allowance at Retirement
I.C. § 59-1356 Reemployment of Retired Members

Cross Reference: 5100 Hiring Process and Criteria
5105 Certified Personnel Employment

Policy History

ADOPTED: 8/11/14

ISBA

REVISED: 11/11/19
4/11/22

The term “extracurricular” refers to activities or events which are supplements to the regular instructional program and do not involve class credit, including, but not limited to athletics, speech, debate, music, band, student groups and/or organizations, and community activities.

The determination as to whether to provide transportation for students, spectators, or participants to and from extracurricular activities shall be made solely by the District. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions. Employees who are involved in extracurricular activities shall be advised by the administration as to the transportation arrangements made, if any.

While the District does not prohibit students or District patrons from arranging a carpool to provide transportation to any District facility, activity, or event, it is impractical for the District to take steps to ensure the safety of any carpool vehicle or driver. For this reason, the District and its employees shall not arrange, encourage, or take responsibility for any such carpool. The District will bear no liability associated with any carpool arrangements.

A duplicate copy of the passenger list will be made for all activity trips. One copy will remain with the professional staff member in charge and present during the transportation and one copy will be given to the Activities Director before the transportation occurs.

School District employees wishing to undertake independent arrangement, scheduling, or coordination of transportation for extracurricular activities shall do so only when specifically directed or approved by the Superintendent or Superintendent’s designee. School District employees will notify the Superintendent or Superintendent’s designee of all transportation details and/or arrangements made after authorization. In all but emergency situations, School District employees shall not use a personal vehicle to transport students.

In the case of ~~such an~~ emergency transportation in a personal vehicle, two School District employees shall be in the car and the student shall be in the back seat. If two employees or an employee and another adult are not available, the student shall sit in the back seat of the vehicle and the employee shall call someone in the school’s office or one of the school’s administrators and leave the phone on speaker while transporting the student. It should be realized that if an employee does choose to transport a student through the use of a personal vehicle, the employee’s automobile insurance is likely the primary insurance coverage and an employee may be held personally responsible for any accident.

Unless other travel arrangements are authorized, students will board the bus at the school designated as point of origin for the trip and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students.

The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.

Responsibility for extracurricular transportation, when not provided by the District, will remain with the parent who will be required to sign a waiver and release of claims prior to the extracurricular activity or event. Such waiver and release of claims shall remain on file at the school.

In its discretion, the School District may charge fees for transportation of students to and from extracurricular activities where attendance is optional.

The activity must provide at least one instructor, coach, or adult sponsor for each vehicle on a special trip who shall be familiar with or provided a copy of this policy. The vehicle driver will be responsible for the safe operation of the bus. The sponsor will be responsible for supervision of students and enforcement of vehicle rules. Any adult designated by the principal as a sponsor will have such authority.



Cross References: 3381 Extracurricular and Co-Curricular Participation Policy
8100 Transportation
8105F Extracurricular Transportation Liability Waiver

Legal References: I.C. § 33-1501 Transportation Authorized
I.C. § 33-512(12) Governance of Schools

Policy History

ADOPTED: 8/11/14

ISBA

REVISED:

If the Board enters into a contract for transportation services, the contractor shall operate such equipment according to District policy and the rules and regulations of the State Board of Education. All contracts for the transportation of students shall be in writing in the current form developed by the State Department of Education. The contract shall be in effect for not more than five (5) years with the exception of contracts that receive federal funding pursuant to the federal Clean School Bus Program, which may exceed five years but shall not be in effect for more than ten years.

The District may attach addenda to the model contract. Such addenda shall be submitted to the State Superintendent for review and approval. If the State Superintendent rejects the addenda or requires that changes be made to them, the Board may appeal to the State Board of Education.

Prior to entering into a contract for transportation services, the District must advertise and bid for such services. The contract shall be awarded to the lowest responsible bidder. In determining what bid is the lowest responsible bidder, in addition to other enumerated specifications, the District will not only take into consideration the amount of the bid, the District will also consider the skill, ability and integrity of a contractor to do faithful and conscientious work and promptly fulfill the contract according to the letter and spirit. References may be contacted.

A copy of the contract for transportation services will be filed with the State Superintendent.



Legal References: I.C. § 33-1501 Transportation authorized
I.C. § 33-1510 Contracts for transportation service
IDAPA 08.02.02.190.05 Contract for Transportation Services
42 U.S.C. 16091 Clean School Bus Program

Policy History

ADOPTED: 8/11/14

ISBA

REVISED: 8/10/20

District-Level Policy Development

The District may receive Title I funds only if it conducts outreach consistent with federal law to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I. Such programs, activities, and procedures shall be planned and implemented following meaningful consultation with the parents of participating children.

The District shall develop jointly with, agree on, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy will establish the District's expectations and objectives for meaningful parent and family involvement, and specifically describe how the District will:

1. **Demonstrate Joint Development of Engagement Plan:** The District shall involve parents and family members in jointly developing the District's Plan; ~~and~~
2. **Coordinate Assistance and Support:** The District shall provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education; ~~and~~
3. **Coordinate with Other Programs:** The District shall coordinate and integrate its parent and family engagement strategies to the extent feasible and appropriate, with the District's other relevant federal, state, and local programs; ~~and~~
4. **Conduct Annual Program Evaluation:** The District shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of its parent and family engagement policy in improving the academic quality of all its schools receiving Title I funds, including identification of:
 - A. The barriers to greater participation by parents in improvement plan activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - B. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - C. The strategies that will be implemented to support successful school and family interactions.

5. **Implement Evaluation Findings:** The District shall use the findings of the evaluation performed pursuant to Paragraph 4, above, to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the District's parent and family engagement policy described herein; and

6. **Establish a Parent Advisory Board:** The District shall involve parents in the activities of the schools receiving Title I funds, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent and Family Engagement Policy.

School-Level Policy Development

Each Title I school shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of paragraphs 1 through 4 below. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. In the event a school has an existing parent and family engagement policy that applies to all parents and family members, that school may amend its policy, if necessary, to meet the requirements of this policy. Similarly, if the District has an existing district-level parent and family engagement policy that applies to all parents and family members in all schools served by the District, it may amend that policy, if necessary, to meet the requirements of this policy.

1. **Parental Involvement:** All District schools receiving Title I funds shall:

A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's programs, to explain the requirements of this policy, and the right of the parents to be involved; ~~and~~

B. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with reserved Title I funds, transportation, child care, or home visits, as such services relate to parental involvement; and

C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the District's and school's available programs, including the planning, review, and improvement of the school's parent and family engagement policy and the joint development of the schoolwide program plan, except that if a school has in place a process or procedure for involving parents in the joint planning and design of the school's programs, the school may use that process or procedure, if such existing process or procedure already includes an adequate representation of parents of Title I qualifying children; and

D. Provide parents of participating children:

I. Timely information about qualifying programs;

II. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

III. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

E. If the schoolwide program plan is not satisfactory to the parents of participating children, the school shall submit any and all parent comments on the plan to the District at the time the school first makes the plan available to the District.

2. **School-Parent Compact to Achieve High Student Academic Achievement:** As a component of the school-level parent and family engagement policy developed under this policy, each school shall jointly develop with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging state academic standards. Such compact shall:

A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

B. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:

I. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

II. Frequent reports to parents on their children's progress;

III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

IV. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

District and School-Level Development

1. **Empowering Parents:** To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, both the District and each school within the District:
 - A. Shall provide assistance to parents of children served by the school or District, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of this policy, and how to monitor a child's progress and work with educators to improve the achievement of their children; ~~and~~
 - B. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; ~~and~~
 - C. Shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of parental participation, and in how to reach out to, communicate with, and work with parents as equal partners, to implement and coordinate parent programs, and to build ties between parents and the schools; ~~and~~
 - D. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement in programs and activities with other available federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children; ~~and~~
 - E. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; ~~and~~
 - F. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; ~~and~~
 - G. May provide necessary literacy training for parents from Title I funds in the event the District has exhausted all other reasonably available sources of funding for such training; ~~and~~
 - H. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; ~~and~~
 - I. May train parents to enhance the involvement of other parents; ~~and~~
 - J. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents

who are unable to attend such conferences at school, in order to maximize parental involvement and participation; ~~and~~

K. May adopt and implement model approaches to improving parental involvement; ~~and~~

L. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; ~~and~~

M. May develop appropriate roles for community-based organizations and businesses in parent involvement activities;

N. Shall provide such other reasonable support for parental involvement activities under this section as parents may request; and

O. Shall inform parents and organizations of the existence of the program.

2. **Accessibility of Information for Parents:** In carrying out the parent and family engagement requirements of this policy, the District and participating schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.



Cross Reference: 4160 Parents Right to Know Notices

Legal Reference: 20 U.S.C. § 6311 State Plans
20 U.S.C. § 6312 Local Education Agency Plans
20 U.S.C. § 6318 Parental Involvement

Policy History:

ADOPTED: 10/9/17

ISBA

REVISED:

In order to achieve the level of family engagement outlined in District Policy 2420, these procedures guide the development of each school's annual parental involvement plan designed to foster a cooperative effort among parents, school, and community.

Parent involvement activities developed at each school will include opportunities for the following:

1. Volunteering;
2. Parent education;
3. Home support for the child's education; and
4. Parent participation in school decision making.

The District will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices. The District encourages schools to include family literacy when a substantial number of students have parents who do not have a secondary school diploma or its recognized equivalent or have low levels of literacy.

Roles and Responsibilities

Students

It is the responsibility of the student to:

1. Cooperate with school personnel and be responsible for their behavior;
2. Complete all homework assignments on time;
3. Participate to the best of their ability in all classes;
4. Read independently or with family on a regular basis; and
5. Let teachers, school counselors, and family know when they need help.

Parents

It is the responsibility of the parent to:

1. Actively communicate with school staff;
2. Be aware of policies, rules, and regulations of the school and District;
3. Take an active role in the child's education by reinforcing at home the skills and knowledge the student has learned in school;
4. Take an active role in assuring that the child is prepared to attend school each day; and
5. Utilize opportunities for participation in school activities.

Staff

It is the responsibility of staff to:

1. Work with parents to develop and implement a school plan for parent involvement;
2. Promote and encourage parent involvement activities;

3. Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement; and
4. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Community

Community members who volunteer in the schools have the responsibility to:

1. Be aware of the policies, rules, and regulations of the school and District; and
2. Utilize opportunities for participation in school activities.

Administration

It is the responsibility of the administration to:

1. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District to plan and implement effective parent and family involvement activities to foster improved student academic achievement and school performance;
2. Provide training and space for parent involvement activities;
3. Provide resources to support successful parent involvement practices;
4. Provide in-service education to staff regarding the value and use of contributions of parents and how to reach out to, communicate, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; ~~and~~
5. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand; ~~and~~
6. Develop jointly with, agree on, and distribute to, parents and family members of participating children a written parent and family engagement policy; ~~and~~
7. Coordinate and integrate its Title I parent and family engagement strategies with the parent and family engagement strategies of the District's other relevant programs; and
8. Create and support a Parent Advisory Board comprised of a sufficient number and representative group of parents or family members served by the District to adequately represent the needs of the population served by the District for the purpose of developing, revising, and reviewing the District's Parent and Family Engagement Policy; and
9. Ensure that each school in the District jointly develops with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identifies the means by which the school and parents will build and develop a partnership to help children achieve the challenging State academic standards and includes the requirements of District Policy 2420.



Procedure History:

ADOPTED: 10/9/17

ISBA:

REVISED:

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

Content Area	
Core of Instruction	36 credits (minimum)
Electives	16 credits (minimum)
Total Credits	52 credits (minimum)
Language Arts (English – 8 credits and Speech – 1 credit)	<p>9 credits</p> <ul style="list-style-type: none"> • Classes must be taken over 4 years and must include: <ul style="list-style-type: none"> ○ English 9/Honors English 9 - 2 credits ○ English 10/Honors English 10 – 2 credits ○ English 11/Advanced Placement English 11 – 2 credits ○ English 12/ Advanced Placement English 12 – 2 credits ○ Speech – 1 credit
Mathematics	<p>6 credits</p> <ul style="list-style-type: none"> • Algebra I (or meets Algebra I standards) – 2 credits AND • Geometry (or meets Geometry standards) – 2 credits OR • Integrated Math I – 2 credits AND • Integrated Math II – 2 credits <i>The combination of Integrated Math I and II meet the standards of Algebra and Geometry</i> • Secondary Mathematics of the student's choice – 2 credits • 2 credits must be taken in the last year of high school in which the student intends to graduate unless the student has: <ol style="list-style-type: none"> 1. Earned 8 or more high school credits of mathematics that include Algebra II or higher level of mathematics before their senior year; and 2. Has completed 6 or more high school math credits prior to the fall of their last year of high school, including 2 semesters of an Advanced Placement or dual credit Calculus or higher level course <p>For the purposes of this procedure, the last year of high school shall include the summer preceding the fall start of classes. High school math credits completed in middle school shall count for the purposes of this section.</p> <ul style="list-style-type: none"> • Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six credits of high school level mathematics. • Dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, including AP

	<p>Computer Science and dual credit Computer Science courses may be counted as a mathematics credit if the student has completed Algebra II (or equivalent integrated mathematics) standards.</p> <ul style="list-style-type: none"> ● Students are encouraged to take math their senior year. <p><i>*Students who choose to take Computer Science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit</i></p>
Science	<p>6 credits</p> <ul style="list-style-type: none"> ● 4 credits shall be laboratory sciences
Social Studies <i>(Must include U.S. History – 4 credits, and American Government – 2 credits)</i>	<p>7 credits</p> <ul style="list-style-type: none"> ● Students must pass the U.S. citizenship test ● History (9th grade) – 1 credit ● U.S. History (10th grade) – 2 credits ● U.S. History/Advanced Placement U.S. History (11th grade) 2 credits ● American Government/ Advanced Placement American Government (12th grade) 2 credits
Marketing Economics/Macro Economics	<p>1 credit</p>
Humanities <i>(Interdisciplinary Humanities, Fine Arts or Foreign Language)</i>	<p>2 credits</p> <ul style="list-style-type: none"> ● 2 consecutive years of world language are encouraged ● The following courses will satisfy the two (2) humanities credits: 2D & 3D Design, Pottery I II & III, Digital Imaging, Bella Voce, Concert Choir, Chamber Singers, Symphony Band, Orchestra, World Language, Creative Writing I & II, Drawing & Painting I, II, III, and IV, Studio Art III and IV, Digital Art and Design I, II, III, and IV, Wind Ensemble, Varsity Band, Theater I, II, and III, Studio V, Production and Design.
Computer Courses	<p>2 Credits</p> <ul style="list-style-type: none"> ● Beginning Office (or meets the Beginning Office standards) 1 credit ● The second credit may be earned from a list of courses determined by the principals and department leaders. The list of courses will be published each year in the registration handbook.
Health and PE	<p>3 credits</p> <ul style="list-style-type: none"> ● Health – 1 credit ● Each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health course. ● PE – 2 credits ● One PE credit must be in 10th, 11th, or 12th grade ● Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or 18 weeks of a sport

	recognized by the local school district may choose to substitute participation up to one (1) credit of physical education.
Electives	16 credits 9 th grade transitions course (may be listed as different names at each high school) – 2 credits
Postsecondary Readiness Plan	4-Year Learning Plan This should typically be completed by the end of 8th grade
Senior Project	Required to include an oral presentation and written report by the end of grade 12.
College Entrance Exam	Take either the ACT or SAT by the end of grade 11.
ISAT	Pass the ISAT with a score of Proficient or Advanced in Reading, Math, and Language Usage.

Magic Valley H.S. Graduation Requirements

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

Credits Obtained by Demonstrating Mastery

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

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

Course Load

All students will be required to register for a full course load per semester to be eligible for a diploma.

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

Middle School Credit

In instances where students take required high school courses in middle school, credit will be awarded for those courses per Policy 2607.

College Entrance Examination

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

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

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

~~Students who miss the statewide administration of the college exam during their eleventh (11th) grade year may instead take the examination during their twelfth (12th) grade year if they:~~

- ~~1. Transferred to an Idaho school district during their eleventh (11th) grade year; or~~

- ~~2. Were homeschooled during their eleventh (11th) grade year; or~~
- ~~3. Missed the spring statewide administration of the college entrance exam for a documented medical reason.~~

Senior Project

A student shall complete a senior project that includes a research paper and oral presentation by the end of grade twelve (12). Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school-to-work internship programs at the discretion of the District. The project must include elements of research, development of a thesis using experiential learning or integrated project based learning experiences, and a presentation of the outcome. **Additional requirements for the senior project are the discretion of the District.**

As detailed in the Senior Project Guidelines, completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to satisfy this requirement.

Idaho Standards Achievement Test (ISAT)

Students must take the Idaho Standards Achievement Test (ISAT) during a student's 11th grade year and (starting with the class of 2024~~6~~) receive a proficient score as defined by Idaho Standards Achievement Test's Achievement Level Descriptors in Reading, Math, and Language Usage.

If the student does not attain the required score during their 11th grade year, they will take the Idaho Standards Achievement Test (ISAT) in their 12th grade year and must receive the proficient score, as defined above unless the student is exempt under the following conditions:

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

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

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

The alternative must contain multiple measures of student achievement.

1. The alternative must be aligned, at a minimum, to tenth grade state content standards for the subject matter in question.
2. The alternative must be valid and reliable.
3. At least ninety percent (90%) of the criteria of the alternative, or combination of measures, must be based on academic proficiency and performance.

Civics Test

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

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

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

Waiver of Requirement

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

Credit Calculation

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

Alternative Programs

Credits received from an accredited secondary school, an accredited correspondence course institution, or an accredited post-secondary institution will be accepted towards the fulfillment of Twin Falls School District graduation requirements. A maximum of six (6) credits from an accredited correspondence course used to meet elective credit requirements and/or for credit retrieval may be applied towards fulfillment of the Twin Falls School District graduation requirements.

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

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

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

Class Rank (Grade Point Average)

Class Rank is compiled from semester grades as generated by PowerSchool.

Early Graduation or Flexible Schedule

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

1. Is at least 16 years of age;
2. Maintains a cumulative 3.5 grade point average;
3. Obtains permission from a parent/guardian, if under the age of 18;
4. Achieves a college and career readiness score as defined by the State Board of Education;
5. Files the following with the school:
 - A. Notification of their intent to take a flexible schedule OR graduate early;
 - B. The student's participation portfolio defined in Idaho Code 33-6101 consisting of a description of a student's nonacademic and co-curricular activities including, but not limited to, student government, sports, music ensembles, theater, clubs, organizations, work, internships, and volunteering. A participation portfolio should also include any leadership positions a student holds in nonacademic activities; and
 - C. An essay of at least one page explaining why the student wishes to have a flexible schedule which must include the future plans using the flexible schedule OR early graduation.
6. Completes the following:
 - A. The required civics test; **and**
 - B. The economics credit, government credits, and senior project required to graduate. A student's senior project may describe the student's experience in achieving a college and career readiness score and a detailed explanation of the student's future plan.

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

1. Take elective courses, career technical education programs, or courses selected by the student which are available within the District;

2. Participate in apprenticeships or internships;
3. Act as a tutor at any grade level; or
4. Engage in such other activities identified by the Board.

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

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

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

The Superintendent is authorized to create any procedures necessary to assist students to achieve early graduation or flexible schedule as well as create incentives for participation in any early graduation program. Students who opt for a flexible schedule may apply for Advanced Opportunities funding. Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

Failure to Complete

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

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

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



Cross Reference: 2435 Advanced Opportunities

- 2607 Awarding High School Credit for Courses Taken Before Ninth Grade
2710 High School Graduation Requirement – Alternative

Legal Reference: I.C. § 33 4601, *et seq.* Advanced Opportunities
 § 33-6101 Opportunities for College and Career Ready Students
 IDAPA 08.02.01.350 Early Graduation
 IDAPA 08.02.03.105 High School Graduation Requirements
 IDAPA 08.02.03.107 Middle Level Credit System

Procedure History

ADOPTED: 8/11/14

TFSD & ISBA

REVISED: 3/14/16

9/12/16

7/25/18

5/13/19

3/9/20

7/13/20

7/12/21

4/11/22

The School Board of Trustees recognizes that some of its patrons may want to enroll their children in a different school than the school that serves the attendance area in which they reside. The Board also recognizes that some out-of-District parents/guardians may want to send their child to a District school. Therefore, this policy is adopted to allow all in-district and out-of-district patrons to request that their children attend certain schools in the District under specified conditions. In making a decision on a student's open enrollment application, the District shall consider the needs of the student requesting the open enrollment transfer as well as the other students affected by the open enrollment transfer. A student currently under suspension or expulsion in this District or another district is not eligible for Open Enrollment under this policy.

Due process for all students remains the same regardless of what school they attend within the District and regardless of where the student resides once accepted under the open enrollment policy.

Transportation

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

Sports

Eligibility rules for participating in extracurricular activities shall apply to students who request to attend a different school as described in this policy and any related procedures.

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

Application/Approval Process

An open enrollment application must be submitted annually for admission to a specific school. Applications will be accepted from January 1 to February 1 of each year for enrollment in the subsequent school year. It is the School Board's intent to allow waiver of the application acceptance period for continuous acceptance of open enrollment applications when classroom space is available. This deadline shall be waived in the case of students who move out of their attendance zone during the school year.

The student's parent or guardian must apply annually for admission to a school outside the zone in which they reside. A student who has previously been accepted for open enrollment will not automatically be reenrolled.

Students who reside in the District and move out of their school attendance zone during the school year must initiate an Open Enrollment request to stay in their school.

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

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

Student Rights and Responsibilities

All student's rights and responsibilities remain the same regardless of what school they attend within the District and regardless of where the student resides once accepted under the open enrollment policy

Revocation of an Open Enrollment Transfer

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

Preventing or Recruiting Potential Open Enrollment Students

Neither the District nor its employees will take any action to prohibit or prevent application by a student to attend school in another school district or to attend another school within the District. In no event is the District, or an employee of the District, to recruit students outside of their attendance area. Violation of this policy may involve disciplinary action up to and including dismissal.



Cross Reference: 2240 Class Size
3010P Open Enrollment
3041 School Attendance and Habitual Truancy
3080 Nonresident Student Attendance by Out of State Students

Legal Reference: I.C. §33-512 Governance of Schools
I.C. §33-1401 Transfer of Pupils - Definitions
I.C. §33-1402 Enrollment Options
I.C. §33-2001 Education of Exceptional Children - Definitions

Policy History:

ADOPTED: 12/9/13

ISBA

REVISED: 8/11/14
9/12/16
11/11/19
3/9/20
10/12/20
7/12/21

Hazing harassment, intimidation, bullying, and cyber bullying includes ~~means any act that substantially interferes with or disrupts the educational environment or impinges on the rights of other students at school, a student's opportunities or performance, that takes place on or immediately adjacent to school grounds, school property, at any school-sponsored activity, on school-provided transportation or at any official school bus stop,~~ and that has the effect of:

- A. Harming a student or damaging a student's property;
- B. Knowingly placing a student in reasonable fear of harm to the student or damage to the student's property; or
- C. Is sufficiently severe or persistent so that it creates an intimidating, threatening, abusive, or hostile educational environment.

The following definitions and procedures shall be used for reporting, investigating, and resolving complaints of hazing, harassment, intimidation, bullying, and cyberbullying ~~that take place:~~

- on or immediately adjacent to school grounds;
- on school property;
- at any school-sponsored activity;
- on school-provided transportation;
- at any official school bus stop; or
- through the District's computer network and the internet, whether accessed on campus or off campus, during or after school hours, or through any private electronic device conducted when the student is present at school.

Definitions

1. Third parties include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors or others engaged in District business, such as employees of businesses or organizations participating in cooperative work programs with the District and others not directly subject to District control at inter-district and intra-district athletic competitions or other school events.
2. District includes District facilities, District property, buses, electronic technology or electronic communication equipment on District computers, networks, or forums and non-District property if the student or employee is at any District-sponsored, District-approved or District-related activity or function, such as field trips or athletic events where students are under the control of the District or where the employee is engaged in District business.
3. Hazing includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health, or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any District-sponsored activity or grade level attainment, such as forced consumption of any drink, alcoholic beverage, drug, or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student, requires,

encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed or other such activities intended to degrade or humiliate.

4. Harassment includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written, electronic, or physical nature on the basis of an actual or perceived characteristic, including but not limited to age, race, religion, color, national origin, disability, gender, gender identity and expression, sexual orientation, physical characteristic, cultural background, socioeconomic status, geographic location, familial status, or weight.
5. Intimidation includes, but is not limited to, any threat or act intended to tamper, substantially damage or interfere with another's property, cause substantial inconvenience, subject another to offensive physical contact or inflict serious physical injury on the basis of race, color, religion, national origin, gender identity and expression, or sexual orientation.
5. ~~"Harassment, intimidation or bullying" means any act that substantially interferes with or disrupts the educational environment or impinges on the rights of other students at school, a student's opportunities or performance, that takes place on or immediately adjacent to school grounds, school property, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, and that has the effect of:~~
 - ~~D. Harming a student or damaging a student's property;~~
 - ~~E. Knowingly placing a student in reasonable fear of harm to the student or damage to the student's property; or~~
 - ~~F. Is sufficiently severe, persistent, or pervasive so that it creates an intimidating, threatening, abusive, or hostile educational environment.~~
6. Bullying means the severe, persistent, pervasive, and deliberate misuse of real or perceived power in relationships through repeated verbal, physical, or social behavior that intends to cause physical, social, or psychological harm. Bullying creates an intimidating, threatening or abusive educational environment for a student.
7. Cyberbullying includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures, or images or videos, or website postings, including blogs and social media platforms through the District's computer network and the internet, whether accessed on campus or off campus, during or after school hours or through any private electronic device done when the student is present at school. In the situation that cyber bullying originated from a non-school computer, but has been brought to the attention of school officials, any disciplinary actions shall be based on whether the conduct is determined to be reasonably expected to materially and substantially interfere with or disrupt the educational environment of the school or impinge on the rights of other

students at school and/or in violation of District policy or state law. The Administration shall, at their discretion, contact local law enforcement.

Retaliation/False Charges

Retaliation against any person who reports, is thought to have reported, filed a complaint, or otherwise participated in an investigation or inquiry is prohibited. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Confidentiality

It is recognized that harassment, hazing, intimidation, bullying, and cyber bullying is often very distressing for the victim and those who suffer as a result of such actions may be reluctant to make their concerns known. All reasonable steps will be taken to ensure that all inquiries and complaints are dealt with allowing for as much confidentiality as can be provided while at the same time allowing for a thorough and appropriate investigation and reporting, where appropriate.

Policy Distribution

Information about this policy must be distributed to the school community annually, including parents, students, and all school personnel. Information about the District's policies and procedures will be included in student orientation material and in the student handbook.

Complaint Procedures

Building principals, administrators, program directors, and the Superintendent have responsibility for investigations concerning hazing, harassment, intimidation, bullying, or cyber-bullying. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

Any student, employee, or third party who has knowledge of conduct in violation of this policy or feels he or she has been a victim of hazing, harassment, intimidation, or cyber-bullying in violation of this policy shall immediately report his or her concerns.

All complaints will be promptly investigated in accordance with the following procedures:

Step I: Any hazing, harassment, intimidation, bullying, or cyber-bullying, information (complaints, rumors, etc.) shall be presented to the building principal or to the Superintendent. Complaints against the building principal shall be filed with the Superintendent. Complaints against the Program Directors shall be filed with the Superintendent. Complaints against the Superintendent shall be filed with the Board Chair. Complaints must be written and should include the specific nature of the offense, and corresponding dates, individuals involved, and potential witnesses.

Step II: The District official receiving the complaint shall promptly investigate or refer the complaint to an appropriate colleague or outside party for investigation. Parents will be notified of the nature of any complaint involving their student. The District official will arrange such meetings as may be necessary with all concerned parties within five working days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. The District investigator shall compile a ~~All findings related to the complaint in a written report will be reduced to writing.~~ The District official(s) conducting the investigation shall notify the complainant, and parents as appropriate, in writing, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined. Due to the requirements of the Family Educational Rights and Privacy Act, it will often not be possible to provide complainants and parents with detailed information on disciplinary actions taken against another student.

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the Superintendent or their designee.

Step III: If the complainant is not satisfied with the decision at Step II, he or she may submit a written appeal to the Superintendent or designee. Such appeal must be filed within ten working days after receipt of the Step II decision. The Superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The Superintendent or designee shall provide a written decision to the complainant's appeal within ten working days.

Step IV If the complainant is not satisfied with the decision at Step III, a written appeal may be filed with the Board. Such appeal must be filed within ten working days after receipt of the Step III decision. The Board shall, within twenty working days, conduct an informal review at which time the complainant shall be given an opportunity to present the complaint and the District's administration to respond if they so desire. The course and conduct of this proceeding shall be informal and shall be at the sole discretion of the Board. The Board shall provide a written decision to the complainant within ten working days following completion of the informal review.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights.

Documentation and Reporting

Documentation related to the incident may be maintained as a part of the student's education records. Additionally, a copy of all hazing, harassment, intimidation, bullying, or cyber-bullying complaints and documentation will be maintained as a confidential file in the District office and reported as required by the State Department of Education.



Procedure History

ADOPTED: 8/11/14

ISBA

REVISED: 10/12/15

It is the priority of the Board of Trustees of this District to promote a safe learning environment for all students and staff. The Board recognizes that there may be emergency situations where it becomes necessary for a staff member to physically restrain or place a student in seclusion when the student's behavior poses an imminent risk of serious physical harm to self or others. The purpose of this policy is to ensure that all students and staff are safe in school, and that any student who may have a behavior crisis is free from the inappropriate use of physical restraint or seclusion.

The Board supports school-wide programs and services that promote positive student behavior to improve overall school safety and create an environment that is conducive to learning, while also minimizing the need for the use of physical restraint and seclusion and ensuring that they are only used as a last resort in an emergency situation.

DEFINITIONS

Aversive techniques are techniques using physical, emotional, or mental distress as a method of redirecting or controlling behavior.

Crisis intervention means the implementation of a predetermined strategy to mitigate immediate harm to students or staff in a behavioral crisis.

De-escalate means utilizing strategically employed verbal or non-verbal interventions to reduce the intensity of threatening behavior before a crisis situation occurs.

Emergency means a situation in which a student's conduct creates a reasonable belief that the student's conduct has placed the student or any other person in imminent danger of serious physical harm. An emergency requires immediate intervention.

Functional behavioral assessment (FBA) means the process of gathering and evaluating information that can be used to hypothesize about the function of student behavior and developing a behavior intervention plan (BIP) ~~for these students on an individualized education program (IEP).~~

Imminent means likely to happen right away or within a matter of minutes.

Positive behavioral interventions and supports means application of a broad range of systematic and individualized strategies for achieving important social and learning outcomes, while preventing problem behaviors by making them irrelevant, inefficient, and ineffective.

Restraint means a physical, mechanical, or chemical restraint used for the purpose of immobilizing or reducing an individual's freedom of movement for the purpose of preventing harm to students and others.

Physical restraint means immobilizing or reducing the ability of a student to move his or her torso, arms, legs, or head freely; ~~not including temporary touching or holding for the purposes of escorting the student to a safe location.~~

Physical restraint does not include:

1. Physical instructional prompts provided during the course of instruction, for the purpose of directing or assisting a student in completing a task or activity;
2. Briefly holding a student in order to calm or comfort the student;
3. Holding a student's hand or arm to escort the student safely from one area to another when the student is complying with the request to move;
4. Intervening in a physical fight;
5. Physically removing a weapon or dangerous object from a student's possession
6. Using protective or stabilizing devices, including adaptive equipment.

Mechanical restraint means using a device, object, or equipment to restrict a student's freedom of movement; not including the use of devices prescribed by a qualified health professional, vehicle restraints, or devices used by law enforcement officers.

Chemical restraint Chemical restraint is the intentional use of medication, including pills, tablets, needles and liquids, primarily to control or subdue a student's behavior.

Seclusion means involuntary confinement in a room or other space during which a student is prevented from leaving, or reasonably believes that he will be prevented from leaving, by means that include, but are not limited to, the following: (1) manually, mechanically, or electrically locked doors that, when closed, cannot be opened from the inside; (2) blocking or other physical interference by staff; or (3) coercive measures, such as the threat of restraint, sanctions, or the loss of privileges that the student would otherwise have, used for the purpose of keeping the student from leaving the area of seclusion. The term does not include a timeout used for the purpose of calming the student as part of an approved program.

APPROPRIATE USE OF PHYSICAL RESTRAINT OR SECLUSION

Each school will establish practices that have the goal of making the school climate and environment welcoming and supportive of learning, and promote the recognition and reinforcement of appropriate student behavior. It is expected that school staff will implement positive behavioral interventions and supports, functional behavioral assessments and related behavior plans, and utilize constructive methods to de-escalate potentially dangerous situations.

In the case of a student ~~on an individualized education program (IEP)~~ whose behavior impedes the learning of that student or others, consideration of the use of positive behavioral interventions and supports and other strategies to address that behavior will occur. The use of positive behavioral interventions is required for students on an IEP.

The use of any form of restraint or seclusion of a student, as defined in this policy, is prohibited except by appropriately trained District personnel in circumstances where the proportional restraint or seclusion is necessary because the student's conduct creates a reasonable belief in the perspective of the trained personnel, that the conduct has placed the student, employee, or any other individual in imminent danger of serious bodily harm. However, any District employee is authorized to utilize restraint in an emergency situation.

Restraint or seclusion should only be implemented in situations where a student's behavior poses an imminent danger of serious physical harm to self or others, and not as a routine strategy to

address instructional problems or inappropriate behavior.

The following guidelines apply to the use of physical restraint or seclusion:

1. Staff members will take reasonable efforts to prevent the need for the use of physical restraint or seclusion by implementing positive behavioral interventions and supports.
2. Staff members may only use physical restraint or seclusion in situations where the student's behavior poses an imminent danger of serious physical harm to themselves or others, and other interventions are ineffective.
3. Staff members will utilize the least restrictive technique necessary to end the threat of imminent danger of serious physical harm.
4. Staff members will carefully and continuously visually monitor the student when physical restraint or seclusion is used to ensure the appropriateness of its use and the safety of the student and others.
5. Staff members will immediately terminate the use of physical restraint or seclusion as soon as it is determined the student is no longer in imminent danger of serious physical harm to self or others, or if the student is observed to be in severe distress.
6. Staff members will document in writing each incident requiring physical restraint or seclusion.
7. Selected staff members will be trained on the appropriate use of effective alternatives to physical restraint and seclusion, and when appropriate, the safe use of physical restraint and seclusion. Only trained personnel will employ these interventions whenever possible.
8. Staff members will review and revise behavioral strategies as appropriate to address the underlying cause of the dangerous behavior, and to prevent the repeated use of physical restraint or seclusion for managing the dangerous behavior.
9. Parents will be notified verbally regarding physical restraint or seclusion as soon as possible and no later than 24 hours following the restraint or seclusion. (See section entitled "Notice to Parent/Guardian.")

PROHIBITED PRACTICES

The following are prohibited under all circumstances, including emergency situations:

Staff members are prohibited from using mechanical restraints (e.g., handcuffs or plastic straps) to restrict a student's freedom of movement. This policy does not prohibit law enforcement from using physical or mechanical restraints in exercising their law enforcement duties.

Staff members are prohibited from using chemical restraints (i.e., drugs or medication) to control behavior or restrict freedom of movement. An exception is warranted as decided by a consultation between the IEP committee and a qualified health professional. In that case, drugs or medications must be (1) prescribed by a qualified health professional, and (2) administered as prescribed by the qualified health professional.

Staff members are prohibited from using aversive techniques (e.g., shaming or “wall sits”) to control behavior or restrict freedom of movement.

Staff members are prohibited from using physical restraint or seclusion techniques that restrict a student’s breathing or harm the student, and will be limited to using reasonable force when utilizing physical restraint or seclusion with a student. Specifically, the use of prone (i.e., lying face down) physical restraints should be avoided.

Staff members are prohibited from employing physical restraint or seclusion procedures when a known psychiatric, medical or physical condition of the student would make physical restraint or seclusion dangerous for that student. For example, seclusion is inappropriate for students who are severely self-injurious or suicidal.

Staff members are prohibited from using any technique that is inconsistent with the student’s rights to be treated with dignity and to be free from abuse. The use of any technique that is abusive will be reported to the appropriate authorities.

Staff members are prohibited from using physical restraint or seclusion (1) as a form of punishment or discipline; (2) as a means of coercion, retaliation, or as a convenience; (3) as a planned behavioral intervention in response to behavior that does not pose imminent danger of serious physical harm to self or others; or (4) in a manner that endangers the student.

NOTICE TO ADMINISTRATOR

Staff members must notify the building administrator immediately when a student is physically restrained or placed in seclusion. The building administrator shall notify the Superintendent or designee as soon as possible and will provide the designee with a copy of the report of the events within 24 hours.

OBSERVATION OF STUDENT

Seclusion will not be used unless a staff member can continuously monitor the student for visual or auditory signs of physiological distress and can communicate with the student. A staff member will maintain continuous, direct visual and auditory contact with the student throughout the duration of any physical restraint or seclusion to ensure the appropriateness of its use and the safety of the student and others.

Students will be permitted to use the restroom upon request and will be escorted to and from the restroom. Students will also be provided water on request.

Monitoring will be conducted by a staff member who has received the required training to ensure the safety of the student and that procedures are appropriately implemented and documented.

SECLUSION AREA

Each school building must designate a clean and safe seclusion area intended for confining a student without causing or allowing the student to harm themselves or others. The seclusion area will be of reasonable size; adequately lighted, ventilated, and heated/cooled; free from any objects

or potential hazards that unreasonably expose the student or others to harm; permit direct, continuous visual and auditory monitoring of the student; must not be locked or prevent the student from exiting the area should an emergency arise; and comply with state and federal fire safety requirements.

A staff member will be required to visually inspect the seclusion area before and after each use to determine whether the area is clean and safe, and address any concerns by cleaning the area and/or reporting the concerns to maintenance staff.

TIME AND DURATION

Physical restraint and seclusion should not be used any longer than necessary to allow a student to regain control of their behavior.

If an emergency seclusion lasts longer than the suggested maximum time, the following are required: additional support (e.g., change of staff, introducing a specialist, or obtaining additional expertise) and documentation to explain the extension beyond the time limit.

REINTEGRATION INTO THE CLASSROOM

Staff members may make an independent judgment about when the student is ready to rejoin classmates or other activities. Reintegration may occur quickly, or may be very gradual, but will depend on the circumstances and the emotional state and readiness of the student to return to the normal situation.

INCIDENT REPORTING

Immediately after the student has restored emotional and behavioral control following the use of physical restraint or seclusion, a staff member not involved with the incident will visually examine the student to ascertain if any injury has been sustained during the physical restraint or seclusion.

The building administrator will verbally notify the parent/guardian as soon as possible and no later than 24 hours after the physical restraint or seclusion occurs.

The staff member(s) involved with the incident shall complete a written report as soon as possible after the incident. All use of physical restraint or seclusion procedures must be documented on TFSD Restraint and Seclusion Incident Report. The report will be completed within one school day of the incident.

The building administrator will place a copy of the report in the student's education file and enter the incident into the student management system, which will be made available to the student's parent/guardian.

Each staff member involved in an incident will engage in a debriefing session to determine what could have been done to prevent the need for use of physical restraint or seclusion for this student specifically and for other students in similar situations.

INCIDENT REPORT REQUIREMENTS

The following should be included in the incident report created after each instance of physical

restraint or the use of seclusion:

1. Information about the student (i.e., name, grade, etc.).
2. If the student has a disability (IDEA or Section 504), and the type of disability.
3. The date and the start and end times of the restraint or seclusion.
4. The location of the incident.
5. A description of the incident.
6. A description of the dangerous behavior that resulted in the implementation of physical restraint or seclusion.
7. If applicable, a note that physical restraint or seclusion were not employed due to a psychiatric, medical, or physical condition of the student that would make physical restraint or seclusion dangerous for that student.
8. Possible events that triggered the dangerous behavior that led to the restraint or seclusion.
9. Prevention, redirection, or pre-correction strategies that were used during the incident.
10. A description of the restraint or seclusion strategies that were used during the incident and a log of the student's behavior during physical restraint or seclusion.
11. A description of any injuries or physical damage that occurred during the incident.
12. How the student was monitored during and after the incident.
13. A description of behaviors displayed demonstrating the student's ability to return to the educational environment.
14. The staff member(s) who participated in the implementation, monitoring, and supervision of physical restraint or seclusion and whether the person(s) had training related to restraint or seclusion.
15. The extent to which the staff member(s) adhered to the procedural implementation guidelines.
16. The follow-up that will occur to review or develop the student's positive behavioral interventions and supports in order to avoid the use of restraint or seclusion in the future.
17. The date and time the parent/guardian was notified.

NOTICE TO PARENT/GUARDIAN

The building administrator will verbally notify the parent/guardian of a student requiring physical restraint or seclusion as soon as possible and no later than 24 hours following the incident. Verbal notice will include a brief summary of the incident and contact information for the staff member

who will provide additional information. The delivery of the verbal notice will be documented by the building administrator.

Verbal notice will be provided via telephone. In the event a building administrator is unable to speak directly to the parent via telephone, a message will be left on the individual's voicemail, if available. If unable to reach the parent via telephone or leave a message on voicemail, the building administrator will send an e-mail to the parent, if the e-mail address is known.

The building administrator will place a copy of the incident report in the student's education file, which will be made available to the student's parent/guardian.

Parents/guardians will receive written, annual notice about the District's policies and procedures for restraint and seclusion. These policies will be available with other school Board policies to all parents electronically via our website or as a hard copy on request.

CRISIS INTERVENTION TRAINING

Any teachers and other personnel who are likely to make a decision as to whether to restrain or confine a student will complete crisis intervention training on the appropriate use of effective alternatives to physical restraint and seclusion, and in cases involving imminent danger of serious physical harm, on the safe use of physical restraint and seclusion. A list of trained personnel and their contact information shall be posted in the office and made available to teachers. Training in crisis intervention may include, but is not limited to:

1. Evidence-based skills training related to positive behavioral interventions and supports, safe physical escort, crisis prevention, understanding antecedents, de-escalation strategies, and conflict management;
2. Evidence-based techniques shown to be effective in the prevention of physical restraint and seclusion, including techniques to identify events and environmental factors that may trigger emergency safety situations;
3. Evidence-based techniques shown to be effective in keeping both school personnel and students safe when imposing physical restraint or seclusion;
4. Techniques to identify dangerous behaviors, as well as methods for evaluating the risk of harm to determine whether the use of physical restraint or seclusion is warranted;
5. The risk of using physical restraint or seclusion in consideration of a student's known and unknown psychiatric, medical, and physical limitations.
6. First aid and cardiopulmonary resuscitation (CPR); and
7. The requirements of this policy and the procedures to be followed in cases of physical restraint and seclusion.

Employees not trained in restraint and seclusion use shall be trained on how to respond when they believe use of restraint or seclusion is necessary. Restraint and seclusion techniques will only be

utilized by a person who has been trained in crisis intervention. Other school personnel may employ physical restraint and seclusion procedures only in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff should request assistance from trained staff as soon as possible.

MONITORING AND REPORTING

The Superintendent or designee will oversee the use of physical restraint and seclusion procedures and ensure compliance with this policy in the District. The Superintendent or designee will comply with all state and federal requirements for reporting incidents of physical restraint or seclusion.

The building administrator will oversee the use of physical restraint and seclusion procedures and ensure compliance with this policy within the school.

ANNUAL POLICY REVIEW

The District will annually review this policy and related procedures to determine the efficacy of the policy and procedures; whether modification of the policy or procedures is necessary; and whether selected school staff should receive additional training on positive behavior intervention and supports, or the proper use of restraint and seclusion. The review must include a review of the documentation and reporting of incidents involving physical restraint and seclusion.



Legal References: I.C. § 33-512 Governance of Schools
I.C. § 33-1612 Thorough System of Education
IDAPA Proposed Rule 08.02.03.160-161 (Aug. 11-12, 2010)
U.S. Dept. of Ed., *Restraint and Seclusion: Resource Document* (2012),
<http://www.ed.gov/policy/restraintseclusion>.
34 C.F.R. §300.324(a)(2)

Policy History

ADOPTED: 01/10/11
EMT

REVISED: 07/08/13
10/12/15
7/12/21

In May 2012, the Office of Special Education Programs (OSEP) of the U.S. Department of Education released *Restraint and Seclusion: Resource Document*. The document identifies 15 principles for states, local school Districts, parents/guardians, and other stakeholders to consider when developing and implementing policies and procedures related to physical restraint and seclusion. Idaho does not currently have any state statutes, regulations, or policies addressing this issue. Although the Idaho State Board of Education released a set of proposed rules in 2010 regarding the use of physical restraint and seclusion, the proposed rules were never promulgated. This policy was drafted to meet the requirements of the proposed rules, dated August 11-12, 2010, and is based on the principles as set forth in the above-mentioned resource document.

The Board or their designee may arrange ~~each year~~ for health services to be provided to all students ~~each year~~. Such services may include, but not be limited to:

1. The development of procedures at each building for the isolation and temporary care of students who become ill during the school day;
2. Consulting services of a qualified specialist for staff, students, and parents;.
3. Vision and hearing screening;.
4. Scoliosis screening; and
5. Immunization as provided by the Department of Health and Human Services.

Parents/guardians will receive a written notice of any screening result which indicates a condition that might interfere or tend to interfere with a student's progress.

In general, the District will not conduct physical examinations of a student without parental consent to do so or by court order, unless the health or safety of the student or others is in question. Further, parents will be notified of the specific or approximate dates during the school year when any non-emergency, invasive physical examination or screening administered by the District is conducted which is:

1. Required as a condition of attendance;
2. Administered by the school and scheduled by the school in advance; and
3. Not necessary to protect the immediate health and safety of the student or other students.

Parents or eligible students will be given the opportunity to opt-out of the above-described non-emergency, invasive physical examination or screening.

As used in this policy, the term "invasive physical examination" means any medical examination involving the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but this does not include a hearing, vision, or scoliosis screening.

Students who wish to participate in certain extracurricular activities may be required to submit to a physical examination to verify their ability to participate in the activity. Students participating in activities governed by the Idaho High School Activities Association will be required to follow the rules of that organization, as well as other applicable District policies, rules, and regulations.

All parents will be notified of the requirements of the District's policy on physical examinations and screening of students, at least annually at the beginning of the school year and within a reasonable period of time after any substantive change in the policy.



Legal Reference:	20 U.S.C. § 1232h(b)	Protection of Pupil Rights - Limits on Survey, Analysis, or Evaluations
	IDAPA 08.02.03.160	Safe Environment and Discipline

Policy History

ADOPTED: 8/11/14

ISBA

REVISED:

The Board shall:

Select the Superintendent and delegate to him/her all necessary administrative powers

Adopt policies for the operations of the school system and review administrative procedures.

Formulate a statement of goals reflecting the philosophy of the District.

Adopt annual objectives for improvement of the District.

Approve courses of study.

Approve curriculum textbooks.

Approve the annual budget.

Employ certificated and classified staff, in its discretion, upon recommendation of the Superintendent.

Authorize the allocation of certificated and classified staff.

Approve contracts for construction, remodeling, or major maintenance.

Approve payment of vouchers and payroll.

Approve proposed major changes of school plant and facilities.

The Superintendent shall:

Serve as chief executive officer of the District.

Recommend policies or policy changes to the Board and develop procedures that implement Board policy.

Provide leadership in the development, operation, supervision and evaluation of the educational program.

Recommend annual objectives for improvement of the District.

Recommend courses of study.

Recommend curriculum textbooks.

Cause to be prepared and submitted the annual budget.

Recommend candidates for employment as certificated and classified staff.

Recommend staff needs based on student enrollment, direct and assign teachers and other employees of the schools under his/her supervision; organize, reorganize and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the District, subject to the approval of the Board.

Recommend contracts for major construction, remodeling or maintenance.

Recommend payment of vouchers and payroll.

Prepare reports regarding school plant and facilities needs.

The Board shall:

Approve collective bargaining agreements.

Assure that appropriate criteria and processes for evaluating staff are in place.

~~Appoint citizens and staff to serve on special Board committees, if necessary.~~

Conduct regular and special meetings.

Serve as final arbitrator for staff, citizens and students.

Promptly refer all criticisms, complaints, and suggestions called to its attention to the Superintendent.

Authorize the ongoing professional enrichment of its administrative leaders as feasible.

Approve appropriate District expenditures recommended by the Superintendent for the purpose of ongoing District operations.

The Superintendent shall:

Supervise negotiation of collective bargaining agreements.

Establish criteria and processes for evaluating staff.

Recommend formation of ad hoc citizens' committees.

~~As necessary attend all Board meetings and all Board and citizen committee meetings; serve as an ex-officio member of all Board committees and provide administrative recommendations on each item of business considered by each of these groups.~~

Inform the Board of appeals and implement any such forthcoming Board decisions.

Respond and take action on all criticism, complaints, and suggestions as appropriate.

Undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations.

Diligently investigate and make purchases that benefit the most efficient and functional operation of the District.

*** A copy of the Superintendent's evaluation may be included.**



Procedure History

ADOPTED: 8/11/14

ISBA

REVISED:

To enhance the usefulness of fund balance information the District will provide clear fund balance classifications and use fund type definitions consistently.

The policy is designed to encourage consideration of unanticipated events that could adversely affect the financial condition of the District and jeopardize the continuation of necessary public services. The District should maintain adequate fund balances and reserves in order to:

- a. Provide sufficient cash flow for daily financial needs,
- b. Secure and maintain investment grade bond ratings,
- c. Offset significant economic downturns or revenue shortfalls, and
- d. Provide funds for unforeseen expenditures related to emergencies.

Fund Types

The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for by providing a separate set of self-balancing accounts. The following funds are maintained by the District:

The General Fund is used to account for all financial resources not accounted for and reported in another fund.

Special Revenue Funds are used to account and report the proceeds of specific revenue sources that are restricted or committed to expenditure for specific purposes other than debt service or capital projects.

Debt Service Funds are used to account for all financial resources restricted, committed or assigned to expenditure for Superintendent and interest.

Capital Projects Funds/Plant Facilities Funds are used to account for all financial resources restricted, committed or assigned to expenditure for the acquisition or construction of capital assets. Permanent Funds are used to account for resources restricted to the extent that only earnings, and not Superintendent, may be used for purposes that support the District's purposes.

Note: The above list is not comprehensive and the District may have other funds such as an Activities Fund.

Fund Balance Reporting in Governmental Funds

The following definitions will be used in reporting activity in governmental funds across the District. The District may or may not report all fund types in any given reporting period, based on actual circumstances and activity.

Non-spendable Fund Balance

Includes amounts that cannot be spent because they are either:

Not in spendable form; or

Legally or contractually required to be maintained intact.

Restricted Fund Balance

Includes amounts that can be spent only for the specific purposes stipulated by District policy, external resource providers, or through federal regulations or State laws or rules.

Committed Fund Balance

Includes amounts that can be used only for the specific purposes determined by a formal action of the Board.

Assigned Fund Balance

Includes amounts intended to be used by the District for specific purposes, but do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed.

Authority to Assign - The Board delegates to the Superintendent or designee the authority to assign amounts to be used for specific purposes. Such assignments cannot exceed the available (spendable, unrestricted, uncommitted) fund balance in any particular fund.

Unassigned Fund Balance

Includes the residual classification for the District's general fund and includes all spendable amounts not contained in the other classifications. In other funds, the unassigned classification should be used only to report a deficit balance from overspending for specific purposes for which amounts had been restricted, committed, or assigned.

Prioritization of Fund Balance Use

The Board's primary role in adopting this policy is to identify the order of spending unrestricted resources and to acknowledge that the Board is the ultimate decision making authority with regard to committing balances upon recommendation of the Superintendent or designee.

If the Board chooses not to adopt a policy addressing the order of spending, the default approach of reducing restricted, then committed, then assigned, then unassigned fund balances will be used.

Guidelines**Classifying Fund Balance Amounts**

Fund balance classifications depict the nature of the net resources that are reported in a fund. An individual fund may include non-spendable resources and amounts that are restricted, committed, or assigned, or any combination of those classifications. The general fund may also include an unassigned amount.

Encumbrance Reporting

Encumbering amounts for specific purposes for which resources have already been restricted, committed, or assigned should not result in separate display of encumbered amounts. Encumbered amounts for specific purposes for which amounts have not been previously restricted, committed, or assigned, will be classified as committed or assigned, as appropriate, based on the definitions and criteria set forth above.

Minimum Unassigned Fund Balance

The District will strive to maintain a minimum unassigned fund balance in its General Fund ranging from 5 percent to 15 percent of the subsequent year's budgeted expenditures. This minimum fund balance is to protect against cash flow shortfalls related to timing of projected revenue receipts and to maintain a budget stabilization commitment.

Replenishing deficiencies - when fund balance falls below the minimum range, the District will replenish shortages/deficiencies using the budget strategies and timeframes described below.

The following budgetary strategies shall be utilized by the District to replenish funding deficiencies:

The District will reduce recurring expenditures to eliminate any structural deficit; or
The District will increase revenues or pursue other funding sources; or
Some combination of the two options above.

The district will strive to build a minimum fund balance within the following time periods:

A minimum fund balance of less than 5 percent shall be replenished over a period not to exceed five years.

A minimum fund balance between 7 percent and 8.5 percent shall be replenished over a period not to exceed three years.

A minimum fund balance between 8.5 percent and 10 percent shall be replenished over a period not to exceed one year.

Surplus fund balance - Should unassigned fund balance of the General Fund ever exceed the range, the District will consider such fund balance surpluses for one-time expenditures that are nonrecurring in nature and which will not require additional future expense outlays for maintenance, additional staffing, or other recurring expenditures.

Implementation and Review

The Board authorizes the Superintendent to establish any standards and procedures which may be necessary for its implementation. The Superintendent shall review this policy and any procedures regarding its implementation at least annually and make any recommendations for changes to the Board.

The Superintendent or designee shall provide accounting procedures for the receipt, deposit, expenditure and withdrawal of such moneys and procedures for monthly reporting to the Board of the transactions, assets, liabilities and fund balance for each such fund.

◆ ◆ ◆ ◆ ◆ ◆ ◆ ◆

Legal Reference: I.C. § 33-701 et seq. Fiscal Affairs of School District
I.C. § 33-901 et seq. School Funds

Governmental Accounting Standards Board (“GASB”) Statement No. 54

Policy History:

ADOPTED: 8/11/14

ISBA

REVISED: 8/10/15

9/12/16

1/09/17

Pursuant to Idaho Code §33-701, the Board authorizes the Superintendent to invest all or part of any plant facilities reserve fund, or any fund accumulated for the payment of interest on, and the redemption of, outstanding bonds, or other obligations of the District. The Superintendent shall develop criteria and procedures for appropriate investments which shall be reviewed by the Board. A progress report of investments shall be made to the Board on a regular basis.

Policy Considerations

The investment policy shall be reviewed annually by the Superintendent or designee and recommended changes will be presented to the Board for consideration.

Investments may be made only in those instruments approved by, and in a method in conformity, with state law including any instrument permitted by law for the investment of state moneys.



Legal Reference:	I.C. § 33-701	Fiscal Year – Payment & Accounting of Funds
	I.C. § 67-1210	Investment of Idle Moneys

Policy History

ADOPTED: 8/11/14

ISBA

REVISED:

The Superintendent or designee shall review annually fees assessed to determine if an increase, decrease, new fee, or other change is necessary. The Superintendent or designee shall report the fee findings to the Board at least annually.

In the event a fee increase of ~~four percent (4%) or~~ **five percent (5%)** or less from the prior fee amount is necessary, the Board can review and vote on such a fee increase. However, in the event a fee increase of **greater than five percent (5%)** ~~or more~~ from the prior fee amount is necessary, the Board shall hold a hearing upon such proposed fee increase at a regular or special meeting of the Board.

The Board shall provide notice of the meeting according to Idaho Code § 63-1311A. Meeting notice shall include the reason for the meeting, i.e. the Board is considering a fee increase that is in excess of five percent (5%) of the amount of fees last collected prior to such decision. If the Board is assessing a new fee, the meeting notice shall indicate such.



Cross Reference: 3440 Student Fees, Fines & Charges
7300 Revenues

Legal Reference: I.C. § 63-1311A Advertisement of and Hearing on Fee Increases
I.C. § 33-603 Payment of Fees or Returning of Property
I.C. § 60-106 Qualifications of Newspapers Printing Legal Notices

Policy History

ADOPTED: 8/11/14

ISBA

REVISED:

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. Default, event of acceleration, termination event, modification of terms or other similar events under the terms of a financial obligation of the obligated person, any of which reflect financial difficulties.
10. 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.
- G. Incurrence of a financial obligation or agreement, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a financial obligation of the obligated person, any of which affect security holders, 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 MSRB, 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>

Policy History

ADOPTED: 1/9/17

ISBA

REVISED: 1/10/22
5/9/22

The District owns and maintains certain vehicles. These are for use by properly authorized personnel of the District for District business purposes.

~~Any driver who receives a citation for a driving violation while operating a District vehicle shall personally pay all fines levied. All citations received while the driver is a District employee, when operating a District vehicle, must be reported and may result in disciplinary action up to and including termination.~~

District-Owned Vehicles Provided to Employees

Any driver who receives a citation for a driving violation while operating a District vehicle shall personally pay all fines levied. All citations received while the driver is a District employee, when operating a District vehicle, must be reported and may result in disciplinary action up to and including termination.

Any mileage driven in a District-owned vehicle that is not for official district business will be considered a taxable fringe benefit to the employee driving the vehicle. This taxable fringe benefit will be in addition to the employee's annual salary and will be reported on the individual employee's W-4.

Records of mileage and use other than official district business must be recorded in a diary or log.

Unauthorized personal use of the vehicles or failure to report personal mileage and use may be subject to disciplinary action up to and including termination of employment. No employee, friend, associate or family member of any employee may use a district-owned vehicle for personal use other than minimal personal use by the employee.

This policy and taxable fringe benefit will be reviewed annually to verify that the policy is in compliance with IRS regulations.

Health and Safety Protocols of District-Owned Vehicles

All users of vehicles owned and maintained by the District shall adhere to the cleaning and disinfection protocols outlined by the District.



Legal Reference: I.C. § 33-1506 Inspection of school buses
IDAPA 08.02.02.160 Maintenance Standards and Inspections

Policy History

ADOPTED: 8/11/14

ISBA

REVISED: 10/12/20