

MEMORANDUM

To: Board of Trustees
Twin Falls School District 411
From: Eva Craner, Director of Public Relations
Re: Policy Updates
Date: March 6, 2023

First Reading:

Administrative Updates:

- 1600 Code of Ethics for School Board Members ANNUAL REVIEW
- 2200 School Year, Calendar, and Instructional Hours ANNUAL REVIEW
- 3346 Restraint or Seclusion of a Student ANNUAL REVIEW
- 3530 Suicide ANNUAL REVIEW
- 5401P Sick Leave and Sick Leave Bank

Second Reading:

ISBA Updates:

- 2100P Curriculum Adding Deleting or Altering Courses and/or Programs NEW TITLE
- 2100F New or Revised Course/Program Proposal NEW TITLE
- 3525 Immunization Requirements
- 4105 Public Participation at a Board Meeting
- 4105F Request to Address the Board
- 4260F District Record Request Form
- 4500 Public Gifts and Donations to the Schools
- 4500P Public Gifts & Donations to the Schools
- 5100 Hiring Process and Criteria
- 5101 Compensation of Newly Hired Employees Who Last Worked in Another State NEW
- 5280 Professional Standards Commission (PSC) Code of Ethics

Administrative Updates:

- 4600 Volunteer Assistance
- 4600P Unsupervised Volunteers NEW

As a member of my local Board of trustees, I will strive to improve student achievement in public education, and to that end I will:

Attend all regularly scheduled Board meetings insofar as possible, having read my packet, ensuring that I am informed about the issues to be considered at the meetings;

Recognize that the Board must comply with the Open Meeting Law and only has authority to make decisions at official Board meetings;

Make all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;

Understand that the Board makes decisions as a team. Individual Board members may not commit the Board to any action unless so authorized by official Board action;

Recognize that decisions are made by a majority vote and the outcome should be supported by all Board members;

Acknowledge that policy decisions are a primary function of the Board and should be made after full discussion at publicly held Board meetings, recognizing that authority to administer policy rests with the Superintendent;

Be open, fair and honest – no hidden agendas, and respect the rights of other Board members to have opinions and ideas which differ from mine;

Recognize that the Superintendent is the Board's advisor and should be present at all meetings unless prior arrangements have been made in conjunction with the Board Chair. In addition, the Superintendent will not be present when they are the subject matter or when their presence is a conflict of interest;

Understand the chain of command and refer problems or complaints to the proper administrative office while refraining from communications that may create conditions of bias should a concern ever rise to the attention of the Board as a hearings panel;

Keep abreast of important developments in educational trends, research and practices by individual study and through participation in programs providing such information;

Respect the right of the public to be informed about District decisions and school operations;

Understand that I will receive information that is confidential and cannot be shared;

Give staff the respect and consideration due skilled, professional employees and support the employment of those best qualified to serve as District staff, while insisting on regular and impartial evaluation of all staff;

Present personal criticism of District operations to the Superintendent, not to District staff or ~~at~~ ^{to} a Board meeting;

Refuse to use my Board position for personal or family gain or prestige. I will announce any conflicts of interest before Board action is taken; and

Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

Trustee Signature: _____ Date: _____



Policy History

ADOPTED: 8/11/14

ISBA

REVISED: 5/9/22

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 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 each such day is designated.

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
9-11	990
12	979
Alternative Schools 6-12	900

Teacher In-Service Days

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
I.C. § 73-108 Holidays Enumerated
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

ISBA

REVISED: 9/12/22

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).

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.

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. Physical escort such as touching or holding a student's hand, wrist, ~~or~~ arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. ~~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; and
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, which is a behavior management technique used for the purpose of calming the student and involves the monitored separation of the student in a non-locked setting 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 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, except as authorized by a licensed medical provider. 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~~ are prohibited.

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. These areas should be welcoming and facilitate the calming and de-escalation of the student.

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. The restraint or seclusion will end when the student is no longer an imminent threat to themselves or others.

~~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 TFSR 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>.
Council for Exceptional Children: Position on Restraint and Seclusion
Procedures in School Settings (2020)
<https://exceptionalchildren.org/sites/default/files/2020-11/Restraint%20and%20Seclusion-2020.pdf>
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
8/08/22

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.

Suicide

It is the intent of the Twin Falls School District to protect the health of its pupils. As such, and as directed by Idaho Code, the District has established a policy addressing suicide prevention, intervention, and postvention procedures. Notwithstanding, neither a school district nor a teacher has a duty to warn of the suicidal tendencies of a student absent the teacher's or school district's knowledge of direct evidence of such suicidal tendencies. The Board directs the Superintendent or designee to draft and implement internal procedures and processes relating to:

1. Suicide prevention;
 2. Suicide intervention; and
 3. Suicide postvention.
-
1. Prevention procedures may include but are not limited to, direction for school and the appropriate school staff members to:
 - A. Offer and provide help and assistance, including early identification;
 - B. Support and/or counsel students;
 - C. Provide referral to appropriate sources outside the school;
 - D. Designate staff members who will be responsible for planning and coordinating the implementation of district procedures addressing suicide. This will typically be the school counselors in coordination with the building administrators;
 - E. Encourage staff to report to the counselor, students they believe may be at elevated risk of suicide. This will typically be done by the building administrator;
 - F. Provide additional training on suicide prevention for all staff for whom such training is deemed necessary; and
 - G. Offer resources to parents/guardians on suicide prevention.
 2. Intervention procedures may include but are not limited to, direction for the school and the appropriate school staff members to:
 - A. Contact the parents/guardians of students suspected as any risk of suicide. The purpose of reporting any risk-assessment results to parents/guardians is to underscore the need for parents/guardians to act, not to report a judgment of risk;
 - B. Contact emergency services to assist a student who is at any risk of suicide, when appropriate;
 - C. Provide first aid until emergency personnel arrive, when appropriate; and
 - D. Move other students away from the immediate area of any suicide attempt on District property or at a District event.
 3. Postvention in the event of a death by suicide procedures may include but are not limited to, direction for school and the appropriate school staff members to:

- A. Provide after-care support for faculty, staff, and students after a sudden death has occurred;
 - B. Adhere to the procedures provided in the Emergency Response Manual; and
 - C. Offer mental health services and/or mental health resources to students likely to be strongly affected by a recent death.
- 4. Postvention in the event of a suicide attempt procedures may include but are not limited to, direction for school and the appropriate school staff members to:
 - A. Require from parents a discharge summary or documentation from an outside counselor or doctor prior to a student who has attempted suicide returning to the school building; and
 - B. Establish a system of support or re-entry plan for the student upon their return.

District personnel shall attend to the rights of the student and his or her family.

The District shall comply with all requirements of State law and administrative rules for training by personnel on suicide prevention and awareness.



Legal References:	I.C. § 33-136	Suicide Prevention in Schools
	I.C. § 33-512B	Suicidal Tendencies – Duty to Warn
	I.D.A.P.A. 08.02.03.160	Safe Environment and Discipline

Policy History

ADOPTED: 8/11/14

ISBA

REVISED: 6/11/18
 5/13/19
 6/13/22

Leave that qualifies as sick leave is:

1. Absence caused by illness, injury, surgery, maternity, paternity, adoption, quarantine, or disability.
2. Absence prescribed by a physician for medical or diagnostic examinations or tests.
3. Absence due to death in the immediate family (limited to seven days **per instance**), when not taken as bereavement leave. The term immediate family will be interpreted as child, spouse, significant other, parents, parents-in-law, siblings, grandparents, and grandchildren. (See Policy 5900, CBA, for bereavement leave for certified employees; Policy 5404 for bereavement leave for non-certified employees)
4. Absences not listed above caused by mental health issues that render the employee incapable of carrying out their duties.
5. Absence due to illness, injury, surgery, maternity, paternity, adoption, quarantine, or disability of that employee's children, spouse, significant other, parents, parents-in-law, siblings, grandparents, and grandchildren. The superintendent may make judgments in favor of or denial of the use of sick leave by a district employee due to the illness of a loved one whose relationship is not covered by this exact policy language.

Sick Leave Banks

The Twin Falls School District currently maintains three sick leave banks. These are the Administrator Sick Leave Bank (ASLB), the Certified Sick Leave Bank (CSLB), and the Non-Certified Sick Leave Bank (NCSLB). The Certified Sick Leave Bank is found in the current Collective Bargaining agreement.

The purpose of the Sick Leave Bank is to provide for additional leave due to absences from work which extend beyond all of the employee's accumulated leave and is resulting from a major medical illness or injury. The Sick Leave Bank may be used for immediate family members (spouse, child, parent) facing a major medical illness or injury. The maximum number of days which may be granted in any one school year for immediate family members will be 30.

A major medical illness and/or injury is an acute or prolonged illness or injury that is considered life threatening or with the threat of serious residual disability which results in the employee's inability to work. Examples of a major medical illness or injury include, but are not limited to:

- a. Serious, debilitating illness, impairment, or physical/mental condition that involves treatment in connection with an extended stay in a hospital, hospice, or residential medical facility.
- b. High intensity/high frequency of treatment encounters necessary for a chronic or long-term condition that is so serious, that if not treated, would likely result in an extended period of incapacity or death.

- c. Terminal illness. The Sick Leave Bank does not cover time off due to a job-incurred injury/illness covered by Worker's Compensation benefits.

The ASLB is as follows:

1. Each administrative employee of the District may participate in the ASLB. A minimum initial contribution of two sick leave days prior to November 1 will be required to become a Sick Leave Bank member. A threshold of 50 days will be established in the Sick Leave Bank. When the total days available in the Sick Leave Bank falls below 50, the Sick Leave Bank Committee will equally assess each member additional days required to reestablish the 50-day threshold.

Sick leave days contributed will be deducted from the individual's previously accumulated sick leave. The contributed sick leave days will form a bank of sick leave days that will be available to all eligible administrators whose absence from work is due to major medical illness or injury extending beyond their available sick leave.

2. In order for an administrator to be eligible for sick leave benefits from the ASLB he or she must:
 - a. Be a contributor to the Bank,
 - b. Be absent from work due to major medical illness or injury, and
 - c. Have used all accumulated sick leave and personal leave.

All requests for use of the Bank will be related to major medical illness or injury occurring after membership in the Bank.

3. Application for use of the Bank will be submitted to the ASLB Committee (ASLBC), comprised of the superintendent or designee, and two district administrators appointed by the superintendent. The Committee will review the request and determine if the administrator is eligible to use the ASLB. If the Committee deems necessary, proof of illness may be required at the time of application and periodically during the granted period.
4. The ASLBC will have the authority to establish operational procedures necessary to implement this program. After a complete review of the application, the Committee will have the authority to make final decisions as to the disposition of the applicant's request within established operational procedures.
5. The maximum number of days that may be granted for an employee's major medical illness or injury in any 12-month period will be the remaining number of days an administrator is contracted to work during that 12-month period, not to exceed 60 days. The maximum number of days which may be granted in any 12-month period for immediate family members will be 30.

6. For the purpose of determining continuing eligibility for sick leave bank days the ASLBC will calculate the 12-month period immediately preceding the commencement of the leave as the 12-month period measured forward from the date the employee first takes sick leave bank days. If the administrator does not use all of the days granted by the ASLBC, the unused sick leave days will be returned to the Bank.

The Non-Certified Sick Leave Bank is as follows:

1. Each employee working at least four hours per day in the District may participate in the NCSLB. After six months of service each employee is eligible to enroll in the NCSLB. A minimum initial contribution of two sick leave days is required to enroll in the Bank. Contributions will be made from the employee's sick leave accumulated to date. The length of workday will be used for comparable contribution to and withdrawal from the Bank. For example, an employee working a four-hour day would contribute four-hour days, entitling him or her to withdraw, when granted, four-hour days from the bank.
2. An employee will have been employed for a minimum of six months and have accumulated a minimum of four sick leave days before being eligible for the NCSLB. It is the employee's responsibility to enroll in the Bank upon the six-month employment anniversary, plus or minus 10 days. If the employee fails to enroll on his or her six-month anniversary, he or she will be provided opportunity to enroll during the annual open enrollment period.
3. In order for an employee to be eligible for sick leave benefits from the NCLSB, he or she must:
 - a. Be a contributor to the Bank,
 - b. Be absent from work due to major medical illness or injury, and
 - c. Have used all of his or her accumulated sick, personal, and vacation leave.

All requests for use of the Bank will be related to major medical illness or injury occurring after membership in the Bank.

4. Application for use of the NCSLB will be made to the NCLSB Committee (NCLSB), consisting of two administrators and two employees appointed by the superintendent. The Committee will review requests and determine employee eligibility. If the Committee deems necessary, proof of illness may be required at the time of application and periodically during the granted period.
5. The NCSLBC will have the authority to establish operational procedures necessary to implement this program. After complete review of the application, the Committee will have the authority to make final decisions as to the disposition of the request within the parameters of the operational procedures.
6. The maximum number of days that may be granted for an employee's major medical

illness or injury in any one 12-month period will not exceed 60 days. The maximum number of days which may be granted in any 12-month period for immediate family members will be 30.

7. A threshold of 400 days will be established in the NCSLB. If the total falls below the threshold, the Committee will equally assess each member the appropriate number of days to re-establish the minimum 400 days. Sick days thus contributed will be deducted from each individual's accumulated sick leave.

If an employee wishes to discontinue participation in the NCSLB he or she must notify the Human Resources Department in writing. When membership has been discontinued, employees cannot withdraw days previously contributed.

8. For the purpose of determining continuing eligibility for sick leave bank days the NCSLBC will calculate the 12-month period immediately preceding the commencement of the leave as the 12-month period measured forward from the date the employee first takes sick leave bank days. If an employee does not use all of the days granted from the Bank, the unused sick leave days will be returned to the Bank.



Cross References: 5900 Collective Bargaining Agreement
5404 Bereavement Leave

Procedure History

ADOPTED: 12/08/08

EMT

REVISED: 9/10/12
10/8/12
8/11/14
6/13/16
8/6/18
9/9/19
4/11/22

Curriculum

The purpose of this procedure is to assist teachers and building administrators in developing clear, concise proposals for new or revised instructional courses or programs, to provide a basis for the specific planning required for successful implementation, to bring about consistency from building to building in the process of program planning and budgeting, and to expedite the handling of program proposal requests in the office of the Directors of Elementary and Secondary Programs.

Evaluation the criteria for proposals are as follows:

1. the quality of the proposal;
2. a clearly identified need for the course/program;
3. previous implementation and development work in the area of the proposal;
4. the potential for successful completion of the course/program by students;
5. the potential for use by other buildings in the district;
6. the number of students affected by the proposal;
7. the amount of money requested in relationship to other proposals; and
8. district and building expenditure priorities.

Any administrator or staff member may create proposals to add, delete, or alter courses and/or programs request a change to the curriculum in the District. The principal should obtain specific opinions on the proposal from discussion with initiating staff members. To create any change proposal, the principal and relevant personnel, including those seeking curricular change, any additional staff who are to be included should meet with the Elementary or Secondary Program Director to discuss the rationale and merits of the proposed changes. in a preliminary way any new or revised programs envisioned. Following this the preliminary discussion, those seeking change should complete the *New or Revised Course/Program Proposal* form making sure that any staff member, who will be affected by the changes, has had an opportunity for input. Signatures of all those affected by the proposed curricular changes must be included on the final proposal paperwork. (page three of this procedure) is to be completed and Completed proposal forms should be submitted to the Directors of Elementary or Secondary Programs.

Before the proposal is in final written form, the teacher(s) or administrator(s) requesting the change should make certain any staff member who will be affected by the change has had an opportunity for input. Their signatures should be on the final form to indicate endorsement and approval of the proposed change. The proposal should then be submitted to the Directors of Elementary or Secondary Programs.

Following the submission of the *New and Revised Course/Program Proposal*, the Director of Elementary or Secondary Programs will meet with the administrator and the individual person submitting the proposal to review the specific program proposal. They Director will make the final decision on recommendations regarding and final decisions on the program proposal, including a decision with respect to how it will appear in the curriculum, whether it will be implemented as a pilot, and a proposed budget for the ensuing year. The proposal must be submitted to the Director with

adequate time for the Director to complete a curricular materials selection process as prescribed in Policy 2540.

Once the proposal has been approved by the Director and budgeted, there will be a need for more complete planning - defining tasks, assigning timelines, and completing an evaluation design. The course/program will may or may not be piloted for a full semester or academic year.

If a pilot is utilized, At the end of the year-pilot, the administrator(s) and teacher(s) will meet with the Directors of Elementary or Secondary Programs to review the strengths and weaknesses of the implemented program changes.

Prior to any program or course being offered to Twin Falls School District 411 students, Recommendations will be made to the Board of Trustees for approval. ~~with respect to re-piloting, expanding or formally adopting the new course.~~

SEQUENCE FOR ADDING, ALTERING, OR DELETING COURSES

Teacher/Administrator

Department/Grade Level Approval

Directors of Programs

Superintendent

School Board

~~New or Revised Course Proposal~~

1. ~~General descriptive title:~~
2. ~~Department or grade level—List department or grade level, if any, which is primarily involved in developing and implementing the proposal.~~
3. ~~Course description—Describe the overall intent of the course.~~
4. ~~Rationale (Inventory of Need)—Write a brief statement developing the background for the proposal and why it is essential to change or add it to the instructional program.~~
5. ~~Course Standards/Benchmarks/Objectives—List what it is students will know and be able to do as a result of taking this course. Identify course content or areas of emphasis in sequence of instruction.~~
6. ~~Evaluation—Identify the measure and the performance standard that will be used to determine whether or not students learned what was intended.~~
7. ~~List textbook or instructional curricular materials which will contribute to the accomplishment of the identified course objectives.~~
8. ~~Cost Analysis—List all expenditures for the program that cannot be covered by the regular budget allotments.~~

9. ~~Formal Approval Page—This page should contain the signatures of all teachers and administrators who will be responsible for implementing the new or revised program.~~

Course Approval Signature Page

Name of Course: _____

Teacher

Department Leader

Elementary or Secondary Director

Date Approved

Cross Reference: 2100 Curriculum
Development and Assessment
2100F New or Revised Course Proposal
2540 Selection, Adoption, and Removal of
Curricular Materials

Procedure History

ADOPTED:

TFSD

REVISED: 6/09/98

4/08/13

8/11/14

8/10/15

1. **General descriptive title:**
2. **Department or grade level - List department or grade level, if any, which is primarily involved in developing and implementing the proposal.**
3. **Course description - Describe the overall intent of the course.**
4. **Rationale - (Inventory of Need) - Write a brief statement developing the background for the proposal and why it is essential to change or add it to the instructional program.**
5. **Course Standards/Benchmarks/Objectives - List what it is students will know and be able to do as a result of taking this course. Identify course content or areas of emphasis in sequence of instruction.**
6. **Evaluation - Identify the measure and the performance standard that will be used to determine whether or not students learned what was intended.**
7. **List textbook or instructional curricular materials which will contribute to the accomplishment of the identified course objectives.**
8. **Cost Analysis - List all expenditures for the program that cannot be covered by the regular budget allotments.**

9. Formal Approval Page - This page should contain the signatures of all teachers and administrators who will be responsible for implementing the new or revised program.

Course Approval Signature Page

Name of Course: _____

Teacher _____

Department Leader _____

Elementary or Secondary Director _____

Date Approved _____

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

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

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

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

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

Immunization Certification

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

Intended Immunization Schedule

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

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

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

Exemptions

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

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

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

Reporting

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

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



Legal Reference:

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

Policy History

ADOPTED: 8/11/2014

ISBA

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

All regular and special meetings of the Board shall be open to the public, but any person who disturbs good order may be required to leave. The Board of Trustees encourages all citizens of the District to express their ideas and concerns. ~~During a time of Health Emergency,~~ The Board may offer the ability to attend their meeting remotely, including the ability to submit patron input electronically ahead of time at a time and in a manner identified by the Board. Such electronically provided input shall be provided to the Clerk of the Board who will distribute to all trustees. The comments of the community will be given careful consideration. In the evaluation of such comments, first priority will be District students and their educational program.

NOTICE

DUE TO THEIR SENSITIVE NATURE, COMMENTS AND OR COMPLAINTS ABOUT PERSONNEL OR INDIVIDUAL STUDENTS WILL ONLY BE HEARD IN EXECUTIVE SESSION. ADDITIONALLY, OTHER TOPICS YOU WISH TO ADDRESS MAY ONLY BE APPROPRIATE FOR EXECUTIVE SESSION. IN SUCH INSTANCES, THE BOARD WILL DETERMINE IF YOUR COMMENTS ARE APPROPRIATE FOR OPEN OR EXECUTIVE SESSION AND WILL NOTIFY YOU ACCORDINGLY.

~~“A PERSON WHO DISRUPTS THE EDUCATIONAL PROCESS OR WHOSE PRESENCE IS DETRIMENTAL TO THE MORALS, HEALTH, SAFETY, ACADEMIC LEARNING OR DISCIPLINE OF THE PUPILS OR WHO LOITERS IN SCHOOLHOUSES OR ON SCHOOL GROUNDS, IS GUILTY OF A MISDEMEANOR.”~~

ATTENDEES AT BOARD MEETINGS SHOULD NOT DISRUPT THE BUSINESS OPERATIONS OF THE BOARD MEETING AND SHOULD CONDUCT THEMSELVES IN A PROFESSIONAL AND APPROPRIATE MANNER THAT ENSURES THE SAFETY OF ALL MEETING ATTENDEES.

Any complaint about the District, including instruction, discipline, District personnel policy, procedure or curriculum, should be referred through proper administrative channels before it is presented to the Board for consideration and action. All complaints should be resolved through proper channels in the following order:

1. Teacher or staff
2. Principal or supervisor
3. Director or administrator
4. Superintendent
5. Board of Trustees

Please also see District Policy No. 4110 regarding public complaints and suggestions.

Members of the public will not be recognized by the Chair as the Board conducts its official business except when the Board schedules public ~~comment discussion~~ period on a particular item. The Board ~~will~~ ~~may~~ listen to the public but, at the same time, expects the public to listen and speak only when properly recognized.

At each Regular and Special meeting of the Board the agenda ~~will~~ ~~may~~ provide time for public comment before the Board. Persons wishing to address the Board will be required to submit a “REQUEST TO ADDRESS THE BOARD” form. Forms are available from the Board Clerk and will be available at each meeting.

The Board shall ensure that members of the following groups, listed in no particular order, are given priority to participate in Board meetings:

1. Students who attend a District school;
2. Parents/guardians of such students;
3. District employees; and
4. People who reside within the District.

Attendees who do not belong to any of these groups will only be allowed to speak after members of the groups listed above have provided comment and only if there is still time available within the public comment period.

Total time allotted for public comment will not exceed one (1) hour. Public participation will be limited to the time allotted on the agenda. Each speaker will be limited to three (3) minutes. Public comment will be taken from the public on matters scheduled on the agenda. Should a large number of members of the public wish to speak on the same issue or topic, members of the public are encouraged to select a representative(s) to summarize their position. Additionally, the Board Clerk will accept written comments for distribution to the Board. The Board may decline to hear repetitive comments. The Chair may also deny an individual the opportunity to address the Board if the individual has previously addressed the Board on the same subject within the past two months.

Written materials for Board Members must be submitted to the Board Clerk. The written material must include the name, address and telephone number of the person submitting it. A copy of the materials that meet these requirements will be forwarded to Board Members if received by noon the Friday preceding the Board Meeting. Materials should not be sent directly to Board Members. Materials may be presented, mailed to the Board Clerk at 201 Main Ave. W., Twin Falls, ID 83301, or emailed to the Board Clerk at lucasmi@tfsd.org

If a topic is being considered by a committee established for that purpose, the Chair may refer the public comment to that committee.

Because of the diversity of issues, and confines of the Open Meeting Laws, members of the Board will not respond to public comment nor engage in discussion with individuals or entities presenting public input. Instead, issues may be recorded and referred to the proper staff person for follow-up and/or considered by the Board in addressing the pending agenda items through

open discussion or voting. The Chair may interrupt or terminate an individual's statement when it is too lengthy, ~~personally directed~~, abusive, obscene, repetitive, or irrelevant, or threatening to any individual. The Board of Trustees as a whole shall have the final decision in determining the appropriateness of all such rulings.

Nothing in this policy shall prohibit the removal of any person who, in the judgment of the Board Chair, willfully disrupts a meeting to the extent that orderly conduct is seriously compromised. Defamatory or abusive remarks are always out of order and any person may be removed from the meeting if they are engaging in illegal conduct. The presiding officer may terminate the speaker's privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.

If a special meeting has been held to obtain public comment on a specific issue, the Chair of the Board may not recognize speakers wishing to comment on the same topic at a regular meeting of the Board.



Cross Reference: 4110 Public Complaints and Suggestions
4120 Uniform Grievance Procedure
4320 Disruption of School Operations

Legal Reference: I.C. § 33-512 (11) Governance of Schools
I.C. § 74-206 Executive Sessions – When Authorized

Policy History

ADOPTED: 8/11/14

ISBA

REVISED: 1/11/16
10/12/20

REQUEST TO ADDRESS THE BOARD

NOTICE

DUE TO THEIR SENSITIVE NATURE, COMMENTS AND OR COMPLAINTS ABOUT PERSONNEL OR INDIVIDUAL STUDENTS WILL ONLY BE HEARD IN EXECUTIVE SESSION. ADDITIONALLY, OTHER TOPICS YOU WISH TO ADDRESS MAY ONLY BE APPROPRIATE FOR EXECUTIVE SESSION. IN SUCH INSTANCES, THE BOARD WILL DETERMINE IF YOUR COMMENTS ARE APPROPRIATE FOR OPEN OR EXECUTIVE SESSION AND WILL NOTIFY YOU ACCORDINGLY.

~~**A PERSON WHO DISRUPTS THE EDUCATIONAL PROCESS OR WHOSE PRESENCE IS DETRIMENTAL TO THE MORALS, HEALTH, SAFETY, ACADEMIC LEARNING, OR DISCIPLINE OF THE PUPILS OR WHO LOITERS IN SCHOOLS OR ON SCHOOL GROUNDS, IS GUILTY OF A MISDEMEANOR.**~~

ATTENDEES AT BOARD MEETINGS SHOULD NOT DISRUPT THE BUSINESS OPERATIONS OF THE BOARD MEETING AND SHOULD CONDUCT THEMSELVES IN A PROFESSIONAL AND APPROPRIATE MANNER THAT ENSURES THE SAFETY OF ALL MEETING ATTENDEES.

Any complaint about the District, including instruction, discipline, District personnel policy, procedure or curriculum, should be referred through proper administrative channels before it is presented to the Board. All complaints should be resolved through proper channels in the following order:

1. Teacher or Staff
2. Principal or Supervisor
3. Director or Administrator
4. Superintendent
5. Board of Trustees

If these channels have been exhausted, this form should be filled out and handed to the Board Clerk prior to the beginning of the meeting to indicate you wish to provide public comment.

The Board of Trustees follows a written agenda, a copy of which is available to assist you in participating in the meeting.

~~If you have indicated on this form your desire to speak, at the appropriate time, the Chair will announce your name.~~

You will have the floor a maximum of three (3) minutes.

The Board of Trustees encourages input from the public. If you want the Board to receive more information than time permits, please reduce your concerns to written form and send them to the Board Clerk. Written comments must include your name, address, and telephone number, and relationship to the District.

All individuals appearing before the Board are expected to follow these guidelines:

1. Address the Board only at the appropriate time as indicated on the agenda and when recognized by the Board Chair.
2. Identify oneself and be brief. Comments shall be limited to three (3) minutes. In unusual circumstances, and when an individual has made a request in advance to provide public comment ~~speaks~~ for a longer period of time, the individual may be allowed to speak for no more than five (5) minutes if additional time is approved by the Chair.
3. The Board Chair may shorten or lengthen an individual's opportunity to speak. The Chair may also deny an individual the opportunity if the individual has previously addressed the Board on the same subject within the past two months.
4. Speakers who are District students, parents/guardians of District students, District employees, and District residents will be given priority over speakers who are not members of any of these categories. Attendees who do not belong to any of these groups will only be allowed to speak after members of these groups have provided comment and only if there is still time available within the public comment period.
5. The Board Chair shall have the authority to determine procedural matters regarding public participation not otherwise defined in Board policy.
6. Patrons and community members who are unable to attend meetings in-person, are encouraged to submit public comment in writing. The Board Clerk will provide written comments to the Board during the period of public comment.
7. Presentations are to be civil and respectful. Public input shall not disrupt the open meeting. There shall be no intimidation against the Board, members of the Board, school employees, or students of the District. Shouting, loud statements, threats, name-calling, profanity, or other improper conduct is strictly forbidden. Individuals engaging in inappropriate conduct will be asked to leave the meeting. Nothing in this policy shall prohibit the removal of any person who willfully disrupts a meeting to the extent that orderly conduct is, in the determination of the Board Chair, seriously compromised. Any person otherwise engaged in illegal conduct at the meeting may also be removed. Failure to leave may result in law enforcement intervention.

**TWIN FALLS SCHOOL DISTRICT #411
REQUEST TO ADDRESS BOARD OF TRUSTEES**

SCHEDULED OR UNSCHEDULED DELEGATIONS

Important: Unscheduled delegations are limited to board meeting agenda items. Anyone wishing to address a topic not on the agenda will need to follow the TFSD protocol to be placed as a scheduled delegation (see page 4 of this form).

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

Relationship to the District (Please Check all that apply):

☐ Parent/Guardian of a District Student ☐ Employee of the District ☐ District Student
☐ Resident of the District, which Zone: _____ ☐ Other:

SUBJECT to be presented (include the pertinent Agenda item):

____ *A brief written outline is attached.*

Check if any of the below identified subject matters are matters you wish to address in your presentation to the Board:

- _____ The hiring of a public school employee.
- _____ The qualifications of any individual employed/prospective employee.
- _____ The evaluation or performance of any individual employed by the District.
- _____ A complaint or concern about any individual employed by the District.
- _____ A complaint or concern about any student enrolled at the District.

****For unscheduled delegations, please deliver a completed copy of this form to the Board's Clerk prior to the commencement of the Board Meeting. For scheduled delegations, this form must be submitted five days in advance of the Board Meeting.**

PLEASE NOTE: Inasmuch as the school Board agenda is usually quite full:

- Speakers are asked to limit their presentations to three minutes as directed by the Board chairman. The clerk will signify the two-minute mark during the presentation.
- Any group of persons wishing to speak to the Board about the same issue or topic should select one spokesperson to represent them.
- Speakers will be respectful; no offensive or inappropriate comments or language.
- The Board reserves the right to limit the total time provided for discussion of a situation or topic or decline any request for a scheduled delegation to be placed on the agenda.
- The Chair may also deny an individual the opportunity to address the Board if the individual has previously addressed the Board on the same subject within the past two months.

TFSD Protocol Checklist to be a Scheduled Delegation

1. Have you tried to come to a resolution with the staff member closest to the problem?
 - Yes Date _____
 - No
2. Have you discussed and tried to resolve the issue or problem with the principal or immediate supervisor?
 - Yes Date _____
 - No
3. Have you tried to resolve the issue or problem with the appropriate District Director?
 - Yes Date _____

- No

4. Have you met with the superintendent or designee to try to resolve this issue?

- Yes Date _____
- No

5. Attach the written request asking to be placed on the agenda.

Signature

Date

District Record Request Form

Request for Public Records

I request: ☐ to examine ☐ to copy ☐ to receive an electronic copy of the following records:

Date Records Requested Were Created:

Beginning:

Ending:

Name (Please Print)

Mailing Address:

Date of Request

Daytime Phone Number

Received By: _____

Date Received: _____

Public Agency _____

_____ Initial if Applicable: More than three (3) working days are needed to locate or retrieve the requested records. A response shall be provided within ten (10) working days of the request.

_____ Initial if Applicable: The record requested must be converted from one electronic format to another; and doing so will require more than ten working days. The agency shall provide the

converted public record at the following time, which has been mutually agreed upon between the agency and the requester, with due consideration given to any limitations that may exist due to the process of conversion or due to the use of a third party to make the conversion:

Payment received for _____ copies _____
Amount Received

Payment received for _____ labor _____
Amount Received

_____ Receipt Number

The Board assumes responsibility, within its financial capabilities, for providing at public expense all items of equipment, supplies, and services that may be required in the interest of education in the school units under its jurisdiction. Gifts, donations, grants, or bequests will be accepted and the action recorded, provided the conditions of acceptance do not remove any degree of control of the School District from the Board and will not cause inequitable treatment of any student(s) or student group(s).

A gift shall be defined as money, real or personal property, and personal services provided without consideration. Gifts from organizations, community groups, and/or individuals that will benefit the District shall be encouraged by the District administration. Individuals or groups contemplating presenting a gift to a school or the District shall be encouraged to discuss, in advance, with the building principal or the Superintendent what gifts are appropriate and needed.

Community groups or individuals may donate equipment to the District. Such equipment shall be added to the District's inventory, provided it is operative at the time of donation and meets an educational purpose of the District.

The District reserves the right to accept or decline any proposed gifts. In determining whether a gift will be accepted, consideration shall be given to District policies, goals, and objective (with particular emphasis on the goal of providing educational opportunities to all students) and adherence to the basic principles outlined in Board-approved regulations.

Propositions of giving funds, equipment, or materials to the school with a "matching agreement" or restriction are generally not acceptable. Acceptance of donated equipment or materials may depend upon the compliance with the Board's policy of standardizing materials and equipment in the District which could restrict gifts purchased by the parent-teacher organizations to individual schools. While the intent of a donation will be considered, the District reserves the right to modify the use if the needs of the students or the District change.

Any person or organization desiring to give a gift or make a donation, grant, or bequest to the ~~Board-District~~ should contact the appropriate staff member as indicated by Procedure 4500P Public Gifts/Donations to the Schools. Where the appropriateness of a gift is in doubt, the Superintendent will refer the matter to the Board for its acceptance or rejection. For example, single gifts of considerable value exhibiting the donor's name or business shall be considered on an individual basis by the Board.

~~All conditional gifts must be approved by the Board.~~ The superintendent may request approval from the board for conditional gifts.

Any gift or grant accepted by the Board or the Superintendent as its executive officer shall become the property of the ~~District Board of Education~~ and will comply with all state and federal

laws.



Cross Reference: 2150 & 2150P Selection of Library Materials
4500P Public Gifts/Donations to the Schools
7310 Advertising in Schools/Revenue Enhancement

Legal Reference: Title IX, Education Amendment of 1972, 20 U.S.C §1681, et seq.

Policy History

ADOPTED: 8/11/14

ISBA

REVISED: 12/14/15

The following basic principles shall apply to all gifts accepted by the School District:

1. Gifts to employ “regular” full- or part-time personnel shall be discouraged;
2. Gifts that involve significant costs for installation or maintenance, or initial or continuing financial commitments from school funds shall be discouraged;
3. Gifts to individual members of the staff by students, parents, or organizations shall be discouraged;
4. Gifts on a matching basis requiring money, property, or services by the District shall be discouraged;
5. Gifts to the School District become the property of the District and are subject to the same controls and regulations that govern the use of all District-owned property;
6. Any purchase to be funded by a cash donation must be processed in accordance with District policy;
7. Gifts of library materials will only be added to a school library’s collection if they meet the standards for selection of library materials. Policy 2510 and Procedure 2510P provide further detail on the donation of library materials;
8. Gifts that meet the definition of a fixed asset as outlined in the District policy on inventories must be added to the school’s fixed assets inventory;
9. Gifts with a value of \$1,000 or less will be accepted by the authority of the appropriate principal, director, or program manager. Gifts with a value in excess of \$1,000 but less than \$10,000 will be accepted by the authority of the Superintendent or designee. Contributions with a value in excess of \$10,000 will be presented to and acted upon by the Board of Trustees;
10. At the time of acceptance of the gift, there will be a definite understanding with regard to the use of the gift, including whether it is intended for the use of one particular school or all schools in the District. It is the responsibility of the appropriate principal, director, or program manager to approve and accept the gift, process the appropriate forms to update inventory, and to send an acknowledgement letter to the donor; and
11. District employees who have discretionary responsibilities regarding contracts, purchases, payments, claims, or other pecuniary transactions may not solicit, accept, or agree to accept any pecuniary benefits from any person or firm known to be interested in such transactions. This policy does not apply to trivial benefits not to exceed the value of fifty dollars (\$50) incidental to personal, professional, or business contacts and involving no substantial risk of undermining official impartiality.



Cross Reference: 2510	Selection of Library Materials
2510P	Selection and Weeding of Library Materials

Policy History

ADOPTED: 8/11/14

ISBA

REVISED:

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

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

All applicants applying for a certificated position who are pursuing an alternate route to certification shall be considered on a case-by-case basis. They must hold or demonstrate the ability to hold any state certification required for the position and demonstrate they meet the alternate route requirements.

Except where otherwise specified, this policy applies to the hiring of all certificated and classified staff members in the District except for the Superintendent. This policy may be made available to any District employee or person seeking employment with the District.

Guidelines

1. There will be no discrimination in the hiring process. See Policy 5120.
2. If the vacant position is that of the Superintendent, the hiring process and the review of all applicants is the responsibility of the Board of Trustees.
3. Applicants for teaching and administrative positions shall provide evidence of meeting State requirements for certification as described below and sign a statement authorizing current and past school district employers, including those outside the state of Idaho, to release to the District all information relating to job performance or job-related conduct, and making available to the District copies of all documents in the applicant's previous personnel files, investigative, or other files. Such statement will also release the applicant's current and past employers from any liability for providing such information and documentation. Applicants who do not sign the statement/release shall not be considered for employment. The District will consider information received from current and past school district employers only for the purpose of evaluating applicants' qualifications for employment in the position for which they have applied. ~~and no one~~ **No District Employees** shall disclose this such information to anyone, ~~other than the applicant,~~ who is not directly involved in the process of evaluating applications ~~the applicants' qualifications for employment.~~ Applicants may be employed on a non-contracted provisional basis as allowed by law. Applicants shall not be prevented from

gaining employment if current or past out-of-state employers are prevented from or refuse to cooperate with the District's request. See Forms 5100F1 and 5100F2.

4. Applicants must meet the applicable State standards for the position for which they are applying. Applicants for high school and middle school teaching positions should have a major or its equivalent in the specific teaching field(s) they will be teaching. Applicants for elementary school teaching positions should have a major or its equivalent in elementary education or in their special area of assignment(s). Applicants for specific teaching positions shall also meet the applicable State standards.
5. When considering coaching assignments in secondary schools, preference for hiring will be given to a qualified certificated professional employees in the school where the coaching vacancy exists. The Building Principal will be responsible for assuring that all qualified and interested applicants within the building have been given consideration. Giving such individuals consideration does not mean that such an individual will necessarily be retained for a coaching position. At times, the Building Principal, after considering applicants employed within the building, may choose to hire individual employees outside of the building.
6. As required in Idaho Code 65-505, the District will observe preference for veterans and disabled veterans when considering hiring employees to fill vacancies, selecting new employees, or implementing a reduction in force.
7. As required in Idaho Code 33-130 and 33-512(15), the District will conduct a criminal history check for applicable positions. See Policy 5110.
8. Each newly hired employee must complete an Immigration and Naturalization Service form, as required by federal law.

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

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

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

Job Vacancy Notices

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

1. Position available and job description.
2. Requirements for a completed application, as applicable for the position, including but are not limited to: 1) completed District application form; 2) official transcript of all

university or college credits; 3) placement center file; 4) personal resume; 5) verification or eligibility of Idaho certification; and 6) signed statement/release for current and past school district employers.

3. Timeline for receiving applications.
4. Notification process of how applications will be handled.

Certified Application Procedures

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

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

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

5. Upon receipt of the completed applications, those applications will be placed in a file

for review and consideration at the District Office.

Preliminary Screening

1. For either certified or classified vacancies, at either the time the job vacancy is published, or prior to the conclusion of the application period, the building or program administrator will provide notice to the appropriate administrator of the desired number of qualified individuals to be included in the "screening pool". The screening pool shall be defined as the number of individuals having completed applications that may be submitted to the building or program administrator for final screening. In the event the open position is deemed by the Board to be an administrative or director position, including principal, the size of the screening pool shall be determined by the Superintendent.
2. ~~Should the building or program administrator desire to have applicants prioritized, he/she shall make such known to the appropriate administrator who will provide the prioritized list of a number consistent with the pool.~~

Screening

1. The building or program administrator may establish a committee to assist in the final screening process. This committee will act in an advisory capacity to the Superintendent and to the Board.
2. The committee, upon receiving the written applications from the appropriate administrator will review those applications to:
 - a. Determine those most suited to the position;
 - b. Designate a committee member to make personal telephone contact with one or more references submitted by the applicant;
 - c. Designate a committee member to contact individuals who might know the candidate, but were not listed as references, if needed; and
 - d. ~~Invite the~~ Recommends top candidates to the Human Resources Department to be interviewed for the position.
3. The ~~committee~~ superintendent or designee is responsible for establishing the procedures at the building or program level for interviewing the successful applicants.
4. For those applicants who have no prior public school work experience or whose out-of-state former employers will not release documentation requested pursuant to I.C. § 33-1210, the screening committee or administrator may engage in whatever background checks it deems appropriate, but at a minimum shall verify all prior work experience and educational achievement listed by the applicant as the committee or

administrator deems appropriate, preferably by contacting the prior employers and/or educational institutions listed by the applicant, and shall communicate with every person listed as a reference by the applicant.

5. Upon determining the qualified applicant, the building administrator will submit to the Superintendent or designee the written recommendation for the applicant to be offered ~~the position~~ ~~a contract~~.

Acceptance Procedure

Once the Committee or administrator has selected the final candidate, the name will be provided to the Superintendent or designee who will review the applicant's credentials with the building/program administrator. If the Superintendent does not concur with the committee or administrator's recommendation, they shall ask the committee for their next choice until a selection the Superintendent concurs with is found. If the Superintendent or designee concurs with the recommendation, the Superintendent or designee will:

1. Authorize a statement of intention to employ, pending Board approval, to be made to the candidate.
 - a. If, at the time the statement of intention to employ is made, the District has not yet received documentation requested pursuant to I.C. 33-1210(3), the District may provisionally employ such applicant ~~for a certified position~~ on a non-contracted basis for up to thirty (30) days after receipt of the documentation. Within that thirty-day time period, the Board may issue a written statement to the applicant identifying why a standard contract will not be issued and specifying which information justifies such a decision. The Board may not identify any reason for non-issuance of a standard contract not based on the documentation received. If, within thirty (30) days from the receipt of the information requested pursuant to I.C. 33-1210(3) no contract is issued or the written statement of non-employment is not provided to the applicant, the employee will be deemed to be employed pursuant to ~~the appropriate type of a Category I contract~~. During this provisional employment, the applicant shall be provided the same compensation and benefits as if the employee had been employed on a standard certificated contract.
 - b. If no documentation is received from out-of-state employers, the District may employ the applicant ~~for the certificated position on a standard~~ ~~the appropriate type of Category I contract~~ without utilizing the provisional, non-contracted employment.
2. Upon receiving a verbal or written statement of intention to accept employment, pending Board approval, by the candidate, the Superintendent or designee will prepare the necessary papers for recommendation to the Board of Trustees at the next regular or special Board meeting.
3. The Superintendent or designee will submit to the Board of Trustees such

recommendation.

Board Action on Hiring of Certified Employees

When approving the hiring of a certified employee the Board of Trustees of Twin Falls School District will:

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

Approval of Candidate for Certificated Position

Upon approval by the Board of Trustees, a contract, in a form approved by the State Superintendent of Public Instruction, will be sent or given to the applicant pursuant to the requirements set out in I.C. 33-513. The applicant must sign the contract and return it within ten (10) days from the date the contract is delivered to them. ~~Should If~~ the person willfully refuses to acknowledge receipt of the contract or ~~if~~ the contract is not signed and returned to the Human Resources Department in the designated period of time, Human Resources may declare the position vacant. ~~Should If~~ the candidate is not approved, or the person willfully refuses to acknowledge receipt of the contract or ~~if~~ the contract is not signed and returned to Human Resources, the Superintendent or designee will remand the situation to the building administrator and screening committee to provide the next applicant's name for consideration.

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

Certification

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



Cross Reference: 5110
5120

5100F1-5100F3
~~5740PA1—2~~
5855

Criminal History/Background Checks
Equal Employment Opportunity and Non-Discrimination
Hiring Process and Criteria Forms
Reduction in Force Procedures ~~and Forms~~
Recruitment of Certificated Employees

Legal Reference:

I.C. § 33-130 Criminal History Checks for School District Employees or Applicants for Certificates
I.C. § 33-512 Governance of schools
I.C. § 33-513 Professional Personnel
I.C. § 33-1210 Information on Past Job Performance
I.C. § 65-501 et seq. Rights and Privileges of Veterans
I.C. § 65-505 Officials to Observe Preference - Exceptions
I.C. § 74-206 Executive Sessions—When Authorized
IDAPA 21.01.06 Rules for the Enforcement of the Veteran's Preference in Public Employment

IDAPA 08.02.02.015.02 Standard Pupil Service Staff Certificate

Policy History

ADOPTED: 8/11/14

ISBA

REVISED: 6/13/16
8/12/19
1/10/22

The District shall follow all requirements laid out in state law and administrative rules as well as its own policies and procedures with regard to hiring employees whose most recent position was with an out-of-state employer.

The District also wishes to ensure that such employees are compensated at the correct rate in light of their position on the state career ladder. For this reason, when the District hires a certificated employee whose most recent position was with an out-of-state employer and the District can not confirm the employee's position on the state career ladder, the District may take the following steps:

1. Set the employee's salary at the lowest salary schedule amount for the position, pending confirmation. Such confirmation shall be defined by the District;
2. Once the District confirms the employee's position on the career ladder, the District shall issue a revised contract adjusting the employee's salary to the amount on the District's salary schedule that corresponds to the state career ladder, unless the District confirms that the employee's position on the career ladder is the lowest position and the issued contract is in fact correct; and
3. The employee will be paid any difference between the amount they were paid under their provisional salary and the amount they would have been paid at their newly confirmed position on the career ladder. This payment will be made with the employee's next paycheck.

All efforts will be made by District personnel to confirm appropriate placement prior to the issuance of the first monthly pay subject to the District's issued contract. However, it is recognized that the District cannot control the timing of any confirmation or response by the State Department of Education Personnel.



Cross References: 5100 Hiring Process and Criteria

Legal References:	IC § 33-130	Criminal History Checks for School District Employees or Applicants for Certificates
	IC § 33-512	Governance of Schools
	IC § 33-513	Professional Personnel

Policy History:

Adopted:

ISBA

Revised:

The Code of Ethics for Idaho Professional Educators was developed by the Professional Standards Commission, approved by the Idaho State Board of Education, and approved by the Idaho Legislature.

The District's professional educators are required to comply with the most current version of the Code of Ethics provided in IDAPA 08.02.02.076.

~~The Idaho Code of Ethics consists of Ten (10) Principles. Below is a summary of those principles.~~

- ~~1. **Principle I:** A professional educator abides by all federal, state, and local laws and statutes.~~
- ~~2. **Principle II:** A professional educator maintains a professional relationship with all students, both inside and outside the classroom.~~
- ~~3. **Principle III:** A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice.~~
- ~~4. **Principle IV:** A professional educator exemplifies honesty and integrity in the course of professional practice.~~
- ~~5. **Principle V:** A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility.~~
- ~~6. **Principle VI:** A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation.~~
- ~~7. **Principle VII:** A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law.~~
- ~~8. **Principle VIII:** A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract.~~
- ~~9. **Principle IX:** A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators, and submits reports as required by Idaho Code.~~

10. Principle X: A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following recognized professional principles.

Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct.

01. Aspirations and Commitments

- a. The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills, and understanding that will meet their needs now and in the future.
- b. The professional educator provides an environment that is safe to the cognitive, physical, and psychological well-being of students and provides opportunities for each student to move toward the realization of his goals and potential as an effective citizen.
- c. The professional educator, recognizing that students need role models, will act, speak, and teach in such a manner as to exemplify nondiscriminatory behavior and encourage respect for others' cultures and beliefs.
- d. The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged.
- e. The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession.
- f. The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons.

02. Principle I. A professional educator abides by all federal, state, and local education laws and statutes. Unethical conduct shall include the conviction of any felony or misdemeanor offense set forth in Section 33-1208, Idaho Code.

03. Principle II—Educator/Student Relationship. A professional educator maintains a professional relationship with all students, both inside and outside the physical and virtual classroom. Unethical conduct includes, but is not limited to:

- a. ~~Committing any act of child abuse, including physical or emotional abuse;~~
- b. ~~Committing any act of cruelty to children or any act of child endangerment;~~
- c. ~~Committing or soliciting any sexual act from any minor or any student regardless of age;~~
- d. ~~Committing any act of harassment as defined by District policy;~~
- e. ~~Soliciting, encouraging, or consummating a romantic or inappropriate relationship (whether written, verbal, virtual, or physical) with a student, regardless of age;~~
- f. ~~Using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g. sexual innuendoes or sexual idiomatic phrases);~~
- g. ~~Taking or possessing inappropriate images (digital, photographic, or video) of students;~~
- h. ~~Inappropriate contact with any minor or any student regardless of age using electronic media;~~
- i. ~~Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency;~~
- j. ~~Conduct that is detrimental to the health or welfare of students; and,~~
- k. ~~Deliberately falsifying information presented to students.~~

04. Principle III—Alcohol and Drugs Use or Possession. A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes, but is not limited to:

- a. ~~Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming illegal or unauthorized drugs;~~
- b. ~~Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol;~~
- c. ~~Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away;~~
- d. ~~Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and~~

- e. ~~Possession of an illegal drug as defined in Chapter 27, Idaho Code, Uniform Controlled Substances.~~

05. Principle IV—Professional Integrity. A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes, but is not limited to:

- a. ~~Fraudulently altering or preparing materials for licensure or employment;~~
- b. ~~Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure;~~
- c. ~~Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate or license from another state;~~
- d. ~~Failure to notify the state at the time of application for licensure of past criminal convictions of any crime violating statutes or rules governing teacher certification;~~
- e. ~~Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized tests (changing test answers; copying or teaching identified test items; unauthorized reading of the test to students, etc.);~~
- f. ~~Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves;~~
- g. ~~Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry or investigation;~~
- h. ~~Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues; and,~~
- i. ~~Failure to notify the state of any criminal conviction of a crime violating the statutes and/or rules governing teacher certification.~~

06. Principle V—Funds and Property. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes, but is not limited to:

- a. ~~Misuse, or unauthorized use, of public or school-related funds or property;~~
- b. ~~Failure to account for school funds collected from students, parents, or patrons;~~
- c. ~~Submission of fraudulent requests for reimbursement of expenses or for pay;~~
- d. ~~Co-mingling of public or school-related funds in personal bank account(s);~~

- e. ~~Use of school property for private financial gain;~~
- f. ~~Use of school computers to deliberately view or print pornography; and,~~
- g. ~~Deliberate use of poor budgeting or accounting practices.~~

07. Principle VI—Compensation. ~~A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes, but is not limited to:~~

- a. ~~Unauthorized solicitation of students or parents of students to purchase equipment, supplies, or services from the educator who will directly benefit;~~
- b. ~~Acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;~~
- c. ~~Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and,~~
- d. ~~Soliciting, accepting, or receiving a financial benefit greater than fifty dollars (\$50) as defined in Section 18-1359(b), Idaho Code.~~

08. Principle VII—Confidentiality. ~~A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to:~~

- a. ~~Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, and assessment or testing results with inappropriate individuals or entities; and~~
- b. ~~Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities.~~

09. Principle VIII—Breach of Contract or Abandonment of Employment. ~~A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes, but is not limited to:~~

- a. ~~Abandoning any contract for professional services without the prior written release from the contract by the District;~~
- b. ~~Willfully refusing to perform the services required by a contract; and,~~

- ~~c. Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students.~~

10. Principle IX—Duty to Report. ~~A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes, but is not limited to:~~

- ~~a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity);~~
- ~~b. Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment, or neglect);~~
- ~~c. Failure to comply with Section 33-512B, Idaho Code, (Suicidal tendencies and duty to warn); and~~
- ~~d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official.~~

11. Principle X—Professionalism. ~~A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles. Unethical conduct includes, but is not limited to:~~

- ~~a. Any conduct that seriously impairs the Certificate holder's ability to teach or perform his professional duties;~~
- ~~b. Committing any act of harassment toward a colleague;~~
- ~~c. Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings;~~
- ~~d. Using institutional privileges for the promotion of political candidates or for political activities, except for local, state, or national education association elections;~~
- ~~e. Willfully interfering with the free participation of colleagues in professional associations; and~~
- ~~f. Taking or possessing inappropriate images (digital, photographic, or video) of colleagues.~~

Definitions

01. Administrative Complaint. A document issued by the State Department of Education outlining the specific, purported violations of Section 33-1208, Idaho Code, or the Code of Ethics for Idaho Professional Educators.

02. Allegation. A purported violation of the Code of Ethics for Idaho Professional Educators or Idaho Code.

03. Certificate. A document issued by the Department of Education under the authority of the State Board of Education allowing a person to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse, or school librarian (Section 33-1201, Idaho Code).

04. Certificate Denial. The refusal of the state to grant a certificate for an initial or reinstatement application.

05. Certificate Suspension. A time certain invalidation of any Idaho certificate as determined by a stipulated agreement or a due process hearing panel as set forth in Section 33-1209, Idaho Code.

06. Complaint. A signed document defining the allegation that states the specific ground or grounds for revocation, suspension, denial, placing reasonable conditions on a certificate or issuance of a letter of reprimand (Section 33-1209(1), Idaho Code). The State Department of Education may initiate a complaint.

07. Conditional Certificate. Allows an educator to retain licensure under certain stated Certificate conditions as determined by the Professional Standards Commission (Section 33-1209(10), Idaho Code).

08. Contract. Any signed agreement between the District and a certificated educator pursuant to Section 33-513(1), Idaho Code.

09. Conviction. Refers to all instances regarding a finding of guilt by a judge or jury; a plea of guilt by Nolo Contendere or Alford plea; or all proceedings in which a sentence has been suspended, deferred, or withheld.

10. Educator. A person who holds or applies for an Idaho Certificate (Section 33-1001(16) and Section 33-1201, Idaho Code).

11. Education Official. An individual identified by local school board policy, including, but not limited to, a superintendent, principal, assistant principal, or school resource officer (SRO).

12. Executive Committee. A decision-making body comprised of members of the Professional Standards Commission, including the chair and/or vice chair of the Commission. A prime duty of the Committee is to review purported violations of the Code of Ethics for Idaho Professional Educators to determine probable cause and direction for possible action to be taken against a Certificate holder.

13. Hearing. A formal review proceeding that ensures the respondent due process. The request for a hearing is initiated by the respondent and is conducted by a panel of peers.

14. Hearing Panel. A minimum of three (3) educators appointed by the chair of the Professional Standards Commission and charged with the responsibility to make a final determination regarding the charges specifically defined in the Administrative Complaint.

15. Investigation. The process of gathering factual information concerning a valid, written complaint in preparation for review by the Professional Standards Commission Executive Committee, or following review by the Executive Committee at the request of the deputy attorney general assigned to the Department of Education.

16. Minor. Any individual who is under eighteen (18) years of age.

17. Not Sufficient Grounds. A determination by the Executive Committee that there is not sufficient evidence to take action against an educator's certificate.

18. Principles. Guiding behaviors that reflect what is expected of professional educators in the State of Idaho while performing duties as educators in both the private and public sectors.

19. Reprimand. A written letter admonishing the Certificate holder for his conduct. The reprimand cautions that further unethical conduct may lead to consideration of a more severe action against the holder's Certificate.

20. Respondent. The legal term for the professional educator who is under investigation for a purported violation of the Code of Ethics for Idaho Professional Educators.

21. Revocation. The invalidation of any Certificate held by the educator.

22. Stipulated Agreement. A written agreement between the respondent and the Professional Standards Commission to resolve matters arising from an allegation of unethical conduct following a complaint or an investigation. The stipulated agreement is binding to both parties and is enforceable under its own terms, or by subsequent action by the Professional Standards Commission.

23. Student. Any individual enrolled in any Idaho public or private school from preschool through grade 12.

24. Sufficient Grounds. A determination by the Executive Committee that sufficient evidence exists to issue an Administrative Complaint.

Violations of the Code of Ethics of the Idaho Teaching Profession

~~Under Idaho Code §§ 33-1208, 33-1208A, and 33-1209, a violation of the Code of Ethics of the Idaho Teaching Profession may lead to a letter of reprimand, suspension, revocation, or denial of a certificate.~~



Legal Reference: I.D.A.P.A. 08.02.02.076 Code of Ethics for Idaho Professional Educators
~~I.D.A.P.A. 08.02.02.077 Definitions for Use with the Code of Ethics for
Idaho Professional Educators~~
~~_____ I.C. § 33-513 Professional Personnel~~
~~_____ I.C. § 33-1208 Revocation, Suspension, Denial, or Place Reasonable
Conditions on Certificate—Grounds~~
~~_____ I.C. § 33-1208A Reporting Requirements and Immunity~~
~~_____ I.C. § 33-1209 Proceedings to Revoke, Suspend, Deny or Place
Reasonable Conditions on a Certificate—Letters of Reprimand—
Complaint—Subpoena Power—Hearing~~

Policy History

ADOPTED: 10/13/14

ISBA

REVISED: 6/13/16

The District supports and encourages volunteers in our schools. Volunteers work in cooperation with schools to help in meeting the needs of children and the school staff. The initial approval of a volunteer must come from the Human Resources Department with the final approval resting with the Building Administrator. The following procedural guidelines are set with regard to volunteers.

Qualifications and Requirements

The qualifications and requirements of a volunteer include:

1. Being a community member of good standing and possessing an aptitude/interest for working with students and teachers;
2. Being dependable and of appropriate character to work with students and teachers;
3. Completing a Volunteer Application provided by the District, which shall include a Criminal History Records Check. All volunteers must complete a Criminal History Records Check as part of the Volunteer Application supplied by the District prior to service and will be subject to a background check. Any volunteer applicant who does not disclose his or her criminal background will not be eligible for service; and
4. Reading the District's policy and procedure regarding volunteers, provided during the application process.

Section 3(e) of the Fair Labor Standards Act, 29 U.S.C. § 203(e)(4)(A), provides that individuals performing volunteer services for units of state and local governments will not be regarded as "employees" under the statute if several criteria are met:

1. The individual must perform the voluntary service without promise, expectation, or receipt of compensation for services rendered;
2. Individuals will be considered volunteers only where their services are offered freely and without pressure, direct or implied; and
3. The individual may not be employed by the same school district to perform the same type of services as those for which the individual proposes to volunteer.

Additional Requirements

1. Any volunteer who falsifies information on his or her application will not be eligible for service;
2. Volunteers will work with students in areas designated by school staff;
3. Volunteers will treat all students equally regardless of gender, gender identity and expression, sexual orientation, race, religion, or culture and refrain from making any comments that can be construed as racist, sexist, homophobic, transphobic, or bigoted;
4. Volunteers must refrain from promoting religious doctrines or beliefs, political candidates or parties, or commercial products;

5. Volunteers will refrain from engaging in conversations with students about controversial topics;
6. Disciplinary issues should be referred to the student's teacher;
7. Volunteers may not be in possession of or under the influence of alcohol or illegal substances; and
8. Smoking or the use of tobacco products is not permitted on school grounds or supervised trips.

If a volunteer is unwilling to agree to the requirements of the District's policy and procedure regarding volunteers, the Principal will inform the applicant that he or she may not perform volunteer services in the District.

Background Check

The District shall conduct, at District expense, a state criminal records check on all volunteers who have contact with students on a regularly scheduled and/or continuing basis, or who have supervisory responsibility for children at a school site or on school-sponsored trips. No volunteer shall be utilized to supervise students, or deemed to have the authority to supervise students, unless the volunteer has been designated to supervise students by the Principal or designee and the volunteer has undergone the required background check.

If the background check reveals evidence of convictions as identified in the list below or other concerns regarding past behavior, the candidate will not be recommended.

1. Convicted of any crime against persons;
2. Found to have sexually assaulted or exploited any minor or to have physically abused any minor;
3. Found by a court in a domestic relations proceeding to have sexually abused or exploited any minor or to have physically abused any minor or their spouse; or
4. Found in any disciplinary board final decision to have sexually abused or exploited any minor or to have physically abused any minor or their spouse.

If a criminal background check reveals a conviction or pending charge which substantially relates to the nature of the position and which the candidate failed to disclose as required on the District application form, his or her application for volunteer assignment may be rejected.

If the criminal background check confirms a conviction or pending charge which the candidate acknowledged on the application form, a determination shall be made, whether or not to reject the application based upon a consideration of the circumstances of the conviction/pending charge and whether the circumstances substantially relate to the nature of the particular position for which the candidate has applied.

Selection and Placement of Volunteers

Placement of volunteers shall be the responsibility of the building Principal who shall base placement decisions on data regarding staff needs. Volunteers shall not make decisions regarding

students or other personnel. No volunteer shall be placed unless a need has been identified and approved by the building Principal.

Supervision

All volunteers shall provide assistance only under the direct supervision of a member of the professional administrative and/or teaching staff unless designated to do so as detailed in Procedure 4600P. In instances where building administrators have created a volunteer position where the volunteer will not be under the supervision of a staff member, there will be additional background check requirements including but not limited to drug screening and fingerprinting.

Volunteers who jeopardize the security or safety of a facility or office may be denied access to the school. Additionally, volunteers who are inappropriately dressed may be denied access to the school.

If a volunteer is injured while on school premises or providing volunteer services, he or she will report this injury to the building Principal as soon as reasonably possible.

Relationship Between Schools and Volunteers

When arriving at school during regular school hours, volunteers will sign in and be issued a badge.

School staff will be courteous to volunteers and show respect for their contributions. Likewise, volunteers will be expected to extend courtesy and respect to school staff.

Any issues that may arise will be referred to the building administrator

~~All volunteers working in schools will be under the direct supervision of a member of the school's staff.~~ Periodic assessments should be made to ensure volunteers are working productively with students.

Orientation

The Superintendent or designee shall develop orientation materials to be provided to all volunteers who will have contact with students on a regularly scheduled or continuing basis. These materials will be provided as part of the application process. Volunteers shall be provided appropriate training at the building level consistent with their tasks and existing District standards. This training shall be developed under the leadership of the Principal.

Each school should provide volunteers information about the duties they will perform. Volunteers also should be acquainted with the overall operation of the school, including what is expected of all employees and volunteers. They should be cautioned to discuss school matters outside of school only in a responsible manner.

Duties and Responsibilities

A volunteer's assignment shall be limited to assisting staff members with duties such as routine tutorial, clerical, housekeeping, and material preparation tasks. The assignment shall be limited to situations which may be supervised by a certificated staff person or situations outlined in Procedure 4600P. In some instances, volunteers may perform clerical and material preparation tasks away from the school site. Volunteers with special talents, hobbies or experiences may share those with students on a scheduled basis in a suitable educational setting. Volunteers will not discuss the performance or actions of students except with the student's teacher, counselor, or principal.

Additional specific areas in which a volunteer may be used are as follows:

1. Reading stories to students;
2. Assisting in supervising the loading and unloading of buses;
3. Helping in learning centers, computer labs, libraries, cafeterias, offices, etc.;
4. Lecturing on special topics;
5. Assisting with technology;
6. Helping to set up science experiments;
7. Acting as host for school functions;
8. Providing exhibits;
9. Arranging and assisting in field trips;
10. Assisting in supervising playgrounds;
11. Tutoring;
12. Contacting groups of parents by telephone;
13. Organizing parents for special projects;
14. Mentoring; and
15. Participating in business and community partnerships.

~~Volunteers will supplement and enrich programs and services in the District but will not substitute for employee activities and functions.~~

Termination

Although the District is not limited to the reasons below, a volunteer can be terminated for the following:

1. Breach of confidentiality concerning student or other privileged information;
2. Unlawful conduct or breach of the District rules and regulations;
3. Physical or emotional stress which incapacitates the volunteer;
4. Inability to cooperate and work effectively with site staff and students;
5. Activities that threaten the order or security of the site or the safety of the volunteer;
6. Erratic or unreliable attendance or behavior;
7. Unsatisfactory service;
8. Sexual misconduct;
9. Providing falsified information on the application;

10. Establishing inappropriate relationships with youth served; and
11. Criminal charges or conviction of a crime.

A volunteer may be asked to terminate his or her services when, in the judgment of the administrator, circumstances necessitate termination.



Cross Reference:	3085	Sexual Harassment, Discrimination and Retaliation Policy
	3085P	Title IX Sexual Harassment Grievance Procedure, Requirements and Definitions
	4600P	Unsupervised Volunteers

Procedure History

ADOPTED: 10/12/15

ISBA

REVISED:

In an effort to ensure that all student activities are supported by caring adults, the Twin Falls School District 411 has implemented a program where volunteers may provide support in unsupervised roles. Typically these roles will include but are not limited to assistant coaches and advisors for athletics or extracurricular activities, one-on-one tutoring, or other student support activities.

Because these individuals will not always be under the direct supervision of a school district staff member, there must be a higher threshold for approval prior to the individual volunteering with students. The Twin Falls School District 411 Human Resources Department is responsible for the process through which these volunteers can be vetted. This process shall include but is not limited to fingerprinting and drug screening procedures comparable to those required for school district employees.

**Cross References:****Legal References:**Procedure History:**ADOPTED:**

TFSD

REVISED: