

## **MEMORANDUM**

**To:** Board of Trustees  
Twin Falls School District 411  
**From:** Eva Craner, Director of Public Relations  
**Re:** Policy Updates  
**Date:** July 10, 2023

### **First Reading:**

#### **ISBA Updates:**

- 1100 Membership
- 1303 Policies Procedures to Review Annually
- 2120 Program Evaluation and Diagnostic Tests
- 2130 Research Studies
- 2140 Student and Family Privacy Rights
- 2606 Middle School Credit NEW TITLE
- 2700P High School Graduation Requirements
- 3080 Attendance by Out of State Students
- 3500 Student Health/Physical Screenings/Examinations
- 3570 Student Records
- 3570P Student Records
- 3570F Student Records – Notification to Parents and Students of Rights Concerning a Student's School Records
- 4420 Visits to District Property by Sex Offender NEW TITLE
- 4510 Public Gifts to the Schools, Donations of Material & Equipment Affecting Building Structure or Maintenance
- 5340 Evaluation and Probation of Certified Employees
- 7402 Restrictions on Contracts NEW TITLE
- 7408 Entering into Professional Service Contracts
- 9802 Display of the National Motto NEW

#### **Administrative Updates:**

- 3370P Search and Seizure

### **Second Reading:**

#### **ISBA Updates:**

- 1315 District Planning
- 1405 School Board Use of E-Mail, Social Media, and District-Provided Electronic Devices
- 3030 Part-time Attendance and Dual Enrollment
- 3281 Gender Identity and Sexual Orientation
- 3340 Corrective Actions and Discipline
- 3340P Corrective Action and Discipline
- 3440 Student Fees, Fines and Charges/Return of Property
- 5325 Employee Use of Social Media Sites, Including Personal Sites
- 9605 Facilities Separated by Sex NEW

#### **Administrative Updates:**

- 3740P Student Expulsion-Denial of Enrollment

The District is governed by a Board of Trustees consisting of five (5) members. Each member is to represent a different trustee zone unless a trustee was appointed at-large to fill a Board vacancy. The Board's powers and duties include the broad authority to adopt and enforce all necessary policies for the management and governance of the public schools. Except as otherwise provided by law, trustees shall hold office for terms of four (4) years until January 1 of the year in which the trustee's term expires.

When a change in the boundaries of a duly elected Trustee's zone causes them to no longer reside in the zone they were elected to serve, the Trustee shall be allowed to remain in office for the remainder of their term. This shall not apply to a Trustee who resides at a different address from the one they resided at when the election took place. In such cases and in cases where the Trustee was appointed to represent a zone they no longer reside within, a vacancy shall be declared as described in Policy 1140.

All trustees shall participate on an equal basis with other members in all Board business transactions. Official action by Board members must occur at a duly called and legally conducted meeting. A meeting of the Board means convening to make a decision or to deliberate toward a decision on any matter.

School board members, as individuals, have no authority over school affairs or personnel, except as provided by law or as authorized by the Board.



**Cross Reference:** 1140 Board Vacancies

**Legal Reference:** I.C. § 33-313 Trustee Zones  
I.C. § 33-501 Board of Trustees  
I.C. § 33-504 Vacancies on Boards Of Trustees  
I.C. § 67-2341 Open Public Meetings – Definitions

Policy History

**ADOPTED:** 8/11/14

ISBA

**REVISED:** 8/12/19

The following policies, procedures, and forms shall be reviewed annually by the School Board.

1600	Code of Ethics for School Board Members
2200	School Year, Calendar, and Instructional Hours
2420	Parent and Family Engagement
2420P	Parent and Family Engagement Guidelines
3010	Open Enrollment by Students Who Reside Within and Outside the District
3285*	Relationship Abuse and Sexual Assault Prevention and Response
3295*	Hazing, Harassment, Intimidation, Bullying, Cyber Bullying
3305*	Prohibition of Tobacco Possession and Use
3321*	Student Drug, Alcohol, and Tobacco Use
3340*	Corrective Action and Discipline
3346**	Use of Restraint, Seclusion, and Aversive Techniques for Students
3500*	Student Health/Physical Screenings/Examinations
3510*	Student Medications
3530*	Suicide
9850	Rental Use of District Facilities
7215**	Fund Accounting System
7305	Investment of Funds
7500	New Fees or Increase of Fees
7710**	Bond Continuing Disclosure and Certification Requirements
8170	District-Owned Vehicles
8300P1	Emergency and Disaster Preparedness
8320*	Fire Drills and Evacuation Plans
8520*	Inspection of School Facilities

\*Must be reviewed annually by the Board or delegated by the Board to the Superintendent or his or her designee.

\*\*Must be reviewed annually by another party.

When the Board reviews a policy, they shall note the date reviewed at the bottom of the policy in the field provided. When a policy is reviewed by any other party in accordance with this policy, the completion of such review shall be reported to the Board by the Superintendent. The Board shall then note in the field provided at the bottom of this policy, “(date reviewed) by (position of the person who reviewed it)”.



**Legal Reference:** I.D.A.P.A. 08.02.03.160 Rules Governing Thoroughness, Safe  
Environment and Discipline

Policy History

**ADOPTED:** 5/9/22

ISBA

**REVISED:** 5/9/22

The Board strives to achieve efficiency and efficacy in all facets of its operations. In order to achieve this goal, the Board shall strive to set forth:

1. A clear statement of expectations and purposes for the District's instructional program;
2. A provision for staff, resources, and support to achieve the stated expectations and purposes; and
3. A plan for evaluating instructional programs and services to determine how well expectations and purposes are being met.

Parents who wish to examine any assessment materials may do so by contacting the Superintendent-building administrator or designee. Parental approval is necessary before administering an individual intelligence test or a diagnostic personality test. ~~No tests or measurement devices containing any questions about a student's or the student's family's personal beliefs and practices in family life, morality and religion shall be administered unless the parent gives written permission for the student to take such test, questionnaire or examination.~~



<b>Cross Reference:</b> 2140	Student and Family Privacy Rights
3575	Student Data Privacy and Security

<b>Legal Reference:</b> 20 U.S.C § 1232(h)	Protection of Pupil Rights
I.C. § 33-1601 et seq.	Courses of Instruction
I.C. § 33-6000	Parental Rights

**Policy History:**

**ADOPTED:** 8/11/14

**ISBA**

**REVISED:**

The District recognizes the value of participation in educational research. Studies using observations, surveys, and experimentations can aid in the improvement of instructional programs in the school system as well as growth in the profession for individual teachers and researchers.

Simultaneously, the District recognizes that the amount of time available for student learning is limited and must be handled carefully. It is, therefore, important that only those research studies that are of the greatest value to the District should be allowed to be conducted in the school system.

All research proposals from outside sources shall be submitted in prospective form, with the instruments attached, to the Superintendent at least three (3) weeks prior to the date on which the research study is to be conducted. The prospectus must include the researcher's name, address, and phone number, as well as a description of the purpose of the study, the procedures to be used, the treatment of the data, and the distribution of the study. The Superintendent shall approve or disapprove all research studies. Approval shall be based on educational significance, project design, and lack of disruption to the regular school process. The primary criteria in approving research studies will be the value to the District. A final copy of the study shall be provided free of charge to the District.

~~No test, questionnaire, survey, or enumeration containing questions about a pupil's or his parent's personal beliefs, practices in sex, family life, morality, and religion shall be administered without Board approval and written parental permission.~~

Research studies making use of any survey, test, questionnaire, enumeration, or measuring device shall comply with all applicable requirements noted in Policy 2140



**Cross Reference:** 2120 Program Evaluation and Diagnostic Tests  
2140 Student and Family Privacy Rights

**Legal References:** IC § 33-6000 Parental Rights

Policy History:

**ADOPTED:** 8/11/14

EMT **ISBA**

**REVISED:** 8/10/15

### Surveys - General

Surveys requesting personal information from students, as well as any other instrument used to collect personal information from students must advance or relate to the District's educational objectives as identified in Board policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Any noncurricular-related survey, well-being questionnaire, or health screening must be approved by the Superintendent or designee before it is administered by an employee to any student. For the purposes of this policy, noncurricular surveys shall mean surveys other than those conducted as part of a student's course of study.

Personally identifiable information from student education records may be disclosed to an educational agency or institution in order to:

1. Develop, validate, or administer predictive tests;
2. Administer student aid programs; or
3. Improve instruction.

In such cases, the school or District shall enter into a written agreement with the receiving organization. The study must not allow identification of individual parents or students by anyone other than representatives of the organization with legitimate interests in the information and the information must be destroyed when it is no longer needed for study purposes.

### Surveys Created by a Third Party

Before the District administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey:

1. That is created by a person or entity other than a District official, staff member, or student;
2. Regardless of whether the student answering the questions can be identified; and
3. Regardless of the subject matter of the questions.

### Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one (1) or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Behavior or attitudes about sex;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

In the case of such surveys, the student's parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request, and/or
2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercises this opt out option.

In the case of surveys, tests, or measuring devices on the following topics, the survey shall be provided to the parent(s)/guardian(s) and written parental permission shall be obtained before the survey is administered to the student.

1. A student's sexuality;
2. Sex;
3. Religion;
4. Personal political beliefs;
5. Mental or psychological problems;
6. Personal family information; and
7. Individual or family financial information.

For the purposes of this policy, personal family information means any of the information in this list or any personally identifiable information as defined in Policy 3575 about a student or any of their immediate relatives.

The employee overseeing any test, measurement device, survey, questionnaire, or screening for which such permission is required shall maintain documentation that all required parental and/or administrative permission has been given.



### Instructional Material

A student's parent(s)/guardian(s) within a reasonable time of the request may inspect any instructional material used as part of their child's educational curriculum.

The term "instructional material," for purposes of this policy, means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

### Collection of Personal Information from Students for Marketing Prohibited

The term "personal information," for purposes of this section only, means individually identifiable information including:

1. A student's or parent's first and last name;
2. A home or other physical address, including street name and the name of the city or town;
3. Telephone number; or
4. A Social Security identification number.

The District shall not collect, disclose, or use student personal information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose.

The District, however, is not prohibited from collecting, disclosing, or using personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education-related activities; and
6. Student recognition programs.

### Notification of Rights and Procedures

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability from the District office upon request;

2. How to opt their child out of participation in activities as provided in this policy;
3. The approximate dates during the school year when an opt-out survey requesting personal information, as described above, is scheduled or expected to be scheduled; and
4. How to request access to any survey or other material described in this policy.

This notification shall be given parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student, when the student turns eighteen (18) years of age or is an emancipated minor.



<b>Cross Reference:</b> 2520	Curricular Materials
3200	Student Rights and Responsibilities
3500	Student Health, Physical Screenings, and Examinations
3575	Student Data Privacy and Security
4175	Required Annual Notices
4250	Educational Research

**Legal Reference:** 20 U.S.C. 1232(h) Protection of Pupil Rights  
34 CFR Part 99 Implementing FERPA  
I.C. § 33-6001 Parental Rights

Policy History

**ADOPTED:** 8/11/14

ISBA

**REVISED:** 8/10/15

9/14/15

3/14/16

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

### **MINIMUM CREDIT REQUIREMENTS**

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

1. Attain ~~eighty percent (80%)~~ **seventy-five percent (75%)** of the total credits attempted;
2. Attain passing grades ("D" or better) in each of the core content areas (math, language arts, science, reading, and social studies);
3. Attain a portion of the total credits attempted in each content area in which courses are taken except for areas in which instruction is less than a school year;
4. Comply with the District's attendance policy. In the event that a student fails to attend 90% of the classes, he/she will not receive credit for the class; and
5. To advance to the 9th grade complete instruction in career exploration.

Additionally, unless the student's parent/guardian provides the District with a written request that the plan not be developed, the student must develop a career pathways plan which outlines the student's plans for high school and beyond as required by IDAPA 08.02.03.104.02.a. The District shall make a good faith effort to notify each student's parent/guardian of their responsibility for assisting in the development and approval of the student's career pathways plan. Each year following the development of the plan until the student graduates or leaves the District, the plan shall be reviewed by the student and their parent/guardian. A copy of the plan will be provided to them to review, sign, and return to the District.

### **CREDIT RECOVERY**

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

### **ALTERNATE MECHANISM**

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

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

### **SPECIAL EDUCATION STUDENTS**

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

### **LIMITED ENGLISH PROFICIENT (LEP) STUDENTS**

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



#### **Cross Reference:**

2600	Promotion/Retention
3050	Attendance Policy

#### **Legal Reference:**

IDAPA 08.02.03.104.2	Middle Schools/Junior High Schools
IDAPA 08.02.03.107	Middle Level Credit System
IDAPA 08.02.023.104	Career Exploration Instruction

#### Policy History:

**ADOPTED:** 1/10/11

EMT

**REVISED:** 5/14/12

8/11/14

3/13/17

8/08/22

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

<b>Content Area</b>	
Core of Instruction	<b>36 credits (minimum)</b>
Electives	<b>16 credits (minimum)</b>
Total Credits	<b>52 credits (minimum)</b>
Language Arts (English – 8 credits and Speech – 1 credit)	<b>9 credits</b> <ul style="list-style-type: none"> <li>Classes must be taken over 4 years and must include: <ul style="list-style-type: none"> <li>English 9/Honors English 9 – 2 credits</li> <li>English 10/Honors English 10 – 2 credits</li> <li>English 11/Advanced Placement English 11 – 2 credits</li> <li>English 12/ Advanced Placement English 12 – 2 credits</li> <li>Speech – 1 credit</li> </ul> </li> </ul>
Mathematics	<b>6 credits</b> <ul style="list-style-type: none"> <li>Algebra I (or meets Algebra I standards) – 2 credits AND</li> <li>Geometry (or meets Geometry standards) – 2 credits OR</li> <li>Integrated Math I – 2 credits AND</li> <li>Integrated Math II – 2 credits <i>The combination of Integrated Math I and II meet the standards of Algebra and Geometry</i></li> <li>Secondary Mathematics of the student's choice – 2 credits</li> <li>Dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, including AP Computer Science and dual credit Computer Science courses may be counted as a mathematics credit if the student has completed Algebra II (or equivalent integrated mathematics) standards.</li> <li>Students are encouraged to take math their senior year.</li> </ul> <p><i>*Students who choose to take Computer Science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit</i></p>
Science	<b>6 credits</b> <ul style="list-style-type: none"> <li>4 credits shall be laboratory sciences</li> </ul>
Social Studies (Must include U.S. History – 4 credits, and American Government – 2 credits)	<b>7 credits</b> <ul style="list-style-type: none"> <li>Students must pass the U.S. citizenship test</li> <li>History (9<sup>th</sup> grade) – 1 credit</li> <li>U.S. History (10<sup>th</sup> grade) – 2 credits</li> <li>U.S. History/Advanced Placement U.S. History (11<sup>th</sup> grade) 2 credits</li> <li>American Government/ Advanced Placement American Government (12<sup>th</sup> grade) 2 credits</li> </ul>

Marketing Economics/Macro Economics	<b>1 credit</b>
Humanities (Interdisciplinary Humanities, Fine Arts or Foreign Language)	<b>2 credits</b> <ul style="list-style-type: none"> <li>• 2 consecutive years of world language are encouraged</li> <li>• The following courses will satisfy the two (2) humanities credits: 2D &amp; 3D Design, Pottery I II &amp; III, Digital Imaging, Bella Voce, Concert Choir, Chamber Singers, Symphony Band, Orchestra, World Language, Creative Writing I &amp; II, Drawing &amp; Painting I, II, III, and IV, Studio Art III and IV, Digital Art and Design I, II, III, and IV, Wind Ensemble, Varsity Band, Theater I, II, and III, Studio V, Production and Design.</li> </ul>
Computer Courses	<b>2 Credits</b> <ul style="list-style-type: none"> <li>• Beginning Office (or meets the Beginning Office standards) 1 credit</li> <li>• The second credit may be earned from a list of courses determined by the principals and department leaders. The list of courses will be published each year in the registration handbook.</li> </ul>
Health and PE	<b>3 credits</b> <ul style="list-style-type: none"> <li>• Health – 1 credit</li> <li>• Each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health course.</li> <li>• PE – 2 credits</li> <li>• Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or 18 weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education.</li> </ul>
Electives	<b>16 credits</b> 9 <sup>th</sup> grade transitions course (may be listed as different names at each high school) – 2 credits
Postsecondary Readiness Plan	<b>4-Year Learning Plan</b> This should typically be completed by the end of 8th grade
Senior Project	Required to include an oral presentation and written report by the end of grade 12.
ISAT	Pass the ISAT with a score of Proficient or Advanced in Reading, Math, and Language Usage.
Civics Test	All secondary students must successfully pass the civics test or alternate path.
Financial Literacy	All secondary students must successfully complete coursework in financial literacy standards as outlined in Idaho Code 33-1614.

**Commented [1]:** Do we need to add Civics and Financial Literacy as a line item to these charts?

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

<b>Content Area</b>	
Core of Instruction	<b>29 credits (minimum)</b>
Electives	<b>17 credits (minimum)</b>
Total Credits	<b>46 credits (minimum)</b>
Language Arts ( <i>English – 8 credits and Speech – 1 credit</i> )	<b>9 credits</b> (Speech credit can be obtained through other courses that meet the state speech requirement as approved by the local district.)
Mathematics	<b>6 credits</b> Including courses that meet Algebra I and Geometry standards; 2 credits must be taken in last year of high school.
Science	<b>6 credits</b> (4 laboratory sciences)
Social Studies ( <i>US History, Economics and American Government</i> )	<b>5 credits</b> Students must pass the U.S. citizenship test.
Humanities ( <i>Interdisciplinary Humanities, Fine Arts or Foreign Language</i> )	<b>2 credits</b>
Health and PE	<b>1 credit of Health</b>
Postsecondary Readiness Plan	4-Year Learning Plan This should typically be completed by the end of 8 <sup>th</sup> grade
Senior Project	Required to include an oral presentation and written report by the end of grade 12.
ISAT	Pass the ISAT with a score of Proficient or Advanced in Reading, Math, and Language Usage.
Civics Test	All secondary students must successfully pass the civics test or alternate path.
Financial Literacy	All secondary students must successfully complete coursework in financial literacy standards as outlined in Idaho Code 33-1614.

Credits Obtained by Demonstrating Mastery

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

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

### Course Load

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

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

### Middle School Credit

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

### Senior Project

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

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

### Idaho Standards Achievement Test (ISAT)

Students must take the Idaho Standards Achievement Test (ISAT) during a student's 11<sup>th</sup>-grade year and (starting with the class of 2026) receive a proficient score as defined by Idaho Standards Achievement Test's Achievement Level Descriptors in Reading, Math, and Language Usage.

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

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



4. Upon appeal to the board of trustees for an alternate measure(s) to demonstrate proficiency, the student successfully met the criteria established by the board of trustees.

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

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

The alternative must contain multiple measures of student achievement.

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

#### Civics Test

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

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

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

#### Financial Literacy

All secondary students must successfully complete coursework in financial literacy standards as outlined in Idaho Code 33-1614. This may be achieved through participation and completion of an economics course (for students graduating in 2024) or participation and completion of a course that covers the Idaho financial literacy core competencies (for students graduating in 2025 or after).

#### Waiver of Requirement

Graduation requirements generally will not be waived except as outlined in the Early Graduation of Flexible Schedule portion of this policy under any circumstances. However, in rare and unique hardship circumstances, the Principal may recommend and the Superintendent may approve minor deviations from the graduation requirements.

### Credit Calculation

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

### Alternative Programs

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

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

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

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

### Class Rank (Grade Point Average)

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

### Early Graduation or Flexible Schedule

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

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

limited to, student government, sports, music ensembles, theater, clubs, organizations, work, internships, and volunteering. A participation portfolio should also include any leadership positions a student holds in nonacademic activities; and

- C. An essay of at least one page explaining why the student wishes to have a flexible schedule which must include the future plans using the flexible schedule OR early graduation.

6. Completes the following:

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

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

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

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

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

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

The Superintendent is authorized to create any procedures necessary to assist students to achieve early graduation or flexible schedule as well as create incentives for participation in any early graduation program. Students who opt for a flexible schedule may apply for Advanced

Opportunities funding. Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

#### Failure to Complete

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

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

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



**Cross Reference:** 2435 Advanced Opportunities  
2607 Awarding High School Credit for Courses Taken Before Ninth Grade  
2710 High School Graduation Requirement – Alternative

Commented [2]: update 2606

Commented [3]: update title and table of contents

**Legal Reference:** I.C. § 33 4601, *et seq.* Advanced Opportunities  
I.C. § 33-6101 Opportunities for College and Career Ready Students  
I.C. § 33-1614 Financial Literacy  
IDAPA 08.02.01.350 Early Graduation  
IDAPA 08.02.03.105 High School Graduation Requirements  
IDAPA 08.02.03.107 Middle Level Credit System

#### Procedure History

**ADOPTED:** 8/11/14

TFSD & ISBA

**REVISED:** 3/14/16

9/12/16

7/25/18

5/13/19

03/9/20

7/13/20

7/12/21

4/11/22

8/08/22

Students who reside in another state may attend a District school when the out-of-state school district and the Twin Falls School District mutually agree, provided such transfer would not exceed the limits on enrollment set by 3010P. ~~cause a hardship on the receiving school. Such attendance shall follow the enrollment process outlined in Policy 3010 for out-of-District students.~~

#### District Students Attending School in Another State

The Board of Trustees may agree in writing, on an annual basis, that a resident student attend school in the nearest appropriate school district in a neighboring state. Such agreement shall state the rate of tuition and cost of transportation, if any, to be paid by the District. The agreement will be entered into the records of the Board of Trustees. A copy must be filed with the State Board of Education.

#### Out of State Students Attending School in the District

The Board of Trustees may, upon approval of the State Board of Education, enter into an agreement with the governing body of a school district in another state for education and/or transportation of an out-of-state student. The rate of tuition, cost of transportation as well as other appropriate costs shall be specifically addressed in the agreement. The agreement will be entered into the records of the Board of Trustees with a copy to be filed with the State Board of Education.

~~An open enrollment out-of-district student who becomes eligible for special education during the school year will be allowed to complete the school year as an open enrollment student, however, the student may be re-evaluated and/or his or her enrollment status may be reviewed prior to enrollment for the following year, and depending upon circumstances, such enrollment may be denied in accordance with the District's Open Enrollment Policy, this District's Hardship Declaration and/or other factors.~~



**Cross Reference:** 3010 Open Enrollment  
3010P Open Enrollment

**Legal References:** IDAPA 08.02.01.550.01 Out of State Tuition  
I.C. § 33-1400, *et seq.* Transfer of Pupils  
I.C. § 33-205 Denial of School Attendance

#### Policy History:

**ADOPTED:** 10/12/2020

ISBA

**REVISED:**

The Board or their designee may arrange for health services to be provided to all students each year. At the start of the school year, each District school shall notify parent/guardian of health services offered or made available through the school or by private organizations partnering with the District that offer services on school property or as a part of a school program. Parents/guardians shall be notified of any new health services that become available after the annual notice is sent.

Such services may include, but are not be limited to:

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

Parents/guardians will receive a written notice of any screening result which indicates a condition that might interfere or tend to interfere with a student's progress. Additionally, if a member of the District's staff becomes aware of a change in the student's mental, emotional, or physical health or well-being, the staff member shall address the matter as described in Policy 2425.

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

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

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

The District will not conduct any invasive physical examinations. As used in this policy, the term "invasive physical examination" means any medical examination involving the exposure of

private body parts or any act during such examination that includes incision, insertion, or injection into the body, but this does not include a hearing, vision, or scoliosis screening.

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

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



**Cross Reference:** 2425 Parental Rights

**Legal Reference:** 20 U.S.C. § 1232h(b)

Protection of Pupil Rights - Limits on Survey, Analysis, or Evaluations

IC § 18-8701, et seq.

No Public Funds for Abortion Act

IC § 33-6001

Parental Rights

IDAPA 08.02.03.160

Safe Environment and Discipline

Policy History

**ADOPTED:** 8/11/14

ISBA

**REVISED:** 8/08/22



School student records are confidential, and information from them shall not be released other than as provided by law. Federal and state laws grant certain rights to parents and students, including the right to inspect, copy, and challenge school records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but parents shall have the right to object to the release of information regarding their child. Military recruiters and institutions of higher education may request and receive the names, addresses, and telephone numbers of all high school students, unless the parent(s) notifies directs the school not to release this information.

The Superintendent or designee shall implement this policy consistent with state and federal law and may develop administrative procedures to assure compliance with state and federal law. The Superintendent or a designee shall inform staff members of this policy, and shall inform students and their parents of it, as well as their rights regarding student school records.



**Cross Reference:** 3575 Student Data Privacy and Security  
4260 Records Available to the Public  
8605 Retention of District Records

**Legal Reference:** 20 U.S.C. § 1232g et seq. Family Education Rights and Privacy Act (FERPA)  
34 C.F.R. 99 Implementing FERPA  
I.C. 33-133 Idaho Student Data Accessibility, Transparency, and Accountability Act – Definitions – Student Data – Use and Limitations – Penalties  
I.C. § 33-209 Attendance at School – Transfer of Student Records – Duties  
IC § 33-6001 Parental Rights  
I.C. § 32-717A Divorce Actions – Parents’ Access to Records and Information

Policy History:

**ADOPTED:** 8/11/14

ISBA

**REVISED:** 1/11/16

See Also: 3570P and 3570F

**Maintenance of School Student Records**

The District shall maintain a record for each student enrolled in the district. Student records shall include the following information as applicable and if the district has created or received such information. Items 1-7 must be included in the student record:

1. Birth certificate;
2. Proof of residency;
3. Unique student identifier;
4. Basic identifying information;
5. Academic transcripts;
6. Immunization records including exemption documentation;
7. Attendance records;
8. Intelligence and aptitude scores;
9. Psychological reports;
10. Achievement test results;
11. Participation in extracurricular activities;
12. Honors and awards;
13. Special education records (maintained pursuant to IDEA requirements);
14. Verified reports or information from non-educational persons;
15. Verified information of clear relevance to the student's education;
16. Log pertaining to release of student's record; and
17. Disciplinary information.

The following are records which the District will maintain permanently:

1. Student's legal name;
2. Birth Certificate;
3. Proof of residency;
4. Academic transcript including graduation date;
5. Attendance summary, listing enrollment dates records;
6. Student Identification Number; and
7. Educational Assessment Data.

Information in student records (excluding permanent records listed above) shall be maintained for a period of three (3) years after a student graduates or permanently leaves the District.

Special Education Records shall be maintained in accordance with applicable special education laws.

The District's public records custodian, in conjunction with the Superintendent or their designee shall be responsible for the maintenance, retention, or destruction of a student's records, in accordance with the District's procedure established by the Superintendent.

The unique student identifier is a number issued and assigned by the State Department of Education to each student currently enrolled or who will be enrolled. The unique student identifier shall follow the student from each school district or local educational agency (LEA) or upon return to a school district or LEA after an absence no matter the length of absence.

#### Access to Student Records

The District shall grant access to student records as follows:

1. The District or any District employee shall not release, disclose, or grant access to information found in any student record except under the conditions set forth in this policy and consistent with the provisions of state and federal law.
2. The parent/guardians of a student under 18 years of age shall be entitled to inspect and copy information in the child's school records. Such requests shall be made in writing and directed to the records custodian. Access to the records shall be granted within ~~45~~ five school days of the District's receipt of such a request ~~unless state or federal law specifically provides another length of time.~~

Where the parent/guardians are divorced or separated, both shall be permitted to inspect and copy the student's school records unless a court order indicates otherwise. The District shall send copies of the following to both parent/guardians at either one's request, unless a court order indicates otherwise or parental rights have been terminated by court order or parental agreement:

- A. Academic progress reports or records;
- B. Health reports;
- C. Notices of parent-teacher conferences;
- D. School calendars distributed to parents/guardians; and
- E. Notices about open houses and other major school events, including pupil-parent interaction.

When the student reaches eighteen (18) years of age, graduates from high school, marries, enters military service, or becomes legally emancipated, all rights and privileges accorded to the parent/guardian become exclusively those of the student. The parent/guardians of dependent students, as defined by the ~~Internal Revenue Service~~ ~~I.R.S.~~ (i.e. student termed dependent for income tax purposes) may have access to student educational records if the parent/guardians establish, via either a copy of the applicable tax forms and/or a Parental Affidavit for Educational Records attesting to the student's dependent status.

Access shall not be granted to the parent/guardian or the student to confidential letters and recommendations concerning the admission to a post-secondary educational institution, applications for employment, or the receipt of an honor or award, if the student has waived ~~his or her~~ ~~their~~ right of access, after being advised of ~~his or her~~ ~~their~~ right to obtain the names of all persons making such confidential letters or statements.

3. The District may grant access to, or release information from, student records to employees or officials of the District or the Idaho State Board of Education, provided a current, demonstrable, educational or administrative need is shown, without parental consent or notification. Access in such cases shall be limited to the satisfaction of that need.
4. For purposes of an audit or evaluation by a federal or state-supported education program, and to comply with federal requirements related to such a program, the receiving entity must be a state or educational authority or another entity allowed by the Family Educational Rights and Privacy Act (FERPA), or must be an authorized representative of such an entity.

For each new audit, evaluation, or enforcement effort, the District shall enter into a written agreement when designating anyone other than its employee as its authorized representative. The District shall be responsible for using reasonable methods to ensure, to the greatest extent practicable, that the authorized representative

- A. Uses the personal information only for the authorized purpose;
  - B. Protects the personal information from further unauthorized disclosures or other uses; and
  - C. Destroys the personal information when it is no longer needed for the authorized purpose. Such destruction shall be effected by any specified time period set forth in the written agreement.
5. The District may grant access to, or release information from, student records without parental consent or notification to any person, for the purpose of research, statistical reporting, or planning, provided that no student or parent/guardian can be identified from the information released, and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records. Any such release in this regard shall be consistent with Idaho Code and Policy 3575 relating to the limitations on the release of student data.
6. The District shall grant access to, or release information from, a student's records pursuant to a court order or appropriate subpoena. In most instances, the parent/guardian/qualified student shall be given prompt written notice of such order/subpoena, a general statement of the documents which will be released, and the proposed date of release of the documentation requested. However, there are very limited circumstances under the USA Patriot Act where schools are required to disclose information without notice to the parent/guardian or student to the Attorney General of the United States upon an ex parte order in connection with the investigation or prosecution of terrorism crimes or other such specified situations when the court order prohibits disclosure (i.e. Federal Grand Jury Subpoena or Law Enforcement Subpoena wherein such order indicates disclosure is not permitted).

7. The District shall grant access to or release information from any student record as specifically required by federal or state statute.
8. The District shall grant access to, or release information from, student records to any person possessing a written, dated consent, signed by the parent/guardian or eligible student with particularity as to whom the records may be released, the information or record to be released, and the reason for the release. One copy of the consent form will be kept in the records, and one copy shall be mailed to the parent/guardian or eligible student by the records custodian. Whenever the District requests the consent to release certain records, the records custodian shall inform the parent/guardian or eligible student of the right to limit such consent to specific portions of information in the records.
9. The District may release student records to the Superintendent or an official with similar responsibilities in a school in which the student has enrolled or intends to enroll, upon written request from such official.
10. Prior to the release of any records or information under items 6, 7, 8, and 9 above, the District shall provide prompt written notice to the parent/guardians or eligible student of this intended action except as specified in item 6. This notification shall include a statement concerning the nature and substance of the records to be released and the right to inspect, copy, and challenge the contents.
11. The District may release student records or information in connection with an emergency, without parental consent, if the knowledge of such information is necessary to protect the health or safety of the student or other persons. The records custodian shall make this decision taking into consideration the nature of the emergency, the seriousness of the threat to the health and safety of the student or other persons, the need for such records to meet the emergency, and whether the persons to whom such records are released are in a position to deal with the emergency. Any release that is made must be narrowly tailored considering the immediacy, magnitude, and specificity of the information concerning the emergency; and the information should only be released to those persons whose knowledge of the information is necessary to provide immediate protection of the health and safety of the student or other individuals (i.e. law enforcement, public health officials, trained medical personnel). The exception is temporarily limited to the period of the emergency and does not allow for a blanket release of personally identifiable information from a student's records. The District shall notify the parent/guardians or eligible student as soon as possible of the information released, the date of the release, the person, agency, or organization to which the release was made, and the purpose of the release and the same information shall be recorded in the student's record log.
12. The District will comply with an *ex parte* order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to or consent of the student's parent(s)/guardian(s).
13. The District may charge a fee for copying information in the student's records. No parent/guardian or student shall be precluded from copying information because of

financial hardship. See Policy 4260 for information regarding the District copy fee schedule.

14. A log of all releases of information from student records, including all instances of access granted, whether or not records were copied, shall be kept and maintained as part of such records. This log shall be maintained for the life of the student record and shall be accessible only to the parent/guardian or eligible student, records custodian, or other such person. The log of release shall include:
  - A. Information released or made accessible;
  - B. The name and signature of the records custodian;
  - C. The name and position of the person requesting the release or access;
  - D. The legitimate interests the parties had in requesting or obtaining the information;
  - E. The date of the release or grant of access;
  - F. A copy of any consent to such release; and
  - G. Any additional information required by state or federal law.

#### Directory Information

The District may release certain directory information regarding students, except that parent/guardians may prohibit such a release. Directory information shall be limited to:

1. Name;
- ~~2. Address;~~
- ~~3. Gender;~~
4. Grade level;
- ~~5. Birth date and place;~~
6. Parents'/guardians' names and addresses;
7. Academic awards, degrees, and honors;
8. Information in relation to school-sponsored activities, organizations, and athletics;
9. Major field of study;
10. Period of attendance in school; and
11. A student's image (photo or video) solely for the purpose of publication or recognition of a student's honors, awards, or achievements or for any District informational or promotional use on its social media or other publications, or for any yearbook.

The notification to parent/guardians and students concerning school records will inform them of their right to object to the release of directory information.

#### Military Recruiters/Institutions of Higher Education

Pursuant to federal law, the District is required to release the names, addresses, and telephone numbers of all high school students to military recruiters and institutions of higher education upon request. The notification to parent/guardians and students concerning school records will inform them of their right to object to the release of this information.

### Student Record Challenges

The parent/guardians may challenge the accuracy, relevancy, or propriety of the records, except for grades, and references to expulsions or out-of-school suspensions, if the challenge is made when the student's school records are being forwarded to another school. They have the right to request a hearing at which each party has:

1. The right to present evidence and to call witnesses;
2. The right to cross-examine witnesses;
3. The right to counsel;
4. The right to a written statement of any decision and the reasons therefore; and
5. The right to appeal an adverse decision to an administrative tribunal or official, to be established or designated by the State Board.

The parent/guardians may insert a written statement of reasonable length describing their position on disputed information. The school will include a statement in any release of the information in dispute.



**Cross References:**    3575    Student Data Privacy and Security  
                              4260    Records Available to Public

### Procedure History

**ADOPTED:** 8/11/14

ISBA

**REVISED:** 1/11/16

4/12/21

4/11/22

**Notification of Parents and Students Rights  
Concerning A Student's School Records**

**Page 1 of 4**

**Notification to Parents and Students of Rights Concerning a Student's School Records**

The District will maintain a record for each student enrolled in the district. Student records shall include the following information as applicable and if the district has created or received such information. Items 1-7 must be included in the student record:

1. Birth certificate;
2. Proof of residency;
3. Unique student identifier;
4. Basic identifying information;
5. Academic transcripts;
6. Immunization records, including exemption documentation;
7. Attendance record;
8. Intelligence and aptitude scores;
9. Psychological reports;
10. Achievement test results;
11. Participation in extracurricular activities;
12. Honors and awards;
13. Special education records (maintained pursuant to IDEA requirements);
14. Verified reports or information from non-educational persons;
15. Verified information of clear relevance to the student's education;
16. Log pertaining to release of these records; and
17. Disciplinary information.

**Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over eighteen (18) years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. **The right to inspect and copy the student's education records within a reasonable time from the day the District receives a request for access.**

Students less than eighteen (18) years of age have the right to inspect and copy their permanent record. Parents/guardians or students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent(s)/guardian(s) or eligible student of the time and place where the records may be inspected.

The District charges a nominal fee for copying, but no one will be denied their right to copies of their records for inability to pay this cost.

The rights contained in this section are denied to any person against whom an order of protection has been entered concerning a student.

When the student reaches eighteen (18) years of age, or is attending an institution of post-secondary education, all rights and privileges accorded to the parent become exclusively those of the student.



**2. The right to request an amendment of the student's education records that the parent(s)/guardian(s) or eligible student believes is inaccurate, misleading, irrelevant, or improper.**

Parents/guardians or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, irrelevant, or improper. They should write the school principal or records custodian, clearly identifying the part of the record they want changed, and specify the reason.

If the District decides not to amend the record as requested by the parent(s)/guardian(s) or eligible student, the District will notify the parent(s)/guardian(s) or eligible student of the decision and advise ~~them~~ ~~him or her~~ of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) or eligible student when notified of the right to a hearing.

**3. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA or state law authorizes disclosure without consent.**

Disclosure is permitted without consent to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent(s)/guardian(s) or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing ~~their~~ ~~his or her~~ tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill ~~their~~ ~~his or her~~ professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by state or federal law. Before information is released to individuals described in this paragraph, the parent(s)/guardian(s) will receive written notice of the nature and substance of the information and an opportunity to inspect, copy, and challenge such records. The right to challenge school student records does not apply to: (1) academic grades of their child, and (2) references to expulsions or out-of-school suspensions, if the challenge is made at the time the student's school student records are forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent(s)/guardian(s) can be identified; any person named in a court order; and appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

4. **The right to a copy of any school student record proposed to be destroyed or deleted.**
5. **The right to prohibit the release of directory information concerning the parent's/guardian's child.**

Throughout the school year, the District may release directory information regarding students, limited to:

1. Name;
- ~~2. Address;~~
- ~~3. Gender;~~
4. Grade level;
- ~~5. Birth date and place;~~
6. Parents'/guardians' names and addresses;
7. Academic awards, degrees, and honors;
8. Information in relation to school-sponsored activities, organizations, and athletics;
9. Major field of study;
10. Period of attendance in school; and
11. A student's image (photo or video) solely for the purpose of publication or recognition of a student's honors, awards, or achievement or for any District informational or promotional use on its social media or other publications, or for any yearbook.

*Any parent(s)/guardian(s) or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the Twin Falls School District administrative office within thirty (30) days of the date of this notice. No directory information will be released within this time period, unless the parent(s)/guardian(s) or eligible student is specifically informed otherwise.*

6. **The right to request that student directory information not be released to military recruiters and/or institutions of higher education.**

Pursuant to federal law, the District is required to release the names, addresses, and telephone numbers of all high school students to military recruiters and institutions of higher education upon request.

Parent(s)/guardian(s) or eligible students may request that the District not release this information, and the District will comply with the request.

7. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

The name and address of the office that administers FERPA is:  
U.S. Department of Education  
Student Privacy Policy Office  
400 Maryland Avenue, SW  
Washington, DC 20202-4605



**Cross Reference:**           3570   Student Records  
                                  3570P   Student Records

Policy History:

**ADOPTED:** 12/9/13

ISBA

**REVISED:** 10/12/15  
                  4/11/22

Sex Offenders

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

For the purposes of this policy, “school property” means school buildings, District buildings not being used as a school but where children are likely to be present, vehicles used for school purposes, any location being utilized during a school athletic event or other school-sponsored event, properties posted with a notice that they are used by a school, and school grounds.

Convicted Sex Offender

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

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

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

1. Is a student in attendance at the school; or
2. Resides at a state-licensed or certified facility for incarceration, health care or convalescent care; or
3. Is exercising his or her right to vote in public elections; or
- ~~4. Is taking delivery of his mail through an official post office located on school grounds; or~~
4. Stays at a homeless shelter or resides at a recovery facility if such shelter or facility has been approved for sex offenders by the county sheriff or municipal police chief.

5. Has contacted the principal annually to obtain written permission utilizing forms 4420F1 or 4420F2 from the principal, to be on the school grounds or upon other property posted with a notice that the property is used by a school; or
6. ~~Stays at a homeless shelter or resides at a recovery facility if such shelter or facility has been approved for sex offenders by the county sheriff or municipal police chief.~~

~~[Note: Further, These Provisions 5 above is are required for an individual who is dropping off or picking up a student and is the student's parent or legal guardian, is attending an academic conference or other scheduled extracurricular event, or is temporarily on school grounds, during school hours, for the purpose of delivering mail, food, or other items.]~~

An individual seeking written permission as ~~outlined~~ mentioned in item 5 above must contact the principal at least ten (10) work days prior to the first visit. In determining whether to grant written permission as provided above, the principal may, in ~~his/her~~ their discretion, consider the nature of the offense committed, the time since an offense has been committed, the safety of the students, the likely disruption caused by the individual's access to the property, or any other factor. The principal will provide a response to the requesting individual within seven (7) days of receipt of the request.

#### Sex Offenders Posted Notifications

School districts shall post a notice, as required by Idaho Code, and shall be at least 100 square inches, be placed at commonly used entrances to the property, and contain the following statement:

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

#### Sample Posted Notice

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

#### Obtaining and Disseminating Sex Offender Registry Information

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

### Staff Notification

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

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

### Enforcement

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

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

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



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

**Cross Reference:** 4420F1 and 4420F2

### Policy History

**ADOPTED:** 12/09/13

ISBA

**REVISED:** 8/11/14

12/14/15  
12/13/21

Organizations desiring to donate equipment or material that will affect the physical structure of a building, either in appearance or in operating maintenance expense, must have the project approved by the school administration.

Items to be donated must meet the technical specifications and standards of similar equipment or materials purchased by the District. If items are not new, the condition or the equipment or materials must be evaluated by qualified persons other than the organization making the donation.

The following procedures shall apply to filing a project request:

1. The organization desiring to make the donation must ensure the proposed project will not cause inequitable treatment of any student(s) or student group(s).
2. The organization will discuss the proposed project with the building principal prior to filing a request with the central office.
3. After discussion with the building principal, the organization will submit a written request to the director of operations specifying the type of item to be donated, the technical specifications of the item, and information regarding installation, maintenance, and replacement of the item.
4. The request will be evaluated by a committee appointed by the Superintendent or designee. The committee will use the following criteria in evaluating the proposed project:
  - a. Educational value to the student body;
  - b. Cost factors in relation to the board of education's approved budget including:
    - i. Immediate costs such as installation or remodeling;
    - ii. Long-range costs such as operation and maintenance; and
    - iii. Replacement costs when the item is no longer operable.
  - c. Technical quality of the proposed donated item; and
  - d. Commitment of the donating organization to continuance of the project.
5. Based upon the committee's evaluation and recommendations, the Superintendent will approve or ~~disapprove~~ ~~deny~~ the request. If the request is ~~disapprove~~ ~~denied~~, the committee will make recommendations to the requesting organization as to requirements necessary to approve the request.



6. If a project is ~~disapprove~~ denied by the committee and the Superintendent, the requesting organization may appeal the decision to the Board of Education.

#### Donations Regarding National Motto

In accordance with Idaho law, the District is prepared to receive donations to display the national motto as described in Policy 9802.



**Cross Reference:** 9802 Display of National Motto

#### Policy History

**ADOPTED:** 8/11/14

ISBA

**REVISED:**

The District has a firm commitment to performance evaluation of District personnel, whatever their category and level, through a formalized evaluation system. The primary purpose of such evaluation is to assist personnel in professional development, in achieving District goals, and to assist with decisions regarding personnel actions. This policy applies to ~~certificated~~ **certified** personnel, but the District shall differentiate between non-instructional and pupil instructional personnel. The Superintendent is hereby directed to create procedures that differentiate between ~~certificated~~ **certified** non-instructional and ~~certificated~~ **certified** pupil instructional personnel in a way that aligns with the *Charlotte Danielson Framework for Teaching Second Edition* to the extent possible and aligns to the pupil **services** staff's applicable national standards.

Each ~~certificated~~ **certified** staff member shall receive at least one (1) written evaluation to be completed no later than June 1<sup>st</sup> for each annual contract year of employment and shall use multiple measures that are research based and aligned to the *Charlotte Danielson Framework for Teaching Second Edition* domains and components. The evaluation of ~~certificated~~ **certified** personnel shall annually include a minimum of two (2) documented observations, one (1) of which shall be completed prior to January 1<sup>st</sup>. At least one of the documented observations will be a minimum of 30 continuous minutes. A residency teacher will have two (2) observations and both will be at least 30 continuous minutes. The formal written evaluation will be reviewed during a post evaluation conference to communicate results, discuss any concerns, commend the employee for a job well done, and to obtain signatures. In situations where ~~certificated~~ **certified** personnel are unavailable for two (2) documented classroom observations, due to situations such as long-term illness, late year hire, etc., one (1) documented classroom observation is acceptable.

### Objectives

The formal performance evaluation system is designed to:

1. Maintain or improve each employee's job satisfaction and morale by letting ~~them~~ **him or her** know that the supervisor is interested in ~~their~~ **his or her** job progress and personal development;
2. Serve as a systematic guide for supervisors in planning each employee's further training;
3. Assure considered opinion of an employee's performance and focus maximum attention on achievement of assigned duties;
4. Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized;
5. Assist in planning personnel moves and placements that will best utilize each employee's capabilities **and to align to District goals**;
6. Provide an opportunity for each employee to discuss job problems and interests with ~~their~~ **his or her** supervisor; and

7. Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, and termination.

### Responsibility

The Superintendent or designee shall have the overall responsibility for the administration and monitoring of the performance evaluation ~~system~~ ~~Program~~ and will ensure the fairness and efficiency of its execution, including:

1. Distributing proper evaluation forms in a timely manner;
2. Ensuring completed evaluations are returned for filing by a specified date;
3. Reviewing evaluations for completeness;
4. Identifying discrepancies;
5. Ensuring proper safeguards and filing of completed evaluations;
6. Creating and implementing a plan for ongoing training for evaluators and certificated personnel on the District's evaluation standards, forms, and processes and a plan for collecting and using data gathered from evaluations;
7. Creating a plan for ongoing review of the District's performance evaluation ~~system~~ ~~Program~~ that includes stakeholder input from teachers, Board Members, administrators, parents/guardians, and other interested parties;
8. Creating a procedure for remediation for employees that receive evaluations indicating that remediation would be an appropriate course of action; and
9. Creating an individualized evaluation rating system for how evaluations will be used to identify proficiency and record growth over time with a minimum of four ~~rankings~~ ~~ratings~~ used to differentiate performance of certificate holders including: unsatisfactory being equal to a rating of 1; basic being equal to a rating of 2; proficient being equal to a rating of 3; and distinguished being equal to a rating of 4.

The Immediate Supervisor is the employee's evaluator and is responsible for:

1. Continuously observing and evaluating an employee's job performance including a minimum of two documented observations annually for certificated personnel, one of which shall be completed prior to January 1<sup>st</sup> of each year;
2. Holding periodic counseling sessions with each employee to discuss job performance;
3. Completing Performance Evaluations as required; and
4. The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate

previous five years of conducting any evaluations.

### Written Evaluation

A written summative evaluation will be completed for each ~~certified~~ ~~certificated~~ employee by June 1<sup>st</sup>. A copy will be given to the employee. The ~~record of the evaluation original~~ will be kept in the ~~retained in~~ employee's personnel file. The evaluation should be reviewed annually and ~~used to assist in the development of annual goals and objectives revised as necessary to indicate any significant changes in duties or responsibilities.~~ The evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the evaluator and the employee as to the job description and major performance objectives.

The written evaluation will identify the sources of data used in conducting the evaluation. Aggregate data shall be considered as part of the District and individual school needs assessment in determining professional development offerings.

### Evaluation Measures

**Observations:** Periodic classroom observations will be included in the evaluation process with a minimum of two documented observations annually for certificated personnel, one of which shall be completed prior to January 1<sup>st</sup>. In situations where certificated personnel are unavailable for two documented classroom observations, due to situations such as long-term illness, late-year hire, etc., one documented classroom observation is acceptable.

**Professional Practice:** A majority of the evaluation of ~~certificated~~ ~~certified~~ personnel will be comprised of Professional Practice based on the *Charlotte Danielson Framework for Teaching Second Edition*. The evaluation will include at least one of the following as a measure to inform the Professional Practice portion: input received from parents/guardians, input received from students, and/or portfolios. The Board, as part of its approval of the evaluation tool, shall determine the manner and weight of parental input, student input, and/or portfolios on the evaluation.

### **Student Achievement:**

Instructional staff evaluations must include, in part, measurable student achievement as defined in Section 33-1001, Idaho Code, applicable to the subjects and grade ranges taught by the instructional staff. All other ~~certificated~~ ~~certified~~ staff evaluations must include measurable student achievement or student success indicators as defined in Section 33-1001, as applicable to the position. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one or both years of data. Growth in student achievement may be considered as an optional measure for all other school-based and District-based staff, as determined by the Board.

**Charlotte Danielson Framework:** The evaluation will be aligned with minimum State standards and based upon the *Charlotte Danielson Framework for Teaching Second Edition* and will include, at a minimum, the following general criteria upon which the Professional Practice portion will be based. ~~Individual domain and component ratings must be determined based on a combination of professional practice and student achievement as specified above.~~

Individuals who hold a Professional or Advanced Professional Endorsement will be evaluated annually. The District shall evaluate these employees on the basis of all of the domains.

All other instructional or pupil service staff employees must be evaluated across all domains.

1. Planning and Preparation

- A. Demonstrating Knowledge of Content and Pedagogy;
- B. Demonstrating Knowledge of Students;
- C. Setting Instructional Outcomes;
- D. Demonstrating Knowledge of Resources;
- E. Designing Coherent Instruction; and
- F. Designing Student Assessments.

2. Classroom Learning Environment

- A. Creating an Environment of Respect and Rapport;
- B. Establishing a Culture for Learning;
- C. Managing Classroom Procedures;
- D. Managing Student Behavior; and
- E. Organizing Physical Space.

3. Instruction and Use of Assessment

- A. Communicating with Students;
- B. Using Questioning and Discussion Techniques;
- C. Engaging Students in Learning;
- D. Using Assessment in Instruction; and
- E. Demonstrating Flexibility and Responsiveness.

4. Professional Responsibilities

- A. Reflecting on Teaching;
- B. Maintaining Accurate Records;
- C. Communicating with Families;
- D. Participating in a Professional Community;
- E. Growing and Developing Professionally; and
- F. Showing Professionalism.

Meeting with the Employee

**Counseling Sessions:** Counseling sessions between supervisors and employees may be scheduled periodically. During these sessions, an open dialogue should occur which allows the exchange of performance oriented information. The employee should be informed of how they have ~~he or she has~~ performed to date. If the employee is not meeting performance expectations, the employee should be informed of the steps necessary to improve performance to the desired level. Counseling sessions should include, but not be limited to, the following: job responsibilities, performance of duties, progress on goals, and attendance. A memorandum for record will be prepared following each counseling session and

maintained by the supervisor.

**Communication of Results:** Each evaluation shall include a meeting with the affected employee to communicate evaluation results. At the scheduled meeting with the employee, the supervisor will:

1. Discuss the evaluation with the employee, emphasizing strong and weak points in job performance. Commend the employee for a job well done if applicable and discuss specific corrective action if warranted. Set mutual goals for the employee to reach before the next performance evaluation. Recommendations should specifically state methods to correct weaknesses and/or prepare the employee for future promotions.
2. Allow the employee to make any written comments ~~they~~ ~~he or she~~ desires. Inform the employee that ~~they~~ ~~he or she~~ may turn in a written rebuttal/appeal of any portion of the evaluation within seven days and outline the process for rebuttal/appeal. Have the employee sign the evaluation indicating that ~~they have~~ ~~he or she has~~ been given a copy and initial after supervisor's comments.

No earlier than seven days following the meeting, if the supervisor has not received any written rebuttal/appeal, the supervisor will forward the ~~original~~ evaluation in a ~~sealed envelope, marked "Personnel Evaluation"~~ confidential manner to the Superintendent, or the designee, for review. The supervisor will also retain a copy of the completed form.

#### Individualized Professional Learning Plan

Each certified staff member shall have an individualized professional learning plan based on the Idaho framework for teaching evaluation outlined in IDAPA 08.02.02.120 and developed by the staff member and their evaluator. This plan shall include interventions based on the individual's strengths and areas the staff member and their evaluator seek to emphasize needed growth.

#### Rebuttals/Appeal

Within seven days from the date of the evaluation meeting with their supervisor, the employee may file a written rebuttal/appeal of any portion of the evaluation. The written rebuttal/appeal shall state the specific content of the evaluation with which the employee disagrees, a statement of the reason(s) for disagreement, and the amendment to the evaluation requested.

If a written rebuttal/appeal is received by the supervisor within seven days, the supervisor may conduct additional meetings or investigative activities necessary to address the rebuttal/appeal. Subsequent to these activities, and within a period of ten working days, the supervisor may provide the employee with a written response either amending the evaluation as requested by the employee or stating the reason(s) why the supervisor will not be amending the evaluation as requested.

If the supervisor chooses to amend the evaluation as requested by the employee, then the amended copy of the evaluation will be provided to, and signed by, the employee. The ~~original~~ amended evaluation will then be forwarded to the Superintendent, or the designee,

for review in a ~~confidential manner sealed envelope~~, marked Personnel-Evaluation. The supervisor will also retain a copy of the completed form.

If the supervisor chooses not to amend the evaluation as requested by the employee then the evaluation along with the written rebuttal/appeal, and the supervisor's response, if any, will be forwarded to the Superintendent, or the designee, for review in a ~~confidential manner sealed envelope~~, marked Personnel-Evaluation. The ~~supervisor~~ District will also retain a copy of the completed evaluation including any rebuttal/appeal and responses. The appeal process is addressed as detailed in the Policy 5900 Collective Bargaining Agreement.

### Action

Each evaluation will include identification of the actions, if any, available to the District as a result of the evaluation as well as the procedure(s) for implementing each action. Available actions include, but are not limited to, recommendations for renewal of employment, non-renewal of employment, probation, and others as determined. Should any action be taken as a result of an evaluation to not renew an individual's contract the District will comply with the requirements and procedures established by State law.

### Records

Permanent records of each ~~certified~~ ~~certificated~~ personnel's evaluation and any properly submitted rebuttal/appeal documentation will be maintained in the employee's personnel file. All evaluation records, including rebuttal/appeal documentation, will be kept confidential within the parameters identified in State and federal law regarding the right to privacy.

### Reporting

Any subsequent changes to the District's evaluation ~~system plan~~ shall be resubmitted to the State Department of Education for approval. The District shall report ~~the summative rankings, the number of components rated as unsatisfactory, whether a majority of the certificated personnel's students met their measurable student achievement or growth targets or student success indicators as well as what measures were used, and whether an individualized professional learning plan is in place for all certificated personnel evaluations,~~ annually to the State Department of Education.:

1. The summative ratings;
2. The number of components rated as unsatisfactory;
3. The percentage of the ~~certified~~ ~~certificated~~ personnel's students who met their measurable student achievement or growth targets or student success indicators;
4. The measures that were used; and
5. Whether an individualized professional learning plan is in place for all ~~certified~~ ~~certificated~~ personnel evaluations.



**Cross Reference:** 5900 Collective Bargaining Agreement  
**Legal Reference:** I.C. § 33-514 Issuance of Annual Contracts – Support Programs –  
Categories of Contracts – Optional Placement – Written Evaluation

I.C. § 33-515 Issuance of Renewable Contracts  
I.C. § 33-518 Employee Personnel Files  
I.C. § 33-1001 Definitions  
IDAPA 08.02.02.120 Local District Evaluation Policy

Policy History

**ADOPTED:** 12/09/13

ISBA

**REVISED:** 8/11/14

7/13/15

6/13/16

1/9/17

7/10/17

3/12/18

8/10/20

10/12/20



<b>POLICY TITLE:</b>	<b>Restrictions on Contracts with Entities Boycotting Israel</b>	<b>POLICY NO: 7402</b> <b>PAGE 1 of 1</b>
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#### Entities Boycotting Israel

For all contracts the District enters into after July 1, 2021 to acquire or dispose of services, supplies, information technology, or construction:

1. For greater than \$100,000; and
2. With a company that employs ten or more people

The District shall include the following written certification in such contract:

Section 67-2346, Idaho Code, prohibits the Twin Falls School District #411 from contracting with any company (of more than ten employees) that engages in a boycott of Israel. Per Section 67-2346, such a boycott means ‘engaging in refusals to deal, terminating business activities, or other actions that are intended to discriminate against, inflict economic harm, or otherwise limit commercial relations specifically with the state of Israel or territories under its control, or persons or entities doing business in the state of Israel or territories under its control.’ By entering into this agreement, we acknowledge that we do not currently engage in – and will not engage in during the duration of this contract – a boycott against the State of Israel or its territories.”

#### Entities Owned or Operated by the Government of China

Any contract the District enters into after July 1, 2023, for any services, supplies, information technology, or construction, shall include the following written certification:

“Section 67-2359, Idaho Code, prohibits the Twin Falls School District from contracting with any company unless it certifies that it is not currently owned or operated by the government of China – either in whole or in part – and will not be for the duration of the contract. By entering into this agreement, we affirm this company is not currently owned or operated by the government of China – either in whole or in part – and will not be for the duration of the contract.”

#### Contracts in Violation

If, ~~subsequent to July 1, 2021~~ the District has entered or enters into a contract that does not include the required certifications ~~subsequent to the applicable deadlines above~~, the District has a period of 90 days from discovery of this status to obtain the required certification. If the District fails to obtain such certification within the 90 day period, as a matter of law the contract is declared void.

For all contracts entered into by the District prior to ~~July 1, 2021~~ ~~the applicable deadlines above~~ that do not contain the required certification the District shall not renew such contract without inclusion of the required certification.



**Legal Reference:** I.C. § 67-2346 Anti-Boycott Against Israel Act  
I.C. § 67-2359 Contract With a Company Owned by the Government of  
China Prohibited

**Policy History:**  
**ADOPTED:** 4/11/22  
ISBA  
**REVISED:**

<b>POLICY TITLE:</b>	<b>Entering into Professional Service Contracts</b>	<b>POLICY NO: 7408</b> <b>PAGE 1 of 3</b>
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Entering into Professional Service Contracts with Design Professionals, Construction Managers, and Professional Land Surveyors—The Request for Qualifications Policy Procedure

Selection of Public Works Professionals to be Based on Qualifications

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

No proposal, bid, or qualifications shall be accepted or denied based on environmental, social, and governance (ESG) standards, including screening or scoring bids, in whole or in part, on subjective ethical or sustainability criteria unrelated to the specifications in a solicitation or qualifications of a bidder.

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

In carrying out this policy the Board shall use the following guidelines when securing contracts for engineering, architectural, landscape architecture, construction management, and land surveying services on projects for which the professional service fee is anticipated to exceed the total sum of \$50,000, excluding, however, those professional services contracts previously awarded by the District for an associated or phased project, and for which the expenditure is otherwise exempt from the bidding process otherwise required by law. To implement this policy:

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

- a. A description of the firm, including its location and longevity;
  - b. Its past performance;
  - c. Its project manager and key staff experience, education, and training;
  - d. Its experience with similar projects;
  - e. Its specific approach to projects or assignments;
  - f. Its proposed schedule, if applicable; and
  - g. Its quality control procedures.
4. The Board or its designee shall select for negotiation the persons or firms whom the public agency or political subdivision determines to be the highest-ranked~~and~~ best qualified.
5. The Board or its designee shall next negotiate with the highest ranked person or firm for a contract or an agreement to perform such services at a price determined by the Board to be reasonable and fair to the public after considering the estimated value, the scope, the complexity, schedule and the nature of the services required.
6. In the event the Board or its designee is unable to negotiate a satisfactory contract or agreement with the highest ranked person or firm, it shall formally terminate such negotiations and undertake negotiations with the next highest ranked person or firm, following the procedure prescribed in Item 4, above.
7. In the event the Board or its designee is unable to negotiate a satisfactory contract or agreement with any of the selected persons or firms, it may recommence negotiations as described in the two items immediately above, until a contract or agreement is reached, or may, in its discretion, cancel the procurement.
8. **Published Request for Qualifications.** When the Board solicits proposals for qualifications and proposals for engineering, architectural, landscape architecture, construction management, or land surveying services, for which the professional service fee is anticipated to exceed the total sum of \$50,000, it shall publish public notice in the same manner as required for procurement of public works construction projects set forth in Procedure 7405P, which sets forth the procedures required by Section 67-2805(2) of Idaho Code.
9. **A List of Qualified Professionals.** In fulfilling the requirements of items ~~above 4 through 7 of this policy,~~ the Board may establish and select from a list of two or more persons or firms selected and preapproved for consideration by the public agency or political subdivision. When creating a preapproved list of qualified professionals, the Board or its designee shall first publish notice as set forth in the item immediately above. When selecting from such list, no notice shall be required; ~~and any list established under this item will be~~ valid for no more than five years, unless canceled by the Board prior to the list's expiration where the Board has first determined in open session that cancellation of the list would be in the public's best interest.

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

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

#### Approvals for Phased Projects

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



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

**Legal References:** I.C. § 67-2320 Professional Service Contracts with Design Professionals, Construction Managers and Professional Land Surveyors  
IC § 67-2347 Prohibition of Environmental, Social, and Governance Standards in Public Contracts  
I.C. § 67-2805 Procurement of Public Works Construction  
I.C. § 59-1026 Willful and Knowing Avoidance of Competitive Bidding and Procurement Statutes

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

#### Policy History

**ADOPTED:** 8/12/19

ISBA

**REVISED:** 1/10/2022

In accordance with state law, the District is prepared to receive donations of a durable poster or framed copy of the national motto, “In God We Trust,” and will display it in a conspicuous place if the following conditions are met:

1. The poster or framed copy includes a representation of the United States flag, the flag of the State of Idaho, or both.
2. The background, lettering, and framing on the poster or framed copy include the colors black, white, gold, or silver.
3. The poster or framed copy does not contain any other lettering, verbiage, images, logos, or likeness.
4. The size was approved by the Superintendent or their designee.
5. It was donated to the District.

The Superintendent or designee may reject a donation if the above conditions are not met and will notify the donor of any unmet conditions where applicable.



**Cross References:** 4510 Public Gifts to the Schools

**Legal References:** IC § 33-141 National Motto

Policy History

**ADOPTED:**

ISBA

**REVISED:**

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

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

9. In any situation where the administrator is in doubt as to the propriety of proceeding with any search or seizure, the administrator is authorized to report the situation to the appropriate law enforcement agent. The administrator is not to become the agent of any public law enforcement agent or to conduct any search on behalf of any law enforcement agent or agency.



**Cross Reference:** 3370 Searches and Seizure

Procedure History

**ADOPTED:** 8/11/14

ISBA

**REVISED:** 4/11/22  
8/08/22



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

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

The annual continuous improvement plan shall:

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

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

~~g. 1st Grade Reading Readiness: The number and percentage of students reading at grade level on the spring kindergarten statewide reading assessment. Improvement shall be measured by year-over-year growth in the percentage of students scoring at grade level;~~

3. Include a clearly developed and articulated vision and mission;
4. Include key indicators for monitoring performance;
5. ~~. These goals and targets shall be based on comparisons between similar cohorts of students in similar schools and school districts;~~
6. Include, as applicable to the grade ranges served, trajectory growth targets toward literacy proficiency;
7. Include, as applicable to the grade ranges served, college and career advising and mentoring goals and how progress toward those outcomes will be measured;
8. Include the individual staff performance on each of the performance criteria defined in 33-1001, Idaho Code, including measurable student achievement, and student success indicator targets, and the percentage of students meeting those targets. Data will be aggregated by grade range, subject, or performance indicator as determined by Idaho's Commission for Education Excellence through the office of the State Board of Education; ~~and~~
9. Include, at a minimum, the student achievement and growth metrics for the state accountability framework; and
10. Include a report of progress toward the previous year's improvement goals.

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

1. Career and College Readiness: The percentage of students meeting the four-year cohort graduation rate. The Board may also set a benchmark for the five-year cohort graduation rate and the percentage of students who meet the college ready benchmark on the college entrance exam. Improvement shall be measured by year over year growth in the percentage of students meeting the college and career ready performance metric.
2. College and Career Advising: The percentage of students meeting the District's chosen performance metric for college and career advising. Improvement shall be measured by year over year growth in percentage of students meeting the performance metric.

3. High School Readiness: The percentage of students meeting proficient or advanced on the grade 8 Idaho Standards Achievement Test in mathematics and English language arts as well as percentage of students who make adequate growth on the grade 8 Idaho Standards Achievement Test in mathematics and English language arts. Improvement shall be measured by year over year growth in the percentage of students scoring proficient or advanced and making adequate growth.
4. Grade 7 Readiness: The percentage of students meeting proficient or advanced on the grade 6 Idaho Standards Achievement Test in mathematics and English language arts as well as percentage of students who make adequate growth on the grade 6 grade Idaho Standards Achievement Test in mathematics and English language arts. Improvement shall be measured by year over year growth in the percentage of students scoring proficient or advanced and making adequate growth.
5. Grade 5 Reading Readiness: The percentage of students meeting proficient or advanced on the grade 4 Idaho Standards Achievement Test in English language arts as well as percentage of students who make adequate growth on the grade 4 Idaho Standards Achievement Test in English language arts. Improvement shall be measured by year over year growth in the percentage of students scoring proficient or advanced and making adequate growth.
6. Grade 4 Reading Readiness: The percentage of students reading at grade level on the grade 3 spring Idaho Reading Indicator. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.
7. Grade 3 Reading Readiness: The percentage of students reading at grade level on the grade 2 spring Idaho Reading Indicator. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.
8. Grade 2 Reading Readiness: The percentage of students reading at grade level on the grade 1 spring Idaho Reading Indicator. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.
9. Grade 1 Reading Readiness: The percentage of students reading at grade level on the kindergarten spring Idaho Reading Indicator. Improvement shall be measured by year over year growth in the percentage of students scoring at grade level.
10. Staff Performance: The percentage of students taught by staff the indicated grade/grade band and subject group that meet measurable student achievement targets or success indicators on the assessment tool used for evaluation.

The Board may use the following assessment tools for measuring student achievement:

1. Idaho Standards Achievement Test (ISAT), including interim ISAT assessments;
2. Student learning objectives;
3. Teacher-constructed assessments of student growth;

4. Pre and post tests, including District-adopted tests;
5. Performance-based assessments;
6. Idaho Reading Indicator, which is a required assessment tool for applicable staff;
7. College entrance exams or preliminary college entrance exams such as PSAT, SAT, PACT, and ACT;
8. Advanced placement exams;
9. Career technical exams;
10. The number of business or industry certificates or credentials earned by students in an approved career technical education program;
11. The number of students completing career technical education capstone courses; and
12. The number of students enrolled in career technical education courses that are part of a program that culminates with business or industry certificates or credentials.

The Board may use the following for measuring student success indicators:

1. Quantifiable goals stated in a student's 504 plan or individualized education plan;
2. Quantifiable goals stated in a student's behavior improvement plan;
3. School- or District-identified measurable student objectives for a specified student group or population;
4. The percentage of students who create student learning plans in grade 8 or who annually update their student learning plans thereafter; and
5. The percentage of students who satisfactorily complete one or more Advanced Opportunities options as identified in IC 33-4602 or who earn business or industry certificates or credentials. This indicator shall be one of the required indicators for applicable staff.

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

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

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



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

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

IDAPA 08.02.01.801 Planning and Training

Policy History:

**ADOPTED:** 8/11/14

ISBA

**REVISED:** 12/13/21

Use of electronic mail (e-mail) by members of the Board will conform to the same standards of judgment, propriety, and ethics as other forms of school Board-related communication. Board members will comply with the following guidelines when using e-mail in the conduct of Board responsibilities:

1. The Board will not use e-mail, communications via social media, or other electronic communications as a substitute for deliberations or voting at Board meetings or for other communications or business properly confined to Board meetings.
2. Board members will be aware that e-mail and e-mail attachments received or prepared for use in Board business or containing information relating to Board business (regardless of whether sent or received on a school owned computer or personally owned computer) may be regarded as public records, which; these communications may be inspected by any person upon request, unless otherwise made confidential by law. Additionally, if a Board Member is utilizing a school-owned technology device for personal purposes, such communications may also be subject to production in a public records request.
3. Board members will note that individual postings made to social media sites should be considered carefully in light of how they would reflect on the poster, the Board of Trustees, and the District. Opinions expressed by staff-board members on a social networking website have the potential to be disseminated far beyond the speaker's desire or intention, and could undermine the public perception of fitness of the individual to serve students' interests. Individual Board member postings are an act of the individual and are not an act of the Board.
4. ~~Board members will avoid reference to confidential information about employees, students, or other matters in e-mail communications, because of the risk of improper disclosure or unsecure websites.~~ Board members will comply with the same standards as school employees with regard to confidential information and security measures taken when sending it electronically.
5. Board members shall refrain from downloading or using the TikTok app or visiting the TikTok website on any District-provided device or while connected to the District's network. If TikTok has already been downloaded onto a device issued to a Board member by the District, the Board member shall delete the app or seek District assistance in deleting it.
6. Trustees shall not use District-provided email or social media for personal purposes.

Use of any District-provided electronic device for informal or personal purposes is permissible within reasonable limits provided it does not interfere with their duties as a Board trustee and complies with District policy. However, the Board member needs to understand that such use of school-provided electronic devices for personal or informal purposes may be subject to production in a public records request.

### Definitions

"Deliberation" is defined as the receipt or exchange of information or opinion relating to a decision, but shall not include informal or impromptu discussions of a general nature which do not specifically relate to a matter then pending before the public agency for decision.



**Cross Reference:** 5325 Employee Use of Social Media Sites, Including Personal Sites  
5330 Employee Email and Online Services Usage

**Legal Reference:** I.C. § 9-337 Public Writings *et. seq.*  
IC § 18-6726 TikTok Use by State Employees on a State-Issued Device Prohibited  
I.C. § 67-2341(2) Open Public Meetings – Definitions  
Idaho Executive Order 2022-06  
Cowles Pub. Co. v. Kootenai Co. Bd. of County Commissioners 144 Idaho 259 (2007).

### Policy History

**ADOPTED:** 8/11/14

ISBA

**REVISED:**

Students who attend the Twin Falls School District on a part-time basis while receiving schooling outside of the District are considered “dual-enrolled”. ~~For purposes of this policy, the term~~ These students include “non-public school students” ~~is any student who are is enrolled in a non-public school (including a home school or private school), enrolled in a public charter school, or enrolled in a post-secondary institution.~~ Dual-enrolled students may also include students attending another Idaho public school including public charter schools outside the Twin Falls School District who also enroll in ~~TFSD-Twin Falls School District~~ classes or programs that are not offered in their home district ~~or school~~. For these students, the District may charge tuition, only in instances where the student is not being claimed as part of average daily attendance by the Twin Falls School District as outlined in I.C. 33-1406.

Any ~~non-public school~~ dual-enrolled student will be allowed to enroll in the District and be entitled to participate in any program (curricular or extracurricular) not offered by their home school. Additionally, dual-enrolled students are subject to the same requirements as other students who are enrolled full-time in the District and subject to the requirements set forth below in this Policy.

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

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

#### Admittance

The parent/legal guardian of any non-public school student wishing to admit their son/daughter in the District for any academic or non-academic program must register the student and provide the following prior to acceptance of any such student. In the case of a public school student applying for dual enrollment, these records may be accessible from their home school. It is the responsibility of the parent/guardian to ensure that the home school provides these records:

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

#### Extracurricular Activities



Participation in extracurricular activities shall be subject to Policy 3031.

### Priority

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

### Average Daily Attendance

Students who are dual-enrolled, not including those who pay tuition to the District as detailed in I.C. 33-1406, ~~(i.e., enrolled on a part-time basis)~~ shall be used in calculating the District's state fund, but only to the extent of the student's participation in District programs.

### Transportation

All ~~non-public-school~~ dual-enrolled students will be eligible for District transportation services. ~~A public charter school student or non-public student,~~ Upon admission to a school in this District, a dual-enrolled student may ride a school bus on regularly scheduled routes (including activity bus routes) and use regularly established bus stops or stops which would require no deviation from the regularly established bus route. No alteration of routes will be made to specially accommodate a dual enrollment student. If a dual enrollment student attends only part time, the District may furnish transportation at the regularly scheduled time closest to the time period for which a student is enrolled (i.e., morning busing for a.m. classes or afternoon busing for p.m. classes). The District will not provide such transportation if there is n

o available space, if the furnishing of such transportation would cause a deviation or alteration of the regularly established bus routes or stops or if the furnishing of such transportation would require the purchase of additional or substitute equipment.

### Graduation

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

### Mixed Curriculum

If a public charter school student or nonpublic student wishes to attend activities or programs in a particular discipline, in a class or grade where the curriculum is merged or integrated, such request shall be made in writing particularizing the subject matter presentation which the student desires to attend (i.e., art instruction in a third-grade class). The teacher and principal of that school shall, upon request, provide scheduling information to the dual-enrollment student. It shall be the dual-enrollment student's responsibility to contact the ~~District School~~ and ascertain when such subject matter will be presented. Where certain subject matter is integrated into a mixed curriculum, no change in the presentation of that curriculum needs to be made because of a nonpublic student's request for attendance. It is also the intent of this policy to ensure that the teacher's right to integrate disciplines and be flexible in planning and modifying the daily classroom presentations

shall not be hindered or restricted in any way.

#### IDEA/ADA/Section 504 Students

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

If a dual-enrolled student or a student enrolled part-time at a District school is found to be eligible for a 504 Plan, the District's process to create and implement a 504 Plan for a student shall be followed.

Whether the District is responsible for assessing a student's need for special education services and for maintaining and implementing an IEP for the student depends on factors including, but not limited to what other type of school the student is enrolled in, if any; whether the student lives in the District; and whether a private school they attend is located in the District. The District shall provide such assessment and related services when required by state or federal law or administrative rules.



**Cross References:** 2400 Special Education  
2410 & 2410P Section 504 of the Rehabilitation Act  
2710 Specialty Diploma  
2720 Participation in Commencement Exercises  
3031 Extracurricular Activities-Eligibility for Students Not Enrolled for Academic Activities  
3525 Immunization Requirements

**Legal Reference:** I.C. § 33-203 Dual enrollment  
I.C. § 33-1001, et. seq. Average Daily Attendance  
I.C. 33-1406 Bills or Tuition  
IDAPA 08.02.03.111.13 Dual Enrollment  
Individuals with Disability Act (IDEA) and the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973 (Section 504)

Policy History:  
**ADOPTED:** 8/14  
ISBA

**REVISED:** 10/12/15  
11/12/18  
12/13/21

The Board believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of sexual orientation, gender identity, or gender expression. This policy is designed to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities. It is the responsibility of the District to provide all students, including LGBTQ+ students, with a safe school environment. Discrimination, harassment, bullying, or sexual harassment complaints involving a student's gender identity or sexual orientation shall be handled in the same manner as other discrimination, harassment, bullying, and sexual harassment complaints. Failure of any school student or school employee to abide by the terms and provisions of this policy will subject such individual to disciplinary action.

The District will use the sex indicated on a student's birth certificate when applying district policies. If a student does not have a birth certificate, consistent with Section 18-4511, Idaho Code, an alternative form of governmental identification may be considered for the determination of a student's sex. Under no circumstances shall District personnel require a medical exam or physical inspection to establish a person's sex.

A student's use of restrooms, changing facilities, and sleeping rooms shall be addressed as described in Policy 9605, and a student's gender will therefore affect access to such facilities. In no case, however, will a student be denied the right to participate in school activities and/or an overnight trip because of that student's gender or sexual orientation. The District will provide all students the opportunity to participate in any activities segregated by gender in a manner that is consistent with the Idaho High School Activities Association (IHSAA) rules and regulations.

#### Accommodations

A student or the student's parent/guardian may request a meeting be held with the building principal, the student, and the student's parent/guardian to discuss accommodations related to a student's gender expression or identity. The goal of the meeting is to develop an understanding of that student's needs with respect to their gender identity and develop a plan to address those needs.

#### Change of Official School Records

District records required by law to include the student's legal name and/or gender will be changed by the District upon the student's/former student's presentation of appropriate legal documentation to the District Office. Any current or former student may present to the Superintendent or designee responsible for student records a copy of a court order or birth certificate identifying a change to the student's legal name and/or gender. The student's records will be changed accordingly.

#### Student Records and Privacy

The District's official records required by law shall utilize a student's legal name. In situations where State or federal law or administrative rules require school employees to use or report a student's legal name or gender, such legal name or gender shall be utilized. However, school staff shall utilize practices to avoid the inadvertent disclosure of the student's transgender status.

Information regarding a student's sexual orientation, gender identity, gender expression, legal name, or gender assigned at birth may constitute confidential information. Disclosure of such information shall be in accordance with District policies pertaining to student privacy. The student's educational record shall not include mention of the student's sexual orientation.

### Confidentiality

School employees should not disclose a student's transgender status or sexual orientation to other individuals, regardless of setting, including the other school personnel unless they have a legitimate need to know or unless the student has authorized such disclosure. Action in violation of such student confidentiality may subject an employee to discipline, up to and including possible termination, and for certificated personnel, a report to the Professional Standards Commission.

However, when the school becomes aware of a student's change in a student's gender identity or expression and such change constitutes a change in the student's mental, emotional, or physical health or wellbeing, the building principal and/or school counselor shall notify the student's parent/guardian. The individuals responsible for parental notification shall keep documentation that such notification has occurred detailing the date and time, participants in the communication, manner of communication, and the content of such communication.

### Faculty/Staff Concerns with a Student's Health/Performance

If the school's staff members believe that a gender identity or expression issue is presenting itself and creating difficulty for a student at school, the school's administrative staff and/or counselor shall approach the student's parent/guardian about the issue. An individual teacher shall not approach a student's parent/legal guardian to address such a student situation. Instead, they shall notify the building principal or school counselor. The building principal or their designee shall work with the counselor to notify the student's parent/guardian and take any appropriate further steps.

If a student, parent/guardian, or District employee has an issue or concern related to this policy, they should discuss the concern with the building administrator so that a resolution can be reached.



**Cross Reference:** 2140 Student and Family Privacy Rights  
3255 Student Dress  
3280 Equal Education, Nondiscrimination, and Sex Equity  
3290 Sexual Harassment/Intimidation of Students

3295 Hazing, Harassment, Intimidation, Bullying, Cyber Bullying,  
Menacing  
3575 Student Data Privacy and Security  
9605 Facilities Separated by Sex

**Legal Reference:** 20 U.S.C. § 1681, et seq. Title IX of the Educational Amendments  
I.C. § 33-133(1)(j)(ii) Definitions—Student Data—Use and Limitations—  
Penalties  
IC § 33-6602 et seq. Definitions

**Other Reference:** Idaho High School Activities Association Rules & Regulations, Rule 11-3  
Transgender Student Participation

Policy History

**ADOPTED:** 10/12/15

**REVISED:**

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

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

1. In-School Suspension is the exclusion of the student from classroom and school sponsored activity participation while still allowing general school attendance ~~but in attendance at school~~. The student ~~would continue~~ their/his/her school day under administrative monitoring by a staff member. In-school suspension is for a term not to exceed five (5) school days.
2. Temporary Suspension is the exclusion from school or individual classes and school sponsored activities for a specific period of up to five (5) school days.

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

- a. Only the Superintendent (or the Board) can extend an initial temporary suspension. The Superintendent may extend the suspension for an additional ten (10) school days. Prior to suspending any student for an additional ten days, the Superintendent shall offer an additional informal hearing on the reasons for the extended temporary suspension and the opportunity to challenge those reasons.
  - b. Only the Board can extend a temporary suspension for an additional five (5) days, beyond the additional ten (10) days added by the Superintendent, and only upon a finding that immediate return to school attendance by the temporarily suspended student would be detrimental to the health and safety of other ~~pupils~~ students.
3. "Expulsion" is the exclusion from school. Only the Board has the authority to expel or deny enrollment to any ~~pupil~~ student who is a habitual truant, who is incorrigible, whose conduct is such to be continuously disruptive of school discipline or of the

instructional effectiveness of the school, or whose presence is detrimental to the health and safety of other pupils-students or who has been expelled from another school district in the State of Idaho or any other state. The District will provide written notice of any student who is expelled or denied enrollment to the prosecuting attorney within five (5) days of the Board's actions.

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

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

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

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

4. "Discipline" constitutes all other-forms of corrective action or punishment, including brief exclusions from a class for not more than the remainder of the class period and exclusion from any other type of activity conducted by or for the District. Discipline shall not adversely affect specific academic grade, subject, or graduation requirements, as long as all required work is performed.



5. No student shall be expelled, suspended, or disciplined in any manner for any behavior not related to the rules and regulations established for the governing of schools. the orderly operation of the school or school-sponsored activities or any other aspect of the educational process.

### **Students with Disabilities**

Additional requirements apply when suspending or expelling a student with a disability. The District shall comply with these requirements as outlined in Procedure 3340P

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

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

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



<b>Cross Reference:</b>	3330	Student Discipline
	3340P	Corrective Actions and Discipline
	3360	Discipline of Students with Disabilities
	3370	Search and Seizure
	3740P	Student Expulsion/Denial of Enrollment

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

### **Policy History**

**ADOPTED:** 3/14/16  
ISBA

**REVISED:** 4/13/20  
1/11/21

**PROCEDURE TITLE:      Corrective Actions  
   and Discipline**

**PROCEDURE NO: 3340P  
PAGE 1 of 7**

**Discipline Philosophy**

Discipline is an integral and important part of the educational process. Students are expected to demonstrate good manners, honesty, integrity, respect, and accept responsibility for their actions. The objective of any corrective action is to assist the student in learning and growing from their mistakes.

**Corrective Action**

Purpose: Corrective action ensures that students learn and grow from their mistakes so they may make responsible decisions that protect the rights of students, teachers, and school officials, and to maintain the continuity of the educational process.

Corrective action will apply to students anytime the student is engaged in, or traveling to/from any school activity under the direction or supervision of district personnel or contracted employees.

**Corrective Action Procedures:**

Problems that cannot be handled by the classroom teacher should be referred to the principal or other school officials assigned to the task for entry into the corrective action procedure at the appropriate step. Every effort will be made to keep parents informed when a student enters the corrective action process procedure. Principals ultimately have the authority to deal with all infractions except for violations involving the possession of firearms and/or dangerous implements. Principals, therefore, may offer diversion or accountability alternatives at any step of the corrective action process.

Steps: Step 1 or 2 if cooperative  
Step 2 or 3 if uncooperative or the action is repeated.

**Step 1. Disciplinary Action:**

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

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

**Step 2. Suspension:**

A suspended student is denied attendance at school and participation in other school sponsored activities for a stated period of time. This includes denial of admission to or entry upon any property that is controlled by the school district. Students undergoing in-school suspension are allowed on school property for academic purposes only. The building administrator may impose this action.

Parents/Guardians must be notified prior to suspension except in instances when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.

An arrangement can be made between the school or teacher and the student or their family so that graded work missed during the period of suspension can be completed by the student for consideration

for the student's grade.

1. **In-School Suspension:** The student would continue ~~his/her~~ **their** school day under administrative monitoring by a staff member.
2. **Temporary Suspension:** A suspension up to and not exceeding five school days, **except as detailed in Policy 3340**. Conditions and limitations of a temporary suspension are as follows:
  - a. Prior to a temporary suspension, an informal conference will be conducted with the student and/or parents/guardians. ~~ISBA also says a pre-suspension conference is not required and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.~~
  - ~~b. Parent/Guardian must be notified prior to suspension~~
  - c. Any student subject to a temporary suspension must be provided, upon their return, an opportunity to make up time, assignments, and tests missed as outlined in the building's attendance and makeup policy. At the end of the period of suspension, the student shall be automatically readmitted to school. The re-admittance may be contingent on reasonable conditions prescribed by the Superintendent or principal.
  - d. At the request of building administration, the Superintendent may suspend a student for a period up to ten (10) additional school days.
  - e. At the request of the Superintendent of schools, the Board of Trustees may suspend a student for a period up to five (5) additional school days.

### Step 3. Expulsion:

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

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

### **Code of Conduct and Corrective Action for Activities**

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

### **Guidelines for Law Enforcement Interviews/Interrogations**

There are a variety of circumstances when a law enforcement official may wish to interview or interrogate a student on a school campus. The district requests that these officials, when practicable,:

1. notify the building administrator or designee;
2. record or document the interview/interrogation; and
3. initiate communication with parents/guardians, either by the building administrator or the law enforcement official, at the earliest appropriate time, as long as it does not obstruct the investigation.

These requests may not pertain to School Resource Officers, as interviewing and communicating with students is a common part of their law enforcement role within the school.

### Search and Seizure

As detailed in Policies 3370 and 3370P, School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by the student, without notice or consent of the student. student lockers are school district property, and as such, are subject to periodic inspections without permission and without notice, by school officials and/or school officials accompanied by police officers.

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

### Offenses Violating Idaho Code

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

### Personal and Property Rights Violations Requiring Disciplinary Action

1. Altercation or Harassment: A serious argument or verbal harassment which, in the judgment of the staff member, may lead to physical violence or be physically, mentally, or emotionally abusive or degrading.
2. Incitement to Disorder: The incitement by an individual or group to commit or engage in any behavior precisely limited by Idaho Code.
3. Verbal Abuse of School Personnel: Unprovoked, overt, verbal or nonverbal communications of disrespect or contempt directed toward staff members.

4. Willful Disobedience: Overt and conscious disregard for a legal request or order given by a recognized school or civil official or their deputy.
5. Robbery: The act of taking the personal property of another, from ~~their~~ ~~his~~ person or in ~~their~~ ~~his~~ presence, against ~~their~~ ~~his~~ will or under constraint of fear or force.
6. Petty Theft: Theft of items valued at less than \$1,000.00
7. Theft: To unlawfully take away another person's property without ~~their~~ ~~his~~ consent, secretly and without the use of threat or violence.
8. Entering Another's Locker, Desk, or Personal Belongings Without Permission: The act of entering another student's locker, desk, or other personal belongings without permission.
9. Possession of a Stolen or Lost Article: The possession (on the person or in the locker/~~car~~), of any article reported lost or stolen.
10. Vandalism: Willful damage to personal or public property.
11. Breaking, Entering, and/or Damaging School Facilities or Property: Forcibly entering a school facility, entering a school facility without the permission of school authorities, and/or damaging a school facility or school property. If the offense is committed by a high school senior during his/her senior year, the student will forfeit the opportunity to attend his/her graduation ceremony.
12. Truancy: Any student attending school in the Twin Falls School District 411 is deemed truant from school or class if the student is absent from school without the consent of the student's parent/guardian or school officials, or is absent from school with the consent of the parent for an invalid reason. Valid reasons for being absent from school include illness, purposes considered essential to the family operation (e.g., death, divorce), and other reasons deemed significant by the family and school officials. Truancy includes absence from school or from class after arrival at school and departure from school during the school day without permission of school officials. Class work, homework, and exams missed while truant will not be allowed to be made up for credit. Truancy is a major disciplinary violation, and as such will result in parent(s)/guardian(s) being notified.
13. Improper Parking of Student Vehicles: All students ~~that~~ ~~who~~ park vehicles in areas other than the designated parking area.  
**Corrective Action Sequence: The vehicle will be impounded at the student's expense.**
14. Negligent Driving: The operation of a motor vehicle in a manner which could endanger life or property. ~~Driving speed shall be reasonable and prudent on all school grounds and parking lots.~~  
**Corrective Action Sequence: Step 1 or 2 and/or referred to police and/or restricted from parking or operating a vehicle on or around school property. Note: Driving speed**

shall be reasonable and prudent on all school grounds and parking lots.

The following violations, 15-17, ~~require beginning~~ begins at corrective actions at 3340P pg. 1 of 8, Step 2:

15. Harassment/Bullying: ~~Harassment/Bullying is a~~ Any student's repeated, willful, and malicious behavior that threatens, harms, "bullies," or otherwise harasses another student, thereby disturbing that student's ability to peaceably attend school or any school-related function. Harassment/Bullying includes, but is not limited to, threatening to fight or fighting, use of vulgar or offensive, profane, or indecent language, racial slurs, comments referring to a student's mental/physical disability, sexual or religious orientation, dress, grades, and any other conduct that can be construed as offensive by the victim or the school. Further details regarding harassment and bullying may be found in Policy 3295 and Procedure 3295P.
16. Assault: An intentional threat or attempt, with force, to do physical harm to someone, including extortion.
17. Hazing: Any action or situation created that causes or is reasonably likely to cause harassment, bodily danger, or physical harm, severe mental or emotional harm, extreme embarrassment or ridicule, or personal degradation or loss of dignity to any student or other person associated with a school. NOTE: In order for "hazing" to be "harassment," the actions must be directed at an individual or group on the basis of race, national origin, religion, color, disability, age, grade level, or gender, or be unwelcome behavior of a sexual nature. Further details regarding hazing may be found in Policy 3295 and Procedure 3295P.
18. Sexual Harassment: ~~Sexual Harassment is~~ Is defined as unwelcome sexual advances, requests for sexual favors, other verbal or physical conduct of a sexual nature, and/or discrimination based on gender differences.  
**Corrective action: Follow District Sexual Harassment Policy 3290**
19. Fighting: The exchange of blows or other violent physical contact between or among two or more students.  
**Corrective action: Begins at 3340P Pg. 2 of 8 Step 2 for grades 9-12**
20. Battery: A ~~battery is~~ any: (a) willful and unlawful use of force or violence upon the person of another; or (b) actual, intentional and unlawful touching or striking of another person against the will of the other; or (c) unlawfully and intentionally causing bodily harm to an individual.  
**Corrective action: Begins at 3340P Pg. 2 of 8 Step 2 and may include Step 3 depending on the severity of the offense.**
21. False Reports of Explosives, Bomb Threat, Alarms or 911 Emergency Call: Any student who reports to any police officer, sheriff, employee of a fire department or fire service, prosecuting attorney, newspaper, radio station, television station, employee of a bus service, employee of a school district, that a bomb or other explosive has been placed or secreted in a school building, school bus or on school property knowing that such report is false.  
**Corrective Action:**  
**Kindergarten through grade 2      Start at Step 1**

**Police must be notified**

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

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

22. Substance Abuse Policy and Procedures:

Refer to Procedure 3321P: Student Drug, Alcohol, and Tobacco Use, District Policy manual.

23. Possession or Use of Fireworks, Weapons, and Dangerous Instruments: Possession, handling, or transporting, ~~a firearm, dirk knife, Bowie knife, dagger, metal knuckles, or any deadly and dangerous weapon as defined in Section 921 of Title 18 of the United States Code, or Twin Falls City Code 6.2.1, or other items that the district considers dangerous.~~ These items shall include but are not limited to a firearm, dirk knife, Bowie knife, dagger, switchblade, metal knuckles, ~~including any knife other than a small pen knife a pocket knife with a blade of less than 2½ inches in length,~~ any explosive, including firecrackers, ~~or look-alike or replica weapons,~~ regardless of composition, air gun, flipper or other contrivance which propels a missile or missiles by use of compressed air, springs or any elastic substance; or any other dangerous object, on or about their person while on the property of the school district, while engaged in a school activity on other property, and/or while riding school-provided transportation. ~~Such term does not include a pocket knife with a blade of less than 2½ inches in length.~~

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

25. 24. Possession or use of a pocket knife of less than 2 ½ inches in length: Possessing, handling, or transporting a folding knife of less than 2 ½ inches in length on or about the person while on the property of the school district, while engaged in a school activity on other property, and/or while riding school-provided transportation.

**Corrective action: At the discretion of the building administrator depending on the disciplinary history of the student, may include suspension on a case-by-case basis.**

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

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

27. Zero Tolerance Policy: A policy relating to discipline of students carrying concealed firearms on school property:

Idaho Code 18-3302D: Carrying weapons or firearms on school property. It shall be unlawful and is a misdemeanor for any person under the age of twenty-one (21) to possess carry a firearm, dirk knife, Bowie knife, dagger, metal knuckles or other deadly or dangerous weapon on or about their his person while on the property of a public or private elementary or secondary school or in those portions of any building, stadium or other structure on school



grounds which were, at the time of the violation, ~~were being used for an activity sponsored by or through such a school in this state or while riding school provided transportation.~~

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

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

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

**Corrective action: Starts at Steps 2 and 3**

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

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

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

31. Breach of Confidentiality of Records: Disclosure of personally identifiable information about a student is permitted only to school officials who have been determined by the district to have legitimate educational interests. Directory information may be disclosed to people who do not have a legitimate educational interest unless the parent or eligible student has objected to disclosure of this information. Directory information is defined in Procedure 3570P, includes name, address, telephone number, date and place of birth, major field of study, participation in official activities, dates of attendance, degrees, awards, previous schools, and similar information.

### **Procedures for Students with Disabilities**

Students with disabilities are entitled to all of the due process rights set forth above. In addition, the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) provide additional discipline procedures to a student with disabilities. The District shall

comply with the provisions of the IDEA and Section 504 when disciplining students with disabilities.

### **Suspension of Students with Disabilities**

The District may suspend a student with disabilities for up to ten cumulative or consecutive school days in a school year for violation of the code of student conduct and educational services may cease to the same extent educational services cease for students without disabilities. Cumulative suspensions, if over ten school days in a school year, must not constitute a significant change in placement.

A significant change in placement occurs when a student with a disability is removed for more than ten consecutive school days or is subjected to a series of suspensions or removals that constitute a pattern of exclusion because they are more than ten school days in a school year, and because the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another indicate a pattern of exclusion.

In order to extend a suspension beyond ten cumulative or consecutive school days in a school year, the district must conduct a manifestation determination review as detailed in the Idaho Department of Education *Idaho Special Education Manual*.

For a student with an Individualized Education Program (IEP) who is suspended for more than ten cumulative school days in a school year and a change in placement does not occur, educational services shall be provided to the extent necessary to enable the student to appropriately progress in the general education curriculum and appropriately advance toward achieving the goals set out in the IEP, although in another setting, as determined by school personnel, in consultation with at least one of the student's teachers. For students with 504 Plans, if it is determined that the student's violation is not a manifestation of the student's disability, services shall not be provided.

### **Expulsion of Students with Disabilities**

A student with an IEP or 504 plan may not be expelled if the student's violation of the student code of conduct is a manifestation of the student's disability. Such determination shall be conducted through the manifestation determination review in the Idaho Department of Education *Idaho Special Education Manual*. Any student with an IEP or 504 plan whose violation of the code of conduct is not a manifestation of the student's disability may be expelled pursuant to expulsion procedures to the same extent a nondisabled student would be expelled for the same violation.

If a student on an IEP is expelled for conduct not a manifestation of the student's disability the student shall continue to receive education services at an alternative setting, consisting of services necessary to enable the student to appropriately progress in the general education curriculum and appropriately advance toward achieving the goals set out in the student's IEP during the period of expulsion. Additionally, the student must receive, as appropriate, a functional behavioral assessment (FBA) and behavior intervention services and modifications designed to address the behavior violation so that it does not recur.

If a student with a 504 plan is expelled for conduct not a manifestation of the student's disability, educational services may cease during the period of expulsion to the same extent educational services cease for students without disabilities.

### **Additional Provisions**

A student on an IEP who has carried a weapon to school or to a school function, or who knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school or a school function may be removed from the student's current placement. Such a student may be placed in an appropriate interim alternative educational setting for no more than 45 school days in accordance with the IDEA.

A student who is not on an IEP and who has violated the code of student conduct may assert any of the protections provided by the IDEA if it is determined the District had knowledge that the student was a child with a disability before the behavior that precipitated the disciplinary action occurred. The District had knowledge if:

1. The parent/guardian expressed concern in writing to supervisory or administrative personnel, or to the student's teacher, that the student is in need of special education and related services; or
2. The parent/guardian requested an evaluation; or
3. The student's teacher, or other District personnel expressed specific concerns about a pattern of behavior by the student directly to the director of special education or other supervisory personnel.

### **Complaints and Grievances**

As detailed in the Uniform Grievance Policy 4120 pProblems are best resolved at the building level. Parents/guardians and students have the right to an informal conference with the building principal administrator or designee for the purpose of resolving the problem. If the complaints/grievances are not resolved, parents/guardians and students have the right to present their concerns orally or in writing to the Director of Elementary or Secondary Programs. If the concerns are still not resolved, the parents/guardians and students have the right to present their issues to the Superintendent and then to the School Board.



**Cross References:** 3290 Sexual Harassment  
3295 Hazing, Harassment, Intimidation, Bullying, Cyber Bullying  
3295P Hazing, Harassment, Intimidation, Bullying, Cyber Bullying  
3321P Student Drug, Alcohol, and Tobacco Use  
3570P Student Records  
3740 Student Expulsion – Denial of Enrollment  
3740P Student Expulsion – Denial of Enrollment  
4120 Uniform Grievance Policy

**Legal References:** US Code 18 Section 921  
Twin Falls City Code 6.2.1  
Idaho Code § 33-205  
Idaho Code § 18-3302D Carrying Weapons or Firearms on School Property  
*Idaho Department of Education Idaho Special Education Manual.*

Procedure History:

**ADOPTED:**

TFSD

<b>REVISED:</b>	9/12/95	3/9/09
	7/9/96	6/10/13
	6/10/97	8/11/14
	10/14/97	3/14/16
	11/25/97	4/13/20
	5/11/99	12/13/21
	6/13/00	
	6/12/01	
	12/9/02	
	5/12/03	
	7/14/03	
	7/19/04	
	12/13/04	
	11/28/08	

Within the concept of free public education, the District shall provide an educational program for the students as free of costs as possible.

Students may take all credit-based courses free of charge. There may be optional charges as described below.

A student may be charged a reasonable fee for any non-credit course or non-curricular activity such as an extracurricular activity, student activity, or membership in a voluntary club or association. The Board or its designee may waive the fee in cases of financial hardship.

Additional fees may be charged for “enhanced programming and materials” which are voluntary enrichments to the curriculum beyond what is necessary to meet the learning expectations for a particular grade or course (i.e. students may wish to use a superior product or consumable than that provided by the school, in which case they may be asked to pay the additional cost or the upgrade). This includes online enrollment fees when solely a matter of student/parental preference.

The Board delegates authority to the Superintendent to establish appropriate fees and procedures governing the collection of fees and to make annual reports to the Board regarding fee schedules. A student may be responsible for the cost of replacing materials or property lost or damaged due to negligence and for excessive use of course supplies. If school property in a student’s possession is lost, broken, or otherwise damaged, the student may be charged the lesser of the fair market value of the item at the time or the cost of repair.

The District may require, as a condition of graduation or issuance of a diploma or certificate that all lawful indebtedness incurred by a student be satisfied and/or that all books or other instructional materials, uniforms, athletic equipment, advances on loans, or other personal property of the District be returned.



**Legal reference:** I.C. § 33-603 Payment of fees or returning of property

Policy History

**ADOPTED:** 8/11/14

ISBA

**REVISED:** 1/8/18  
5/9/22

Because of the unique nature of social media sites, such as Facebook and Twitter, and because of the District's desire to protect its interest with regard to its electronic records, the following rules have been established to address social media site usage by all employees:

### **Protect Confidential and Proprietary Information**

Employees shall not post confidential or proprietary information about the District, its employees, students, agents, or others. The employee shall adhere to all applicable privacy and confidentiality policies adopted by the District or as provided by state or federal law.

### **Do Not Use District Name, Logos, or Images**

Employees shall not use the District logos, images, iconography, etc. on personal social media sites. Nor shall employees use the District name to promote a product, cause or political party, or political candidate. Nor shall employees use personal images of students, or names or data relating to students, absent written authority of the parent of a minor or authority of an adult or emancipated student.

### **Limited Use of Social Media for Personal Purposes**

Employees will use personal e-mail and social media only during non-work times, such as during lunch or before or after school. Employees are prohibited from downloading the TikTok app or visiting the TikTok website on any District device or using internet access provided by the District. Any use of permissible social media sites must occur during times and places that the use will not interfere with job duties, negatively impact job performance, or otherwise be disruptive to the school environment or its operation.

### **On Personal Sites**

If you identify yourself as a District employee online, it should be clear that the views expressed, posted, or published are personal views, not necessarily those of the District, its Board, employees, or agents.

Opinions expressed by staff on a social networking website have the potential to be disseminated far beyond the speaker's desire or intention, and could undermine the public perception of fitness of the individual to educate students, and thus undermine teaching effectiveness. In this way, the effect of the expression and publication of such opinions could potentially lead to disciplinary action being taken against the staff member, up to and including termination or nonrenewal of the contract of employment.

### **Keep Personal and Professional Accounts Separate**

Staff members who decide to engage in professional social media activities will maintain separate professional and personal email addresses. Staff members will not use their District email address for personal social media activities. Use of District email for this purpose is prohibited and will be considered a violation of District policy that may result in disciplinary action.

### **Contact with Students**

Although it is desired that staff members have a sincere interest in students as individuals, partiality and the appearance of impropriety must be avoided. Pursuant to the Code of Ethics for Idaho Professional Educators, individuals shall maintain a professional relationship with all students, both inside and outside of the classroom. Excessive informal and/or social involvement with students is therefore prohibited. This includes:

- Listing current students as “friends” on networking sites wherein personal information is shared or available for review which results in the certificated professional employee not maintaining the Code of Ethics requiring professional relationships with students both inside and outside the classroom;
- Any communication that does not have an educational purpose and is not professional in content and tone between a district employee and a student via telecommunications, text messages, e-mails, and/or any other medium.
- Inappropriate contact of any kind including via electronic media.

Nothing in this policy prohibits District staff and students from the use of education websites and/or use of social networking websites created for curricular, co-curricular, or extracurricular purposes where the professional relationship is maintained with the student.

Failure to maintain a professional relationship with students, both inside and outside of a classroom setting, including interaction via social networking websites of any nature, e-mailing, texting, or any other electronic methods will result in the required reporting of such conduct to the Professional Standards Commission by the District’s Administration.

### **Rules Concerning District-Sponsored Social Media Activity**

If an employee wishes to use Facebook, Twitter, or other similar social media sites to communicate meetings, activities, games, responsibilities, announcements etc., for a school-based club or a school-based activity or an official school-based organization, the employee must also comply with the following rules:

- The employee must set up the club, etc., as a group list which will be “closed and moderated.”
- The employee must set up mechanisms for delivering information to students that are not members of the group via non-electronic means.
- Members will not be established as “friends” but as members of the group list.

- Anyone who has access to the communications conveyed through the site may only gain access by the permission of the employee (e.g. teacher, administrator, or supervisor). Persons desiring to access the page may join only after the employee invites them and allows them to join.
- Parents shall be permitted to access any site that their child has been invited to join. Parents shall report any communications they believe to be inappropriate by students or school personnel to District Administration.
- Access to the site may only be permitted for educational purposes related to the club, activity, organization, or team.
- The employee responsible for the site will monitor it regularly.
- The employee's supervisor shall be permitted access to any site established by the employee for a school-related purpose.
- Employees are required to maintain appropriate professional boundaries in the establishment and maintenance of all such District-sponsored social media activity. This includes maintaining a separation between the school activity pages and employees' personal social media profiles and pages.
- Postings made to the site must comply with the District's Computing Device and Network Acceptable Use Policy.
- The Superintendent reserves the right to shut down or discontinue the group if he/she believes it is in the best overall interest of the students.



**Cross Reference:** 2960 Computing Device and Network Acceptable Use Policy

**Legal Reference:** IDAPA 08.02.02.076 Code of Ethics for Idaho Professional Educators  
 IC § 18-6726 TikTok Use by State Employees on a State-Issued Device  
 Prohibited  
 Idaho Executive Order 2022-06

Policy History

**ADOPTED:** 8/11/14

ISBA

**REVISED:**



This policy discusses the use of bathrooms, changing facilities, and sleeping rooms. For the purposes of this policy, a student's sex shall be the sex indicated on a student's birth certificate. If a student does not have a birth certificate, consistent with Section 18-4511, Idaho Code, an alternative form of governmental identification may be considered for determination of a student's sex under this policy. Under no circumstances shall District personnel require a medical exam or physical inspection to establish a person's sex.

All areas assigned as a place to sleep during a District-sponsored overnight trip as well as all District restrooms and changing facilities that can be used by more than one person at a time shall be designated for use either by people who are male or female. A person may only enter such a multi-occupancy sleeping area, restroom, or changing facility if the facility's designated sex corresponds to the user's sex, except in the following cases:

1. The facility is being shared by members of the same family.
2. A person is employed to clean, maintain, or inspect a restroom, changing room, or sleeping room.
3. A person enters a restroom or facility to render medical assistance.
4. A person who needs assistance is accompanied by one of the following whose sex corresponds to the sex designated for the facility:
  - A. A family member;
  - B. A legal guardian; or
  - C. A designee chosen by the person requiring assistance.
5. The individual entering the facility is coaching staff and/or personnel during athletic events.
6. There is an ongoing natural disaster or emergency.
7. Entry in to the facility is necessary to prevent a serious threat to good order or student safety.

The sex designation of restrooms and changing facilities may be temporarily changed.

Single-occupancy restrooms and changing facilities or restrooms and changing facilities may be designated for unisex or family use provided they are conspicuously marked as such.

### Accommodation Upon Request

Upon written request from a parent or guardian for accommodation, each District school shall provide reasonable accommodation to any individual who, for any reason, is unwilling or unable to use a multi-occupancy restroom, changing facility, or sleeping room designated for the person's sex. Such accommodation may include use of a single-occupant facility. Such accommodation may not include access to a multi-person restroom, changing room, or sleeping room when:

1. The facility is designated for the sex that does not correspond to the individual's own sex; and
2. A person whose sex differs from the person to be accommodated is or could be present.

The Board directs the Superintendent to take reasonable steps to enforce and implement this policy.

<b>Cross References:</b>	2250	Field Trips, Excursions, and Outdoor Education
	3460	School-Related Foreign Travel by Students

<b>Legal References:</b>	IC § 33-6602 et seq.	Definitions
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### Policy History:

Adopted on:

Revised on:

Reviewed on:

**EXPULSION HEARING PROCEDURES**

The Twin Falls School District employs an expulsion hearing officer to conduct expulsion hearings. The expulsion officer first must determine if the student violated any policy. Next, the hearing officer will determine whether the expulsion procedure was appropriately followed, if it was fair, if the evidence established the violation, and then if the expulsion is the appropriate disciplinary response. The steps of the expulsion procedure are as follows. Each step has a form letter or a procedural description that accompanies it.

1. The building administration recommends that a student be expelled and completes the letter (Letter #1) to be sent to the parent along with the description of the expulsion process. (Letter #2)
2. The hearing officer follows a procedural guideline that contains within it a script of what he/she should say. This helps to make the hearing process more consistent. (Letter #3)
3. The hearing officer fills out an expulsion summary that describes the hearing and the recommendation. This document is sent to the Board along with a brief summary of the student's infractions. (Letter #4)
4. A copy of the expulsion summary is sent to the parent with a letter outlining the hearing officer's recommendation to the Board (expulsion or no expulsion.) The letter also states the parent's right to appeal the recommendation. (Letters #5 and #6).
5. If the parent wishes to appeal, an appeal hearing is set up with the Board and the parent is given a set of instructions outlining the procedure that will be covered in the appeal hearing. The Board is given the same document and the script within the document is followed. The intent of the appeal hearing is not to rehear all the details that led to the expulsion recommendation, but to determine whether the child received a fair and impartial hearing. (Letter #7)
6. If there is no appeal, the Board reviews the expulsion hearing summary and affirms, modifies or rejects the recommendation for expulsion. Depending upon the Board action, letters # 8 or #9 are sent out.
7. If the student is under 16, the courts are notified by letter and by formal petition. (Letter #10)

## ADMINISTRATIVE PROCEDURAL OUTLINE FOR EXPULSION HEARINGS

The Hearing Officer should conduct the formal expulsion hearing in the following manner:

1. Call to Order: The hearing officer will describe the purpose of the expulsion hearing for the record.
2. Notification Requirement: The hearing officer will review with the parent/guardian the legal requirements the district must follow to notify him or her of the action being considered.
3. Explanation of Hearing Officer's Role and Responsibilities: The hearing officer will review those things that he will do to conduct a fair, impartial hearing.
4. Compiling the Basic Record: The hearing officer will collect any written documents or other exhibits the parent/guardian might have to support his or her position regarding the proposed expulsion, as well as any written documents or other exhibits that the school representative has to support the school's position.
5. Opening Statements: Brief opening statements of five minutes or less will be allowed by the proponent of expulsion and by the student or the student's representative. This is a preliminary statement to explain what each expects the evidence to show.
6. Proponent's Evidence: The proponent of expulsion will present any witnesses, documents, or other evidence which the proponent desires to be considered. Witnesses may be cross-examined. The testimony of other witnesses not present at the hearing will be received in evidence.

Any party wanting to reserve the right to cross-examine a witness not present at the hearing must make it known that such cross-examination of a specific witness is desired and also the general areas of cross-examination desired. If cross-examination is desired of such a witness, then arrangements will be made to receive such cross-examination at a later time.

7. Student's Evidence: The student, his/her parents or representatives are permitted to be present and hear the evidence presented by the proponent. In addition, the student is entitled to introduce evidence by testimony, writings, or other documents in his/her favor. The student and/or parent can give testimony of his/her own.
8. Hearing Officer Questions: If at any time during the proceedings, the Hearing Officer feels that clarification of a point is needed, or that some aspect of the situation needs to be examined in more depth, the Hearing Officer may question the proponent and/or the student.
9. Summation: The proponent of expulsion and the student or his/her representative will be given an opportunity to make a closing summation of no longer than 10 minutes each. The expulsion proponent may submit a rebuttal argument of no more than 5 minutes.
10. Advisement: At the conclusion of the summation, the case will be taken under advisement by the hearing officer who will then prepare findings of fact and recommendations. The proponent and

student will receive a copy of the decision as soon as it is completed.

11. Modification: The procedural outline for a hearing is presented as a guideline, and may be changed by the hearing officer if the situation warrants and neither party formally objects. A modification in the manner in which the hearing is conducted will not invalidate the decision of the hearing officer unless said modification results in a violation of the student's right to due process or the deliberate omission of material evidence.



**Cross Reference:** 3340 Corrective Actions and Punishment

Procedure History

**ADOPTED:** 10/8/91

**REVISED:** 10/24/12

8/11/14

8/10/15

12/14/15

**SENT TO PARENT BY SCHOOL**

Letter #1

ADMINISTRATIVE RECOMMENDATION FOR EXPULSION

*[Place on **School** Letterhead]*

Dear \_\_\_\_\_:

The purpose of this letter is to notify you that the School District #411 administration has recommended that student's name appear before the district Expulsion Hearing Office for a hearing to determine whether he/she should be expelled. This recommendation is based on continued violation of school district discipline policies. Can list other charge(s)

The administration has made an advisory recommendation. The Expulsion Hearing Officer will decide whether to convey formally the expulsion recommendation to the Board of Trustees on the basis of information obtained at the hearing.

The hearing has been scheduled for your son/daughter at \_\_\_\_\_ in the morning/afternoon at school, address. \_\_\_\_\_ will be permitted to have a representative present at the hearing to advise him/her. The representative may be an attorney, parent, or guardian.

The Expulsion Hearing Officer will hear the charges against your son/daughter, and see the evidence as presented by the building administrator. He or she will allow \_\_\_\_\_ or his/her representative the opportunity to present oral testimony, produce witnesses, affidavits, and or exhibits in his/her own behalf, and cross examine any adult witnesses who may appear against him/her. In addition, the Hearing Expulsion Officer will make a record of the hearing.

Please notify my office as to whether you plan to be present at the hearing to contest the charges. If you have any questions regarding the charges, the hearing, or the possible outcomes, please feel free to call me at school phone number.

Sincerely,

Name  
Principal/Associate Principal  
School Name

Enclosures

**SENT TO PARENT FROM SCHOOL TO  
ACCOMPANY LETTER #1**

EXPULSION PROCEDURE DESCRIPTION

*[Place on **School** Letterhead]*

This document describes the procedure used by the Expulsion Hearing Officer when conducting an expulsion hearing in School District #411. Though specific circumstances of your child's situation may preclude the procedure from being rigidly followed, it does serve as a guideline for the Officer and gives you an idea as to what you may expect.

Step 1: Call to Order

The hearing officer will describe the purpose of the expulsion hearing for the record.

Step 2: Notification Requirement

The hearing officer will review with you the legal requirements the district must follow to notify you of the action being considered.

Step 3: Explanation of Hearing Officer's Role and Responsibilities

The hearing officer will review those things that he or she will do to conduct a fair, impartial hearing.

Step 4: Compiling the Basic Record

The hearing officer will collect any written documents or other exhibits that you might have to support your position regarding the proposed expulsion, as well as any written documents or other exhibits that the school representative has to support the school's position.

Step 5: Opening Statements

Both the school representative and your child or his/her representative will be allowed five minutes to explain what you think your evidence will show.

Step 6: Proponent's Evidence

The school representative will be allowed to present all the evidence that he/she has acquired to support expulsion.

Step 7: Student's Evidence

The student and/or the student's representative will be allowed to present all the evidence that he/she has acquired to show why the student should not be expelled.

Step 8: Hearing Officer Questions

The hearing officer may question the proponent, the student, or the student's representative regarding any facet of the situation. The questioning may occur at any time during the hearing.

Step 9: Summation

The school representative and the student representative will be able to make a closing statement that summarizes their position. This statement should last no more than ten minutes. After both parties have made their summary statements, the school representative is allowed to make a short rebuttal.

Step 10: Advisement

After all the aforementioned steps have been taken, the hearing officer will end the hearing and excuse all participants. The hearing officer will subsequently determine the facts and make the recommendation regarding expulsion. Both parties will receive a written copy of the recommendation as soon as it is completed.



**EXPULSION**  
**OFFICER'S SCRIPT**

Letter #3

PROCEDURAL SUGGESTIONS FOR THE HEARING OFFICER

CALL TO ORDER

This is the time and place for the hearing in the matter of the proposed expulsion of \_\_\_\_\_, a student at \_\_\_\_\_ School. This hearing was scheduled for the date of \_\_\_\_\_, 20\_\_, at the \_\_\_\_\_ in School District #411, Twin Falls, Idaho.

For the record, I will identify myself; I am \_\_\_\_\_, and I, by designation of Twin Falls School District #411 Board of Trustees, am empowered to act as the hearing officer in this matter of proposed expulsion.

At this time, I will request that others present identify themselves for the record. First, the proponents of expulsion....and those present to represent the student.

NOTIFICATION REQUIREMENTS

The law requires that certain written notice be given to a student's parent or guardian before a hearing can be held to expel any student. Please respond either yes or no as to whether you received written notice stating the grounds for the expulsion, the time and place that you could appear to contest the action, the right of the student to be represented by counsel, the right of the student to submit evidence on his/her behalf, the right of the student to produce witnesses on his/her behalf, and the right to cross examine any adult witness who may appear against him/her.

Finally, did you receive such notification in sufficient time to allow you to prepare your response to the charges?

(If the answer to any of the above is no, repeat the rights, ask the parent whether he/she understands them, and whether he/she wishes to delay this hearing for a few days in order to obtain an attorney, witnesses, or prepare a defense.)

EXPLAIN THE ROLE AND RESPONSIBILITIES OF HEARING OFFICER

Each party should have available to them a copy of the hearing officer's responsibilities and the procedures to be followed at this hearing. For the record, I wish to review this information.

Idaho law and school district policy stipulates that the school Board, or someone designated by the school Board, will act as a hearing officer in matters of student expulsion. I have been designated by School District #411 Board of Trustees to serve as the hearing officer in these cases. The hearing officer has the responsibility to compile the facts of the situation and make written findings of fact and recommendations to the Board of Trustees.

As the hearing officer, my findings and recommendations must be derived from the evidence presented at this hearing.

Technical rules of evidence will not be followed. Witnesses should, however, confine their testimony to personal knowledge. Other evidence of a type commonly relied upon by reasonable people in the conduct of their serious affairs will be admitted. Repetition should be avoided.

My findings and recommendations will be submitted to the school Board, the proponent of expulsion, the student, and the student's parents or guardians.

My findings and recommendations will be immediately effective at the time they are reviewed by the school Board and affirmed, modified, or reversed. Are there any questions from either party concerning the role and responsibilities as the hearing officer?

The basic outline of procedure to be followed during this hearing will be as follows:

1. Compiling of the basic record
2. Opening statements
3. Proponent's evidence
4. Student's evidence
5. Summation
6. Advisement

Does the proponent have any questions concerning the procedures to be followed?

Does the student or his/her parents have any questions concerning the procedure to be followed?

I will at this time, direct you that evidence and testimony be presented to the hearing officer and that all questions, comments, and statements be directed to the hearing officer, except those questions and responses that occur under cross-examination.

Before we proceed, I will state my intention to complete, if possible, this hearing by \_\_\_\_ today. Should that not occur, I will decide, at that time, upon the time and date for a continuation.

To both parties I ask, are you prepared to proceed with the hearing?

Both parties are prepared to proceed with the hearing.

1. BASIC RECORD: I will now ask the proponents to identify and submit to the hearing officer, any exhibits they wish to be included in the basic record of jurisdictional documents. (Mark the exhibits by number.)

To both parties, let me say that I reserve the right to collect additional informational exhibits, testimony, transcripts, or the like as items to include in the basic record at points later during the course of the hearing.

2. OPENING STATEMENTS: (Proponent first, respondent second)

Letter #3 Continued

3. PROPONENT'S EVIDENCE

4. STUDENT'S EVIDENCE

5. SUMMATION (Proponent first, respondent second, proponent rebuttal third)

At this point, the procedures set forth at the beginning of the hearing have been followed and concluding summations have been made. It has been the main intent of this hearing to assure that the highest degree of due process has been afforded to all parties.

It is now the responsibility of the hearing officer to deliberate upon and determine facts as they relate to the proposed expulsion of \_\_\_\_\_. These matters are never simple, as they involve both the immediate and the future education of this young person. Consideration must be given to the student and at the same time, to the patrons, other students, faculty, and administration of this school district.

I will not attempt to render my recommendation at this time. With fairness to all, I will make every attempt to complete my fact finding at the earliest time possible. Upon making my decision, I will send written copies of the findings and recommendations to the Board of Trustees, the proponent, the student, and the student's parents or guardians.

The Board of Trustees will act upon my recommendation: to affirm, modify or deny the recommendation at the next Board meeting. That meeting is scheduled for \_\_\_\_\_, 20\_\_\_\_, at \_\_\_\_\_ p.m. \_\_\_\_\_, Twin Falls, Idaho. You will receive notification by mail of the recommendation and the time that this matter will be considered by the Board of Trustees.

**SENT TO SUPERINTENDENT'S**  
**SECRETARY FOR BOARD OF TRUSTEES**

~~EXPULSION OFFICER'S EXPULSION SUMMARY~~

~~SCHOOL DISTRICT #411~~  
~~EXPULSION SUMMARY~~

~~STUDENT NAME~~

~~DATE~~

~~BOARD ACTION: AFFIRM \_\_\_\_\_ MODIFY \_\_\_\_\_ DENY \_\_\_\_\_~~

~~BOARD COMMENTS:~~

~~STUDENT INFORMATION~~

~~Date of Birth: \_\_\_\_\_ Gender: \_\_\_\_\_ Grade: \_\_\_\_\_~~

~~School: \_\_\_\_\_ No. of Credits: \_\_\_\_\_~~

~~Grade Average: \_\_\_\_\_~~

~~ATTENDANCE INFORMATION~~

~~PRESENT \_\_\_\_\_ ABSENCES \_\_\_\_\_~~

~~TARDIES \_\_\_\_\_ TRUANT \_\_\_\_\_~~

~~IN SCHOOL SUSPENSIONS \_\_\_\_\_ OUT OF SCHOOL SUSPENSIONS \_\_\_\_\_~~

~~CHARGES AGAINST STUDENT (INFRACTION):~~

~~HEARING DESCRIPTION:~~

~~HEARING OFFICER FINDINGS:~~

~~HEARING OFFICER RECOMMENDATION:~~

Hearing Office

**SENT TO SUPERINTENDENT'S SECRETARY FOR BOARD OF TRUSTEES**  
**EXPULSION OFFICER'S EXPULSION SUMMARY**

**SCHOOL DISTRICT #411 EXPULSION SUMMARY**

STUDENT NAME: \_\_\_\_\_ HEARING DATE: \_\_\_\_\_

**STUDENT INFORMATION**

Date-of-Birth: \_\_\_\_\_ Gender: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ No. of Credits: \_\_\_\_\_ Grade Average: \_\_\_\_\_

504 or IEP Yes \_\_\_\_\_ No \_\_\_\_\_ If Yes, Manifestation Determination has been completed? \_\_\_\_\_

**ATTENDANCE INFORMATION**

Present: \_\_\_\_\_ Absences: \_\_\_\_\_ Tardies: \_\_\_\_\_ Truant: \_\_\_\_\_

In- School Suspensions: \_\_\_\_\_ Out-of-School Suspensions: \_\_\_\_\_

CHARGES AGAINST STUDENT (INFRACTION): Incorrigible/Safety/Weapon/Truancy \_\_\_\_\_

HEARING DESCRIPTION: \_\_\_\_\_ (Circle one or more reason)

HEARING OFFICER FINDINGS: \_\_\_\_\_

HEARING OFFICER RECOMMENDATION: \_\_\_\_\_

\_\_\_\_\_  
**Hearing Officer Signature**

BOARD ACTION: AFFIRM \_\_\_\_\_ MODIFY \_\_\_\_\_ DENY \_\_\_\_\_ DATE: \_\_\_\_\_

**LETTER #5 OR #6 SENT TO PARENT WITH SUMMARY LETTER #4**

EXPULSION HEARING OFFICER RECOMMENDING NO EXPULSION TO BOARD

*[Place on **District** Letterhead]*

Dear : Parent or guardian,

This letter is written to inform you that the Expulsion Hearing Officer will recommend to the School District #411 Board of Trustees that your son/daughter, NOT be expelled from school at this time. This recommendation is to be delivered to the Board at its next regularly scheduled meeting on date, and is based on the evidence presented by all parties at your recent expulsion hearing.

Attached is a copy of the Expulsion Summary, illustrating the recommendation resulting from the hearing. Please take a few minutes to review it.

You need to be aware that this recommendation does not eliminate any record of past discipline policy violations committed by your son/daughter, but simply signifies that the Expulsion Hearing Officer has not found said infractions to warrant expulsion at this time. Additional violations by \_\_\_\_\_ in the future will be grounds for the immediate initiation of expulsion proceedings.

If you would like to discuss the matter further, please get in touch with me at 733-6900.

Sincerely,

Superintendent of Schools

Enclosures

cc: Board of Trustees  
School File

**LETTER #5 OR #6 SENT TO PARENT WITH  
SUMMARY LETTER #4**

Letter #6

EXPULSION HEARING OFFICER RECOMMENDING EXPULSION TO BOARD

*[Place on **District** Letterhead]*

Dear: Parent or guardian

This letter is written to inform you that the Expulsion Hearing Officer will recommend to the School District #411 Board of Trustees that your son/daughter, be expelled from school for an indefinite period for continued violation of school district policies. This recommendation is to be delivered to the Board at its next regularly scheduled meeting on date, and is based on the evidence presented by all parties at your recent expulsion hearing.

Attached is a copy of the Expulsion Summary, illustrating the recommendation resulting from the hearing. Please take a few minutes to review it.

If you feel that the hearing held was not fair and impartial, you have the right to appeal the Expulsion Hearing Officer's recommendation to the school Board. This process, however, is limited to the Board conducting a review of the hearing officer's recommendation, and offering you an opportunity to present your criticism of that recommendation. It will not be another hearing at which evidence supporting or refuting the charges against your child is gathered and presented.

If you decide to appeal, please notify me so that I can place you on the agenda. It is indeed unfortunate that it has been necessary to take this action.

Sincerely,

Superintendent of Schools

Enclosures

cc: Board of Trustees  
School File



**SENT TO PARENT ALONG WITH LETTER #6 ONLY**

Letter #7

SCHOOL DISTRICT #411 EXPULSION PROCEDURE BOARD OF TRUSTEE

APPEALS

The School District #411 Board of Trustees has given full authority to an expulsion hearing officer to conduct a hearing at which a student may oppose any attempt to deny said student the right to attend school. Once the hearing has been held, the expulsion hearing officer submits to the Board of Trustees a recommendation advocating or opposing the student's expulsion. In the event the school administration, the student, or the student's representative opposes the hearing officer's recommendation, the school administration, student, and/or representative may appeal the action to the Board of Trustees. However, it is important to note that any appeal must be undertaken on the basis that you feel the hearing officer's procedure was incorrect, incomplete, or in some manner inappropriate. This is not another attempt to rehear all the evidence presented at the hearing, and thus, neither you nor the hearing officer should expect to present such evidence.

The Board of Trustees may ask you the following questions:

1. Were you given notice before the hearing that the student in question had certain rights, among which were
  - a. Knowledge of the grounds for the expulsion
  - b. the time and place you could appear to contest the action
  - c. the right of the student to be represented by council
  - d. the right of the student to submit evidence on his/her behalf
  - e. the right of the student to produce witnesses on his/her behalf
  - f. the right to cross-examine any adult witness who may appear against him/her.
2. Were you asked if you had received such notification in sufficient time to allow you to prepare your response to the charges?

If the answer to any question was no, the Board of Trustees may ask you, "Were you told you could request a delay in the expulsion procedure in order for you to prepare your response?"

If the answers to all of these questions were yes, the Board of Trustees may ask you the following questions:

3. What specifically do you feel that the expulsion hearing officer did incorrectly, incompletely, or inappropriately in conducting the hearing?

Letter #7 Continued

4. Is there anything else you would like to discuss with the Board about the manner in which the hearing officer conducted the hearing?

Once you have had the opportunity to state that which you wish to discuss, the Board of Trustees may ask certain questions of you or the hearing officer, or they may ask you to leave. They will deliberate on the question of the student's expulsion and will make a decision later in the evening. You will be notified of that decision within the next twenty-four hours.

The Board of Trustees does not allow electronic recording devices in its executive session. Please respect this prohibition.

If you have questions about any part of the expulsion process, please discuss them with the administrator who will escort you into the Board hearing room.

**SEND TO PARENT FROM DISTRICT  
OFFICE AFTER BOARD APPEAL (IF  
EXPULSION RECOMMENDED)**

Letter #8

BOARD RECOMMENDING EXPULSION

[Place on **District** Letterhead]

Dear \_\_\_\_\_:

This letter is to inform you that the School District #411 Board of Trustees confirmed the Expulsion Hearing Officer's \_\_\_\_\_, be expelled \_\_\_\_\_ recommendation that your *son/daughter*, \_\_\_\_\_ from school for violation of the school district policies.

Since \_\_\_\_\_ is under the age of 16, his name and information will be remanded to the custody of the courts in the manner prescribed by law.

If \_\_\_\_\_ wishes to earn *his/her* way back into public school, *he/she* should meet with me to discuss *his/her* options. Please call my office and speak to my secretary to set up an appointment for an entry interview.

\_\_\_\_\_ should make arrangements with the school principal to check in *his/her* books and get *his/her* personal property checked out of \_\_\_\_\_ School. In the meantime, \_\_\_\_\_

should not visit \_\_\_\_\_ School or be on the campus of any other school in the district unless given permission by the school principal. \_\_\_\_\_ will not be allowed to participate in any school activities during the term of the expulsion from school. A violation of this directive could have a definite bearing on \_\_\_\_\_'s reinstatement at a later date.

If you have any questions about the expulsion or the possibility of reinstatement, please feel free to call this office at 733-6900.

Sincerely,

Superintendent of Schools

cc: Principal

Student File

**SEND TO PARENT FROM DISTRICT OFFICE AFTER BOARD APPEAL (IF NO  
EXPULSION RECOMMENDED)**

BOARD RECOMMENDS NO EXPULSION

Letter #9

*[Place on **District** Letterhead]*

Dear \_\_\_\_\_:

This letter is to inform you that the School District #411 Board of Trustees denied the Expulsion Hearing Officer's recommendation that your *son/daughter*, \_\_\_\_\_, be expelled from school for continued violation of school district disciplinary policies.

Denying the Expulsion Hearing Officer's request does not excuse any violation recorded for your *son/daughter*. It simply means that due to circumstances related to the situation, the violations do not warrant expulsion from school at this time.

\_\_\_\_\_ should return to *his/her* school by \_\_\_\_\_, 20\_\_ to continue his/her studies. If you have any questions about the expulsion process or the consequences of future violations, please feel free to call this office at 733-6900.

Sincerely,

Superintendent of Schools

cc: Board of Trustees  
School File

**SENT TO PROSECUTING ATTORNEY (FOR STUDENTS UNDER THE AGE OF 16)**

Letter # 10

*[Place on **District** Letterhead]*

*(Date)*

*(Prosecutor Name)*

County Prosecutor

Twin Falls County

P.O. Box 126

Twin Falls, Idaho 83303

Dear *(Prosecutor)*:

At the *(Month/Day/Year)* Board of Trustee's meeting, the Board expelled \_\_\_\_(*#*) students for violation of school district policies. This letter is to officially notify you of this proceeding. The expelled students are:

Name	DOB	Gender	Parent/ Address	Length of Expulsion	Reason for Expulsion	School

If you have any questions about the proceedings, please contact us. Thank you for your help.

Sincerely,

Superintendent of Schools

cc: Chief Juvenile Probation Officer

TFSD Dropout Prevention Coordinator