

Bliss School District No. 234 Resolution 2020

A RESOLUTION OF THE BOARD OF TRUSTEES OF BLISS SCHOOL DISTRICT NO. 234, TEMPORARILY SUSPENDING CERTAIN POLICIES ADOPTED BY THE DISTRICT BOARD OF TRUSTEES AND CONTRACTS CURRENTLY EXISTING BETWEEN THE DISTRICT AND ITS EMPLOYEES AND/OR OTHER PERSONS AND ENTITIES WHICH MAY NOW OR IN THE IMMEDIATE FUTURE BE IN CONFLICT WITH BOARD RESOLUTIONS, DIRECTIVES AND POLICIES AS WELL AS ORDERS, DIRECTIVES, ADMINISTRATIVE RULES AND REGULATIONS ADOPTED BY THE IDAHO STATE BOARD OF EDUCATION, THE OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, THE GOVERNOR OF THE STATE OF IDAHO AND THE FEDEREAL GOVENMENT RELATED TO THE IMPACT OF THE CORONAVIRUS AND COVID-19.

- 1. To the extent that any policy of the Board of Trustees previously approved and adopted conflicts with a policy, order or resolution of said Board, the Idaho State Board of Education, the Office of the Superintendent of Public Instruction, the Governor of the State of Idaho and/or the federal government, regarding or related to the coronavirus and COVID-19, including but not limited to orders, statutes, administrative rules and regulations, such conflicting policy or part thereof is hereby suspended and shall have no force or effect until such time as the Board shall determine appropriate.***
- 2. In the event that any contract or provision thereof to which the District is a party conflicts with any of the measures referred to in paragraph 1 above, the Board of Trustees will make reasonable efforts to resolve such conflict by mutual agreement but will in all cases comply with all applicable statutes, administrative rules and regulations, directives, etc. which have been promulgated or enacted by state and federal governments and political subdivisions thereof in response to the coronavirus pandemic.***

Policy History:

Adopted: July15, 2020

Revised on:

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EDUCATIONAL PHILOSOPHY

Policy History:

Adopted:: 01/21/2009

Reviwed on:January 11, 2021

100 MISSION STATEMENT

Our mission is to ensure a safe secure environment which provides quality educational opportunities for students, challenging them to become life long achievers and contributing citizens.

Belief Statements

1. We believe that a SAFE ENVIRONMENT conducive to learning should be provided.
2. We believe that educators should maintain CLASSROOM DISCIPLINE where students shall accept responsibility and be held accountable for their actions and work.
3. We believe the BASIC VALUES of honesty, self-discipline, unselfishness, cultural diversity, and respect for authority should be emphasized.
4. We believe that the basic skills should be taught to help students COMMUNICATE EFFECTIVELY.
5. We believe that BASIC CURRICULUM must be taught to prepare students for vocational and post-secondary education.
6. We believe that basic WORKFORCE SKILLS should be taught.
7. We believe that students and staff should be introduced to current TECHNOLOGY.
8. We believe students should acquire skills to be RESPONSIBLE, PRODUCTIVE, INFORMED CITIZENS in their homes, schools, communities and country.

1000 SCHOOL BOARD

Series 1000

Policy History:

Adopted entire 1000 series on: 01/21/2009

Revised Numbering System Only:

January 11, 2021

1001 Guiding Principles and Duties

All the authority which resides in the Board of Trustees has been given it by the State. Constitutionally, education is a State responsibility. Trustees are agents of the State of Idaho, who legally must look to the State for authorization to act.

The Board of Trustees is the policy-making body of this school district and has complete and final control of the District. The Board holds the Superintendent of School responsible for execution of policy. In addition to policy making, the functions of the Board include appraisal and education, the provision of the financial means by which the educational program is conducted, and the provision of information to the community as to the needs, purposes, values and status of the schools.

The Board of Trustees has legal authority only when sitting as a unit in a properly called board meeting. Individual Board members may not give instructions directly to the District employees. Instructions to employees of the District as to how the policies and administrative procedures as outlined herein and elsewhere are to be executed will be supplied by the Superintendent of Schools. An employee contacting a member of the Board to discuss school business will be asked by the Board member to first discuss the item of business with the school superintendent.

1002 Membership

The Board of Trustees consists of five members elected from the five trustee zones of the District the qualified voters of those zones. A candidate for the Board of Trustees must be a qualified voter and a resident of the zone he or she represents. The election of school district trustees is on the third Tuesday in May. Trustees serve without compensation.

1003 School Board Meetings and Procedures

Regular meetings of the Board of Trustees are set at the annual meeting held each July. A bulletin will be posted on the door announcing the board meeting. These are open meetings which anyone may attend. However, the Board may go into executive session, excluding the public, upon a two-thirds vote of the members present. An executive session may be held to consider personnel, student, or legal questions.

Special meetings of the Board may be called at the request of Board members or the school administration.

An item may be placed on the agenda to be considered by the Board by contacting the Superintendent/Principal or the Chairman of the Board.

1003.1 Board Meetings

Board Meeting Defined

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

Regular Meetings

Unless otherwise specified, all meetings will be held in the Elementary Computer Lab. Regular meetings shall be held at 7:00 PM on the Second Monday of each month.

Emergency Meetings

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

Budget Meetings

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

Special Meeting

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

Executive Sessions

Pursuant to Idaho Code, upon a 2/3 roll call vote recorded in the minutes of the meeting, the Board may hold an executive session after the Board Chair has expressly identified the specific legal authorization for holding an executive session and provided sufficient detail to identify the general purpose and topic of the executive session. However, the information provided shall not compromise the purpose of going into an executive session.

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

1. To consider hiring a public officer, employee, staff member, or individual agent wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need. Please note this does not apply to filling a vacancy in an elective office or deliberations about staffing needs in general.
2. To consider the evaluation, dismissal, or disciplining of; or to hear complaint or charges brought against a public officer, employee, staff member or individual agent, or a student.
3. To acquire an interest in real property that is not owned by a public agency.

4. To consider records exempt from public disclosure.
5. To consider preliminary negotiations involving matters of trade or commerce in which the Board is in competition with other governing bodies in other states or nations.
6. To communicate with legal counsel and to discuss any legal ramifications and/or legal options for pending litigation or possible legal controversies not yet being litigated, but imminently likely to be litigated. The presence of legal counsel at executive session is not sufficient to satisfy this requirement.
7. To communicate with a representative of the District's risk management or insurance provider to discuss a pending claim or prevention of a possible claim imminently likely to be filed. The presence of a risk management or insurance provider at executive session is not sufficient to satisfy this requirement.
8. To conduct deliberations regarding labor negotiations. Note: The Board may still deliberate regarding labor negotiations and may caucus regarding negotiations in Executive Session. However, all actual negotiations between the parties; such as the exchange of offers, counteroffers, and exchange of documents; must be conducted in open session.

Except for making a determination to place a certified professional employee on probation, no action may be held for the purpose of taking any final action or making any final decisions.

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

<i>Legal Reference:</i>	<i>I.C. § 33-510</i>	<i>Annual Meetings – Regular Meetings – Board of Trustees</i>
	<i>I.C. § 74-202</i>	<i>Open Public Meetings – Definitions</i>
	<i>I.C. § 74-203</i>	<i>Governing Bodies—Requirement for Open Public Meetings</i>
	<i>I.C. § 74-204</i>	<i>Notice of Meetings</i>
	<i>I.C. § 74-205</i>	<i>Written Minutes of Meetings</i>
	<i>I.C. § 74-206</i>	<i>Executive Sessions – When Authorized</i>
	<i>I.C. § 74-206A</i>	<i>Negotiations in Open Session</i>

Policy History:

Adopted on: November 12, 2018

1003.2 Board Agenda

Agenda

The agenda for any Board meeting shall be prepared by the Superintendent and Board Chair. Items submitted by the Board Chair or at least two Board Members shall be placed on the agenda. The clerk, administration, or patrons of the District may also suggest inclusions on the agenda. Such suggestions must be received by the Superintendent at least 5 days before the Board meeting, unless of immediate importance. Individuals who wish to address the Board must also notify the Superintendent, in writing, of the request. The request must include the reason for the appearance. Citizens wishing to make brief comments about school programs or procedures or items on the agenda need not request placement on the agenda, and must follow the procedure established for public input at Board meetings.

Regular Meeting Agendas

A 48 hour agenda notice shall be required in advance of each regular meeting. Notices and agendas must be posted in a prominent place at the principal office of the District or, if no such office exists, at the building where the meeting is to be held.

Special Meeting Agendas

Special meetings require a 24 hour meeting and agenda notice. The agenda notice shall include at a minimum the meeting date, time, and place. The Board secretary or his or her designee shall maintain a list of the news media requesting notification of meetings and shall make a good faith effort to provide advance notification to them of the time and place of each meeting.

Amending Agendas

An agenda may be amended provided that a good faith effort is made to include, in the original agenda notice, all items known to be probable items of discussion.

Amending the Agenda More than 48 Hours Before a Regular Meeting or 24 Hours Before a Special Meeting: If an amendment to an agenda is made after an agenda has been posted but 48 hours or more prior to the start of a regular meeting, or 24 hours or more prior to the start of a special meeting, then the agenda is amended upon the posting of the amended agenda.

Amending the Agenda Less than 48 Hours Before a Regular Meeting or 24 Hours Before a Special Meeting: If an amendment to an agenda is proposed after an agenda has been posted and less than 48 hours prior to a regular meeting or less than 24 hours prior to a special meeting but prior to the start of the meeting, the proposed amended agenda shall be posted but shall not become effective until a motion is made at the meeting and the Board votes to amend the agenda.

Amending the Agenda After the Start of a Meeting: An agenda may be amended after the start of a meeting upon a motion that states the reason for the amendment and states the good faith reason the agenda item was not included in the original agenda posting.

Order of Business

The order of business will be determined by the Board Chair and Superintendent with input from the Board. Upon consent of the majority of the Members present, the order of business at any meeting may be changed.

Consent Agenda

To expedite business at a Board meeting, the Board approves the use of a consent agenda, which includes those items considered to be routine in nature. Any item which appears on the consent agenda may be removed by a Member of the Board. It is strongly suggested that any Board Member who wishes to remove an item from the consent agenda give advance notice in a timely manner to the Board Chair and Superintendent. The remaining items will be voted on by a single motion. The approved motion will be recorded in the minutes, including a listing of all items appearing on the consent agenda.

Action Items

All agenda items that require a vote shall be identified on the agenda as such. Final action may not be taken on agenda item added after the start of a meeting unless an emergency is declared necessitating action at that meeting. The declaration and justification shall be reflected in the Board minutes.

1003.3 Board Minutes

Minutes

The clerk shall keep written minutes of all open Board meetings, which shall be signed by the Chair and the clerk. The minutes shall include:

1. The date, time, and place of the meeting;
2. The presiding officer;
3. Board Members recorded as absent or present;
4. All motions, resolutions, orders, or ordinances proposed and their disposition;

5. The results of all votes, and upon the request of a Member, the vote of each Member, by name;
6. Legal basis for recessing into executive session; and
7. Time of adjournment.

When issues are discussed that may require a detailed record, the Board may direct the clerk to record the discussion verbatim.

Unofficial minutes shall be delivered to Board Members in advance of the next regularly scheduled meeting of the Board. Minutes need not be read publicly, provided that Members have had an opportunity to review them before adoption. A file of permanent minutes of Board meetings shall be maintained in the office of the clerk, to be made available within a reasonable period of time after a meeting for inspection upon the request.

Minutes of Executive Session

The clerk shall keep written minutes of executive session. Said minutes shall be limited to a specific reference to the Idaho code subsection authorizing the executive session and sufficient detail to provide the general subject matter to identify the purpose and topic of the executive session. The roll call vote to go into executive session shall be recorded in the minutes. The minutes shall not contain information that would compromise the purpose of going into executive session.

Minutes of Negotiation Sessions

In all negotiation sessions between the District and the local education organization, the District shall cause to be taken written minutes. All documentation exchanged between the parties during a negotiation session, including all offers and counter-offers, shall be retained by the District and shall be subject to public writings disclosure laws.

Quorum

No business shall be transacted at any meeting of the Board unless a quorum of the Members is present. A majority of the full membership of the Board shall constitute a quorum, a majority of the quorum may pass a resolution.

Meeting Conduct and Order Business

General rules of parliamentary procedure are used for every Board meeting. The most current edition of Robert's Rules of Order may be used as a guide at any meeting. The order of business shall be reflected on the agenda. The use of proxy votes shall not be permitted. Voting rights are

reserved to those Board Members in attendance. Voting shall be by acclamation or show of hands.

Procedure History

Promulgated on: November 12, 2018

Revised on:

1003.4 Oath of Office

An oath of office is required to be administered to each School Board Trustee, whether elected, re-elected, or appointed. The Trustee is required to take his or her oath within ten days after the Trustee has notice of his or her election or appointment, or within 15 days from the commencement of his or her term of office. Before any Trustee, elected or appointed, enters upon the duties of his or her office, he or she must take the following oath:

I do solemnly swear that I will support the Constitution of the United States, and the Constitution of the State of Idaho, and that I will faithfully discharge the duties of Trustee of the Bliss School District #234 according to the best of my ability.

The oath is required to be administered by the clerk or by a Trustee. Additionally, the records of the District are required to show that such oath of office has been taken and by whom the oath was administered. Finally, this information is required to be filed with the official records of the District.

A Trustee holds office January 1 following their election in November until January 1, in the year in which his or her term of office expires, unless he or she:

1. Dies;
2. Resigns as Trustee;
3. Removes him or herself from the trustee zone of residence;
4. Is no longer a resident or school district elector of the District;
5. Refuses to serve as Trustee;
6. Fails to attend four consecutive regular meetings of the Board without an acceptable excuse to the Board of Trustees; or

7. Is recalled and discharged from office.

If the Trustee is appointed, he or she holds office from the time he or she takes the oath of office until January 1, in the year in which the original term of office to which he or she was appointed expires, unless he or she:

1. Dies;
2. Resigns as Trustee;
3. Removes him or herself from the trustee zone of residence;
4. Is no longer a resident or school district elector of the District;
5. Refuses to serve as Trustee;
6. Fails to attend four consecutive regular meetings of the Board without an acceptable excuse to the Board; or
7. Is recalled and discharged from office.

Procedure History

Promulgated on: November 12, 2018

Revised on:

Reviewed on:

1004 Board/Superintendent Relations

The Board shall:

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

Adopt policies for the operations of the school

The Superintendent shall:

Serve as chief executive officer of the District.

Recommend policies or policy changes to

The Board shall:

system and review administrative procedures.

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

Adopt annual objectives for improvement of the District.

Approve courses of study.

Approve textbooks.

Approve the annual budget.

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

Authorize the allocation of certificated and classified staff.

The Superintendent shall:

the Board and develop procedures that implement Board policy.

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

Recommend annual objectives for improvement of the District.

Recommend courses of study.

Recommend textbooks.

Prepare and submit the annual budget.

Recommend candidates for employment as certificated and classified staff.

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

The Board shall:

The Superintendent shall:

Board.

Approve contracts for construction, remodeling, or major maintenance.

Recommend contracts for major construction, remodeling or maintenance.

Approve payment of vouchers and payroll.

Recommend payment of vouchers and payroll.

Approve proposed major changes of school plant and facilities.

Prepare reports regarding school plant and facilities needs.

Approve collective bargaining agreements.

Supervise negotiation of collective bargaining agreements.

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

Establish criteria and processes for evaluating staff.

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

Recommend formation of ad hoc citizens' committees.

Conduct regular and special meetings.

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

The Board shall:

Serve as final arbitrator for staff, citizens and students.

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

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

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

The Superintendent shall:

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

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

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

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

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

Revised:

2000 INSTRUCTION

Policy History:

Adopted entire 600 series on: October 11, 2010

Revised Numbering System Only: January 11,

2021

2001 Curriculum Development and Assessment

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Superintendent is responsible for making curriculum recommendations. The curriculum shall be designed to accomplish the learning objectives and goals for excellence consistent with the District's educational philosophy, mission statement, objectives and goals.

2002 Development and Assessment

A written sequential curricula shall be developed for each subject area. The curricula shall address learner goals, content and program area performance standards and District education goals, and shall be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and time lines for curriculum development and evaluations shall be developed as well.

The staff and administration will suggest materials and resources, to include supplies, books, materials and equipment necessary for development and implementation of the curriculum and assessment that are consistent with the goals of the education program.

In all program areas and at all levels, the District shall assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. The District will use assessment results to improve the education program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school.

All courses of instruction shall comply with state statutes and the rules of the State Board of Education.

2003 Lesson Plan

To insure proper planning and continuity of instruction, the Board requires that each teacher prepare lesson plans for daily instruction. To facilitate more effective instruction, lesson plans must be prepared at least by Monday morning of the week to be taught. The format for the lesson plan will be specified by the building principal and shall be reviewed on a regular basis. The plan book must be readily available when a substitute teacher is needed.

Careful planning should precede:

1. The opening of the school year;
2. The beginning of a project; and/or
3. The daily activities that address the needs of students.

Planning should include:

1. Statement of objectives;
2. Procedures and strategies to be used;
3. Organizational materials and instruction;
4. Materials – basic and supplementary; and
5. Evaluation of students.

An outline or syllabus of each class taught will be completed, evaluated and board approved prior to each semester.

2004 Surveys - General

All 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.

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;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

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) exercise this option.

2005 Instructional Material

A student's parent(s)/guardian(s) may, within a reasonable time of the request, 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), (4) telephone number, or (5) a Social Security identification number.

The District will 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;
6. Student recognition programs.

2006 Copyright

While the District encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of District staff to abide by the District's copying procedures and obey the requirements of the law. Under no circumstances shall it be necessary for District staff to violate copyright requirements in order to perform their duties properly. The District cannot be responsible for any violations of the copyright law by its staff.

2008 Driver Training Education

The District may offer a Driver Training Education Program when staffing and funding are available. Any such program will be conducted in compliance with all requirements in the Idaho Standards for Public School Driver Education and Training as approved by the State Board of Education on August 13, 2004.

Such program, in the discretion of the Board, may be conducted after school hours, on Saturdays or during regular school vacation periods. The District may offer a joint driver training program with other districts.

Additional enrollment fees shall be charged for students not enrolled at the school.

Optional: A fee shall be assessed to help cover those costs which are not reimbursed by state funds.

The purpose of the program is to introduce students to a course of study that leads to the eventual development of skills appropriate for a licensed driver. The traffic education program is designed to meet the criteria established by the State Department of Education.

2009 Controversial Issues and Academic Freedom

The District shall offer courses of study which will afford learning experiences appropriate to the level of student understanding. The instructional program shall respect the right of students to face issues, to have free access to information, to study under teachers in situations free from prejudice, and to form, hold, and express their own opinions without personal prejudice or discrimination.

The Board recognizes the need for the teacher to have the freedom to discuss and teach subjects and issues which may be controversial. Such subjects and issues may include but not necessarily be limited to (1) politics, (2) science, (3) health and sex education and (4) values and ethics.

Teachers shall guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, importance of fact, value of good judgment, and the virtue of respect for conflicting opinions.

The Board encourages and supports the concept of academic freedom, recognizing it as a necessary condition to aid in maintaining an environment conducive to learning and the free exchange of ideas and information.

The Board also believes that academic freedom carries with it a responsibility that is shaped by the basic ideals, goals and institutions of the local community. These standards are expressed via the goals and objectives of the adopted curriculum, by the adopted textbooks, by school board policy, and by the school's mission statement.

In the study or discussion of controversial issues or materials, however, the Board directs the teaching staff to take into account the following criteria:

1. relative maturity of students;
2. District philosophy of education;
3. community standards, morals and values;
4. the necessity for a balanced presentation; and
5. the necessity to seek prior administrative counsel and guidance in such matters.

As a consequence of its responsibility to guarantee academic freedom to both students and teachers, the Board expects that:

1. all classroom studies will be curriculum-related, objective, and impartial;
2. teachers will create and maintain an atmosphere of open-mindedness and tolerance, and that no one idea or viewpoint should necessarily prevail;

3. teachers will not attempt, directly or indirectly, to limit or control students' judgment concerning any issue, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation;
4. teachers will exercise professional judgment in determining the appropriateness of the issue to the curriculum and to the age and grade level of the students.

To this end:

1. the teacher shall be free to choose supplemental materials to support and enhance the regular classroom curriculum except in sex education instruction as outlined in item four of this section. To encourage the free flow of information and enhance student creativity, unplanned issues may be brought up in the classroom and briefly discussed.
2. the school shall provide for parents to have their child excused from a topic which may be contrary to their religious or moral values. This shall be done in writing by the parent and include an explanation of the conflict. The student may also request to be excused if the student personally finds the topic to be contrary to their religious or moral values. The student must explain in writing as to the nature of the conflict. The teacher will provide an alternative assignment if the request is approved by the teacher and principal.
3. the teacher shall notify parents when especially controversial issues may be discussed and that they may have their child excused if family religious or moral values so dictate. The teacher should have the principal view questionable materials, etc.
4. the School Board directs that a philosophy of abstinence shall be a part of and the underlying principal in all sex education instruction. However, it is recognized that this alone may not prevent pregnancies and sexually transmitted disease and therefore the School Board allows for instruction in sex education including AIDS awareness, sexually transmitted diseases, birth control, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgment of the instructor. This does not preclude giving impartial view points on both sides of issues such as the right to an abortion or on the use of birth control methods.
5. when speakers are to be used, the principal must always give approval as outlined in the School Board Policy on "Controversial Speakers".

2013 Homebound, Hospital and Home Instruction

A student absent from school for more than ten (10) consecutive days because of health or physical impairment will be provided the services of a teacher or an aide in the home or hospital. Appropriate educational services may begin as soon as eligibility has been established with a written statement from a licensed medical examiner and a written parental or guardian request.

Such students shall be included in calculating the average daily attendance

2014 Idaho Digital Learning Academy Classes

The Idaho Digital Learning Academy (IDLA) is a legislatively created virtual school created to provide Idaho students with greater access to an assortment of courses while working in collaboration with public schools. IDLA offers educational opportunities that meet students' changing needs and grant the student flexibility of learning anytime, any place and at a pace that meets their individual learning styles.

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

Site Coordinator

The District will provide an individual, employed by the District, as a Site Coordinator. The Site Coordinator is to regularly motivate and monitor the progress of the student. The role of the Site Coordinator is to:

- A. Advise the student on appropriate courses for registration.
- B. Ensure that the student is completing work on a timely basis, including checking grades online every three weeks.
- C. Proctor the final exam.
- D. Facilitate communications with the student's parent/guardian regarding course progress and the IDLA instructor.

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

Student and Course Selection

District administrators, counselors and teachers will identify those students who will benefit from IDLA classes.

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

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

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

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

Ethical Conduct

Any student attending classes through IDLA shall adhere to the District's Acceptable Use policies refer to 704 Students and any acceptable use policy implemented by IDLA. Additionally, the student and the student's parent/guardian shall agree to abide by the Acceptable Use form 3270F prior to IDLA classes beginning.

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

Tuition / Fees

The District shall abide by the IDLA Fees Policy Statement provided by IDLA. The student is responsible for all tuition and registration fees to be paid to IDLA for student selected classes.

The District shall pay the IDLA cost associated with students who take IDLA classes required by the district as part of their normal school day. If a student fails a district required IDLA class, the student will be responsible for tuition to repeat the class.

Grading

IDLA provides a percentage grade to the local school districts. The district transcribes the credit. The grade received from any IDLA class will be averaged into the student's GPA. The student will be granted high school credit when earned through the IDLA. Grade percentages in courses shall be based on such criteria as mastery of the subject, demonstrated competency, and meeting the standards set for each course.

Advanced Placement Designation on Transcript

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

For all other requirements regarding IDLA, please refer to the Idaho Digital Learning Academy current year Fees Policy Statement or contact IDLA.

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

2014.1 Alternative Credit Options

In addition to regular classroom-based instruction, students may earn credit through the following means.

Alternate Route to Graduation

Name: _____ Grade: _____ Date: _____	AT: Please indicate the date. _____ / _____ / _____ Reading Pass _____ Not Pass _____ Score _____ Language Pass _____ Not Pass _____ Score _____ Math Pass _____ Not Pass _____ Score _____
District Graduation Requirements Meets District Graduation Requirements = 100 points per District Policy, student must be on target to meet all requirements for credit. Score _____ 50 credits	Assessment AT Reading Basic = 50 points Proficient = 100 points ISAT Math Basic = 50 points Proficient = 100 points AT Language Basic = 50 points Proficient = 100 points Score _____
Academic Performance Cumulative GPA 5-4.0 = 100 points 4-3.5 = 90 points 3-3.0 = 80 points 2-2.5 = 70 points 1-2.0 = 60 points 0-1.5 = 50 points Score _____	Performance Measures End of Course Assessment 90% or Higher = 200 points (Average of Core Classes) 80-89% = 150 points 70-79% = 100 points 60-69% = 50 points Attendance (per trimester) 0-3 days = 100 points 4-5 days = 75 points Classroom Participation (completion of individually appropriate classroom activities/assignments in Core Classes) 90% or higher = 100 points 80-89% = 75 points 70-79% = 50 points 60-69% = 25 points Score _____
Senior Project 90% or higher = 100 points 80-89% = 75 points 70-79% = 50 points 60-69% = 25 points Score _____	400 Points Necessary for Graduation Total Number of Points _____
School Board Policy _____ P Graduation Requirement Met _____	Page 185

Policy History:

Adopted: November 14, 2011

Revised on:

2014.3 Virtual/Online Courses

Students in grades 7-12 may register with agencies approved by the State Department of Education, such as the Idaho Digital Learning Academy upon recommendation from the school counselor or administrator. Credit from an online or virtual course may be earned only in the following circumstances:

1. The course is not offered at the high school;
2. Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict;
3. The course will serve as a supplement to extend homebound instruction;
4. The student has been expelled from the regular school setting, but educational services are to be continued; or
5. The principal, with agreement from the student's teachers and parents/guardians, determined the student requires a differentiated or accelerated learning environment;
6. Unless otherwise approved by the principal/designee, students taking such courses must be enrolled in the District and take the courses during the regular school day at the school site.
7. The school must receive an official record of the final grade before credits earned for coursework completed through virtual or online instruction will be recognized.

As determined by school policy, students applying for permission to take a virtual course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment. In addition, the express approval of the principal/designee shall be obtained before a student enrolls in a virtual course.

2014.4 Correspondence Courses

The District will permit a student to enroll in an approved correspondence course from an institution approved by the State Department of Education, in order that such a student may include a greater variety of learning experiences within the student's educational program.

Only courses offered by institutions recognized by the Board will be accepted. The express approval of the Principal shall be obtained before the course is taken.

Credit for correspondence courses may be granted provided the following requirements are met:

1. prior permission has been granted by the principal; and
2. the program fits the education plan submitted by the regularly enrolled student;

An official record of the final grade must be received by the school before a diploma may be issued to the student.

2015 Section 504 of the Rehabilitation Act of 1973

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include: notice, an opportunity for the student's parent or legal guardian to examine relevant records, an impartial hearing with opportunity for participation by the student's parent or legal guardian, and a review procedure.

2016 Contracted Student Services

The Board of Trustees hereby delegates to the building principals the authority to enter into agreements for student services but requires district approval of such contracts. The reason for District approval is District Administration has no control over excess spending if contracts are signed at the building level without the District's approval.

Special Education

It is the intent of the District to provide services required by student's Individualized Educational Programs (IEPs) and develop resources within the district to eliminate the need for outside sources for special education services.

Supplemental Education Services

Adequate Yearly Progress (AYP) is the measure of the necessary annual improvement made by a school as evaluated by the State academic assessment. When students attending schools that have not made AYP for three consecutive years, eligible students will be provided supplemental services to increase the academic achievement. The supplemental services may include tutoring, remediation, and other educational interventions and are provided outside of the regular school day. If sufficient funds are not available to serve all eligible children, the school district will give priority to the lowest achieving eligible students.

2017 *Curricular Materials*

The term “curricular materials” is defined as “textbook, instructional media, including software, audio/visual media and internet resources.”

The Board is legally responsible to approve and to provide the necessary curricular materials used in the District. Textbooks and instructional materials should provide quality learning experiences for students and:

- Enrich and support the curriculum;
- Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
- Provide background information to enable students to make intelligent judgments;
- Present opposing sides of controversial issues;
- Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;
- Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

Curricular materials may be made available for loan to students when the best interest of the District and student will be served by such a decision. Students will not be charged for normal wear. They will be charged replacement cost, however, as well as for excessive wear, unreasonable damage or lost materials. The professional staff will maintain records necessary for the proper accounting of all curricular materials.

Any person may submit oral or written objections to any curricular materials under consideration.

A complete and cataloged library of all curricular materials and all electronically available curricular materials adopted in the immediate preceding three (3) years shall be maintained at the state department of education.

2018 *Promotion/Retention*

The Board recognizes that students of the same age are at many intellectual and developmental levels and that these differences are a normal part of human development. Because of these differences, the administration and teaching staff are directed to make every effort to develop curricula and programs which meet the individual and unique needs of all students and allow them to remain with their age cohorts.

It is the philosophy of the District that students thrive best when placed or promoted to grade levels with other students who have compatible age, physical, and social/emotional status. It is our philosophy to promote students who demonstrate effort within those compatibilities. It is equally our philosophy and practice to retain students who do not make a reasonable effort to meet grade level expectations, as long as those expectations are commensurate with the individual student's ability and rate of learning.

If a parent insists on the child being retained or promoted, a notice will be placed in the child's file that the retention or promotion was a parent decision and not recommended by the school.

2019 *Film Policy*

Purpose

The Board believes that movies, videos and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, it is the Board's purpose to have a policy that promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process and fostering community values.

Policy

It is Board policy to establish course curriculum and work in partnership with parents to promote an appropriate learning environment that reflects community values. Therefore, the following guidelines represent Board policy regarding how and when movies and videos may be used as an instructional strategy to supplement approved course curriculum.

Educational Relevance

The showing of movies and videos must be limited to a specific educational purpose. General selection criteria should include quality of the overall work, fair and accurate representation of the facts, the reputation and significance of the writer, director and/or performer and critical acclaim of the work itself.

All audio visual materials in the library are pre-approved for teacher use. Prior to showing audio visual materials out-side the approved library list the instructor/teacher shall submit to the principal, in writing, the following information on the particular films:

1. Title and brief description (rating)
2. Purpose for showing the movie/video
3. Match with course objectives
4. Proposed date(s) of viewing

TEACHER'S MOVIE REQUEST FORM

For a ☐ reward, or as ☐ entertainment, this is a request to show the film

(Name of Film)

During the _____ class on _____
Name of Class Date

The film is rated _____ due to _____
(Language, violence, nudity, or other)

Comments or Rationale: _____

Requesting Teacher

Date



OFFICE USE ONLY

☐ Permission Granted

☐ Permission Denied

COMMENTS _____

Principal/Superintendent's Signature

Date

2022 *Alternative Measure to the Idaho Standards Achievement Tests*

The Board hereby directs the Superintendent to research and make recommendations for the establishment and adoption by this local Board of alternative mechanisms to the ISAT to give certain students an opportunity to demonstrate proficiency of the achievement standards set by the State Board of Education. The alternative measure must:

- a. Be aligned at a minimum to tenth (10th) grade state content standards, and
- b. Be aligned to the state content standards for the subject matter in question, and
- c. Be valid and reliable, and
- d. Ninety percent (90%) of the criteria of the measure (or combination of measures) must be based on academic proficiency and performance, and
- e. Be submitted to the State Board of Education for review, comment and information

Appeal to Local Board for Alternative Measure

Before appealing to the local Board for use of an alternative mechanism to demonstrate proficiency of the Idaho High School Achievement Standards, a student must be:

- a. Enrolled in a special education program and have an Individual Education Plan (IEP), or
- b. Enrolled in a Limited English Proficient (LEP) program for three years or less, or
- c. Enrolled in the fall semester of the senior year.

2023 *Objectives*

Accreditation Standards

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

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

Continuous Progress Education

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

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

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

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

Accomplishment reports submitted annually shall provide the Board with the necessary information to make future program improvement decisions.

3000 STUDENTS

3001 Students – See High School Handbook 700

3002 Students – See Elementary School Handbook 800

3003 English Learner Programs

Helping Idaho students continually progress in their mastery of the English language is an integral part of the education process. All students, including English learner (EL) students, represent a broad range of abilities and interests. For this reason, student progress alone cannot serve as the only criterion for the placement and retention of students in special programs for EL students; neither can it be the only criterion used to judge the success of a school program.

The schools in this district are required to make a reasonable effort to address the special language deficiencies of EL students. The programs and practices used in this district will be reasonably calculated to effectively implement the educational theory adopted by each school. However, there is no guarantee for the success of every individual student in meeting pre- specified criteria of English language proficiency.

DEFINITIONS

An EL student is defined as one:

1. Who is aged 3 through 21;

2. Who is enrolled or preparing to enroll in an elementary school or secondary school;
3. (i) Who was not born in the United States or whose native language is a language other than English;
or
(ii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; or
(iii) who is a Native American or Alaska Native, or a native resident of outlying areas and comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency; and
4. Whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - (i) the ability to meet the challenging state academic standards;
 - (ii) the ability to achieve successfully in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

"Immigrant" refers to an individual who is (i) aged 3 through 21; (ii) was not born in any state; and (iii) has not been attending one or more schools in any one or more state for more than three full academic years.

"IRI" means the Idaho Reading Indicator.

"ISAT" means the Idaho Standards Achievement Test.

"L1 EL Student" means a student who qualifies as EL and who is new to a U.S. school within the last twelve (12) months.

"LIEP" means language instruction educational program(s) adopted by the district that may include one or more methods of instruction that are effective in teaching ELs.

PROCEDURES FOR IDENTIFYING AND SCREENING STUDENTS

The following procedure will be used for the identification of EL students:

1. Within thirty (30) days following commencement of the school year, or when a student first enrolls in this district, students should be identified as potential EL through appropriate screening and teacher observation in accordance with this policy and the Idaho State Department of Education "EL Identification and Screening Mini-Manual."
2. The district will administer the statewide home language survey (HLS) (available in English and

Spanish) to all newly enrolling students to determine whether a language other than English is spoken in the home. The district will endeavor to communicate clearly with parents to assure that answers given on the HLS are accurate and reflect possible influence of other language(s) on the child. If the data seems incorrect or is unclear, the district may contact the parent/guardian for clarification on the information provided in the HLS and make appropriate changes with a note (initialed and dated) of the personal conversation;

3. Prior to administering an English language proficiency screener assessment, district personnel will check the English Learner Management System (ELMS) to make immediate programmatic decisions for incoming students who may already be ELs, exited ELs, or potential ELs who need to be screened for English language proficiency;
4. If a student is identified as a potential EL, the district will use additional resources and data to determine whether administration of an EL screener is appropriate. No EL screener is necessary where (i) the student already has an EL proficiency score in ELMS;
(ii) the student's cumulative file contains WIDA assessments from another state, if the student has screener scores that meet Idaho's screen out criteria, or if the student has ACCESS scores that meet Idaho's exit criteria; or (iii) if the student has an EL Exit Form from another state regardless of the language proficiency test used to determine exit criteria. The district will administer a screener (i) if a student's EL history in ELMS states "no EL history;" or if the student has current non-WIDA language proficiency assessment reports that qualify him/her as an EL in their cumulative file.
5. If the student is identified as a potential EL student, the district will proceed with administration of an appropriate language proficiency screener, either Kindergarten W- APT or WIDA Screener, depending on the student's grade level and time of year of enrollment, to determine district LIEP eligibility. The district will use statewide EL entrance criteria to determine whether a student qualifies for EL or whether they screen out of EL eligibility.
6. Screener assessment and program placement will occur within thirty (30) days of the student's enrollment in the district.
7. If the student's assessment score qualifies him/her for participation in the district's language instructional education program, the district will notify the parents/guardians by letter in a language understandable to the parents (to the extent practicable) indicating that their child was identified as needing specific English language development services. Parents/guardians will be given an opportunity each year their child is enrolled to waive any English language development services, but not annual assessment.
8. EL students will be placed in the grade level that is age appropriate; students will not be placed in lower grades due to newcomer status or low language proficiency.
9. All procedures for ELs apply if a Native American student's HLS indicates that a language other than

English is spoken in the home. Native American students can be considered for English language services, but will not be identified solely based upon being Native American.

IDENTIFICATION OF IMMIGRANT STUDENTS

The district recognizes that an individual's immigrant status is not related to an individual's legal status in the United States. The district also recognizes that not all immigrant students are English learners and not all English learners are immigrant students, nor is immigrant status an immediate qualifier for EL status. The district will seek to determine eligibility for its EL program of immigrant students by establishing "look-fors" in enrollment paperwork (e.g., a birth certificate from another country) that may indicate the student could be immigrant. The district will then, through conversation with the parents/guardians, or through an interpreter, the district will verbally follow up to determine whether the student meets the criteria for an immigrant student. The district will endeavor to communicate clearly with parents/guardians to assure that all information provided is entirely confidential, that nothing will be documented in the student's cumulative file, and that it has nothing to do with the family's or student's immigration status.

EL PROGRAMS

The programs and practices used with EL students will be reasonably calculated to effectively implement the educational theory adopted by this district and will:

- a. Be recognized as sound by some experts in the field or, at least, deemed a legitimate experimental strategy;
- b. Be reasonably calculated to implement effectively the educational theory adopted by the district; and
- c. Be proven successful, after a legitimate trial period, in producing results indicating that the language barriers confronting students are actually being overcome.

EL students are entitled to LIEPs that lead to proficiency in English. Once students have been placed in a LIEP, they will be provided with services until they are proficient enough in English to participate meaningfully in the regular educational program. The district's EL program will be designed to provide instruction which meets each student's individual needs based on the assessment of English proficiency in listening, speaking, reading and writing. Depending on the district's EL population and the EL staff employed, the district may implement more than one program type.

ENGLISH LEARNER PLANS (ELPs)

An individualized ELP will be written for any student who requires any accommodations or designated supports on a statewide or district-wide assessment based upon language proficiency. Assessment

accommodations and supports will also be used during regular classroom instruction and testing. The district may create an ELP for an EL even if they do not require accommodations/supports in the classroom or annual assessment. Copies of ELPs will be placed in the student's cumulative file.

STATEWIDE ASSESSMENTS FOR EL STUDENTS

EL students in this district will take the ISAT, ACCESS 2.0 and IRI tests, except as otherwise provided herein.

ISAT: L1 EL students are exempt from the English Language Arts ISAT. L1 EL students must still take the Math ISAT and the Science ISAT if enrolled on or before the first Friday in May.

IRI: All EL students in this district, including L1 EL students, are required to take the IRI.

ANNUAL ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

All qualified ELs are required to participate annually in the summative English Language Proficiency Assessment, ACCESS 2.0 or Alternate ACCESS. The annual ACCESS 2.0 determines the students' level of English language proficiency and allows the district to accurately and comprehensively track ELs' linguistic growth, to ensure that all ELs are making progress and mastering the English language. ACCESS 2.0 also highlights the language development needs of students individually in each of the four language domains of listening, speaking, reading and writing. The Alternate ACCESS is available for students with the most significant cognitive disabilities. Eligibility for the Alternate Access will follow State Department of Education criteria. Although parents can waive services of a LIEP, the annual English language proficiency assessment may not be waived.

EXITING PROCEDURES FOR EL STUDENTS

The criteria used for exiting students from an LIEP will be based on this policy and the standards set forth in the Idaho State Department of Education "EL Exiting and Monitoring Mini Manual." The established exit criteria is the level of language proficiency needed for the student to independently be able to access content delivered in English and therefore have the language ability to also be proficient on statewide and districtwide assessments.

Students who meet Idaho's exit criteria are exited and transition into a two-year monitoring period. Exited students no longer receive services through an LIEP and no longer take the ACCESS assessment. The district may make special provisions (e.g., RTI, special education, Title I, etc.) or provide other interventions to further support the specific areas where a student may continue to struggle. The district will document those students who have exited from the district's EL program by placing a state-approved EL exit form in students' cumulative files, in addition to documentation on ELMS. The form will be shared and explained to parents/guardians in a language they can understand to inform them of their child's program exit and into a monitoring status for two (2) years.

The district may use various assessment tools to monitor exited ELs during the two-year monitoring period. These tools include, but are not limited to:

- Classroom grades;
- Statewide academic achievement tests
- Milepost
- Teacher Input
- One-on-one student meetings;
- Locally created observation tools.

REPORTING

This district will report annually to the Idaho State Department of Education on an appropriate form the following:

- a. Total number of children participating in the EL program;
- b. Progress made by students enrolled in the program;
- c. Number of students exited from the program and the criteria upon which this decision was made;
- d. Proposed changes, if any, for the subsequent year.

If this district does not have EL students enrolled, it will certify that fact to the Idaho State Department of Education under the signature of the superintendent of schools or the chairman of the board of trustees.

PARENTAL NOTICE AND WAIVER OF ELL SERVICES

Within thirty (30) days of the beginning of each school year, or within the first two (2) weeks of placement in a LIEP for students who enroll after the start of the school year, the district will notify parents of students qualifying for a LIEP about the instructional program and parental options, as required by law. Such notice will include, at a minimum:

- The reason for EL identification;
- The child's current level of English language proficiency, how it was assessed, and the status of the child's academic achievement;
- Type of LIEP the child is being placed into and other available district LIEP options;
- Exit requirements, expected graduation rate, and expected rate of transition to a classroom not tailored for EL students;
- In the case of a child with a disability, how the LIEP meets the goals in the child's Individual

- Education Plan (IEP); and
- Information for parents on how to withdraw their child from the district LIEP services or to choose another program or method of instruction.

Whenever possible, communications with parents or guardians shall be in the language understood by the parents.

Parents will be notified annually of their right to waive the services of the LIEP for their child. EL students who are not participating in the LIEP services due to parental waiver will still have access to all of the district's educational programs and curriculum. Parental waiver of EL services does not exempt the student from annual English proficiency assessments (ACCESS 2.0 or Alternate Access) and does not remove any EL designation.

EL/TITLE III ADMINISTRATOR/COORDINATOR

The district's EL/Title III Administrator/Coordinator is: Tracy

Dalin

LEGAL REFERENCE:

Title VI of the Civil Rights Act of 1964 (42 U.S.C. §§2000d *et seq.*) Equal

Educational Opportunities Act of 1974 (EEOA)

Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015 (20

U.S.C. §§6811 *et seq.*)

Idaho Code §33-1617

Idaho State Department of Education Guidance:

“EL Identification and Screening Mini-Manual” (updated September 6, 2019)

“EL Programs, Standards, and Staffing Mini-Manual” (updated September 6, 2019) “English

Learners in Statewide Assessments Mini-Manual” (updated September 6, 2019) “State EL & Title III

Mini-Manual” (updated September 6, 2019)

“EL Exiting and Monitoring Mini-Manual” (updated September 6, 2019)

Policy History:

Adopted: January 11, 2021

Revised on:

Revised on:

The board of trustees of the Bliss School District # 234 recognize the right of all students residing within the district boundaries, including those who are homeless, to immediately enroll in, and participate in, the district's educational and support programs.

Definitions

"Homeless students" mean children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and lack a fixed, regular, and adequate nighttime residence. This includes children and youth who:

- a) are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as *doubled-up*);
- b) living in motels, hotels, trailer parks, or other camping grounds due to lack of alternative adequate accommodations;
- c) living in emergency, transitional shelters or abandoned in hospitals;
- d) who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- e) live in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- f) are migratory children and youth living in a situation described above; and
- g) unaccompanied youth living in a situation described above.

A child or youth shall be considered to be in transition or homeless for as long as he or she is in a living situation described above and for the remainder of the school year in which they find permanent housing. Homeless children and youth will be annually evaluated by the liaison to determine if they are still living in eligible living situation and eligible for McKinney-Vento related services and supports.

"School of origin" means the school that the student attended when permanently housed, or the school in which the student was last enrolled.

"Local attendance area school" means any public school that housed students who live in the attendance area in which the child or youth is actually living are eligible to attend.

"Unaccompanied youth" means a youth not in the physical custody of a parent or guardian, who is in transition as defined above. Unaccompanied youths include young people who have been denied housing by their families, run away from home, and/or been abandoned by parents or guardians.

"Immediate" means without delay.

"Enroll and Enrollment" mean attending school and participating fully in school activities.

"Local or district liaison" is the staff person designated by the district who is responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

Notice

Public notice regarding the educational rights of children and youths identified as homeless as well as who to contact regarding eligibility, will be posted in the district office and in every school in the district, as well as disseminated in other places where children, youths, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies.

School Stability

In determining the best interest of the homeless student, the District shall:

1. Presume that keeping the student in the school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent/guardian, or (in the case of an unaccompanied youth) the student;
2. Consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless students, giving priority to the request of the student's parent/guardian or (in the case of an unaccompanied youth) the student;
3. If, after conducting the best interest determination based on consideration of the above presumptions, the school/district team determines that it is not in student's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied student) the student, provide the student's parent/guardian or the unaccompanied student with a written explanation of the reasons for his or her determination, which will be provided in a manner and form understandable to such parent/guardian, or unaccompanied student, including information regarding the right to appeal under "Disputes", below; and
4. In the case of an unaccompanied student, ensure that the District's liaison designated under "District Liaison," below, assists in placement or enrollment decisions under this subparagraph, gives priority to the views of such unaccompanied student, and provides notice to such student of the right to appeal under "Disputes," below.

Immediate Enrollment

In General: The school selected in accordance with this policy shall immediately enroll the homeless student, even if the student:

- A. Is unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation;
- B. Has missed application or enrollment deadlines during any period of homelessness; or
- C. Has outstanding fees or fines, including fees associated with extracurricular activities.

Relevant Academic Records: The enrolling school shall immediately contact the school last attended by the student to obtain relevant academic and other records.

Relevant Health Records: If the student needs to obtain immunizations or other required health records, the enrolling school shall immediately refer the parent/guardian or the unaccompanied youth to the liaison, who

shall assist in obtaining all necessary immunizations and/or screenings, or other required health records, in accordance with “Records,” below.

Records

Any record ordinarily kept by the school, including immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless student shall be maintained:

1. So that the records involved are available, in a timely fashion, when the student enters a new school or school district; and
2. In a manner consistent with FERPA, applicable Idaho law, and District policy

Student Residency Form

Bliss School District #234 Student Residency Form

PLEASE READ CAREFULLY AND COMPLETE FULLY

No student or family will be discriminated against based upon any of the information provided in this form. The information you provide is confidential. The answers you give will help us determine the services your student may be eligible to receive at under the McKinney-Vento Act.

Student Information

Full Name: _____ Grade: _____ School: _____

Address: _____
Street Address _____ Apartment/Unit # _____

City _____ State _____ ZIP Code _____

Birth Date: _____ Gender: _____ Ethnicity: _____ Phone: _____

Email: _____

Name of Parent/Legal Guardian: _____ Is the student living with their Parent or Legal Guardian? YES ☐ NO ☐

If not living with Parent or Legal Guardian, who is residing in the same location as the student?

Student's current address, if different

Housing

Date this student moved to this address: _____ How long do you expect to be at this address? _____

Do you own or rent your current home/apartment? YES ☐ NO ☐ If no, are you seeking permanent housing? YES ☐ NO ☐

Number of adults over 21 living in the home and relationship to the student:

Number of children under 21 living in this home (including the student)? _____

Name of children (under 21) at this address, ages, relationship to student, and schools they attend (please include all children not yet in school): _____

Siblings at other addresses? _____

of bedrooms in the home? _____

Check all that apply:

- ☐ Doubled up: living with family or friends due to natural disaster, financial hardship or loss of housing.
- ☐ Eviction notice or mortgage foreclosure in the past year.
- ☐ Living without adequate heat, electricity, plumbing or water.
- ☐ Living in a shelter/transitional housing. Name of agency: _____
- ☐ Living in hotel/motel due to lack of other suitable housing. Name of hotel/motel: _____
- ☐ Living on the street, in an abandoned building, in car, campground, or other public place not intended for regular habitation. Please explain: _____

In the past three (3) years, has any one in your household had to move to be a paid laborer in any of the following areas: farming, livestock, or processing agricultural products? YES ☐ NO ☐

Signature

I verify that the information provided above is true and correct.

Printed Name and Relationship of Person Completing the Form _____

Date _____

Signature of Person Completing the Form _____

3005 Homeless Student Dispute Resolution Process

3005.1 Dispute Resolution

If a dispute arises over any issue covered in this policy:

1. A homeless student shall be immediately enrolled to the school of choice of the parent/guardian or unaccompanied youth during the period of dispute resolution, and be allowed to fully participate in all school activities for which the student is otherwise eligible.

2. The district will provide the parent/guardian or unaccompanied youth with a written explanation of the decision regarding eligibility, school selection or enrollment and notice of their right to appeal. Along with the written explanation, the district McKinney-Vento Appeal Packet will be provided - which includes: a copy of their rights, an explanation of the appeal process, and dispute documents. Such notice will be in language the parent, guardian, or unaccompanied youth can understand and will include an appeal form and a summary of the dispute resolution process.
3. The parent/guardian, or unaccompanied youth shall be referred to the district liaison upon being informed of the parent/guardian or students' desire to make an appeal. The liaison shall gather any additional related documents and, submit the dispute packet to the designated district team, who will respond in writing to the parent/guardian or unaccompanied youth within 10 days.
4. If an agreement cannot be reached between the parties regarding the dispute, the district will promptly seek further assistance from the State Coordinator for Homeless Education who will follow the Idaho State Department of Education Dispute Process to review and determine how the student's best interests will be served. All parties will be expeditiously informed of the State's determination in writing and such decision will constitute final resolution of the dispute.

3005.2 District Responsibilities and Services

The schools in this district will develop strategies for meeting the needs of homeless students and eliminating barriers to their attendance at school, including identification, and the provision of appropriate support services

Students experiencing homelessness will be provided services comparable to services offered to other non-homeless students. A student who ceases to be homeless may continue to receive services until the end of the period of time for which the service was originally intended, which may be the end of the school year or the end of a program cycle.

Services provided to homeless students include:

- Public preschool programs; e.g., Head Start
- Title IA services
- Educational services for which the student meets eligibility criteria; e.g., special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free Meals

- Transportation

When applying any district policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

A child or youth shall be considered to be in transition or homeless for as long as he or she is in a living situation described above and for the remainder of the school year in which they find permanent housing. Homeless children and youth will be annually evaluated by the liaison to determine if they are still living in eligible living situation and eligible for McKinney-Vento related services and supports.

3005.3 Transportation

Parents, guardians, and unaccompanied youths will be informed of the right to transportation before they select a school for attendance. At the request of a parent, guardian, or unaccompanied youth, transportation will be provided to and from the school of origin. Transportation will be provided for the entire time the student has a right to attend that school, including during pending disputes.

It is this district's policy that inter-district disputes will not result in a homeless student missing school. If such a dispute arises, the district will arrange transportation and immediately bring the matter to the attention of the State Coordinator for Homeless Education.

3005.4 Free Meals

Any child identified as homeless by the local liaison automatically qualifies for free school meals in the National School Lunch and School Breakfast Programs. They do not have to complete an application. The local liaison or shelter director will create a list of students who are eligible for free meals, note the effective eligibility dates, sign the form, and give it to the school nutrition program office for immediate processing.

A homeless student who is declared eligible for free meals remains eligible for the rest of the school year, even if the student's homeless status changes.

3005.5 PreSchool

The district will ensure that children identified as homeless receive priority enrollment in preschool programs operated by the district, including exempting homeless children from waiting lists. Homeless children with disabilities will be referred for preschool services under the Individuals with Disabilities Education Act (IDEA).

3005.6 Title I, Part A

The District shall reserve a portion of Title IA funding to provide educationally related support services to homeless children and youths regardless of whether they attend a Title I school. In addition the District may use this reservation to provide regular Title I services to homeless students attending non-Title I schools, as well as to provide homeless students with services not ordinarily provided to Title I students, regardless of whether the homeless students attend Title I or non-Title I schools. The District bases the reservation on its total allocation prior to any other allowable expenditures or transfer of funds.

3005.7 Local Homeless Education Liaison

The superintendent or designee will designate a local liaison for homeless children and youths and their families. The local liaison will serve as one of the primary contacts between homeless families and school staff, district personnel, and other service providers.

The responsibilities of the liaison include, but are not limited to, ensuring:

1. All homeless children and youths in and out of school are identified by school personnel through coordination with other entities and agencies.
2. Ensure that all district personnel receive annual professional development training and other support related to the McKinney-Vento Act.
3. All homeless children and youths enroll in and have a full and equal opportunity to succeed as non-homeless students ~~in schools~~ in the district.
4. Homeless families, children, and youths receive educational services for which they are eligible, including services through Head Start, programs (including Early Head Start programs), early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by the District;
5. The parents/guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in that education.
6. Parents, guardians, and unaccompanied youths are informed and assisted in accessing transportation services, including transportation to the school of origin or to the selected school.
7. Eligibility, school selection, or enrollment disputes are mediated in accordance with the “Dispute Resolution” section, above;

3005.8 Enrollment

8. Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents/guardians of such students, and unaccompanied students including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents/guardians of homeless students and unaccompanied students;
9. All homeless families, children and youth receive referrals to health, dental, mental health, housing, substance abuse, and other appropriate services.
10. Unaccompanied Homeless Youth:
 - Are enrolled in school;
 - Have opportunities to meet the same challenging state academic standards as the State established for other students;
 - Are provided with college and career counseling; and
 - Are informed of their status as independent students under 20 USC § 1087vv(d), and that such student may obtain assistance from the District Liaison to obtain verification of such status for purposed of the Free Application for Federal Student Aid (FAFSA).

3005.9 Local and State Coordination

The local liaison will coordinate and collaborate with the Idaho State Coordinator for Homeless Education, as well as community and school personnel who are responsible to provide education and related services to homeless students. These shall include public and private service providers in the community, housing and placement agencies, the district transportation department, local liaisons in neighboring districts, and other organizations and agencies as needed and appropriate to provide more effective and comprehensive services to homeless children and youth and their families. Such coordination shall include collecting and providing to the State Coordinator the reliable, valid, and comprehensive data need to meet the requirements of 42 USC § 11432(f)(1) and (3).

3005.10 Determining Homeless Status

The District's Liaison who receives training provided by the Idaho State Office of the Coordinator for Education of Homeless Children and Youths may authorize a homeless student who is eligible for and participating in a program provided by the District, or the immediate family of such student, who otherwise meets the eligibility requirements Federal Housing Assistance (see 42 USC §§ 11360 *et. seq.*), to do so without approval or other agency action by or on behalf of the Department of Housing and Urban Development.

POLICY REVIEW

The district will review and revise any policies that may act as barriers to the enrollment of homeless children and youths in schools. In reviewing and revising such policies, consideration will be given to issues

concerning transportation, immunization, residency, birth certificates, school records and other documentation, guardianship, and accepting/granting partial credit for completed coursework. Special attention will be given to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school.



LEGAL REFERENCE:

Idaho Code Section 33-1404

McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§11432 (2017).

Elementary & Secondary Act - Title I, Part A of the Every Student Succeeds Act, 20 U.S.C § 6301 *et seq.*, reauthorized in 2015.

Individuals with Disabilities Education Act, 20 U.S.C. § 1400 *et seq.* (2004).

Child Nutrition and WIC Reauthorization Act of 2004, P.L. 108-265 (2004).

Improving Head Start for School Readiness Act of 2007, P.L 110-134 (2007)

Strengthening Career and Technical Education for the 21st Century Act (Perkins V), 20 U.S.C § 2031, 2032, 2322, 2323 (2018)

Policy History:

Adopted: January 11, 2021

3006 Migrant Education

The Board establishes a program to address the needs and provide the appropriate services to migrant students attending the Bliss School District. The Bliss School District's program for migrant students shall include procedures to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Ensure students have the appropriate educational opportunities to meet the same academic standards required of all students.
3. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, and elective classes.
4. Provide parents an opportunity for meaningful participation in the program.

5. Provide advocacy and outreach programs for migrant students and their families.
6. Provide professional development for district staff as needed.

The district shall provide materials to parents regarding their role in improving the academic achievement of their child. The Superintendent or designee shall develop procedures to notify and involve parents in the development, implementation, and evaluation of the district's program for migrant students.

Policy History:

Adopted: December 13, 2013

Revised on:

3007 FERPA Annual Notice of Rights

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

These rights are:

1. The right to inspect and review the student's education records within forty-five (45) days of the day the district receives a request for access.

Parents or eligible students should submit to *[school official]* a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the district to amend a record should submit a written request to *[school official]*, clearly identify the part of the record they want changed, and specify why it should be changed. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to privacy of personally identifiable information (PII) in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational 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 school board; a person or company with whom the district has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing 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 his or her professional responsibility.

Pursuant to Idaho Code §33-209, upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. Consistent with Idaho law, school records containing information concerning violent or disruptive behavior or disciplinary action involving the student (including suspension and expulsion) are included in the information provided to a requesting district, provided that any such records will be contained in a sealed envelope marked to indicate the confidential nature of the contents and addressed to the principal or other administrative official of the school. **[NOTE: This section is optional; however, FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]**

4. 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, address and phone number of the office that administers FERPA:

Student Privacy Policy Office
U.S. Department of Education 400
Maryland Avenue, SW Washington, DC
20202-5920
1-800-USA-LEARN (1-800-872-5327)

FERPA permits the disclosure of personally identifiable information (PII) from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in 34 C.F.R. §99.31 (FERPA regulations). Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, 34 C.F.R.

§99.32 requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests, including, but not limited to, contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions.
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.

To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as the Idaho State Department of Education. Disclosures under this provision may be made in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs.

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by state law that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released.
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as "directory information".

Policy History:

Adopted on: January 11, 2021

Revised on:

3120 Military Recruiter Policy

Directory Information

Directory information is information in a student record which is not generally considered harmful or an invasion of privacy if released. Directory information can be released to the public through appropriate procedures. The following categories of information about students are designated as directory information in this district:

- *Student's name*

- Student's phone number
- Student's address

Directory information may be released without prior consent after the district gives annual notice to parents of students or guardians, or students 18 years of age or older or emancipated students. The notice shall identify the types of information considered to be directory information and the district's option to release such information and the requirement that the district must, by law, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or guardians or eligible students request the district withhold this information.

Exclusions from any or all directory categories named as directory information, or release of information to institutions of higher education must be submitted in writing to the principal by the parent or guardian, student over 18 or emancipated student within 15 days of annual public notice. For exclusion from release of information to military recruiters, the parent, guardian, or student over 18 must return the attached "Military Recruiter Opt Out Form" to the school principal.

Directory information shall be released only with administrative direction. Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

Policy History:

Adopted: December 13, 2013

Revised on:

3125 Positive Time Reporting

Bliss School District #234 Positive Time Reporting Policy

Federal Time Reporting

*Many programs administered by Bliss School District #234 are funded through federal sources and are obligated to meet federal guidelines in order to qualify. If federal funds are used for an employee's salary, the employee is required to record time spent working on a federal program on their timesheet as hours worked through means of "positive time reporting". "Positive time reporting" is recording the **actual** time spent working on a set of activities which are applicable and allowable under the terms and conditions of the funding source.*

Any vacation, sick leave, compensatory time taken, holiday pay, or other non-worked pay will be distributed according to the default index(es) assigned to the employee's position.

A quarterly review and reconciliation will be performed by Accounting to ensure time is being charged appropriately.

Employee Responsibility

Employees are responsible to correctly charge actual time worked to the appropriate funding source(s) associated with any federal programs. Employees will work with their supervisor and/or SDE Accounting staff to determine correct index(es) to use on their timesheet.

Program Coordinator/Director Responsibility

The Program Coordinator or Director will discuss program needs with their Supervisor. Coordinators/Directors will closely monitor activities, expenses and revenue of their program and report any deficiencies to their Supervisor and Accounting. It is the responsibility of the Program Coordinator/Director/or designee to inform Accounting when a funding source has been exhausted, and if a new index code needs to be established due to rollover into new fiscal year funds or the award of an entirely new federal grant.

Policy History:

Adopted: December 13, 2013

Revised on:

3570 Student Records

School student records are confidential, and information from them shall not be released other than as provided by law. State and federal laws grant students and parents certain rights, 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 the school not to release this information.

The Superintendent shall implement this policy and State and federal law with administrative procedures.

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.

Policy History:

Adopted on: October 11, 2010

Revised on:

3570P Maintenance of Student Records

The District shall maintain a record for each student that shall contain information, including but not limited to the following:

- basic identifying information
- academic transcripts
- immunization records
- attendance records
- intelligence and aptitude scores
- psychological reports
- achievement test results
- participation in extracurricular activities
- honors and awards
- teacher anecdotal records
- verified reports or information from non-educational persons
- verified information of clear relevance to the student's education
- information pertaining to release of this record
- disciplinary information

Information in student files shall be maintained for a period of ____ years after a student graduates or permanently leaves the District. Records which may be of continued assistance to a student with disabilities who graduates or permanently withdraws from the District, may, after five (5) years, be transferred to the parents or to the student if the student has succeeded to the rights of the parents.

The building principal 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.

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 document.
2. The parents of a student under eighteen (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 fifteen (15) days of the District's receipt of such a request.

Where the parents 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 parents at either one's request, unless a court order indicates otherwise:

- 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, or enters military service, all rights and privileges accorded to the parent become exclusively those of the student.

Access shall not be granted to the parent 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 right of access, after being

advised of his or her 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 of 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. 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 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.
5. The District shall grant access to or release information from a student's records pursuant to a court order, provided that the parent shall be given prompt written notice, upon receipt of such order, of its terms, the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents.
6. The District shall grant access to or release information from any student record as specifically required by federal or state statute.
7. The District shall grant access to or release information from student records to any person possessing a written, dated consent, signed by the parent 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 (1) copy of the consent form will be kept in the records, and one (1) copy shall be mailed to the parent or eligible student by the Superintendent. Whenever the District requests the consent to release certain records, the records custodian shall inform the parent or eligible student of the right to limit such consent to specific portions of information in the records.
8. 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.

9. Prior to the release of any records or information under items 5, 6, 7, and 8 above, the District shall provide prompt written notice to the parents or eligible student of this intended action. 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.
10. 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. The District shall notify the parents or eligible student as soon as possible of the information released, the date of the release, the person, agency or organization to whom the release was made, and the purpose of the release.
11. The District may disclose, without parental consent, student records or information to the youth court and law enforcement authorities pertaining to violations of the Idaho Youth Court Act or criminal laws by the student.
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 charges a nominal fee for copying information in the student's records. No parent or student shall be precluded from copying information because of financial hardship.*
14. A record 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 record shall be maintained for the life of the student record and shall be accessible only to the parent or eligible student, records custodian, or other person. The record 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 obtaining the release or access.

- d. The date of the release or grant of access.
- e. A copy of any consent to such release.

Directory Information

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

name

address

gender

grade level

birth date and place

parents'/guardians' names and addresses

academic awards, degrees, and honors

information in relation to school-sponsored activities, organizations, and athletics

major field of study

period of attendance in school

The notification to parents 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 parents and students concerning school records will inform them of their right to object to the release of this information.

Student Record Challenges

The parents may challenge the accuracy, relevancy or propriety of the records, except (1) grades, and (2) 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:

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

The parents 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.

Policy History:

Adopted on: October 11, 2010

3270 Acceptable Computer Network Use Policy

District-Provided Access to Electronic Information, Services, and Networks

General

Internet access and interconnected computer systems are available to the District's students and faculty. Electronic networks, including the Internet, are a part of the District's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.

In order for the District to be able to continue to make its computer network and Internet access available, all students must take responsibility for appropriate and lawful use this access. Students utilizing school-provided Internet access are responsible for good behavior on-line. The same general rules for behavior apply to students' use of District-provided computer systems. Students must understand that one student's misuse of the network and Internet access may jeopardize the ability of all students to enjoy such access. While the District's teachers and other staff will make reasonable efforts to supervise use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

Curriculum

The use of the District's electronic networks shall be consistent with the curriculum adopted by the District, as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and shall comply with the selection criteria for instructional materials and library-media center materials. Staff members may, consistent with the District's educational goals, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Uses:

1. **Educational Purposes Only.** All use of the District's electronic network must be (1) in support of education and/or research, and in furtherance of the District's stated educational goals; or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any materials that are stored, transmitted, or received via the District's electronic network or District computers. The District reserves the right to monitor, inspect, copy, review and store, at any time and without prior notice, any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage.
2. **Unacceptable Uses of Network.** The following are considered unacceptable uses and constitute a violation of this policy:
 - A. Uses that violate the law or encourage others to violate the law, including but not limited to transmitting offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by the District's student discipline policy; viewing, transmitting or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.

- B. Uses that cause harm to others or damage to their property, including but not limited to engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating, or otherwise using his/her access to the network or the Internet; uploading a worm, virus, other harmful form of programming or vandalism; participating in "hacking" activities or any form of unauthorized access to other computers, networks, or other information.
- C. Uses that jeopardize the security of student access and of the computer network or other networks on the Internet.
- D. Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. Students and others should not give information to others, including credit card numbers and social security numbers.
- E. Students are prohibited from using e-mail; this includes District e-mail accessed through a web browser. E-mail access may be given to students on a case-by-case basis (e.g., foreign exchange students keeping in contact with home). Students are prohibited from joining chat rooms, unless it is a teacher-sponsored activity.

Internet Safety

Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The school will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or other material that is inappropriate for minors. The Superintendent or designee shall enforce the use of such filtering devices.

The term "harmful to minors" is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]), as meaning any picture, image, graphic image file, or other visual depiction that:

- taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
- taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Internet Filtering

Filtering should only be viewed as one of a number of techniques used to manage student's access to the Internet and encourage acceptable usage. It should not be viewed as a foolproof approach to preventing

access to material considered inappropriate or harmful to minors. Anything that falls under at least one of the categories below shall be blocked/filtered. This list will be updated/modified as required.

- Nudity/ pornography – prevailing U.S. standards for nudity, provocative semi-nudity, sites which contain pornography or links to pornographic sites
- Sexuality – sites which contain material of a mature level, images or descriptions of sexual aids, descriptions of sexual acts or techniques, sites which contain inappropriate personal ads
- Violence – sites which promote violence, images or description of graphically violent acts, graphic autopsy or crime-scene images
- Crime – information of performing criminal acts (e.g., drug or bomb making, computer hacking), illegal file archives (e.g., software piracy)
- Drug Use – sites which promote the use of illegal drugs, material advocating the use of illegal drugs (e.g. marijuana, LSD) or abuse of any drug. Exception: material with valid-educational use
- Tastelessness – images or descriptions of excretory acts (e.g., vomiting, urinating), graphic medical images outside of a medical context
- Language/Profanity – passages/words too coarse to be softened by the word filter, profanity within images/sounds/multimedia files, adult humor
- Discrimination/Intolerance – Material advocating discrimination (e.g., racial or religious intolerance), sites which promote intolerance, hate or discrimination
- Interactive Mail/Chat – sites which contain or allow inappropriate email correspondence, sites which contain or allow inappropriate chat areas
- Inappropriate Banners – advertisements containing inappropriate images or words
- Gambling – sites which allow or promote online gambling
- Weapons – sites which promote illegal weapons, sites which promote the use of illegal weapons
- Body Modification – sites containing content on tattooing, branding, cutting, etc.
- Judgment Calls – whether a page is likely to have more questionable material in the future (e.g., sites under construction whose names indicate questionable material)

Filtering should also be used in conjunction with:

- Educating students to be “Net-smart;”
- Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
- Using “Acceptable Use Agreements;”
- Using behavior management practices for which Internet access privileges can be earned or lost; and
- Appropriate supervision, either in person and/or electronically.

The system administrator and/or building principal shall monitor student Internet access.

Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students age 18 and older.

Confidentiality of Student Information

Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student himself/herself. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and social security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.

Internet Access Conduct Agreements

Each student and his/her parent(s)/legal guardian(s) will be required to sign and return to the school at the beginning of each school year the Internet Access Conduct Agreement prior to having access to the District's computer system and/or Internet Service.

Warranties/Indemnification

The District makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this policy. The District is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. The District will not be responsible for any unauthorized charges or fees resulting from access to the Internet, and any user is fully responsible to the District and shall indemnify and hold the District, its trustees, administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from such user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user's parent(s)/legal guardian(s) agrees to cooperate with the District in the event of the school's initiating an investigation of a user's use of his/her access to its computer network and the Internet.

Violations

If any user violates this policy, the student's access will be denied, if not already provided, or withdrawn and he/she may be subject to additional disciplinary action. The system administrator and/or the building principal will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with his/her/their decision being final.

Policy History:

Adopted on:

Revised on

3270P Internet Access Conduct Agreement

Every student, regardless of age, must read and sign below:

I have read, understand, and agree to abide by the terms of the _____ School District's policy regarding District-provided Access to Electronic Information, Services, and Networks (Policy No. 704). Should I commit any violation or in any way misuse my access to the District's computer network and/or the Internet, I understand and agree that my access privilege may be revoked and school disciplinary action may be taken against me.

User's Name (Print) _____ Home Phone: _____

User's Signature: _____ Date: _____

Address: _____

Status: Student _____ Staff _____ Patron _____ I am 18 or older _____ I am under 18 _____

If I am signing this policy when I am under 18, I understand that when I turn 18, this policy will continue to be in full force and effect and agree to abide by this policy.

Parent or Legal Guardian. (If applicant is under 18 years of age, a parent/legal guardian must also read and sign this agreement.) As the parent or legal guardian of the above named-student, I have read, understand and agree that my child shall comply with the terms of the District's policy regarding District-Provided Access to Electronic Information, Services and Networks for the student's access to the District's computer network and/or the Internet. I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for the school to restrict access to all offensive and controversial materials and understand my child's responsibility for abiding by the policy. I am, therefore, signing this Agreement and agree to indemnify and hold harmless the District, the Trustees, Administrators, teachers and other staff against all claims, damages, losses, and costs, of whatever kind, that may result from my child's use of his/her access to such networks or his/her violation of the District's policy. Further, I accept full responsibility for supervision of my child's use of his/her access account if and when such access is not in the school setting. I hereby give my child permission to use the building-approved account to access the District's computer network and the Internet.

Parent / Legal Guardian (Print): _____

Signature: _____

Home Phone: _____ Address: _____

Date: _____

This Agreement is valid for the _____ school year only.

Acceptable Use of Electronic Networks

All use of electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or proscribed behaviors by users. However, some specific examples are provided. **The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.**

Terms and Conditions

1. Acceptable Use – Access to the District's electronic networks must be: (a) for the purpose of education or research and consistent with the educational objectives of the District; or (b) for legitimate business use.
2. Privileges – The use of the District's electronic networks is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator (and/or building

principal) will make all decisions regarding whether or not a user has violated these procedures, and may deny, revoke, or suspend access at any time. His or her decision is final.

3. Unacceptable Use – The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

- a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any U.S. or state law;
- b. Unauthorized downloading of software, regardless of whether it is copyrighted or devirused;
- c. Downloading copyrighted material for other than personal use;
- d. Using the network for private financial or commercial gain;
- e. Wastefully using resources, such as file space;
- f. Hacking or gaining unauthorized access to files, resources, or entities;
- g. Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information of a personal nature about anyone;
- h. Using another user's account or password;
- i. Posting material authored or created by another, without his/her consent;
- j. Posting anonymous messages;
- k. Using the network for commercial or private advertising;
- l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
- m. Using the network while access privileges are suspended or revoked.

4. Network Etiquette – The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- a. Be polite. Do not become abusive in messages to others.
- b. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.
- c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
- d. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- e. Do not use the network in any way that would disrupt its use by other users.
- f. Consider all communications and information accessible via the network to be private property.

5. No Warranties – The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

6. Indemnification – The user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District, relating to or arising out of any violation of these procedures.
7. Security – Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.
8. Vandalism – Vandalism will result in cancellation of privileges, and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.
9. Telephone Charges – The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.
10. Copyright Web Publishing Rules – Copyright law and District policy prohibit the republishing of text or graphics found on the Web or on District Websites or file servers, without explicit written permission.
 - a. For each republication (on a Website or file server) of a graphic or text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
 - b. Students and staff engaged in producing Web pages must provide library media specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of “public domain” documents must be provided.
 - c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Website displaying the material may not be considered a source of permission.
 - d. The “fair use” rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
 - e. Student work may only be published if there is written permission from both the parent/guardian and the student.
11. Use of Electronic Mail.

- a. The District's electronic mail system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides e-mail to aid students and staff members in fulfilling their duties and responsibilities and as an education tool.
- b. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.
- c. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
- d. Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet "domain." This domain name is a registered domain name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of this District. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
- e. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited, unless the user is certain of that message's authenticity and the nature of the file so transmitted.
- f. Use of the District's electronic mail system constitutes consent to these regulations.

Internet Safety

1. Internet access is limited to only those "acceptable uses," as detailed in these procedures. Internet safety is almost assured if users will not engage in "unacceptable uses," as detailed in these procedures, and will otherwise follow these procedures.
2. Staff members shall supervise students while students are using District Internet access, to ensure that the students abide by the Terms and Conditions for Internet access, as contained in these procedures.
3. Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene; (2) pornographic; or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.
4. The system administrator and building principals shall monitor student Internet access.

Legal Reference: Children's Internet Protection Act, P.L. 106-55420 U.S.C. § 6801, et seq.
47 U.S.C. § 254(h) and (l)

Procedure History:

5000 PERSONNEL

5001 Guiding Principles and Duties

The goal of the Board of Trustees of Bliss School District is to provide an educational program of the highest possible standards. Success in attaining this goal is dependent in large measure upon the competency and initiative of the professional staff who present the instructional program of the school. The Board and Administration will encourage and support those professional staff who contribute the extra effort necessary to present a superior instructional program in their area of expertise.

5002 Selection of Personnel for Certified Positions

It is the practice of the Bliss School District Board of Trustees to hire the best qualified applicant for a position.

5002.1 Open Positions

Vacancies will be advertised through the placement offices of the Idaho Universities/Colleges and other teacher education agencies and through the classified sections of the local newspapers.

5002.2 Qualifications and Certification

Qualifications for a teaching position within the Bliss School District include Idaho Certification within the area of teaching emphasis, a college record reflecting intelligence and initiative, a work record reflecting dependability and cooperativeness, and a personal history of good moral and civil

behavior. Previous teaching experience is preferred. Applications from within the District shall be given consideration with other applications.

Applicants will be evaluated upon their professional and personal merits without regard to their age, race, religion, national origin, sex, non-related handicap, or marital status.

5002.3 Criminal History / Background Checks (Adopted 12/15/2008)

General

It is the policy of the District not to employ or to continue the employment of classified, professional or administrative personnel who may be deemed unsuited for service by reason of arrest and/or criminal conviction. While an arrest or conviction of a crime, in and of itself, may not be an automatic bar to employment, if an arrest or conviction relates to suitability of the individual to perform duties in a particular position, such person may be denied employment or in the case of current employees, may face disciplinary action, up to and including termination.

It is the policy of this District to perform criminal history checks as required by Idaho law and to perform other types of background checks on employees or volunteers including, but not limited to:

1. Contacting prior employers for references;
2. Contacting personal references; and/or
3. Contacting other persons who, in the discretion of the District, could provide valuable information to the District.

Where a prior conviction is discovered, the District will consider the nature of the offense, the date of the offense, and the relationship between the offense and the position for which application is sought, or the person is employed. Any individual convicted of a felony offense listed in I.C. § 33-1208(2) shall not be hired.

If an applicant or employee makes any misrepresentation or willful omissions of fact regarding prior criminal history, such misrepresentation or omission shall be sufficient cause for disqualification of the applicant or termination of employment.

Initial Hires

In order to protect the health, safety and welfare of the students of the District, Idaho law requires the following employees hired on or after July 1, 2008 to be subject to criminal history checks. The list included but is not limited to:

- (1) Certificated and noncertificated employees;
- (2) All applicants for certificates;
- (3) Substitute staff;
- (4) Individuals involved in other types of student training such as practicum's and internships; and
- (5) All individuals who have unsupervised contact with students.

A criminal history check shall be based on a complete ten (10) finger fingerprint card or scan and include, at a minimum, the following:

- (1) Idaho bureau of criminal identification;
- (2) Federal Bureau of Investigation (FBI) criminal history check; and
- (3) Statewide sex offender register.

Employees will be required to undergo a criminal history check within five (5) days of starting employment or unsupervised contact with students, whichever is sooner.

The fee charged to an employee shall be forty dollars (\$40.00). All criminal history check records will be kept on file at the state department of education. A copy of the records will be given to the employee upon request.

5003 Conditions of Employment for Certified Positions

To qualify for employment, each teacher or administrator must have, and maintain during the entire school year a valid Idaho teaching/administrative certificate on file in the District Office at

the beginning of the school year. Salary will be withheld if the certificates is not on file by September 10 of the given year. If at any time the teacher/administrator's certification lapses, is revoked, or suspended, the certificated employee may be subjected to action declaring a contract violation and possible action to terminate the employment of the individual with the District.

Policy History:

Adopted: 12/15/2008

Revised on: 01/09/2017

5003.1 Category of Contracts

For further explanation please refer to Idaho Code 33-514 and 33-515 in the district office.

Category 1 Certificated Employees—Those certificated personnel hired on a limited one-year contract as provided in I.C. § 33-514A shall not be subject to the evaluation process.

Category 2 Certificated Employees—A “category 2” certificated employee as defined in I.C. § 33-514, shall be evaluated at least two (2) times during the contract year, with the first evaluation to be completed before the end of 1st semester.

Category 3 Certificated Employees—A “category 3” certificated employee as defined in I.C. §33-514, shall be evaluated at least two (2) times during the contract year, with the first evaluation to be completed before the end of 1st semester or prior to the beginning of the second semester of the school year, whichever is earlier.

Renewable Contract—Renewable contract employees as defined in I.C. § 33-515, shall be evaluated at least once annually.

5003.2 Category 1 and 2 Annual Contracts (Non-Renewable) Idaho Code 33-514

To comply with Idaho Code 33-514, all employees who have not received continuing contract status a **category three (3) contract** as provided for in Idaho Code 33-515 will receive at least one (1) evaluation prior to the beginning of the second semester of the school year and the results of any such evaluation shall be made a matter of record in the employee's personnel file. When any such employee's work is found to be unsatisfactory a reasonable period of probation shall be established by the board after which action shall be taken by the board as to whether the employee is to be retained, immediately discharged, discharged upon termination of the current contract or re-employed at the end of the contract term under a continued probationary status. A decision to place certificated personnel on probationary status may be made in executive session and the employee shall not be named in the minutes of the meeting. A record of the decision shall be placed in the employee's personnel file. This procedure shall not preclude recognition of unsatisfactory work at a subsequent evaluation and the establishment of a reasonable period of probation. In all instances, the employee shall be duly notified in writing of the areas of work which are deficient, including the conditions of probation. Notice will be given to the employee no later than the fifteenth day of June whether he or she will be employed in the district for the next ensuing year. If the board of trustees has decided not to re-employ the certificated employee, then the notice must contain a statement of reasons for such decision and the employee shall, upon request, be given the opportunity for an informal review of such decision by the board of trustees.

5003.3 Category 3 Annual Contracts (Renewable) Idaho Code 33-515

The performance of each certificated employee receiving a **category 3 renewable** contract (4th year) will be evaluated at least once annually. Except as otherwise provided, that person shall have the right to automatic renewal of contract by giving notice, in writing, of acceptance of renewal.

Before a board of trustees can determine not to renew for reasons of an unsatisfactory report of the performance of any certificated person whose contract would otherwise be automatically renewed, or to renew the contract of any such person at a reduced salary, such person shall be entitled to a reasonable period of probation. This period of

probation shall be preceded by a written notice from the board of trustees with reasons for such probationary period and with provisions for adequate supervision and evaluation of the person's performance during the probationary period.

5003.4 Retired Contracts

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

Policy History:

Adopted on: 12/15/2008

Revised on: 01/09/2017

5004 Evaluation of Certificated Personnel

The District has a firm commitment to performance evaluation of District personnel, whatever their category and level, through the medium of a formalized 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 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 non-instructional and certificated pupil instructional personnel in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible.

Each certificated staff member shall receive at least one written evaluation to be completed by no later than June 1st 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. The evaluation of certificated personnel shall annually include a minimum of two documented observations, one of which shall be completed prior to January 1st. 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.

5004.1 Objectives

The formal performance evaluation system is designed to:

1. Maintain or improve each employee's job satisfaction and morale by letting him or her know that the supervisor is interested in 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;
6. Provide an opportunity for each employee to discuss job problems and interests with 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.

5004.2 Responsibility

The Superintendent or his or her designee shall have the overall responsibility for the administration and monitoring of the Performance Evaluation 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 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 three rankings used to differentiate performance of certificate holders including: unsatisfactory being equal to a rating of 1; basic being equal to a rating of 2; and proficient being equal to a rating of 3.

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 1st of each year;
2. Holding periodic counseling sessions with each employee to discuss job performance;
3. Completing Performance Evaluations as required; and
4. Completing training on the District's Performance Evaluation Program.

5004.3 Written Evaluation

A written evaluation will be completed for each certificated employee. A copy will be given to the employee. The original will be retained by the Immediate Supervisor. The evaluation should be reviewed annually and 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.

5004.4 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 1st. 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: 67% of the evaluation of certificated 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: The District has chosen input received from parents/guardians or from students as its measure(s) to inform the Professional Practice portion. The Board shall determine the manner and weight of parental input, student input, and/or portfolios on the evaluation.

Student Achievement: Instructional staff evaluations must include 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 staff evaluations must include measurable student achievement or student success indicators, as defined in Section 33- 1001, Idaho Code, as applicable to the position. This portion of the evaluation may be calculated using current and/or past year's data and may use one or multiple years of data.

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:

1. Planning and Preparation
 - Demonstrating Knowledge of Content and Pedagogy;
 - Demonstrating Knowledge of Students;
 - Setting Instructional Outcomes;
 - Demonstrating Knowledge of Resources;
 - Designing Coherent Instruction; and
 - Designing Student Assessments.

2. Classroom Learning Environment
 - Creating an Environment of Respect and Rapport;
 - Establishing a Culture for Learning;
 - Managing Classroom Procedures;
 - Managing Student Behavior; and
 - Organizing Physical Space.
3. Instruction and Use of Assessment
 - Communicating with Students;
 - Using Questioning and Discussion Techniques;
 - Engaging Students in Learning;
 - Using Assessment in Instruction; and
 - Demonstrating Flexibility and Responsiveness.
4. Professional Responsibilities
 - Reflecting on Teaching;
 - Maintaining Accurate Records;
 - Communicating with Families;
 - Participating in a Professional Community;
 - Growing and Developing Professionally; and
 - Showing Professionalism.

5004.5 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 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, 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 he or she desires. Inform the employee that 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 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" to the Superintendent, or the designee, for review. The supervisor will also retain a copy of the completed form.

5004.6 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 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 sealed envelope, marked Personnel-Evaluation. The supervisor will also retain a copy of the completed evaluation including any rebuttal/appeal and responses.

5004.7 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.

5004.8 Records

Permanent records of each 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.

5004.9 Reporting

Any subsequent changes to the District's evaluation 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.

<i>Legal Reference:</i>	<i>I.C. § 33-514</i>	<i>Issuance of Annual Contracts – Support Programs – Categories of Contracts – Optional Placement – Written Evaluation</i>
	<i>I.C. § 33-515</i>	<i>Issuance of Renewable Contracts</i>
	<i>I.C. § 33-518</i>	<i>Employee Personnel Files</i>
	<i>I.C. § 33-1001</i>	<i>Definitions</i>
	<i>IDAPA 08.02.02.120</i>	<i>Local District Evaluation Policy</i>

Policy History:

Adopted on:

Revised on:

PERSONNEL RECORDS

Permanent records of each certificated personnel evaluation shall be maintained in the employee's personnel file located at the District Office. All evaluation records will be kept confidential within the parameters identified in Federal and State regulations regarding the right to privacy.

The teacher shall see and initial all information as it is placed in their file. They shall, by request, receive copies of all documents in their file. They shall have the right to rebut any information the superintendent/principal desires to place in their file.

Policy History:

Adopted on: 12/15/2008

Revised on: 01/09/2017

5005 Termination, Suspension, Non-Renewal

Category 1 Certificated Employees— Non-renewable Those certificated personnel hired on a limited one-year contract as provided in I.C. § 33-514A shall not be subject to the evaluation process.

Category 2 Certificated Employees—Non-renewable “category 2” certificated employee as defined in I.C. § 33-514, shall be evaluated at least two (2) times during the contract year, with the first evaluation to be completed before January 1 of each year.

Category 3 Certificated Employees—Non-renewable 3rd year A “category 3” certificated employee as defined in I.C. §33-514, shall be evaluated at least two (2) times during the contract year, with the first evaluation to be completed before January 1 of each year or prior to the beginning of the second semester of the school year, whichever is earlier.

Category 3 Certificated Employees—Renewable 4th year A “category 3” certificated employee as defined in I.C. §33-514, shall be evaluated at least two (2) times during the contract year, with the first evaluation to be completed before January 1 of each year or prior to the beginning of the second semester of the school year, whichever is earlier.

Renewable Contract—Renewable contract employees as defined in I.C. § 33-515, shall be evaluated at least one annually.

5005.1 Non-renewable Contract Employees

Category 1 Certificated Employees— Non-renewable Those certificated personnel hired on a limited one-year contract as provided in I.C. § 33-514A shall not be subject to the evaluation process.

Category 2 Certificated Employees—Non-renewable “category 2” certificated employee as defined in I.C. § 33-514, shall be evaluated at least two (2) times during the contract year, with the first evaluation to be completed before January 1 of each year.

Category 3 Certificated Employees—Non-renewable 3rd year A “category 3” certificated employee as defined in I.C. §33-514, shall be evaluated at least two (2) times during the contract year, with the first evaluation to be completed before January 1 of each year or prior to the beginning of the second semester of the school year, whichever is earlier.

Certified employees on **non-renewal** contract shall be notified by June 15. If the District does not wish to offer the employee a contract for the ensuing year.

This process is described in section 403.2 and is not considered to be a termination but simply an action to honor the present contract but not to offer a subsequent one. If the District does not wish to offer the teacher another contract, a statement of reasons for such decision must be given and the teacher must be given the opportunity for an informal review of such decision by the Board of Trustees. This notice may be preceded by a probationary period as described in section 403.4. The District may non-renew a non-renewable contract for any reason except constitutionally non-permissible grounds such as suppression of free speech. In addition, the District may not damage a person's ability to regain employment through publicizing or discussing in public the reasons for non-renewal.

5005.2 Renewable Contract Employees

Category 3 Certificated Employees—Renewable 4th year A “category 3” certificated employee as defined in I.C. §33-514, shall be evaluated at least two (2) times during the contract year, with the first evaluation to be completed before January 1 of each year or prior to the beginning of the second semester of the school year, whichever is earlier.

Renewable Contract—Renewable contract employees as defined in I.C. § 33-515, shall be evaluated at least one annually.

Upon receiving written notice from the superintendent or other duly authorized officer of the school district showing why the contract of any certificated employee whose contract would otherwise be automatically renewed should not be renewed, or that the contract of any such employee should be renewed but at a reduced salary, as provided in section 33-515, Idaho Code, the board of trustees shall give a written notice of possible non-renewal of salary reduction to such employee, along with written notice of the allegations and a hearing to be held before the board. This notice must be given to the affected employee not later than the **twenty- fifth** day of **May** preceding the expiration of the term of the employee's current contract. The hearing shall be scheduled to take place not less than thirty (30) days nor more than forty-five (45) days after the receipt of the notice by the employee. The procedures for the hearing itself and the decision of the board shall be consistent with the other procedures specified in section 33-513, 33-514, 33-515, Idaho Code.

5005.3 During A Contract Term

No certificated employee, except the Superintendent may be discharged **during a contract term** except under the following procedures:

1. Recommendation of discharge by the Superintendent to the board of trustees including written notice specifying the alleged reasons for discharge. No probationary period needs to proceed this recommendation.
2. Written notice by the board to the employee of the recommendation and allegations, along with written notice of a hearing before the board prior to any determination by the board, such hearing to take place in not less than six (6) nor more than twenty-one (21) days.
3. The employee may be represented by legal counsel and/or by a representative of a local or state teacher's association.

A certificated employee may be suspended by the Superintendent for any just and reasonable cause which, if upheld through a hearing of the Board of Trustees, could result in discharge of the employee. The Board of Trustees must then act within 10 days to either provide for a reinstatement or to begin due process procedures which may result in termination or other disciplinary actions against the employee. During the period of suspension, the employee may not appear on the School District property during the regular work day without specific approval of the Superintendent.

5005.4 Causes For Termination During Contract Term

Causes for suspending or terminating a certificated employee during a contract term include continued violation of any lawful rules or regulations of the Board of trustees or the State Board of Education, willful refusal to abide by an administrative order, or any conduct which could constitute grounds for revocation of a teaching certificate including:

1. Gross neglect of duty
2. Incompetency
3. Breach of the Teaching Contract
4. Making any material statement of fact in the application which the applicant knows to be false
5. Revocation or denial of a certificate in another state for any reason constituting grounds for revocation in Idaho
6. Conviction in this or any other state of a crime involving moral turpitude
7. Willful violation of the State professional code and
standard of ethics

A certified employee may also be terminated during a contract term for failure to maintain certification.

5003.6 Release from Contract

A teacher who desires to be released from a present, active contract shall submit in writing a resignation at least thirty (30) days in advance of the desired release date. A teacher may be allowed release provided that a suitable replacement is secured.

Should any certificated employee desire release from the ensuing contract after the first day of July, the board of trustees of any school district, including any specially chartered district, may at its discretion request a hearing before the professional standards commission, alleging that the certificated employee is guilty of unethical or unprofessional practice.

5003.7 Reduction in Force

The Board has the exclusive authority to determine the appropriate number of employees. A reduction of certified employees may occur as a result of, but not be limited to, changes in the education program, staff realignment, changes in the size or nature of the student population, financial situation considerations, or other reasons deemed relevant by the Board.

The Board shall follow the procedure stated in the current collective bargaining agreement when considering a reduction in force. Generally, the reduction in certified employees, other than administrators, will be done through normal attrition if possible. If normal attrition does not meet the necessary reduction in force required, the Board may terminate certified employees.

The Board shall consider performance evaluations, staff needs and other reasons deemed relevant by the Board in order to determine the order of dismissal if it reduces classified staff or discontinues some type of educational service.

5006 Fringe Benefits

5006.1 Payroll Deductions

The legally required payroll deductions are:

1. F.I.C.A. (Social Security) at current legal rate.
2. Federal Income Tax at current legal rate.
3. Public Employees Retirement System contribution.

(for a permanent employee working 20 hours per week or more.)

OPTIONAL PAYROLL DEDUCTIONS:

1. State Income Tax at current legal rate.
2. Insurance – Contact Clerk for
3. Others

5006.2 Workmen's Compensation

All employees are also covered under the State Insurance Fund for Workmen's Compensation. This fund is supported by School District financial contributions. It is requested that all injuries to school employees due to on-the-job accidents be reported to the administrative office immediately. Accident report and claim forms are available in the office of the Clerk of the Board.

Workmen's Compensation Policy.

The District will not automatically and simply defer to a report of industrial accident. The District shall investigate as it deems appropriate to determine (1) whether continuing hazardous conditions exist that need to be eliminated, and (2) whether in fact an accident attributable to the District's working environment did occur as reported. The District may require the employee to authorize the employee's physician to release pertinent medical information to the District or to a physician of the District's choice, should an actual claim be filed against the Workers' Compensation Division which could result in additional fees levied against the District.

5006.3 Family Medical Leave

In accordance with the provisions of the Family Medical Leave Act of 1993, a leave of absence of up to twelve (12) weeks during a twelve-(12)-month period may be granted to an eligible employee for the following reasons: 1) the birth of a child; 2) the placement of a child for adoption or foster care; 3) because of a serious health condition that makes the employee unable

to perform the functions of the job; or 4) to care for the employee's spouse, child or parent with a serious health condition.

An employee is eligible to take FMLA leave if the employee has been employed for at least twelve (12) months, and has worked at least one thousand two hundred fifty (1,250) hours during the twelve (12) months immediately prior to the date when the leave is requested and if there have been at least fifty (50) District employees within seventy-five (75) miles for each working day during twenty (20) or more workweeks in the current or preceding calendar year.

Employees will (not) be required to use appropriate paid leave while on FMLA Leave. Workers Compensation absences will (not) be designated FMLA Leave.

The Board has determined that the twelve-(12)-month period during which an employee may take FMLA leave is: 1) twelve (12) months forward from the date of a particular employee's first FMLA leave

At the discretion of the Superintendent, medical certification may be required to determine FMLA initial or continued eligibility as well as fitness for duty.

Legal Reference: 29 CFR 825, 29 USC 2601, et seq. Family Medical Leave Act --

NOTE: This provision applies to school districts with fifty (50) or more employees. Those districts with less than fifty (50) employees must comply with notice and record retention but are not obligated to provide the leave as a benefit of any employee's employment.

5006.4 Long-Term Illness/Temporary Disability/Maternity Leave

Employees may use sick leave for long-term illness or temporary disability, and upon the expiration of sick leave, the Board may grant eligible employees leave without pay if requested. Medical certification of the long-term illness or temporary disability may be required at the Board's discretion.

Long-term illness or temporary disability shall be construed to include pregnancy, miscarriage, childbirth and recovery therefrom. Maternity leave includes only continuous absence immediately prior to delivery, absence for delivery, and absence for post-delivery recovery, or continuous absence immediately prior to and in the aftermath of miscarriage or other pregnancy-related complications. Such leave shall not exceed six (6) weeks unless prescribed by a physician.

Leave without pay arising out of any long-term illness or temporary disability, including pregnancy, miscarriage, childbirth and recovery therefrom, shall commence only after sick leave has been exhausted. The duration of leaves, extensions, and other benefits for privileges such as

health and long-term illness or temporary disability plans in the event of maternity leave, shall apply under the same conditions as other long-term illness or temporary disability leaves.

Long-Term Illness/Temporary Disability/Maternity Leave

The following procedures will be used when an employee has a long-term illness or temporary disability, including maternity.

1. When any illness or temporarily disabling condition is “prolonged”, an employee will be asked by the administration to produce a written statement from a physician stating that the employee is temporarily disabled and is unable to perform the duties of his/her position until such a time as determined by the release from the doctor.
2. Maternity leave will be treated as any other disability. Generally, unless mandated otherwise by a physician, maternity leave does not exceed six (6) weeks. As a disabling condition, maternity leave is not available to fathers.
3. In the case of any other extended illness, procedures for assessing the probable duration of the temporary disability will vary. The number of days of disability will vary according to different conditions, individual needs and the assessment of individual physicians. Normally, however, the employee should expect to return on the date indicated by the physician unless complications develop which are further certified by a physician.

5006.5 Sick Leave

At the beginning of each new employment year, each School District employee is entitled to one day of sick leave with full pay for each month of service projected for the employment year. The Board of trustees may require proof of illness to protect the District against malingering. The Bliss School District also allows sick leave to be taken for serious illness or death in the immediate family. Note: Immediate family is defined as spouse of the employee, children, father, mother, brother, sister, grandfather, grandmother, grandchild, son-in-law, daughter-in-law, parents-in-law or any person living in the immediate household of the employee.

Sick leave also includes personal or family dental and doctor appointments. Any other absences not covered in this policy manual, including weather related absences, are considered personal leave days. If not used, sick leave is unlimited as long as the employee remains continuously in the service of the same school district or is employed by another school district during the school year immediately following the year of termination from the former district.

Upon an employee's separation from public school employment by retirement, a sum equal to 1/2 the present monetary value of unused sick leave earned by the employee subsequent to July 1, 1976, shall be transferred from the Retirement System's sick leave account to the employee's retirement account to continue to pay premiums for the employee's group health, accident and life insurance programs as may be maintained by the School District.

Absences in excess of the allowed sick leave and personal leave will result in deductions from the following month's paycheck at the rate of 1/190th of the contract amount or other proportionate amount if the employee is contracted to work other than 190 days per year.

Policy History:

Revised on: February 12, 2013

5006.5 Sick Leave Bank

In September of each year, employees may voluntarily donate two days of their personal sick leave (three for twelve-month employees) to a Sick Leave Bank for use by any member during periods of extended, uncompensated absence due to illness or recuperation from an accident. The Sick Leave Bank is administered by a committee of staff members. See appendix--SICK LEAVE BANK.

SICK LEAVE BANK -- Revised October, 1992

INTRODUCTION

"The purpose of the Sick-Leave Bank is to provide assistance to the employee during periods of extended absence due to non-job related injuries resulting from accidents, personal medical emergencies, or by extended or recurring illnesses of the employee, all as verified as necessary by a physician. The Sick-Leave bank is a form of insurance to alleviate the hardships resulting from such employee absence, as stated above, and is not intended as a supplement to the regularly earned sick leave of an employee, such as for a doctor or dental appointment, absence from work due to elective medical conditions, etc."

PROCEDURE

Two days of their personal sick leave will be donated by each employee wishing to belong to the sick leave bank (three by 12-month employees). A further donation of days may be requested by

the Committee if the bank is drawn down below a minimum of 20 days. The Bank will accumulate up to a total of 60 days. Days borrowed from the Sick Leave Bank by any employee must be paid back at a minimum rate of 2 days per year.

The committee will vote on any requests. There must be a two-thirds majority to approve any request. The Committee may grant up to but not more than 20 days of sick leave from the Bank per employee. At the end of that time, a second request will be considered and voted upon by the committee.

In order to draw from the sick bank, all the employee's personal sick days plus personal leave must be exhausted. The Sick Leave Bank is available only after 10 or more days of emergency absence. Also, the employee must be docked 3 days (at daily contract amount x 3) before they can use the sick bank. Each day used will be in full days. These conditions will not apply in cases of maternity leave.

The Sick Leave Bank will be used only in the absence of any other insurance or Workman's Compensation. If the employee receives compensation from other sources, that compensation must be exhausted first. The Sick Leave Bank will be used only after all other salary compensation has been exhausted.

If disability is fully covered by Workman's Compensation, the employee shall not be eligible to secure help from the Sick Leave Bank.

Maternity Leave Clause

After a member has used 15 of their own sick days, they are eligible to apply for a maximum of 15 sick leave bank days. If complications arise, a second request may be made to the sick leave bank committee for the approval/disapproval of additional days.

Sick Leave Bank Committee:

A Sick Leave Bank Committee consisting of three members shall administer the Sick Leave Bank. Individuals wishing to use the Sick Leave Bank shall submit their requests to the Sick Leave Bank Committee, which will determine the eligibility of the requests. A two-thirds majority vote is required for approval of the requests. The individual's use of the Sick Leave Bank must be recorded immediately after approval to keep District's records current.

Use of the Sick Leave Bank:

Use of the Sick Leave Bank is restricted to members only, for use in emergencies. Common short term illness shall not be considered to be an emergency. Use of the Bank is available only after all of the individual's sick leave and personal leave days are exhausted and an emergency continues to exist with the exception of maternity leave. See second "Maternity Leave Clause".

Enrollment

Each regular employee of the District may participate in the Sick Leave Bank. To participate, the employee will contribute two (2) of his/her earned sick leave days as determined by the Sick Leave Bank Committee for two consecutive years. (Three for 12-month employees.) An additional contribution of days may be requested by the Committee as necessary to replenish the Bank. Days donated to the Sick Leave Bank cannot be returned to the employee.

Members may join during the first 30 days after the Bank is established or must wait until September.

After the first enrollment period, all days donated to the Sick Leave Bank should be donated in September of each school year.

BLISS SCHOOL DISTRICT #234
SICK LEAVE BANK
FOR THE SCHOOL YEAR 20__ - 20__

APPLICATION FOR MEMBERSHIP

_____ *I hereby request membership in the Sick Leave Bank*

Name

Date

_____ *I DO NOT wish to be a member in the Sick Leave Bank*

Name

Date

_____ *I hereby request the School District to enroll me in the district paid health insurance program.*

Name

Date

_____ *I DO NOT wish to be included in the district paid health insurance program.*

Name

Date

5006.6 Personal Leave

Bliss School District employees may also be granted up to three days (revised August/89) of personal leave with full pay per year. Such leave may be used for business or personal reasons. Employees must request and have personal leave approved in advance by the Superintendent. Personal leave is not cumulative from year to year. However, personal leave not used will result in additional compensation payable in August at the rate of a substitute's wages.

5006.7 Substitutes

When an employee finds for sickness or other allowable reasons that they must be absent from school, that employee should report the need for a substitute to Designee no later than 7:00 A.M. of the day on which the substitute is needed. No employee is to arrange for a substitute from personal funds. Substitutes will be paid and employed by the School District.

5006.8 Professional Leave

Professional leave to attend approved school business will be granted to each teacher **at the** discretion of the superintendent.

5006.9 Bereavement Leave

The Board of Trustees shall permit leave to employees in case of death in the employee's immediate family. Immediate family is defined as spouse of the employee, children, father, mother, brother, sister, grandfather, grandmother, grandchild, son-in-law, daughter-in-law, parents-in-law or any person living in the immediate household of the employee.

5006.10 Nepotism

The Board of Trustees of Bliss School District #234 is specifically prohibited from contracting with the spouse of any member of the Board.

5006.11 Jury Duty

Personnel will be released from employment for jury duty with no salary deduction but moneys earned from jury duty must be turned over to the district **excluding travel expenses**.

5006.12 Military Service

An employee will be given a leave of absence when called for military service. Upon completion of military service the employee shall be returned to an equal position with experience credit and salary adjustments. Voluntary enlistment in military service shall not constitute leave of absence authorization.

5007 Duty Hours

Teachers are to be on duty 30 minutes prior and after school, Monday through Thursday, for the purposes of class instruction, consultation with students and parents, and class preparation. On Friday teachers can leave after buses have departed. It will also be necessary from time to time for teachers to remain past the regular scheduled hours for faculty meetings, curriculum meetings or the completion of other duties. Certain other duties may also require weekend or evening work.

5008 Additional Duties

Teachers' duties include hall and playground supervision, noon duty and bus duty. School duty rosters will be prepared by the Superintendent/Principal or designee. Such supervision is to be active and positive. Play ground cannot be supervised from the classroom. Do not permit dangerous games or stunts on the playground or on playground equipment. Teacher supervision applies to all students not just the teacher's own classes.

(NOTE: visible duty person in the halls--no students in the gym.)

Each teacher at the secondary level will have activity assignments. Class assigned advisor follows class through the senior year.

5009 Employee Grievances

The majority of conflicts between employees and the district should be handled on an informal basis at the school administrative levels. However, should an employee not be satisfied with the result of his or her informal pursuit of a complaint, the employee can initiate a grievance in

written form with supporting documentation for presentation to the board of trustees. The board of trustees is the highest level for grievance appeal.

5010 Grievance Policy

Staff Complaints And Grievances

It is the Board's desire that administrative procedures for settling staff complaints and grievances be an orderly process within which solutions may be pursued. Further, that the procedure provide prompt and equitable resolution at the lowest possible administrative level. Additionally, it is the Board's desire that each employee be assured an opportunity for orderly presentation and review of complaints without fear of reprisal.

Grievance Procedure

All staff should use this grievance procedure if they believe that the Board, its employees or agents have violated their rights guaranteed by the State or federal constitution, State or federal statute, or Board policy.

The District will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

Level 1: Informal

A staff member with a complaint is encouraged to first discuss it with the teacher, counselor, or building administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first line administrator that is not involved in the alleged harassment.

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the principal shall turn the complaint over to the Superintendent. The statement of grievance must be in writing and include times, dates, places and circumstances surrounding the allegation(s). The names of witnesses, if any, should be included in this statement.

The Superintendent will complete the investigation and write a report within thirty (30) days after receipt of the written grievance. The Superintendent may hire an outside investigator if necessary. The Superintendent will write a recommendation to be implemented.

If either party is not satisfied with the decision of the Superintendent, the Board is the next avenue for appeal. A written appeal must be submitted to the Board within fifteen (15) days of receiving the Superintendent's decision. The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the Superintendent to the Board bears the burden of proving a failure to follow Board policy.

The District will maintain a complete written record of each complaint, the manner in which it was investigated, and the manner in which it was resolved. Such records will be maintained pursuant to the District's record retention policy unless circumstances dictate that the file should be retained for a longer period of time. Written records, to the extent appropriate, will be maintained in a confidential manner in any affected employee's personnel file.

Level 2: The Board

Upon receipt of a written appeal of the decision of the Superintendent, and assuming the individual alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final.

5011 Outside Employment

There is no objection to outside employment of teachers so long as it does not interfere with the employee's performance of duties and responsibilities as a teacher and does not infringe upon the school day. Outside employment shall be such that the teacher is not subject to criticism by school patrons.

5012 Relations to Professional Staff

The relationship of certificated and non-certificated employees should be that of partners working together to provide the best possible learning situation for the students of this School District.

5013 Code of Ethics

This version of the Code of Ethics for Idaho Professional Educators was developed by the Professional Standards Commission in September, 2003; approved by the Idaho State Board of Education in November, 2003; and approved by the Idaho legislature in March, 2004. (IDAPA 08.02.02.076)

The Idaho Code of Ethics consists of Ten (10) Principles. Below is a summary of those principles - please refer to the complete document for details

Code of Ethics: The Ten Principles (Summary)

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

5014 Sexual Harassment Policy

Sexual Harassment/Sexual Intimidation in the Workplace

According to the Equal Employment Opportunity Commission, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, including unwanted touching, verbal comments, sexual name calling, gestures, jokes, profanity, and spreading of sexual rumors.

The District shall do everything in its power to provide employees an employment environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment, as defined and otherwise prohibited by state and federal law. In addition, Principals and Supervisors are expected to take appropriate steps to make all employees aware of the contents of this policy. A copy of this policy will be available for all employees.

District employees shall not make sexual advances or request sexual favors or engage in any conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
3. Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment prohibited by this policy includes verbal or physical conduct. The terms "intimidating", "hostile", or "offensive" include, but are not limited to, conduct which has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all of the circumstances.

Aggrieved persons who feel comfortable doing so, should directly inform the person engaging in sexually harassing conduct or communication, that such conduct or communication is offensive and must stop.

Employees who believe they may have been sexually harassed or intimidated should contact an administrator, who will assist them in filing a complaint. An individual with a complaint alleging a violation of this policy shall follow the Uniform Grievance Procedure.

Investigation. When an allegation of sexual harassment is made of any employee, the designated school officials will take immediate steps to: (1) Protect the grievant from further harassment; (2) Discuss the matter with and obtain a statement from the accused and his representative, if any; (3) Obtain signed statements of witnesses; (4) Prepare a report of the investigation.

Confidentiality Due to the damage that could result to the career and reputation of any person falsely or in bad faith accused of sexual harassment, all investigations and hearings surrounding such matters will be designed to the maximum extent possible to protect the privacy of, and minimize suspicion towards, the accused as well as the complainant. Only those persons responsible for investigating and enforcing this policy will have access to confidential communications. In addition, all persons involved are prohibited from discussing the matter with co-workers and/or other persons not directly involved in resolving the matter.

A violation of this policy may result in discipline, up to and including discharge. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action, up to and including discharge.

5016 Affirmative Action Policy Statement

The Board of Trustees of Joint School District No. 234 commits itself to an affirmative action program that will provide for equal opportunity in employment and delivery of services. The intent of the program is to insure equal treatment of employees in recruitment, employment, training, promoting, and other personnel practices and to insure equal educational opportunities to all students within the district. The district affirmative action program focuses on all students and employees in the district with particular focus on racial and ethnic minorities, women, disabled and older persons.

DISCIPLINE

Disciplinary problems can often be anticipated before they occur. The teacher should talk with the student and by sympathy and kindness try to get to the cause of the problem. Any conference with a student or serious reprimand of a student should be in private and not before the class.

Also keep in mind that an interested and industrious student will be less apt to engage in anti-social behavior.

Punishment, when necessary, should be the natural result of the misbehavior. Examples of punishments include isolation of the student, a loss of privileges; detention, a conference with the student and Superintendent or Principal; a conference with the student, Superintendent, Principal, and parents; or the same conference with all or several teachers present. Under no circumstances should punishment include the lowering of a grade or the assignment of additional course work unless the misbehavior relates to cheating on tests or homework or not fulfilling course assignments; in these cases the punishment would be the natural result of the misbehavior and is therefore proper.

Discipline is the function of the teacher in the classroom. However, when a single student or a few students cause a continuing serious interference with the instructional process or a situation beyond the control of the teacher, those students should be turned over to the Superintendent or Principal. Advice from the Superintendent or Principal may be requested at any time.

5017 Abused and Neglected Child Reporting

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

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

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

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

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

The school district employees of the District shall notify their supervisor immediately of the case. The supervisor shall immediately notify the Superintendent or the Superintendent's

designee, who shall in turn report or caused to be reported the case to local law enforcement or the Department of Health and Welfare.

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

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

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

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

Report of Suspected Child Abuse, Abandonment or Neglect

Original to: Local Law Enforcement _____

Department of Health and Welfare _____

Copy to: Superintendent _____

Building Principal _____

From: _____ Title: _____

School: _____ Phone: _____

Persons contacted: ☐ Principal ☐ Teacher ☐ School Nurse ☐ Other _____

Name of Minor: _____ Date of Birth: _____

Address: _____ Phone: _____

Date of Report: _____ Attendance Pattern: _____

Father: _____ Address: _____ Phone: _____

Mother: _____ Address: _____ Phone: _____

Guardian or Step-Parent: _____ Address: _____ Phone: _____

Any suspicion of injury/neglect to other family members: _____

Nature and extent of the child's injuries, including any evidence of previous injuries, and any other information which may be helpful in showing abuse or neglect, including all acts which lead you to believe the child has been abused, abandoned and/or neglected: _____

Previous action taken, if any: _____

Follow-up by Local Law Enforcement / Department of Health and Welfare (copy to be completed and returned to the Superintendent/Building Principal):

Date Received: _____ Date of Investigation: _____

5018 Employee Use of Electronic Communications and or devices

The Board recognizes that employees may carry electronic communications devices either District-issued or personally owned and hereby adopts this policy.

District-Issued Communications Devices

Communication devices issued by the District may include, for example, cellular telephones, walkie-talkies, personal digital assistants (PDA's) or laptop computers with "beaming capabilities," citizens band radios, either installed in vehicles or hand-held, and pagers/beepers.

Employees in receipt of District-issued equipment shall be held responsible for the safekeeping of the equipment and exercise reasonable efforts to see that the equipment is not lost, stolen, or

damaged. Reckless or irresponsible use of District equipment, resulting in loss or damage may result in the employee having to reimburse the District for any associated costs of replacement or repair.

District-issued equipment shall be used in a manner that does not disrupt instruction and should not be used during school-sponsored programs, meetings, in-services, or other events where there exists a reasonable expectation of quiet attentiveness unless there is a reason of personal health or safety involved.

The District e-mail and Internet systems are intended to be used for educational purposes only. No district employee may use the District's e-mail or Internet systems for the promotion of election or political campaigns, issues dealing with private or charitable organizations or foundations or ballot issues. However, use for other informal or personal purposes is permissible within reasonable limits. All e-mail/Internet records are considered District records and should be transmitted only to individuals who have a need to receive them. Additionally, District records, e-mail/Internet records are subject to disclosure to law enforcement or government officials or to other third parties through subpoena or other process. Consequently, employees should always ensure that the educational information contained in e-mail/Internet messages is accurate, appropriate and lawful. E-mail/Internet messages by employees may not necessarily reflect the views of the District. Abuse of the e-mail or Internet systems, through excessive personal use, or use in violation of the law or District policies, will result in disciplinary action, up to and including termination of employment.

While the District does not intend to regularly review employees' e-mail/Internet records, employees have no right or expectation of privacy in e-mail or the Internet. The District owns the computer and software making up the e-mail and Internet system and permits employees to use them in the performance of their duties for the District. E-mail messages and Internet records are to be treated like shared paper files, with the expectation that anything in them is available for review by the Superintendent.

Any District-issued equipment is to be surrendered back to the District immediately upon request.

Personally-Owned Communications Devices

Employees may carry and use personally-owned cellular telephones, pagers/beepers, and PDA's or laptops with "beaming capabilities" during the school day on school property.

Personally owned hand-held citizens band radios, portable police scanners, and long or short-range walkie-talkies should not be used or carried by employees on school property during the

school day unless by specific permission of their immediate supervisor based on a personal health or safety need.

Cellular telephones and pagers/beepers should not be used during the employee's normal duty times to send/receive messages of a personal nature, but such use is allowable during normal break times, lunch times, and preparation times. Use of cellular telephones or audible pagers/beepers should be curtailed during instructional time or at school-sponsored programs, meetings, in-services, parent/guardian conferences, or any other time when there would be a reasonable expectation of quiet attentiveness.

BLISS SCHOOL DISTRICT #234

SICK LEAVE BANK

APPLICATION FOR MEMBERSHIP

I hereby request membership 1in the Sick Leave Bank:

Name_____

Date_____

Nine or Twelve month employee_____

Signature_____

Starting with school year _____

BLISS SCHOOL DISTRICT #234

SICK LEAVE BANK

APPLICATION FOR USE

I hereby request your consideration for my application to use days from the Sick Leave Bank:

Name of Employee_____

I am a member of the Bliss School Sick Leave Bank.

Number of days requested from the Bank _____

Request granted _____

Request denied _____

Dated:_____

Sick Bank Committee:

5500 NON-CERTIFIED PERSONNEL

500 Series

Policy History:

Adopted entire 500 series on: 12/15/2008

Revised on:

5501 Definition of Non-Certified Personnel

The term non-certified personnel shall include those persons employed by the school district who are not required by law to have a teacher certificate for qualification. These shall include, but not be limited to the following:

1. Custodial and maintenance employees
2. Clerical employees
3. Lunchroom employees
4. Bus Driver
5. Para-professionals

Job specifications and job descriptions shall be established by the School Administration and the Board for all positions that require non-certified personnel. All job descriptions and job specifications shall be approved by the Board of Trustees.

5502 Recruitment and Selection

Recruitment and selection of non-certified personnel shall be the responsibility of the administration and the Board.

Applicants will be evaluated upon their professional and personal merits without regard to their age, race, religion, national origin, sex, non-related handicap, or marital status.

All non-certified personnel are “at will” employees which means that the Employee may resign at any time and the Employer may discharge Employee at any time with or without cause. It is further understood that the nature of this “at will” employment relationship may not be changed by any act unless such change is specifically acknowledged in writing by the Board of Trustees of the District.

5503 *Qualifications*

Selection of staff personnel shall be determined on the following criteria:

1. Training, experience, and skill
2. Demonstrated competency
3. Suitability for the position
4. Personal characteristics
5. Compatibility with the district educational philosophy
6. Qualifications for state license as required.

Where untrained and/or inexperienced persons are hired, training shall be provided by the appropriate supervisor as soon as possible.

5504 *Criminal History/ Background Checks*

It is the policy of the District not to employ or to continue the employment of classified, professional or administrative personnel who may be deemed unsuited for service by reason of arrest and/or criminal conviction. While an arrest or conviction of a crime, in and of itself, may not be an automatic bar to employment, if an arrest or conviction relates to suitability of the individual to perform duties in a particular position, such person may be denied employment or in the case of current employees, may face disciplinary action, up to and including termination.

It is the policy of this District to perform criminal history checks as required by Idaho law and to perform other types of background checks on employees or volunteers including, but not limited to:

4. Contacting prior employers for references;
5. Contacting personal references; and/or
6. Contacting other persons who, in the discretion of the District, could provide valuable information to the District.

Where a prior conviction is discovered, the District will consider the nature of the offense, the date of the offense, and the relationship between the offense and the position for which application is sought, or the person is employed. Any individual convicted of a felony offense listed in I.C. § 33-1208(2) shall not be hired.

If an applicant or employee makes any misrepresentation or willful omissions of fact regarding prior criminal history, such misrepresentation or omission shall be sufficient cause for disqualification of the applicant or termination of employment.

Initial Hires

In order to protect the health, safety and welfare of the students of the District, Idaho law requires the following employees hired on or after July 1, 2008 to subject to criminal history checks. The list is to include, but is not limited to:

- (6) Certificated and noncertificated employees;
- (7) All applicants for certificates;
- (8) Substitute staff;
- (9) Individuals involved in other types of student training such as practicums and internships; and
- (10) All individuals who have unsupervised contact with students.

A criminal history check shall be based on a complete ten (10) finger fingerprint card or scan and include, at a minimum, the following:

- (4) Idaho Bureau of Criminal identification;
- (5) Federal Bureau of Investigation (FBI) criminal history check; and
- (6) Statewide sex offender register.

Employees will be required to undergo a criminal history check within five (5) days of starting employment or unsupervised contact with students, whichever is sooner.

The fee charged to an employee shall be forty dollars (\$40.00). All criminal history check records will be kept on file at the state department of education. A copy of the records will be given to the employee upon request.

5505 PayDay

Payday will be the 20th of each month. When the 20th of the month falls on a Saturday payday will be the Friday preceding. If payday falls on a Sunday, payday will be the following Monday. Checks will not be issued until 3:00 p.m. on the payday.

5506 Use of Non-Certified Personnell

FOR EXTRA-CURRICULAR ACTIVITIES

It is the policy of Joint School District #234 to use certified-personnel to supervise extra-curricular activities unless, after extensive searching a qualified certified person is not available.

After carefully searching the staff, and with the Superintendent's authorization, a non-certified person may be used under the following conditions:

1. The non-certified person must at all times be under the direct supervision of a certified person responsible to the superintendent.
2. This person will be selected only on a year-to-year

basis. The qualifications, recruitment and selection will be the same as the district policy on non-certified employees.

5507 Non-Certified Person for Extra-Curricular Activities

Reports to: Certified person designated by the Superintendent. Job Goal: To assist the certified person in charge to develop and achieve a good program in the school extra-curricular activities program.

Performance Responsibilities:

1. Never do anything with students on your own; always under the supervision of a certified person designated by the Superintendent.
2. You will be expected to carry out the directions of the person to whom you are assigned at all times. Be sure that you fully understand the directions given; if not, ask for clarification.
3. Discipline will be a cooperative effort between the non-certified person and the certified person in charge. Dismissing student from activity shall only be by the certified person.
4. Dress appropriately for occasions.
5. Adhere to the time schedule set by the person in charge.
6. Offensive language, belittling students participating in the activity, will not be allowed.
7. Always encourage student participation regardless of talent.
8. Information and conversations you hear may be privileged and must be handled with utmost confidentiality.

9. This position is only on a year-to-year basis.

10. The Superintendent and person you are assigned to will evaluate your performance on the above requirements.

5508 Vacations

All full-time employees of the School District employed on a 12-month basis will receive two (2) weeks paid vacation (10 work days) after one (1) year of continuous employment.

Vacation time may not accrue from one year to the next. Except in cases of emergency and Board approval employees may not be employed for extra wages during vacation periods.

5509 Physical Exams

All employees are to be in good physical and mental health during their employment. The administration may request any employee to have a medical examination by a licensed physician at district expense if it appears that the employee's health is impairing his/her job performance.

Following a bus driver's initial physical, the district shall pay for bus drivers' required physical exams.

5510 Drug/Alcohol Testing Policy

5510.1 Policy Statement

In recognition of the harmful effects that the use of illegal drugs and the misuse of alcohol can have on drivers engaged in the transportation industry, **Bliss School District #234** has a responsibility to its drivers, and the public at large, to see that its commercial vehicle operators are both drug and alcohol free while on duty. This responsibility comes in light of recent studies showing that drivers who are under the influence of drugs or alcohol while on duty are more likely to cause accidents and injuries, both to themselves and co-workers, as well as the public at large.

Therefore, **Bliss School District #234** is implementing this Drug and Alcohol Free Workplace Policy that includes within its provisions those regulations contained within the Department of Transportation (DOT) Controlled Substances and Alcohol Use and Testing, as contained in 49 CFR Part 382.

5510.2 Implementation Schedule

This policy will become effective September 15, 1995, and will apply to all prospective and current drivers of this district who are required to obtain a commercial drivers license (CDL) in order to operate a commercial vehicle for this district (hereafter referred to as "drivers").

5510.3 Questions Regarding This Policy

The district hereby designates the Director of Pupil Transportation as the person responsible for answering drivers questions relating to the provision of this policy.

5510.4 Drivers' use of Alcohol

The district is committed to ensuring that all drivers do not operate a commercial vehicle while under the influence of alcohol. Therefore, drivers of this district are not to consume alcohol within eight (8) hours of reporting to work. Drivers are not to report to work or remain at work while having an alcohol concentration of .02 or greater. Drivers are prohibited from using or possessing alcohol while they are on duty.

5510.5 Drivers' Use of Illegal Drugs

This district has an absolute prohibition against driver's use of illegal drugs, or the illegal use or misuse of prescription medication. This prohibition extends to such use both on and off the job. Evidence that an driver has tested positive for the presence of illegal drugs pursuant to the test given under the terms of this policy will be proof sufficient to establish the drivers violation of this provision.

DRUG AND ALCOHOL TESTING OF PROSPECTIVE AND CURRENT DRIVERS **Pre-Employment Testing**

All prospective drivers will be tested for the presence of illegal drugs prior to driving a commercial vehicle for this district. Furthermore, all prospective drivers must disclose to the district all previous employers for whom they have worked as a CDL driver within the past (2) years. The district will then request from those employers information regarding any incidents where the prospective driver has tested positive for illegal drugs or alcohol, or refused to test within the last two (2) years. In the event the district receives information from a past employer that the prospective driver has tested positive for drugs or alcohol within the last two (2) years, that prospective driver will not be offered employment, or their conditional employment will be terminated with the district. Drivers will be required to sign a consent form authorizing the district to conduct a check of each employer the driver has been employed with during the past two (2) years as a CDL driver to determine if the driver has tested positive for illegal drugs or alcohol.

5510.6 Random Testing

All drivers will be subject to random drug and alcohol testing. Random testing selections shall be made by a scientifically valid method that will result in each driver having an equal chance of being tested each time selections are made. Random testing for alcohol will take place just prior to, during, or just after a driver's duty time.

5510.7 Post-Accident

A driver operating a commercial vehicle for the district that is involved in a reportable accident will be tested for both illegal drugs and alcohol as soon as practical. For terms of this policy a reportable accident means an accident that results in a fatality, or where someone involved requires medical treatment away from the scene, or if one of the vehicles is towed away, **and** there is a citation issued to the driver in connection with the accident. Alcohol testing must be administered within two (2) hours of the accident where possible, but in no case later than eight (8) hours. Drug testing must be administered within 32 hours of the accident.

Any driver required to be tested under this section must remain available for such testing and such a driver may not consume alcohol within eight (8) hours of the accident or until they have been tested for alcohol. A driver involved in an accident requiring a drug and alcohol test must notify the district contact of the accident as quickly as possible and comply with those instructions given them relative to their taking a drug and alcohol test.

5510.8 Reasonable Cause

The district may require a driver to be tested for illegal drugs or alcohol when there is reasonable suspicion to believe a driver is under the influence of illegal drugs or alcohol while at work.

5510.9 Baseline Testing

In initiating the provisions of this drug free workplace policy, the district will require all drivers to submit to testing for the presence of illegal drugs as soon after the effective date of this policy as is deemed necessary.

Specimen Collection Procedures And Test Result Notification

Adulteration Or Submission Of A Concealed Specimen

All testing for illegal drugs will be done by the testing of a driver's urine specimen. All such testing will utilize the split specimen collection procedure. Under that procedure, each driver will have his/her urine specimen sealed in two separate containers and both sent to a SAMHSA certified laboratory for testing.

If a drivers first specimen tests positive, that driver may request, within three (3) day of the positive notification, that the other specimen be tested at another SAMHSA laboratory. This second test will be done at the driver's expense unless the second test comes back negative. During the time the second specimen is being tested, the driver may be suspended without pay. Any driver who has a test come back negative on a test of their split specimen will be given back pay for the time of suspension and will be paid for the cost of the retest.

All specimen collections will be conducted by personnel that have been instructed and trained in collection procedures set by the DOT. All testing for alcohol will be done by the use of DOT approved alcohol testing procedures conducted by trained and qualified alcohol testing technicians.

Notification Of Test Results

This district has arranged that all test results, both drug and alcohol, will be forwarded to the district contact through Minert & Associates, Inc., as the representative of the district, and as the representative of the Medical Review Officer (MRO).

Prior to the district being informed that a prospective or current driver has tested positive for illegal drugs, the driver will be offered an opportunity to personally discuss the positive drug test with the MRO or his representative. The MRO will follow up on such information as is appropriate. Any driver who is taking a prescription drug that may have been the cause of the positive test result will be asked to provide the name of the medication and the identity of the prescribing physician for verification. If this is verified, the driver's test result will be reported as negative. If, after consideration of the matter, the MRO finds no reason to doubt the validity of the positive test, the result will be conveyed to the district contact, as well as the identity of the drug.

If the driver cannot be located, the MRO, or his representative, may result that the district contact arrange for the driver to contact the MRO as soon as possible to discuss the results of the positive test. The MRO

will communicate a positive result to the district without discussing the result with the driver if the driver expressly declines the opportunity to discuss the results of the test, or the driver is instructed by the district to contact the MRO but fails to do so within five (5) days.

Refusal

A driver operating a commercial vehicle for this district may not refuse to take a drug or alcohol test when requested to do so, consistent with the terms of this policy. Such a refusal will be considered equivalent to testing positive for illegal drugs or alcohol. A driver will be considered as refusing to test if he/she expressly refuses to take a test when so requested, or otherwise fails to provide an adequate breath or urine sample without a valid medical explanation. Additionally, a driver will be considered as refusing to test if he/she engages in conduct that clearly obstructs the testing process.

Effect Of Testing Positive For Drug Or Alcohol

Any prospective driver that tests positive for the presence of illegal drugs will not be hired. Any current driver that tests positive for the presence of illegal drugs or alcohol will immediately be terminated from employment with the district.

For purposes of this policy, driver tests positive for alcohol when that driver's blood alcohol concentration (BAC) is .02 or above. This last provision is done as a matter of district policy and is not as required by the DOT.

BLISS SCHOOL DISTRICT #234

DOT DRUG TESTING PROGRAM

Controlled Substance Testing Consent Form

(Prospective Drivers)

As a part of my application for employment as a driver of a commercial motor vehicle for **Bliss School District #234**, I consent to a drug test as required by federal regulations.

I understand that if I test positive for illegal drugs I will not be offered employment.

I understand that the collection, testing and reporting of my specimen will be done in accordance with DOT regulations relating to the testing of controlled substances. If I am taking any prescription medication at the time of my drug test, I will be afforded an opportunity to discuss that with an MRO if my test comes back positive for illegal drugs.

I consent to the release of my drug test results received by **Minert & Associates, Inc.**, as the representative of the district, and the Medical Review Officer, to management officials at **Bliss School District #234** and understand that those test results will be held in confidence by them.

I further consent to **Bliss School District #234** contacting those employers for whom I have worked a commercial vehicle operator for the past two (2) years for the purpose of the district verifying from those employers whether I have tested positive for illegal drugs or alcohol, or have refused to test when requested to do so. In the event that the district receives information from such a past employer that I have tested positive for drug or alcohol within the last two (2) years. I will not be offered employment, or my conditional employment will be terminated with the district. I consent to the release of that information by those employers for whom I have worked during the past two (2) years as a commercial vehicle driver.

I have received, read, and understand the terms of **Bliss School District #234's** Drug Free Workplace testing program, and agree to abide by those terms.

Applicants Name (Print)

Applicants Signature

Date

BLISS SCHOOL DISTRICT #234

DOT DRUG TESTING PROGRAM

Controlled Substance Testing Consent Form

(Current Drivers)

As a condition of my continued employment as a driver of a commercial motor vehicle for **Bliss School District #234**, I consent to take a drug and/or alcohol test as required by the terms of the district's Substance Abuse Policy.

I understand that if I test positive for illegal drugs or alcohol, I will be terminated from employment with the district.

I further agree that in the event that I am involved in an on-the-job accident (as defined by the terms of the district's substance abuse policy) I authorize the release of relevant hospital reports, or other documentation, that would indicate whether there were any illegal drugs or alcohol in my system at the time of the accident.

I consent to the release of my drug and alcohol test results received by **Minert & Associates, Inc.**, as the representative of the Medical Review Officer, to management officials at **Bliss School District #234** and understand that those results will be held in confidence by them.

I have received, read, and understand the terms of **Bliss School District #234's** Drug Free Workplace testing program, and agree to abide by those terms.

Driver's Name (Print)

Driver's Signature

Date

5511 Evaluation

The Superintendent of School shall be responsible for the continuous evaluation of the non-certificated employees of the district.

All non-certified employees shall be evaluated at least once a year and shall receive a copy of such evaluation within five (5) days.

Supervisors of non-certificated employees shall submit such evaluations in writing to the Superintendent in such manner and at such times as may be determined by the Board of Education and/or the Superintendent.

5512 Resignations

Notification of resignation by a non-certified school employee must be given in writing fourteen (14) days prior to the final day of work. Early termination may be granted by the Board, upon request, provided that a suitable replacement can be secured.

Resignations effective prior to the completion of the term of employment for the school year will result in the proration of vacation privileges.

5513 Fringe Benefits

5513.1 Payroll Deductions

The legally required payroll deductions are:

1. F.I.C.A. (Social Security) at current legal rate.
2. Federal Income Tax at current legal rate.
3. Public Employees Retirement System contribution.

(for a permanent employee working 20 hours per week or more.)

OPTIONAL PAYROLL DEDUCTIONS:

1. State Income Tax at current legal rate.
2. Insurance:
3. Others:

5513.2 Workmen's Compensation

All employees are also covered under the State Insurance Fund for Workmen's Compensation. This fund is supported by School District financial contributions. It is requested that all injuries to school employees due to on-the-job accidents be reported to the administrative office immediately. Accident report and claim forms are available in the office of the Clerk of the Board. See Appendix: Workmen's Compensation Policy.

The District will not automatically and simply defer to a report of industrial accident. The District shall investigate as it deems appropriate to determine (1) whether continuing hazardous conditions exist that need to be eliminated, and (2) whether in fact an accident attributable to the District's working environment did occur as reported. The District may require the employee to authorize the employee's physician to release pertinent medical information to the District or to a physician of the District's choice, should an actual claim be filed against the Workers' Compensation Division which could result in additional fees levied against the District.

5513.3 Family Medical Leave

In accordance with the provisions of the Family Medical Leave Act of 1993, a leave of absence of up to twelve (12) weeks during a twelve-(12)-month period may be granted to an eligible employee for the following reasons: 1) the birth of a child; 2) the placement of a child for adoption or foster care; 3) because of a serious health condition that makes the employee unable to perform the functions of the job; or 4) to care for the employee's spouse, child or parent with a serious health condition.

An employee is eligible to take FMLA leave if the employee has been employed for at least twelve (12) months, and has worked at least one thousand two hundred fifty (1,250) hours during the twelve (12) months immediately prior to the date when the leave is requested and if there have been at least fifty (50) District employees within seventy-five (75) miles for each working day during twenty (20) or more workweeks in the current or preceding calendar year.

Employees will (not) be required to use appropriate paid leave while on FMLA Leave. Workers Compensation absences will (not) be designated FMLA Leave.

The Board has determined that the twelve-(12)-month period during which an employee may take FMLA leave is: 1) twelve (12) months forward from the date of a particular employee's first FMLA leave

At the discretion of the Superintendent, medical certification may be required to determine FMLA initial or continued eligibility as well as fitness for duty.

NOTE: This provision applies to school districts with fifty (50) or more employees. Those districts with less than fifty (50) employees must comply with notice and record retention but are not obligated to provide the leave as a benefit of any employee's employment.

5513.4 Maternity Leave

Employees may use sick leave for long-term illness or temporary disability, and upon the expiration of sick leave, the Board may grant eligible employees leave without pay if requested.

Medical certification of the long-term illness or temporary disability may be required at the Board's discretion.

Long-term illness or temporary disability shall be construed to include pregnancy, miscarriage, childbirth and recovery therefrom. Maternity leave includes only continuous absence immediately prior to delivery, absence for delivery, and absence for post-delivery recovery, or continuous absence immediately prior to and in the aftermath of miscarriage or other pregnancy-related complications. Such leave shall not exceed six (6) weeks unless prescribed by a physician.

Leave without pay arising out of any long-term illness or temporary disability, including pregnancy, miscarriage, childbirth and recovery therefrom, shall commence only after sick leave has been exhausted. The duration of leaves, extensions, and other benefits for privileges such as health and long-term illness or temporary disability plans in the event of maternity leave, shall apply under the same conditions as other long-term illness or temporary disability leaves.

Long-Term Illness/Temporary Disability/Maternity Leave

The following procedures will be used when an employee has a long-term illness or temporary disability, including maternity.

4. When any illness or temporarily disabling condition is "prolonged", an employee will be asked by the administration to produce a written statement from a physician stating that the employee is temporarily disabled and is unable to perform the duties of his/her position until such a time.
5. Maternity leave will be treated as any other disability. Generally, unless mandated otherwise by a physician, maternity leave does not exceed six (6) weeks. As a disabling condition, maternity leave is not available to fathers.
6. In the case of any other extended illness, procedures for assessing the probable duration of the temporary disability will vary. The number of days of disability will vary according to different conditions, individual needs and the assessment of individual physicians. Normally, however, the employee should expect to return on the date indicated by the physician unless complications develop which are further certified by a physician.

5513.5 Sick Leave

(Personnel employed for twenty or more hours.)

At the beginning of each new employment year, each School District employee is entitled to one day of sick leave with full pay for each month of service projected for the employment year. The

Board of trustees may require proof of illness to protect the District against malingering. The Bliss School District also allows sick leave to be taken for serious illness or death in the immediate family Note: Immediate family is defined as spouse of the employee, children, father, mother, brother, sister, grandfather, grandmother, grandchild, son-in-law, daughter-in-law, parents-in-law or any person living in the immediate household of the employee.

or for personal or family dental or doctor appointments. If not used, sick leave is cumulative up to 110 days as long as the employee remains continuously in the service of the same school district or is employed by another school district during the school year immediately following the year of termination from the former district.

Upon an employee's separation from public school employment by retirement, a sum equal to 1/2 the present monetary value of unused sick leave earned by the employee subsequent to July 1, 1976, shall be transferred from the Retirement System's sick leave account to the employee's retirement account to continue to pay premiums for the employee's group health, accident and life insurance programs as may be maintained by the School District.

5513.6 Sick Leave Bank

(Personnel employed for twenty or more hours.)

In September of each year, employees may voluntarily donate two days of their personal sick leave (three for twelve-month employees) to a Sick Leave Bank for use by any member during periods of extended, uncompensated absence due to illness or recuperation from an accident. The Sick Leave Bank is administered by a committee of staff members. See appendix--SICK LEAVE BANK.

SICK LEAVE BANK -- Revised October, 1992

INTRODUCTION

"The purpose of the Sick-Leave Bank is to provide assistance to the employee during periods of extended absence due to non-job related injuries resulting from accidents, personal medical emergencies, or by extended or recurring illnesses of the employee, all as verified as necessary by a physician. The Sick-Leave bank is a form of insurance to alleviate the hardships resulting from such employee absence, as stated above, and is not intended as a supplement to the regularly earned sick leave of an employee, such as for a doctor or dental appointment, absence from work due to elective medical conditions, etc."

PROCEDURE

Two days of their personal sick leave will be donated by each employee wishing to belong to the sick leave bank (three by 12-month employees). A further donation of days may be requested by the Committee if the bank is drawn down below a minimum of 20 days. The Bank will accumulate up to a total of 60 days. Days borrowed from the Sick Leave Bank by any employee must be paid back at a minimum rate of 2 days per year.

The committee will vote on any requests. There must be a two-thirds majority to approve any request. The Committee may grant up to but not more than 20 days of sick leave from the Bank per employee. At the end of that time, a second request will be considered and voted upon by the committee.

In order to draw from the sick bank, all the employee's personal sick days plus personal leave must be exhausted. The Sick Leave Bank is available only after 10 or more days of emergency absence. Also, the employee must be docked 3 days (at daily contract amount x 3) before they can use the sick bank. Each day used will be in full days. These conditions will not apply in cases of maternity leave.

The Sick Leave Bank will be used only in the absence of any other insurance or Workman's Compensation. If the employee receives compensation from other sources, that compensation must be exhausted first. The Sick Leave Bank will be used only after all other salary compensation has been exhausted.

If disability is fully covered by Workman's Compensation, the employee shall not be eligible to secure help from the Sick Leave Bank.

Maternity Leave Clause

After a member has used 15 of their own sick days, they are eligible to apply for a maximum of 15 sick leave bank days. If complications arise, a second request may be made to the sick leave bank committee for the approval/disapproval of additional days.

Sick Leave Bank Committee:

A Sick Leave Bank Committee consisting of three members shall administer the Sick Leave Bank. Individuals wishing to use the Sick Leave Bank shall submit their requests to the Sick Leave Bank Committee, which will determine the eligibility of the requests. A two-thirds

majority vote is required for approval of the requests. The individual's use of the Sick Leave Bank must be recorded immediately after approval to keep District's records current.

Use of the Sick Leave Bank:

Use of the Sick Leave Bank is restricted to members only, for use in emergencies. Common short term illness shall not be considered to be an emergency. Use of the Bank is available only after all of the individual's sick leave and personal leave days are exhausted and an emergency continues to exist with the exception of maternity leave. See second "Maternity Leave Clause".

Enrollment

Each regular employee of the District may participate in the Sick Leave Bank. To participate, the employee will contribute two (2) of his/her earned sick leave days as determined by the Sick Leave Bank Committee for two consecutive years. (Three for 12-month employees.) An additional contribution of days may be requested by the Committee as necessary to replenish the Bank. Days donated to the Sick Leave Bank cannot be returned to the employee.

Members may join during the first 30 days after the Bank is established or must wait until September.

After the first enrollment period, all days donated to the Sick Leave Bank should be donated in September of each school year.

5513.6 *Personal Leave*

Bliss School District employees may also be granted up to three days (revised August/89) of personal leave with full pay per year. Such leave may be used for business or personal reasons. Employees must request and have personal leave approved in advance by the Superintendent. Personal leave is not cumulative from year to year. However, personal leave not used will result in additional compensation payable in August at the rate of a substitute's wages.

When an employee finds for sickness or other allowable reasons that they must be absent from school, that employee should report the need for a substitute to the Superintendent no later than 7:00 A.M. of the day on which the substitute is needed. No employee is to arrange for a substitute from personal funds. Substitutes will be paid and employed by the School District.

Absences in excess of the allowed sick leave and personal leave will result in deductions from the following month's paycheck at the rate of 1/190th of the contract amount or other proportionate amount if the employee is contracted to work other than 190 days per year.

Employee absences from work due to approved school business, even though a substitute is hired, will be compensated at the regular pay rate.

5513.7 Disability Leave

Accumulated sick leave and personal leave may be used. Days not covered by sick leave or personal leave incur a 1/190th deduction of salary or other proportion if so contracted. Maternity leave will be granted as necessary.

5513.8 Bereavement Leave

The Board of Trustees shall permit leave to employees in case of death in the employee's immediate family. Immediate family is defined as spouse of the employee, children, father, mother, brother, sister, grandfather, grandmother, grandchild, son-in-law, daughter-in-law, parents-in-law or any person living in the immediate household of the employee.

5513.9 Jury Duty

Personnel will be released from employment for jury duty with no salary deduction, but moneys earned from jury duty must be turned over to the district excluding travel expenses.

5513.10 Professional Leave

Professional leave will be granted with the discretion of the Superintendent.

5513.11 Military Service

An employee will be given a leave of absence when called for military service. Upon completion of military service the employee shall be returned to an equal position with experience credit and salary adjustments. Voluntary enlistment in military service shall not constitute leave of absence authorization.

5514 Absence Without Pay

Deductions for unauthorized absences shall be on the basis of the individual pro-rated salary for each day absent.

5515 Outside Employment

There is no objection to outside employment of personnel so long as it does not interfere with the employee's performance of duties and responsibilities as an employee and does not infringe upon the school day. Outside employment shall be such that the employee is not subject to criticism by school patrons.

5516 Relations to Professional Staff

The relationship of certificated and non-certificated employees should be that of partners working together to provide the best possible learning situation for the students of this School District.

5517 Sexual Harassment Policy

5517.1 Policy Statement

The sexual harassment of any employee or recipient of the services of this district is absolutely forbidden. Complaints of sexual harassment should be submitted to the board.

Any employee, supervisor or manager who is made aware of an alleged incident of sexual harassment will take action to bring the matter to the attention of the most appropriate management authority who will, in turn, take immediate action pursuant to this policy.

5517.2 Definition

According to the Equal Employment Opportunity Commission, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for the employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's working environment. Additionally, the Equal Employment Opportunity Commission states that a person who is qualified for but denied an employment benefit because of another's submission to sexual harassment may be protected Title VII of the 1964 Civil Rights Act.

5517.3 Distribution

Because prevention is the best tool for the elimination of sexual harassment this policy will be disseminated to all employees of the school district. Managers and supervisors are expected to take appropriate steps to make all departmental employees aware of it.

5517.4 Investigation and Resolution

A. Filing

1. Employees who believe they are being subjected to illegal sexual harassment are encouraged to file complaints through the district grievance procedure. Due to the sensitivities associated with this subject, any person or step normally a part of the grievance procedure may be by passed if the complainant feels it is necessary to do so.

If an employee so chooses, she/he may bypass the district procedure entirely and file a sex discrimination claim directly with the Idaho Human Rights Commission and/or Equal Employment Opportunities Commission (EEOC);

2. Applicants for employment and service recipients may file sexual harassment charges in letter form with the designated district official or may file with the Idaho Human Rights Commission and/or EEOC.

B. Confidentiality

1. Due to damage that could result to the career and reputation of any person falsely or in bad faith accused of sexual harassment, all investigations and hearing surrounding such matters will be designed to the maximum extent possible to protect the privacy of, and minimize suspicion toward, the accused as well as the complainant. Only those persons responsible for investigation and enforcing civil rights matters will have access to confidential communications.
2. Any employee aggrieved by the occurrence of sexual harassment will be expected to report the matter through the most confidential and direct means possible to preserve morale and discipline in the work unit. Steps include:
 - a. Making a statement of know facts in writing to the designated district official.

- b. Avoiding discussing the matter with co-workers and persons not directly responsible for investigation of the matter.

C. Investigating Procedure

When an allegation of sexual harassment is made of any employee, the designated district official will take immediate steps to:

1. Obtain a statement of grievance from the complainant regarding the times, dates, places, and circumstances surrounding the allegations;
2. Discuss the matter with the accused;
3. Obtain statements of witnesses or possible witnesses if any;
4. Prepare a report of the investigation and submit it to the highest management authority in the district.

D. Action and Resolution

Based on the report, management shall take immediate and appropriate corrective action. In determining whether conduct constitutes sexual harassment, the management will look at the record as a whole and at the totality of the circumstances, such as the nature of the alleged sexual advances and the context in which they occurred. The determination of the legality of a particular action will be made from the facts, on case by case basis.

1. If there appears to be no foundation to the allegation:
 - a. No record shall be made of the allegation in either the accused or accuser's personnel records.
 - b. A reiteration of the policy against sexual harassment may be appropriate.
 - c. Bad faith allegations or use of this policy for unintended purposes may result in disciplinary action against the accuser.
2. If a foundation for the allegation exists, disciplinary action against the offending employee will follow. The disciplinary action will be commensurate with the scope and severity of the occurrence and may include, but is not limited to, demotion suspension, dismissal, warnings, or reprimands. Additionally, every effort shall be made to provide appropriate relief for the victim.

5518 Affirmative Action Policy Statement

The Board of Trustees of Joint School District No. 234 commits itself to an affirmative action program that will provide for equal opportunity in employment and delivery of services. The intent of the program is to insure equal treatment of employees in recruitment, employment, training, promoting, and other personnel practices and to insure equal educational opportunities to all students within the district. The district affirmative action program focuses on all students and employees in the district with particular focus on racial and ethnic minorities, women disabled and older persons.

5519 Abused and Neglected Child Reporting

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

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

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

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

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

The school district employees of the District shall notify their supervisor immediately of the case. The supervisor shall immediately notify the Superintendent or the Superintendent's designee, who shall in turn report or caused to be reported the case to local law enforcement or the Department of Health and Welfare.

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

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

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

Report of Suspected Child Abuse, Abandonment or Neglect

Original to: Local Law Enforcement _____
Department of Health and Welfare _____

Copy to: Superintendent _____
Building Principal _____

From: _____ Title: _____

School: _____ Phone: _____

Persons contacted: ☐ Principal ☐ Teacher ☐ School Nurse ☐ Other _____

Name of Minor: _____ Date of Birth: _____

Address: _____ Phone: _____

Date of Report: _____ Attendance Pattern: _____

Father: _____ Address: _____ Phone: _____

Mother: _____ Address: _____ Phone: _____

Guardian or Step-Parent: _____ Address: _____ Phone: _____

Any suspicion of injury/neglect to other family members: _____

Nature and extent of the child's injuries, including any evidence of previous injuries, and any other information which may be helpful in showing abuse or neglect, including all acts which lead you to believe the child has been Abused, abandoned and/or neglected: _____

Previous action taken, if any: _____

Follow-up by Local Law Enforcement / Department of Health and Welfare (copy to be completed and returned to the Superintendent/Building Principal):

Date Received: _____ Date of Investigation: _____

5520 Employee Electronic Mail and On-Line Services Usage

Electronic mail (“e-mail”) is defined as a communications tool whereby electronic messages are prepared, sent and retrieved on personal computers. On-line services (i.e., the Internet) are defined as a communications tool whereby information, reference material and messages are sent and retrieved electronically on personal computers.

Because of the unique nature of e-mail/Internet, 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 e-mail/Internet usage by all employees:

The District e-mail and Internet systems are intended to be used for educational purposes only. No district employee may use the District’s e-mail or Internet systems for the promotion of election or political campaigns, issues dealing with private or charitable organizations or foundations or ballot issues, however, use for other informal or personal purposes is permissible within reasonable limits. All e-mail/Internet records are considered District records and should be transmitted only to individuals who have a need to receive them. Additionally, District records, e-mail/Internet records are subject to disclosure to law enforcement or government officials or to other third parties through subpoena or other process. Consequently, employees should always ensure that the educational information contained in e-mail/Internet messages is accurate, appropriate and lawful. E-mail/Internet messages by employees may not necessarily reflect the views of the District. Abuse of the e-mail or Internet systems, through excessive personal use, or use in violation of the law or District policies, will result in disciplinary action, up to and including termination of employment.

While the District does not intend to regularly review employees’ e-mail/Internet records, employees have no right or expectation of privacy in e-mail or the Internet. The District owns the computer and software making up the e-mail and Internet system and permits employees to use them in the performance of their duties for the District. E-mail messages and Internet records are to be treated like shared paper files, with the expectation that anything in them is available for review by the Superintendent.

Employee Use of Electronic Communications Devices

The Board recognizes that employees may carry electronic communications devices either District-issued or personally owned and hereby adopts this policy.

District-Issued Communications Devices

Communication devices issued by the District may include, for example, cellular telephones, walkie-talkies, personal digital assistants (PDA’s) or laptop computers with “beaming capabilities,” citizens band radios, either installed in vehicles or hand-held, and pagers/beepers.

Employees in receipt of District-issued equipment shall be held responsible for the safekeeping of the equipment and exercise reasonable efforts to see that the equipment is not lost, stolen, or damaged. Reckless or irresponsible use of District equipment, resulting in loss or damage may result in the employee having to reimburse the District for any associated costs of replacement or repair.

District-issued equipment shall be used in a manner that does not disrupt instruction and should not be used during school-sponsored programs, meetings, in-services, or other events where there exists a reasonable expectation of quiet attentiveness unless there is a reason of personal health or safety involved.

Any District-issued equipment is to be surrendered back to the District immediately upon request.

Personally-Owned Communications Devices

Employees may carry and use personally-owned cellular telephones, pagers/beepers, and PDA's or laptops with "beaming capabilities" during the school day on school property.

Personally owned hand-held citizens band radios, portable police scanners, and long or short-range walkie-talkies should not be used or carried by employees on school property during the school day unless by specific permission of their immediate supervisor based on a personal health or safety need.

Cellular telephones and pagers/beepers should not be used during the employee's normal duty times to send/receive messages of a personal nature, but such use is allowable during normal break times, lunch times, and preparation times. Use of cellular telephones or audible pagers/beepers should be curtailed during instructional time or at school-sponsored programs, meetings, in-services, parent/guardian conferences, or any other time when there would be a reasonable expectation of quiet attentiveness.

5521 Teachers' Aides/Para-educators

Teachers' aides/paraeducators, as defined in the appropriate job descriptions, are under the supervision of a principal and a teacher to whom the principal may have delegated responsibility for close direction. The nature of the work accomplished by paraeducators will encompass a variety of tasks that may be inclusive of "limited instructional duties."

Paraeducators are employed by the District mainly to assist the teacher. A paraeducator is an extension of the teacher, who legally has the direct control and supervision of the classroom or playground and responsibility for control and the welfare of the students.

In compliance with applicable legal requirements, the Board shall require all paraeducators with instructional duties, that are newly hired in a Title I school-wide program, to have:

1. Completed at least two (2) years of study at an institution of higher education;
2. Obtained an Associate's or higher degree; or
3. Met a rigorous standard of quality, and can demonstrate through a formal state or local academic assessment the knowledge of and ability to assist in the instruction of reading, writing, or mathematics or the instruction of readiness of these subjects.

Para-educators hired before January 8, 2002, have until January 1, 2006, to meet these standards.

It is the responsibility of each principal and teacher to provide adequate training for a paraeducator. This training should take into account the unique situations in which a paraeducator works and should be designed to cover the general contingencies that might be expected to pertain to that situation. During the first thirty (30) days of employment, the supervising teacher or administrator shall continue to assess the skills and ability of the paraeducator to assist in reading, writing, and mathematics instruction.

The Superintendent shall develop and implement procedures for an annual evaluation of teachers' aides/paraeducators. Evaluation results shall be a factor in future employment decisions.

5522 Private Service Providers / Consultants

The District encourages the use of private service providers and professional consultants as resource individuals when such consultative services will be helpful in the improvement of the educational program of the District. The District, through the Superintendent as its designee, may enter into contracts with private service providers and/or consultants to provide necessary services to students.

Services provided by a private service provider/consultant (hereinafter referred to as "PSP"), and the frequency and duration of such services, shall be pursuant to the terms of the contract between the PSP and the District. Any contract the District enters into with the PSP shall provide the responsibility for eligibility determination, choice of educational methodology, and other determinations of educational services and programs which shall be retained at all times by the District.

Prior to being hired, the PSP shall undergo a background check the same as any new employee or volunteer of the District. The same requirements shall apply to the PSP.

The Superintendent or designee shall conduct periodic reviews of the services of the PSP. The Board may request that the Superintendent provide the Board with the review findings of the PSP.

Consultants shall exercise no authority over the work of District employees, but shall act only as advisors in those fields in which they are qualified to offer assistance and for which they are employed.

Compensation

PSP compensation shall be approved by the Board prior to invitation and arrangement for visitation by such person or persons to the District except when such compensation is within the amount specifically budgeted. If reimbursement is obtained through Medicaid, the PSP shall agree in the contract that those services will not exceed the approved Medicaid rate.

All consultants shall be hired based on a written contract which shall not exceed twelve (12) months.

Confidentiality

The PSP shall at all times maintain confidentiality pursuant to the Family Educational Records and Privacy Act (FERPA) of all records of services, including, but not limited to, identifying information regarding the student and services, observations, evaluations and/or assessments.

Definition

Private service provider or consultant means a person, group, agency or organization that meets the following conditions:

- a. Is not an employee of the District or a public agency with legal jurisdiction over the circumstances related to the provider/consultant's involvement with the student; and
- b. Is paid for services provided to the student.

Examples of private service providers include: psychologist, counselor, targeted service provider, behavioral therapist, speech therapist, occupational therapist, physical therapist, social worker, psychosocial rehabilitation specialist, etc.

Examples of consultants include: attorney, auditor, architect, agents of record and others with technical skills or professional training.

6000 ADMINISTRATION

Series 6000

Policy History:

Adopted entire 300 series on: 01/21/2009

Revised on:

6001 Introduction

The administrative personnel, authority, and services that are concerned with the school system as a whole or with one or more of its major divisions of service shall be known and referred to as the District Administration of the school system. Its function shall be to plan for and to control, coordinate, supervise, and direct the whole system as a unified enterprise in accordance with the purposes, policies, plans, procedures, and programs authorized by the Board of Trustees.

6002 The Superintendent of Schools

The Superintendent shall be the chief executive officer of the school system and shall have, under the direction of the Board, general management and supervision of the entire school system.

The approval and adoption of policies is the most important function of the School Board and the execution of the policies is the function of the Superintendent.

Delegation by the Board of its executive powers to the Superintendent provides freedom for the Superintendent to manage the schools within the Board's policies, and frees the Board to devote its time to policy making and appraisal functions.

The Board holds the Superintendent responsible for the execution of its policies within established guidelines and for keeping the Board informed about school operations.

6003 Minimum Requirements:

Hold a valid Idaho certificate in Educational Administration endorsed for the Superintendence and such other requirements as established by the Board of Trustees.

6004 Duties and Responsibilities

6004.1 Curriculum Development and Instructional Improvement

1. Organize and administer programs to improve curriculum and instruction in the district.
2. Promote the development of evaluation processes and programs to determine the effectiveness of instruction within schools of the district.

6004.2 Staff Personnel

1. Coordinate the selection, assignment, supervision, evaluation, transfer, in-service training, and discharge of all school personnel.
2. Establish procedures for evaluation of staff performance.
3. Organize and plan with the staff in the development and implementation of Board Policies, rules, and regulations affecting staff personnel.

6004.3 Pupil Personnel

1. Establish and evaluate educational program in relation to the student needs which are consistent with district philosophy and objectives.

6004.6 School Community Relations

1. Serve as a representative of the schools before the public.
2. Use the best available means of keeping the patrons of the district informed concerning the work and progress of the district's schools.

3. Provide procedures whereby the patrons of the district can have input into the

total educational program.

4. Initiate programs and procedures to mobilize community resources which improve educational opportunities for students.

6004.7 Professional Growth

1. Maintain a program of professional growth.
2. Participate in professional growth activities for improvement of knowledge and skill through study, travel, conferences, professional meetings and self-appraisal.
3. Keep informed about current administrative, instructional, and organizational in the areas of responsibility.

6004.8 Supportive Services

1. Determine the need for supportive services and administer an effective delivery system of such services to staff and students.
2. In-service for certificated and classified personnel is an on going need. Certain days will be set aside for personnel in-service. Topics will be recommended by the Professional Development Committee and/or the administration.

6004.9 Organization and Administration

1. Serve as chief executive officer for the Board of trustees, and as such, be responsible to the Board for the interpretation of all educational, legal, and business matters.
2. Keep the Board informed regarding the educational needs of pupils, staff, and community.
3. Provide leadership for the activities of the Administrative Team.
4. Provide recommendations to the Board of Trustees for development, implementation, and evaluation of new policy, rules and regulations.
5. Participate in all meetings of the Board except those in which his own position or salary is under consideration.
6. Serve as the representative of the district with public and private agencies, including local, federal, and state units.

6004.10 Board / Superintendent Relations

The Board shall:

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

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

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

The Board shall:

Adopt annual objectives for improvement of the District.

Approve courses of study.

Approve textbooks.

Approve the annual budget.

The Superintendent shall:

Serve as chief executive officer of the District.

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

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

The Superintendent shall:

Recommend annual objectives for improvement of the District.

Recommend courses of study.

Recommend textbooks.

Prepare and submit the annual budget.

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

Recommend candidates for employment as certificated and classified staff.

Authorize the allocation of certificated and classified staff.

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

Approve contracts for construction, remodeling, or major maintenance.

Recommend contracts for major construction, remodeling or maintenance.

The Board shall:

Approve payment of vouchers and payroll.

Approve proposed major changes of school plant and facilities.

Approve collective bargaining agreements.

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

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

Conduct regular and special meetings.

Serve as final arbitrator for staff, citizens and students.

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

The Superintendent shall:

Recommend payment of vouchers and payroll.

Prepare reports regarding school plant and facilities needs.

Supervise negotiation of collective bargaining agreements.

Establish criteria and processes for evaluating staff.

Recommend formation of ad hoc citizens' committees.

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

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

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

The Board shall:

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

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

The Superintendent shall:

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

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

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

6005 *Student Discipline*

In an exceptional case a student may, for disciplinary reasons, be suspended from school by the Superintendent for up to five days. The Board of Trustees retains the right to permanently expel a student from school for disciplinary reasons. Such extreme action is rarely necessary. In most cases student discipline is simply the continuing process by all staff of requiring that students abide by certain fundamentals of conduct, including respect for the property of others, courtesy, respect for the rights of other individuals and the rights of the group, respect for the educational process and a willingness to abide by the rules of the school and the directives of the teaching staff. If the teacher will express standards of behavior in positive terms, these standards will invite cooperation. The standards should then be consistently enforced and observed.

6006 *Absence of the Superintendent*

At times throughout a school year, the Superintendent may be away from his office. To insure effective and efficient management and control during this time the Superintendent's office shall be discharged in the order as listed:

If the Superintendent is away from the district for two or more days, the Principal will be asked to serve in the Superintendent's place.

Line of authority:

- a. Superintendent
- b. Principal
- c. Senior full-time teacher
- d. Next senior tenured teacher

During the absence of the Superintendent, that person serving in the acting position shall assume the responsibilities of the Superintendent and report to the Board, as Board policy demands.

6007 *Councils, Cabinets, or Committees*

The Board authorizes the Superintendent to establish temporary councils. Committees created by the Superintendent shall be for the purpose of obtaining to a maximum degree, the professional advice and counsel of the personnel of the district.

The number, the composition, and the work to be done by such cabinets, councils, and committees shall be defined by the Superintendent or his designated representative, and may be changed at his direction.

6008 *Emergency Closure of Schools*

From time to time conditions may prevail that necessitate the emergency closure of schools. Examples of such closures would be bad weather conditions creating hazardous driving conditions endangering passengers, power or water failure which creates physical and health difficulties, or contagious diseases. Should it arise, the following procedures will be used to close schools:

1. Road and weather reports are compiled by contacting families out of town and bus drivers.

2. Superintendent evaluates conditions, notifies Board Members, and declares a closure.
3. Superintendent advises transportation supervisor, principals and secretaries. Key staff members are contacted to set telephone trees into motion.
4. Radio and Television Stations are informed.
5. Patrons and teachers will be notified between 7:00 and 7:30 A.M. on emergency closures.
6. An explanation will be made at the next meeting of the Board.
7. When schools are closed, all activities will be cancelled.

6008.1 Emergency School Closure Telephone Tree

1. Closure during school time:
 - A. Secretary will notify parents, if possible, by telephone.
 - B. Buses will leave after telephone notification of parents.
2. Closure before school time -- Transportation Director notifies:
 - A. Clerk of the Board
 1. Radio and Television Stations
 - B. His Secretary
 1. Teaching staff
 - C. Superintendent & Principal
 1. Drivers
 - D. School Lunch Supervisor
 1. Cooks

6009 Asbestos Management

To: Parents, Students, Teachers and Employees

It is the responsibility of the local education administration to notify the general district patrons that their school has a School Management Plan on file in the administrator's office.

This management plan describes the full inspection of the probable trouble spots of asbestos within buildings on the school campus.

This management plan is available for inspection.

SUPERINTENDENT EVALUATION FORM

ADMINISTRATIVE ABILITY

1. *Knowledge of the public schools.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

2. *Buildings and grounds management.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

3. *Finance and budget management.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

4. *Delegation of responsibility.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

5. *Disciplinary Control.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

6. *Conducts staff evaluations according to board policy.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

7. *Ability to lead and to shoulder responsibility.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

EDUCATIONAL LEADERSHIP

1. *Understanding the district's education philosophy.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

2. *Sets the example.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

3. *Management of the staff.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

4. *Assist in professional growth of staff.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

WORKING RELATIONSHIP WITH BOARD

1. *Adheres to board policy.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

2. *Supplies board with data and background information to aid in decision making in a timely manner.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

3. *Respects board as elected officials.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

4. *Defends board policy when necessary.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

5. *Accepts constructive criticism.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

6. *Works well with board.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

7. *Keeps board members adequately informed of developments and administrative actions.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

PERSONAL ATTRIBUTES

1. *Dresses in a professional manner.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

2. *Addresses the public well.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

3. *Honest.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

4. *Shows enthusiasm and devotion to job.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

COMMUNITY ROLE

1. *Considers needs of students, community and staff when changes in curriculum are necessary.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

2. *Respected by community.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

3. *Maintains buildings and grounds in a manner which community can be proud.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

4. *Co-operative with patrons.*

9 8 7 6 5 4 3 2 1

Excellent *Satisfactory* *Unsatisfactory*

Comment: _____

7000 FINANCIAL MANAGEMENT

7050 Goals

Since educational programs are dependent on adequate funding and the proper management of those funds, District goals can best be attained through efficient fiscal management. As trustee of local, state and federal funds allocated for use in public education, the Board shall fulfill its responsibility to see that funds are used to achieve the purposes intended.

Because of resource limitations, fiscal concerns often overshadow the educational program. Recognizing this, the District must take specific action to ensure that education remains primary. This concept shall be incorporated into Board operations and into all aspects of District management and operation.

In the District's fiscal management, the Board seeks to achieve the following goals:

1. Engage in advance planning to develop budgets that will achieve the greatest educational returns in relation to dollars expended.
2. Establish levels of funding which shall provide superior education for the District's students.

3. Provide timely and appropriate information to staff who have fiscal responsibilities.
4. Establish efficient procedures in all areas of fiscal management.

7051 *Budget and Program Planning*

The annual budget is evidence of the Board's commitment to the objectives of the instruction programs. The budget supports the immediate and long-range goals and established priorities within all areas, instructional, non-instructional and administrative programs.

Prior to presentation of the proposed budget for adoption, the Superintendent shall prepare, for the Board's consideration, recommendations (with supporting documentation) which shall be designed to meet the needs of students within the limits of anticipated revenues.

Program planning and budget development shall provide for staff participation and the sharing of information with patrons prior to action by the Board.

7051.1 *Budget Implementation and Execution*

Once adopted by the Board, the operating budget shall be administered by the Superintendent and his/her designees. All actions of the Superintendent/designees in executing the programs and/or activities delineated in that budget are authorized according to these provisions:

1. Expenditure of funds for the employment and assignment of staff shall meet the legal requirements of the State of Idaho and adopted Board policies.
2. Funds held for contingencies may not be expended without approval from the Board.
3. A listing of warrants describing goods and/or services for which payment has been made must be presented for Board approval each month.
4. Purchases shall be made according to the legal requirements of the State of Idaho and adopted Board policy.

7052 *Accounting System Design*

The District accounting system shall be established to present with full disclosure the financial position and results of the financial operations of the District funds and account groups in conformity with generally accepted accounting principles. The accounting system must be in

compliance with the accounting system requirements established by legislative action. The accounting system shall be able to demonstrate compliance with finance-related legal and contractual provisions.

7052.1 GASB Statement 34 (Accounting System)

1. Purpose

The Board recognizes the need to implement the required accounting and financial reporting standards set out in Governmental Accounting Standards Board Statement 34 (“GASB 34”)

The primary objectives of implementing the GASB 34 are to assure compliance with state requirements, and to properly account for both the financial and economic resources and to provide new and additional information to users of District financial statements.

2. Authority

Participation of and reporting shall be in accordance with Board policy and State of Idaho Fiscal Policies manuals as prepared by the office of the State of Idaho Controller’s Office and GASB 34.

3. Delegation of Responsibility

The responsibility to coordinate the compilation and preparations of all information necessary to implement this policy is delegated to the Superintendent in cooperation with the District Accountant.

The designated individual shall be responsible for implementing the necessary procedures to establish and maintain a fixed asset inventory, including depreciation schedules. Depreciation shall be computed on a straight-line basis over the useful lives of the assets, using an averaging convention. Normal maintenance and repairs shall be charged to expense as incurred; major renewals and betterments that materially extend the life or increase the value of the asset shall be capitalized. A schedule of accumulated depreciation shall be consistent from year to year. The basis for depreciation, including groups of assets and useful lives, shall be in writing and submitted for review to the Board of Trustees.

4. Depreciation Guidelines

In order to associate debt with acquired assets, and to avoid net asset deficits, any asset that has been acquired with debt proceeds shall be capitalized, regardless of the cost of the asset. The asset life of these assets shall be considered relative to the time of the respective debt amortizations.

For all other assets not acquired by debt proceeds, the dollar value of any single item for inclusion in the fixed assets accounts shall be not less than \$5,000.

The capitalization threshold shall be set at a level that will capture at least 80% of all fixed assets.

The assets listed below do not normally individually meet capitalization threshold criteria:

1. Library books. 2. Classroom texts. 3. Computer equipment. 4. Classroom furniture.

These asset category costs shall be capitalized and depreciated as groups when that group's acquisition cost exceeds the capitalization threshold in any given fiscal year.

For group asset depreciation purposes, the estimated useful life of the group may be based on the weighted average or simple average of the useful life of individual items, or on an assessment of the life of the group as a whole. Periodically, the intermediate unit shall review the estimated life of groups of assets and adjust the remaining depreciation life of the group.

Assets that fall below the capitalization threshold for GASB 34 reporting purposes may still be significant for insurance, warranty service, and obsolescence/replacement policy tracking purposes. The intermediate unit may record and maintain these non-GASB 34 asset inventories in subsidiary ledges.

7052.2 GASB Statement No. 54

Adopted: 08/08/2011

Revised on:

Fund Balance Policy in Accordance with GASB Statement No. 54

Purpose. The following policy has been adopted by the **Bliss School District #234** in order to address the implications of Governmental Accounting Standards Board ("GASB") Statement No. 54, Fund Balance Reporting and Governmental Fund Definitions. The policy is created in

consideration of unanticipated events that could adversely affect the financial condition of the **Bliss School District #234** and jeopardize the continuation of necessary public services. This policy and the procedures promulgated under it supersede all previous regulations regarding the **Bliss School District's** fund balance and reserve policies.

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

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

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

Debt service funds are used to account for all financial resources restricted, committed or assigned to expenditure for principal and interest.

Capital projects funds are used to account for all financial resources restricted, committed or assigned to expenditure for the acquisition or construction of capital assets.

Permanent funds are used to account for resources restricted to the extent that only earnings, and not principal, may be used for purposes that support the **Bliss School Distirct's** purposes.

Fund balance reporting in governmental funds. Fund balance will be reported in governmental funds under the following categories using the definitions provided by GASB Statement No. 54:

Nonspendable fund balance

Definition – includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact.

Restricted fund balance

Definition – includes amounts that can be spent only for the specific purposes stipulated by the constitution, external resource providers, or through enabling legislation.

Committed fund balance

Definition – includes amounts that can be used only for the specific purposes determined by a formal action of the **Bliss School District's** highest level of decision making authority (**i.e., the Bliss Board of Trustees**).

Authority to Commit – Commitments will only be used for specific purposes pursuant to a formal action of the **Bliss Board of Trustees**. A majority vote is required to approve a commitment and a two-thirds majority vote is required to remove a commitment.

Assigned fund balance

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

Authority to Assign – The **Bliss Board of Trustees** delegates to the **Administrator** or his/her/their designee the authority to assign amounts to be used for specific purposes. Such assignments cannot exceed the available (spendable, unrestricted, uncommitted) fund balance in any particular fund.

Unassigned fund balance

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

Operational guidelines. The following guidelines address the classification and use of fund balance in governmental funds:

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

Encumbrance reporting – Encumbered amounts will not be carried into a new fiscal year. All encumbrances and outstanding purchases orders at year end will become void at year end.

Prioritization of fund balance use – When an expenditure is incurred for purposes for which both restricted and unrestricted (committed, assigned, or unassigned) amounts are available, it shall be the policy of the **Bliss School District** to consider restricted amounts to have been reduced first. When an expenditure is incurred for purposes for which amounts in any of the unrestricted fund balance classifications could be used, it shall be the policy of the **Bliss School District** that committed amounts would be reduced first, followed by assigned amounts and then unassigned amounts.

Implementation and review. Upon adoption of this policy the **Bliss Board of Trustees**, authorizes the **Administrator** to establish any standards and procedures which may be necessary for its implementation. The **Administrator and his or her designee** shall review this policy at least annually and make any recommendations for changes to the **Bliss Board of Trustees**.

7052.3 Documentation and Approval of Claims

All financial obligations and disbursements must be documented in compliance with the statutory provisions and audit guidelines. The documentation will specifically describe acquired goods and/or services, the budget appropriations applicable to payment, and the required approvals. All purchases, encumbrances and obligations, and disbursements must be approved by the administrator designated with the authority, responsibility and control over the budget appropriations. The responsibility for approving these documents should not be delegated.

The District business office will be responsible for the development of the procedures and forms to be used in the requisition, purchase and payment of claims.

7052.4 District Financial Fraud and Theft Prevention

All District employees, Board members, consultants, vendors, contractors and other parties maintaining a business relationship with the District shall act with integrity and due diligence in matters involving District fiscal resources.

The Superintendent shall be responsible for developing internal controls designed to prevent and detect fraud, financial impropriety or fiscal irregularities within the District. Every member of the District's administrative team shall be alert for any indication of fraud, financial impropriety or irregularity within his/her areas of responsibility.

The Superintendent shall investigate reports of fraudulent activity in a manner that protects the confidentiality of the parties and the facts. All employees involved in the investigation shall be advised to keep information about the investigation confidential.

Staff Responsibilities

Any employee who suspects that financial fraud, impropriety or irregularity has occurred shall immediately report those suspicions to their immediate supervisor and/or the Superintendent/designee who shall have the primary responsibility for initiating necessary investigations. Additionally, the Superintendent shall coordinate investigative efforts with the District's legal counsel, auditing firm and other internal or external departments and agencies,

including the county prosecutor's office and law enforcement officials, as the Superintendent may deem appropriate.

In the event the concern or complaint involves the Superintendent, the concern shall be brought to the attention of the Chairman of the Board of Trustees who is hereby empowered to contact the District's legal counsel, auditing firm and any other agency to investigate the concern or complaint.

Definition

As used in this policy, "fraud" refers to intentionally misrepresenting, concealing or misusing information in an attempt to commit fiscal wrongdoing. Fraudulent actions includes but are not limited to:

- Behaving in a dishonest or false manner in relation to District assets, including theft of funds, securities, supplies or other District properties.
- Forging or altering financial documents or accounts illegally or without proper authorization.
- Improper handling or reporting of financial transactions
- Personally profiting as a result of insider knowledge
- Disregarding confidentiality safeguards concerning financial information
- Violating Board conflict of interest policies
- Mishandling financial records of District assets (destroying, removing or misusing)

Internal Controls

The following internal controls shall be a regular practice of the district in an effort to prevent the possibility of fraud:

- Budgetary Transfers. The transfer of appropriations is important for the superintendent, purchasing agent, business official and clerk, and all should have written confirmation of the information. The purchasing agent shall be apprised if the transfer has been approved, the treasurer shall document it and the business official shall record it.
- Clerk's Receipts. The treasurer should have receipts and numbered duplicates for everything paid out in his/her custody.
- Checks. The clerk shall keep personal custody of any signature stamps and maintain a log for every check written.

- Audit. An individual not connected to the business office should audit the check register regularly.
- Conduct background checks on potential business office employees. Check all possible references, not just those offered, and perform criminal background checks on key business officials.
- Segregate functions within the business office so as to avoid the opportunity for fraud without collusion.

7053.5 Financial Reporting and Audits

The Board directs that financial reports of all District funds shall be prepared in compliance with statutory provisions and generally accepted accounting and financial reporting standards. In addition to the reports required for local, state, and federal agencies, financial reports will be prepared monthly and annually and presented to the Board. The financial reports shall reflect the financial activity and status of the District funds.

Appropriate interim financial statements and reports of financial position, operating results and other pertinent information will be prepared to facilitate management control of financial operations.

The Board directs that District audits shall be conducted in accordance with Idaho code § 67-450B. Each audit shall be a comprehensive audit of the affairs of the District and the District funds. The audits shall comply with all statutory provisions and generally accepted governmental auditing standards, as defined by the United States Government Accountability Office. Within ten (10) days after receiving the audit from the District's independent auditor, the school district shall file two (2) copies of the completed audit report with the legislative counsel at:

Idaho Legislative Services Office

Legislative Services Audit

Staff of Legislative Counsel

P.O. Box 83720

Boise, Idaho 83720-0054

The report shall be filed with the state department of education after its acceptance by the board of trustees not later than November 10.

7053.6 Fund Accounting System

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

7054 *Investment of Funds*

Pursuant to Idaho Code 33-701, the Board authorizes the Superintendent/Clerk to invest all or part of any plant facilities reserve fund, or any fund accumulated for the payment of interest on, and the redemption of, outstanding bonds, or other obligations of the District.

7055 *Purchasing*

Authorization and Control

The Superintendent is authorized to direct expenditures and purchases within the limits of the detailed annual budget for the school year. Board approval for purchase of capital outlay items is required when the aggregate total of a requisition exceeds \$1,000, except the Superintendent shall have the authority to make capital outlay purchases without advance approval when it is necessary to protect the interests of the District or the health and safety of the staff or students. The Superintendent shall establish requisition and purchase order procedures as a means of controlling and maintaining proper accounting of the expenditure of funds. Staff members shall not obligate the District without express authority. Staff members who obligate the District without proper authorization may be held personally responsible for payment of such obligations.

Bids and Contracts

With the exception of the purchase of curricular materials, whenever the cost of any construction, repair or improvement or the acquisition, purchase or repair of any equipment, or other personal property necessary for the effective operation of the District exceeds Twenty-Five Thousand and 00/100 Dollars (\$25,000.00), formal bids shall be called for by issuing public notice as specified in statute. Specifications shall be prepared and be made available to all vendors interested in submitting a bid. The contract shall be awarded to the lowest responsible bidder, except that the trustees may reject any bid, reject all bids and publish notice for bids once again. If after calling for bids a second time, no satisfactory bid is received, the Board may proceed under its own direction, subject to the approval of the state board of education.

In determining what bid is the lowest responsible bidder, the District will not only take into consideration the amount of the bid, the District will also consider the skill, ability and integrity of a bidder to do faithful and conscientious work and promptly fulfill the contract according to the letter and spirit. References may be contacted.

The Superintendent shall establish bidding and contract awarding procedures.

Cooperative Purchasing

The District may cooperatively enter into contracts with one (1) or more districts to purchase materials necessary or desirable for the conduct of the business of the District.

7055.1 Petty Cash Funds

The use of petty cash funds shall be authorized for specific purchases only. Those purchases will include individual purchases of supplies and materials. Individual personal reimbursements which exceed Fifty Dollars (\$50) should not be made from petty cash funds. Petty cash accounts will be maintained as cash on hand, and the total dollar amount of each petty cash account will be limited to Three Hundred Dollars (\$300) for secondary schools and One Hundred Dollars (\$100) for elementary schools and school offices and departments.

Each administrator of a school or department with a petty cash fund account may appoint and designate a fund custodian to carry out the bookkeeping and security duties. Monies which are not specifically petty cash monies shall not be co-mingled with the petty cash fund. At the conclusion of each school year, all petty cash funds must be closed out and the petty cash vouchers and cash on hand returned to the business office for processing.

7055.2 Travel Allowances and Expenses

Every District employee and trustee will be reimbursed for travel expenses while traveling outside of the District and engaged in official District business. All travel expenses must be reported on the established travel expense and voucher forms and, for employees, approval must be granted prior to traveling by the employee's supervisor and the Superintendent.

7055.3 District Credit Cards

The Board of Trustees permits the use of district credit cards by certain school officials to pay for actual and necessary expenses incurred in the performance of work-related duties for the district.

All credit cards will be in the name of the school district. Credit cards may only be used for legitimate school district business expenditures. The use of credit cards is not intended to circumvent the district's policy on purchasing. Purchases that are unauthorized, illegal, represent a conflict of interest, are personal in nature or violate the intent of this policy may result in credit card revocation and discipline of the employee.

The Superintendent shall monitor monthly the use of each credit card by reviewing credit card expenditures and report any serious problems and/or discrepancies directly to the Board.

Credit Card Users

A list of those individuals that will be issued a district credit card will be maintained in the Business Office and reported to the Board each year at its reorganizational meeting in July. Credit card users must take proper care of the credit card(s) and take all reasonable precautions against damage, loss or theft. Any damage, loss or theft must be reported immediately to the Business Office and to the appropriate financial institution. Failure to take proper care of credit cards or failure to report damage, loss or theft may subject the employee to financial liability.

Users must submit detailed documentation, including itemized receipts for services, travel and/or other actual and necessary expenses which have been incurred in connection with school-related business for which the credit card has been used. Failure to provide a proper receipt can make the employee responsible for expenses incurred.

Credit Card Limits

The district shall establish a credit line not to exceed \$8,500 for all cards issued to the district.

Return of Credit Card

A district employee who is no longer employed by the District shall return the credit card upon termination to the Superintendent no later than five calendar days after termination.

Misuse and/or Unauthorized Use

An employee who violates a provision of this policy shall have his/her credit card revoked immediately and shall be subject to disciplinary action as determined by the Superintendent and reported to local law enforcement. If the Superintendent violates a provision of this policy, he/she shall be subject to disciplinary action as determined by the Board and reported to local law enforcement.

Additional Procedures

The Superintendent, in consultation with the Assistant Superintendent and/or Business Manager, may establish additional procedures governing the issuance and use of district credit cards that do not contradict any part of this policy. Each cardholder shall be apprised of the procedures governing the use of the credit card and a copy of this policy and accompanying procedures shall be given to each cardholder.

Policy History:

Adopted:

Revised: December 12, 2016

7060 Procurement Under a Federal Award

In addition to its other policies and procedures regarding procurement, the District shall adhere to the following requirements when making procurements under a federal award. The District shall:

1. Ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be produced, and set forth those minimum essential characteristics and standards to which the material, product, or service must conform. The District will identify all requirements which bidders must fulfill and all other factors to be used in evaluating bids or proposals.
2. Provide a written method for conducting technical evaluations of the proposals received and for selecting recipients, including factors considered for the evaluation; who performs the evaluation, the number of evaluations performed, the timeframe to conducting any evaluations, and the selection of a vendor and whether another positions reviews the evaluation.
3. Maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
4. Avoid acquiring unnecessary or duplicative items;
5. Consider consolidating procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.
6. Maintain a list of prequalified person, firms, or products which are used in acquiring goods and services and include enough qualified sources to ensure maximum open and free competition.
7. Award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance and financial and technical resources.
8. Maintain record sufficient to detail the history of procurement. These records will include:
 - a. Rational for the method of procurement;

- b. Selection of contract type;
 - c. Contractor selection of rejection; and
 - d. The basis for the contract price.
- 9. The use of a time and materials type contract is prohibited unless the District determines that no other contract is suitable. Time and materials type contract means a contract whose cost to a District is the sum of:
 - a. The actual cost of materials; and
 - b. The direct labor hours charged at an hourly rates that reflect was, general and administrative expenses, and profit.When this type of the contract is used, it will include a ceiling price that the contractor exceeds at his or her own risk. The District will assert a high degree of oversight over such contracts in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.
- 10. Be responsible for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims.
- 11. The District will adhere to any additional procurement rules as applicable to specific federal programs such as federal child nutrition programs.

Time and Effort Documentation

Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. Such work shall be documented.

Policy History:

7218 Federal Grant Financial Management System

The District maintains a proper financial management system in order to receive both direct and state-administered grants and to expend funds associated with a grant award. Certain fiscal

controls and procedures must be in place to ensure that all financial management system requirements are met.

7218.1 Idaho Financial Reporting Management System (IFARMS)

IFARMS provides the basis for complete financial and cost accounting, for the development of

program budgets, and for the preparation of periodic financial reports. The uniformity of the system enables the District to fulfill state requirements and provides the flexibility to obtain program and account detail to meet management needs.

7218.2 *Financial Management Standards*

The standards for financial management systems are found at 2 C.F.R. § 200.302. The required standards include:

- 1. Identification:** The District shall identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and award identification shall include the information described below under “Overview of the Financial Management/Accounting System.”
- 2. Financial Reporting:** Accurate, current, and complete disclosure of the financial results of each federal award or program will be made in accordance with the financial reporting requirements set forth in the Education Department General Administrative Regulations (EDGAR).
- 3. Accounting Records:** The District shall maintain records that adequately identify the source and application of funds provided for federally-assisted activities. These records will contain information pertaining to grant or subgrant awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest, and be supported by source documentation.
- 4. Internal Controls:** Effective control and accountability shall be maintained for all funds, real and personal property, and other assets. The District shall adequately safeguard all such property and shall assure that it is used solely for authorized purposes.

“Internal controls” are tools to help program and financial managers achieve results and safeguard the integrity of their program. Internal controls should be designed to provide reasonable assurance that the following objectives are achieved:

- A. Effectiveness and efficiency of operations;
- B. Adequate safeguarding of property;
- C. Assurance property and money is spent in accordance with grant program and to further the selected objectives; and
- D. Compliance with applicable laws and regulations.

5. **Budget Control:** Actual expenditures or outlays shall be compared with budgeted amounts for each federal award.
6. **Cash Management:** The District shall maintain written procedures to implement the cash management requirements found in EDGAR. See Policy 7450.
7. **Allowable Costs:** The District shall maintain written procedures for determining allowability of costs in accordance with EDGAR. See Policy 7320 and Procedure 7320P.

7218.3 Overview of the Financial Management/Accounting System

The District accounting system is established to present, with full disclosure, the financial position and results of the financial operations of the District in conformity with generally accepted accounting principles. The accounting system currently used is **2M Software**. The system is in compliance with IFARMS, as required by Idaho statute. IFARMS shall be used as the basis for developing program budgets and the preparation of periodic financial reports. The District Business Manager shall be responsible for managing budgets and accounts payable. As required by 34 CFR 200.302, the District shall maintain on file award letters that include Catalog of Federal Domestic Assistance (CFDA) titles and numbers, federal award identification numbers and years, names of the federal awarding agencies, and the name of the State Department of Education (the pass-through entity), for each federal award. The funds are given unique identification numbers in the IFARMS system.

The Business Manager shall be responsible for preparing financial reports, as required for local, state, and federal agencies, for review and approval by the Board of Trustees. The financial reports shall reflect the financial activity and status of the District. These reports shall include monthly and cumulative expenditures, program budgets, and balances remaining.

Budgeting

The Planning Phase: Meetings and Discussions: Before Receiving the Grant Award Notice (GAN): The Superintendent, assisted by the Business Manager, shall be responsible for initial federal grant budget development. Initial budget development shall be based upon estimates of federal program award amounts as provided by the State Department of Education, as well as input from program and administrative staff with respect to individual program staff needs, number and assignments of paraprofessionals relative to program allocations, and need for instructional supplies and equipment. The primary considerations of initial budget development shall be the educational needs of students and the availability of existing District resources for meeting these needs.

Budgets shall be prepared and presented in a format that clearly identifies revenue sources and amounts and budgeted expenditures, in accordance with IFARMS accounting codes, and shall be open for public inspection.

The Superintendent shall present the proposed budget to the Board for final approval of the budget and the policies reflected therein, such as proposed changes or additions to instructional programs and proposed salary schedules. Consideration of the proposed budget shall take place in an open meeting with opportunity for public comment. The approved budget shall be included in the minutes of the Board as documentation of its acceptance and approval.

After Receiving the GAN: If the Superintendent determines that final program allocations necessitate revisions to program budgets, he or she, assisted by the Business Manager with input from federal programs staff, shall discuss, review, and propose budget revisions. If proposed revisions require amendment proposals, the Superintendent will follow protocols of the amendment process.

Amending the Budget: The Superintendent shall review and approve any necessary budget amendments and shall submit those amendments to the Board at least seven days in advance of the meeting at which the amendment will be considered. The Board shall have final approval of the amended budget and consideration of the proposed budget shall take place in an open meeting with opportunity for public comment. The approved amended budget shall be included in the minutes of the Board of Trustees as documentation of its acceptance and approval.

Budget Control: The Business Manager shall prepare monthly financial reports that monitor budget performance by comparing actual to budgeted revenues and expenditures. Monthly financial reports indicate budgeted amounts, monthly expenditures, year-to-date-expenditures and percentage of budget spent. The Superintendent shall review these reports for the preceding month prior to presentation to the Board.

Accounting Records

The Business Manager shall be responsible for the maintenance of accounting records. Electronic accounting records are maintained in the 2M Software, and paper records are maintained on file in the District office. All accounting records shall be reviewed by the District Superintendent and, where appropriate and required, the Board. The District chart of accounts and financial reports shall be established and maintained in accordance with Generally Accepted

Accounting Principles (GAAP) and IFARMS, as required by Idaho Code. Accounting records shall be available for public inspection at any time.

Spending Grant Funds

In determining what items will be included in individual program budgets, the Business Manager and the Superintendent will follow the federal cost principles and individual program statutes and regulations, as the basis for determining whether individual expenditures are allowable.

While developing and reviewing the grant budget, the District will keep in mind the difference between direct costs and indirect costs.

Direct and Indirect Costs:

1. **Determining Whether a Cost is Direct or Indirect:** Direct costs are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

Indirect costs are those that have been incurred for a common or joint purpose benefiting more than one cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved.

Costs incurred for the same purpose in like circumstances shall be treated consistently as either direct or indirect costs.

Identification with the federal award rather than the nature of the goods and services involved is the determining factor in distinguishing direct from indirect costs of Federal awards.

Typical costs charged directly to a Federal award are the compensation of employees who work on that award, their related fringe benefit costs, the costs of materials, and other items of expense incurred for the Federal award.

The salaries of administrative and clerical staff shall normally be treated as indirect costs. Direct charging of these costs may be appropriate only if all of the following conditions are met:

- A. Administrative or clerical services are integral to a project or activity;
- B. Individuals involved can be specifically identified with the project or activity;
- C. Such costs are explicitly included in the budget or have the prior written approval of the federal awarding agency; and
- D. The costs are not also recovered as indirect costs.

2. **Indirect Cost Rate:** It is at the discretion of the Bliss School District to use the indirect cost rate. It is the normal policy of the District not to take indirect costs on federal awards. If the District elects to take indirect costs, it shall follow the procedures for calculating the indirect cost rate prescribed by the State Department of Education and apply the policies and procedures outlined in the federal regulations as described below.
3. **Applying the Indirect Cost Rate:** Once the District has an approved indirect cost rate, the percentage is multiplied against the actual direct costs (excluding distorting items such as equipment, contracts in excess of \$25,000, pass-through funds, etc.) incurred under a particular grant to produce the dollar amount of indirect costs allowable to that award.

Once the District applies the approved rate, the funds that may be claimed for indirect costs have no federal accountability and may be used as if they were non-federal funds. For direct grants, reimbursement of indirect costs is subject to the availability of funds and statutory or administrative restrictions.

Where a federal program has a specific cap on the percentage of administrative costs that may be charged to a grant, that cap must include all direct administrative charges as well as any recovered indirect charges.

Cross Reference: 7230 Financial Reporting and Audits

Legal Reference: 2 C.F.R. § 200.300 et. seq. Post Federal Award Requirements

2 C.F.R. § 200.56	Indirect (Facilities & Administrative (F&A)) Costs
2 C.F.R. § 200.413	Direct Costs
34 C.F.R. § 75.564	Reimbursement of Indirect Costs
34 C.F.R. § 76.569	Using the Restricted Indirect Cost Rate

ADOPTED: May 13, 2019

7235 Fiscal Accountability and IDEA Part B Funds

The District must ensure fiscal accountability at each phase in the use of Individuals with Disabilities Education Act (IDEA) Part B funds. The purpose of this policy is to ensure that the District complies with the State Department of Education requirements described in the Idaho State Department of Education IDEA Funding Manual.

7235.1 Use of IDEA Part B Funds

The District shall use IDEA funds only to pay excess costs of providing special education and related services to children with disabilities. A cost is determined to be an excess cost of providing special education only if it meets each of the following criteria:

1. The cost would not exist in the absence of special education needs;
2. The cost is not also generated by students without disabilities; and
3. If the cost is specific to a particular child, it is documented if that child is on an Individual Education Plan (IEP).

The Board directs the Superintendent to establish procedures and internal controls to ensure that IDEA Part B funds are used only for allowable, excess costs of providing special education and that these costs are accounted for in the proper function/program codes described in 34 CFR 300.202-205. These procedures and controls shall also ensure the accuracy of the District's Excess Cost Calculation, as required by 34 C.F.R. 300.16 and Appendix A to 34 C.F.R.300.

The Special Education Director and the Business Manager approve all IDEA Part B expenditures (PO, invoices) following the process described in the written procedures for determining allowability of cost (cost principles).

7235.2 Time and Effort Reporting

Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. In order to determine if personnel costs are allowable under IDEA Part B, the District shall maintain auditable "time and effort" documentation that shows how each employee paid with IDEA Part B funds spent his or her compensated time. Such work shall be documented on the time and effort forms. The form shall be kept for employees paid in full or in part with federal funds or whose salary is used to meet a matching requirement in a federal program. Such documents are written reports of how the time was spent.

The Board directs the Superintendent to establish a system for time and effort reporting that complies with the requirements of OMB Circular A-87 and OMB Circular A-133 and with the 4235P Written Compensation Procedure.

7235.3 Maintenance of Effort

In order to ensure that the requirement of Maintenance of Effort is met, the Board directs the Superintendent to establish a means of tracking and reporting local expenditures separate from the expenditure of State funds. This is to be done for the purpose of verifying that local funds are used for special education expenditures.

7235.4 Parentally-Placed Private School Children

The District must ensure that it is providing the appropriate portion of IDEA Part B funds to children receiving special education at private schools within the boundaries of the District. To accomplish this, the Board directs the Superintendent to establish procedures to accurately track and report expenditures for services provided to parentally-placed private school children.

The Special Education Director and the Business manager keep accurate records of all expenditures charged to the parentally-placed private school children budget. The documentation should be traceable to the financial report and available for inspection if requested.

7235.5 Property Procurement and Tracking

The Board directs the Superintendent to establish written procedures to ensure that the District's mechanism for procurements using IDEA Part B funds conforms to the standards outlined in 34 C.F.R. 80.36 and with Policy 7400 Procurement Management System and any related procedures. The Board also directs the Superintendent to establish a system to maintain adequate inventory management of property purchased with IDEA Part B funds.

Property records in the inventory management system should include, at a minimum:

1. Property description;
2. Identification number;
3. Source of funding;
4. Acquisition date and cost;
5. The location, use, and condition of the property; and
6. Any ultimate disposition data including the date of disposal and sale price of the property.

In addition to the above information, the inventory management system should ensure that all source documents in support of the above information are maintained throughout the life and disposition of the equipment. These records should be updated frequently so that every piece of equipment purchased with federal funds can be accounted for at any given time.

Cross Reference 7400 Procurement Management System

Legal Reference: 2 C.F.R. §§200.430 Time and Effort

34 C.F.R. §§80.36 Procurement

34 C.F.R. §§80.42 Retention and Access Requirements for Records

34 C.F.R. §§300.132-133 Provision of Services for Parentally-Placed Private School Children with Disabilities

34 C.F.R. §§300.16 Excess Costs

34 C.F.R. §§300.202-205 Use of Amounts

34 C.F.R. §§300, Appendix A Excess Costs Calculation

Fiscal Accountability Checklist: For Sub-Recipients of IDEA Part B Funds

OMB Circular A-87

7320 Allowable Uses for Grant Funds

Expenditures will be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval from the State. When determining how the District will spend its grant funds, the Superintendent and the Business Manager will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in Education Department General Administrative Regulations, referenced below, which are provided in the bulleted list below. The Business Manager and District Superintendent must consider these factors when making an allowability determination. All costs must:

1. Be necessary and reasonable for the performance of the federal award as outlined in **7320P1**.
2. Be allocable to the federal award. A cost is allocable to the federal award if the goods or services involved are chargeable or assignable to the federal award in accordance with the relative benefit received. This means that the federal grant program derived a benefit in proportion to the funds charged to the program. For example, if 50% of a teacher's salary is paid with grant funds, then that teacher must spend at least 50% of his or her time on the grant program.
3. Be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the District.
4. Conform to any limitations or exclusions set forth as cost principles in 2 CFR Part 200 or in the terms and conditions of the federal award.
5. Consistent treatment. A cost cannot be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
6. Be adequately documented. All expenditures must be properly documented.
7. Be determined in accordance with General Accepted Accounting Principles (GAAP), unless provided otherwise in Part 200.
8. Not be included as a match or cost-share, unless the specific federal program authorizes federal costs to be treated as such. Some federal program statutes require the non-federal entity to contribute a certain amount of non-federal resources to be eligible for the federal program.
9. Be the net of all applicable credits. The term "applicable credits" refers to those receipts or reduction of expenditures that operate to offset or reduce expense items allocable to the federal award. Typical examples of such transactions are: purchase discounts, rebates or allowances, recoveries or indemnities on losses, and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the State

relate to the federal award, they shall be credited to the federal award, either as a cost reduction or a cash refund, as appropriate.

Part 200's cost guidelines must be considered when federal grant funds are expended. In addition, as required by federal rules, the District will follow, as appropriate, all state and District-level requirements and policies regarding expenditures.

Helpful Questions for Determining Whether a Cost is Allowable

In addition to the cost principles and standards described in Procedures 7320P1 and P2, the Superintendent, Business Manager, and appropriate federal programs personnel can refer to this section for a useful framework when performing an allowability analysis. In order to determine whether federal funds may be used to purchase a specific cost, it is helpful to ask the following questions:

1. Is the proposed cost allowable under the relevant program?
2. Is the proposed cost consistent with an approved program plan and budget?
3. Is the proposed cost consistent with program specific fiscal rules? For example, the District may be required to use federal funds only to supplement the amount of funds available from nonfederal (and possibly other federal) sources.
4. Is the proposed cost consistent with Education Department General Administrative Regulations (EDGAR)?
5. Is the proposed cost consistent with specific conditions imposed on the grant (if applicable)?

As a practical matter, the Superintendent, Business Manager, and appropriate federal programs personnel should also consider whether the proposed cost is consistent with the underlying needs of the program. For example, program funds must benefit the appropriate population of students for which they are allocated.

Also, funds should be targeted to address areas of weakness, as necessary. To make this determination, the Superintendent, Business Manager, and appropriate federal programs personnel should review data when making purchases to ensure that federal funds to meet these areas of concern.

Determining Necessity and Reasonableness of Expenses

Federal grant funds may only be spent on costs which are necessary and reasonable for the performance of the federal award. District staff must consider these elements when determining the reasonableness of a cost. A cost is reasonable if, in its nature and amount, it does not exceed

that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made. For example, reasonable means that sound business practices were followed, and purchases were comparable to market prices. When determining reasonableness of a cost, consideration must be given to:

1. Whether the cost is a type generally recognized as ordinary and necessary for the operation of the District or the proper and efficient performance of the federal award;
2. The restraints or requirements imposed by factors, such as: sound business practices; arm's-length bargaining; federal, state, and other laws and regulations; and terms and conditions of the federal award;
3. Market prices for comparable goods or services for the geographic area;
4. Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the District, its employees, its students, the public at large, and the federal government;
5. Whether the District significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the federal award's cost.

While the relevant federal administrative rule does not provide specific descriptions of what satisfies the “necessary” element beyond its inclusion in the reasonableness analysis above, “necessary” is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the District can demonstrate that the cost addresses an existing need, and can prove it. For example, the District may deem a language skills software program necessary for a limited English proficiency program.

When determining whether a cost is necessary, consideration may be given to:

1. Whether the cost is needed for the proper and efficient performance of the grant program;
2. Whether the cost is identified in the approved budget or application;
3. Whether there is an educational benefit associated with the cost;
4. Whether the cost aligns with identified needs based on results and findings from a needs assessment; and
5. Whether the cost addresses program goals and objectives and is based on program data;

Selected Items of Cost

2 CFR Part 200 examines the allowability of 55 specific cost items (commonly referred to as Selected Items of Cost). These cost items are listed in the chart below along with the rule where the allowability of the item is discussed. Please do not assume that an item is allowable because it is specifically listed in the regulation, as it may be unallowable despite its inclusion in the selected items of cost section. The expenditure may be unallowable for a number of reasons, including:

1. The express language of the regulation states the item is unallowable;
2. The terms and conditions of the grant deem the item unallowable; or
3. State/local restrictions dictate that the item is unallowable.

The item may also be unallowable because it does not meet one of the cost principles, such as being reasonable because it is considered too expensive. If an item is unallowable for any of these reasons, federal funds cannot be used to purchase it.

District personnel responsible for spending federal grant funds and for determining allowability shall be familiar with the Part 200 selected items of cost section. The Superintendent and Business Manager shall follow these rules when charging these specific expenditures to a federal grant. When applicable, the Superintendent and/or Business Manager shall check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, District and program-specific rules may deem a cost unallowable, and District personnel shall follow those non-federal rules as well.

The selected item of cost addressed in Part 200 includes the following (in alphabetical order):

Item of Cost	Citation of Allowability Rule
Advertising and public relations costs	2 CFR § 200.421
Advisory councils	2 CFR § 200.422
Alcoholic beverages	2 CFR § 200.423
Alumni/ae activities	2 CFR § 200.424

Audit services	2 CFR § 200.425
Bad debts	2 CFR § 200.426
Bonding costs	2 CFR § 200.427
Collection of improper payments	2 CFR § 200.428
Commencement and convocation costs	2 CFR § 200.429
Compensation – personal services	2 CFR § 200.430
Compensation – fringe benefits	2 CFR § 200.431
Conferences	2 CFR § 200.432
Contingency provisions	2 CFR § 200.433
Contributions and donations	2 CFR § 200.434
Defense and prosecution of criminal and civil proceedings, claims, appeals, and patent infringements	2 CFR § 200.435
Depreciation	2 CFR § 200.436
Employee health and welfare costs	2 CFR § 200.437
Entertainment costs	2 CFR § 200.438
Equipment and other capital expenditures	2 CFR § 200.439

Exchange rates	2 CFR § 200.440
Fines, penalties, damages, and other settlements	2 CFR § 200.441
Fund raising and investment management costs	2 CFR § 200.442
Gains and losses on disposition of depreciable assets	2 CFR § 200.443
General costs of government	2 CFR § 200.444
Goods and services for personal use	2 CFR § 200.445
Idle facilities and idle capacity	2 CFR § 200.446
Insurance and indemnification	2 CFR § 200.447
Intellectual property	2 CFR § 200.448
Interest	2 CFR § 200.449
Lobbying	2 CFR § 200.450
Losses on other awards or contracts	2 CFR § 200.451
Maintenance and repair costs	2 CFR § 200.452
Materials and supplies costs, including costs of computing devices	2 CFR § 200.453
Memberships, subscriptions, and professional activity costs	2 CFR § 200.454

Organization costs	2 CFR § 200.455
Participant support costs	2 CFR § 200.456
Plant and security costs	2 CFR § 200.457
Pre-award costs	2 CFR § 200.458
Professional services costs	2 CFR § 200.459
Proposal costs	2 CFR § 200.460
Publication and printing costs	2 CFR § 200.461
Rearrangement and reconversion costs	2 CFR § 200.462
Recruiting costs	2 CFR § 200.463
Relocation costs of employees	2 CFR § 200.464
Rental costs of real property and equipment	2 CFR § 200.465
Scholarships and student aid costs	2 CFR § 200.466
Selling and marketing costs	2 CFR § 200.467
Specialized service facilities	2 CFR § 200.468
Student activity costs	2 CFR § 200.469

Taxes (including Value Added Tax)	2 CFR § 200.470
Termination costs	2 CFR § 200.471
Training and education costs	2 CFR § 200.472
Transportation costs	2 CFR § 200.473
Travel costs	2 CFR § 200.474
Trustees	2 CFR § 200.475

Likewise, it is possible for the State and/or District to put additional requirements on a specific item of cost. Under such circumstances, the stricter requirements must be met for a cost to be allowable. Accordingly, District staff shall consult federal, State, and District requirements when spending federal funds.

In order for a cost to be allowable, the expenditure must also be allowable under the applicable program statute and accompanying program regulations, non-regulatory guidance, and grant award notifications.

7450 Federal Cash Management Policy

The District will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the District, in accordance with the Cash Management Improvement Act. Generally, the District receives payment from the State Department of Education on a reimbursement basis.

According to guidance from the U.S. Department of Education (USDE), when calculating the interest earned on USDE grant funds, regardless of the date of obligation, interest is calculated from the date that the federal funds are drawn down from the G5 system until the date on which those funds are disbursed by the District.

Payment Methods

1. **Reimbursements:** The District will initially charge federal grant expenditures to nonfederal funds.

The District Grant Accountant or Business Manager will request reimbursement for actual expenditures incurred under the federal grants monthly. All reimbursements are based on actual disbursements, not on obligations. Reimbursement requests will be submitted on a District form to the State Department of Education.

The Superintendent or his or her designee shall promulgate a procedure specifying any further requirements.

Consistent with State and federal requirements, the District will maintain source documentation supporting the federal expenditures; such as invoices, time sheets, and payroll stubs; and will make such documentation available for the State Department of Education to review upon request.

Reimbursements of actual expenditures do not require interest calculations.

2. Advances: To the extent the District receives advance payments of federal grant funds; the District will strive to expend the federal funds on allowable expenditures as expeditiously as possible. Specifically, the District shall attempt to expend all drawdowns of federal funds within 72 hours of receipt.

The District will hold federal advance payments in interest-bearing accounts, unless an allowable exception applies. The District will begin to calculate interest earned on cash balances once funds are deposited into the District's account.

Interest will be calculated quarterly. Total federal grant cash balances will be calculated on cash balances per grant and applying the District's **[choose one: actual/average]** interest rate. Within 30 days of the end of the quarter, the District will remit interest earned. The District may retain up to \$500 of interest earned per year.

The Superintendent or his or her designee shall promulgate a procedure specifying the process for remitting interest.

Legal Reference: 2 CFR § 200.305

Payment

31 CFR § 205

Rules and Procedures for Efficient Federal-State Funds Transfers

7400 Procurement Management System

Authorization and Control

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

The Superintendent is authorized to direct expenditures and purchases within the limits of the detailed annual budget for the school year and pursuant to State purchasing and federal procurement requirements. Board approval for purchase of capital outlay items is required when the aggregate total of a requisition exceeds \$3,000, except the Superintendent shall have the authority to make capital outlay purchases without advance approval when it is necessary to protect the interests of the District or the health and safety of the staff or students. The Superintendent shall establish requisition and purchase order procedures as a means of controlling and maintaining proper accounting of the expenditure of funds that align with State purchasing and federal procurement requirements. Staff members shall not obligate the District without express authority. Staff members who obligate the District without proper authorization may be held personally responsible for payment of such obligations.

Bids and Contracts

For micro-purchases up to \$3,000, purchases may be awarded without soliciting competitive bids if the District considers the price to be reasonable. The District shall maintain evidence of this reasonableness in the records of all micro-purchases. If small purchases are between \$3,000 and \$50,000 in cost, the District shall use price or rate quotations obtained from an adequate number of qualified sources and maintain quotations in purchasing records.

With the exception of the purchase of curricular materials, and in accordance with the requirements of Idaho Code, whenever the cost of any construction, repair, or improvement; or the acquisition, purchase, or repair of any equipment; or other personal property necessary for the effective operation of the District exceeds \$50,000 but does not exceed \$100,000, bids shall be called for by issuing written request to at least three vendors as specified in statute as well as following federal procurement requirements. Specifications shall be prepared and be made available to all vendors interested in submitting a bid. The contract shall be awarded to the lowest responsible bidder, except that the Board may reject any bid, reject all bids, or publish notice to rebid the project. If, after calling for bids a second time, no satisfactory bid is received, the Board may proceed under its own direction, subject to the approval of the State Board of Education.

For expenditures exceeding \$100,000, bids shall be called for by issuing public notice as specified in statute as well as following federal procurement requirements. Specifications shall be published in the official newspaper of the District at least two weeks before the opening date, with the second notice to be published in the succeeding week at least seven days before the date that bids are scheduled to be opened. Copies of specifications, bid forms, bidder's instructions, contract documents and general and special instructions shall be made available upon request by any interested bidder.

When purchasing good and services pursuant to Idaho Code, and determining the most qualified bidder for award of the contract, the District, at its sole discretion, may consider not only the amount of the bids, but may also consider additional factors including, but not limited to, the relative experience, ability, references, and integrity of the bidders to do faithful and conscientious work and promptly fulfill the contract according to contract requirements.

Except where a Request for Proposals is advertised, in the event the District awards a contract to a bidder other than the lowest responsive bidder, the Board shall declare its reason or reasons on the record and shall communicate such reason or reasons in writing to all who have submitted a competing bid. The disappointed bidders shall have the right to submit a timely written objection, at which time the District shall stop all work on the project, and shall review its decision and determine whether to affirm its prior award, modify the award, or choose to re-bid, setting forth its reason or reasons therefor. After completion of the review process, the political subdivision may proceed as it deems to be in the public interest.

The Superintendent shall establish bidding and contract awarding procedures that align with State purchasing and federal procurement requirements.

Sealed Bids (Formal Advertising)

For purchases over \$150,000, bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all of the material terms and conditions of the invitation for bids, is the lowest in price. The sealed bid method is the preferred method for procuring construction, if the following conditions apply:

1. A complete, adequate, and realistic specification or purchase description is available;
2. Two or more responsible bidders are willing and able to compete effectively for the business; and
3. The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

If sealed bids are used, the following requirements apply:

1. Bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids.
2. The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;
3. All bids will be opened at the time and place prescribed in the invitation for bids.

4. A firm fixed price contract award must be made in writing to the lowest responsive and responsible bidder.

Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of. Any or all bids may be rejected if there is a sound, documented reason.

Personnel Conflicts of Interest

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

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

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

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

Cross Reference: 7400P Procurement Under a Federal Award

7405 Public Works Contracting and Procurement

7407 Public Procurement of Goods and Services

7270 Property Records

Property records and inventory records shall be maintained on all land, buildings, and physical property under the control of the District. Such records shall be updated annually.

All goods purchased using federal funds shall be delivered to the District office and received by the Business Manager. Upon receipt of goods, the Business Manager shall notify the Superintendent of fulfillment of the purchase order.

The Business Manager checks all items against the invoice to ensure accuracy of delivery. Inventory items will be recorded on the Master Inventory list. No equipment shall be removed for personal or non-school use except according to Board policy.

Property records shall show, appropriate to the item recorded, the:

1. Description and identification;
2. Manufacturer;
3. Date of purchase;
4. Initial cost;
5. Location;
6. Serial number, if available; and
7. Model number, if available

For each equipment and computing device purchased with federal funds, the following information is maintained in the Special Services office mastery inventory list. The list includes the following information:

1. Serial number or other identification number;
2. Source of funding for the property;
3. Who holds title;
4. Acquisition date and cost of the property;
5. Percentage of federal participation in the project costs for the federal award under which the property was acquired;
6. Location, use, and condition of the property; and
7. Any ultimate disposition data including the date of disposal and sale price of the property.

In the event the property is sold, lost, or stolen, or cannot be repaired, the item will be deducted from the master inventory list. The date of the change will be listed along with the sale price if the item is sold.

Property Classifications

Equipment and supplies with a useful life of more than 1 year, including computing devices, will be engraved with “Property of the **Bliss School District**” and with appropriate equipment identification.

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes, or \$5,000.

Supplies means all tangible personal property other than those described in § 200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the District for financial statement purposes or \$5,000, regardless of the length of its useful life.

Computing devices means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or “peripherals”) for printing, transmitting and receiving, or storing electronic information.

Capital assets means tangible or intangible assets used in operations having a useful life of more than one year that are capitalized in accordance with GAAP. Capital assets include:

1. Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and
2. Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance).

Physical Inventory

A physical inventory of the property must be taken and the results reconciled with the property records at least yearly.

Each staff member will inventory property items in their room at the end of each school year. The inventory sheet is signed by the staff member taking the inventory as verification and is reviewed by the Business Manager and kept in the vault. Computer and technology equipment is

inventoried through “**In-house Excel**” management’s program, and recorded in an Excel spreadsheet maintained by the Business Manager. Electronic equipment, such as iPads, are engraved with “Property of **Bliss School District #234**”.

Any discrepancy between physical inventory and the master inventory sheet will be researched by the Business Manager and noted on the master inventory.

Maintenance

In accordance with 2 C.F.R. § 313(d)(4), the District maintains adequate maintenance procedures to ensure that property is kept in good condition. If an item needs repair, the Business Manager will be notified and proper repair procedures will be determined, either in District or by sending the item to a qualified repair facility.

Lost or Stolen Items

The District maintains a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property.

Use of Equipment Purchased with Federal Funds

Equipment purchased with federal funds must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the federal award, and the District will not encumber the property without prior approval of the federal awarding agency and the pass-through entity.

During the time equipment is used on the project or program for which it was acquired, the equipment will also be made available for use on other projects or programs currently or previously supported by the federal government, provided that such use will not interfere with the work on the projects or program for which it was originally acquired. First preference for other use must be given to other programs or projects supported by the federal awarding agency that financed the equipment. Second preference is given to programs or projects under federal awards from other federal awarding agencies. Use for non-federally funded programs or projects is also permissible.

When no longer needed for the original program or project, the equipment may be used in other activities supported by the federal awarding agency, in the following order of priority:

1. Activities under a federal award from the federal awarding agency which funded the original program or project; then
2. Activities under federal awards from other federal awarding agencies.

In the event that the District no longer needs real or personal or real property, it will follow the rules, policies, and procedures required by Idaho Code §33-601(4)(b) and by Policy 9100.

Cross Reference: 7210 GASB Statement 34 (Accounting System)

Legal Reference: I.C. §33-601(4)(b) Real and Personal Property—Acquisition, Use or Disposal of Same

I.C. § 33-701 Fiscal Year – Payment and Accounting of Funds

2 C.F.R. § 200.12 Capital Assets

2 C.F.R. § 200.20 Computing Devices

2 C.F.R. § 200.33 Equipment

2 C.F.R. § 200.94 Supplies

2 C.F.R. § 313 Equipment

SPECIAL SERVICES

7100 TITLE I District and Family Engagement

The Bliss School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents with the Title I, Part A program, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work to ensure that the required parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a

language parents understand.

- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects the school will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two- way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Bliss School District will take the following actions to involve parents in the joint development of its parental involvement plan under section 1112 of the ESEA:
 - a. Convene an annual meeting to explain Title I requirements.
 - b. Jointly develop a school-parent compact that outlines how parents, the school staff and students will share the responsibility for improved student achievement.
 - c. Engage parents in an organized and timely way in the planning, review, and improvement of programs, including School Improvement, Parent and Family Engagement Policy and submit any comments, if the plan is unsatisfactory.
 - d. Provide parents and caregivers with up-to-date information on types and requirements of state standardized testing and alternative assessments.
2. The Bliss School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. Conduct annual parent conferences that will support and improve student learning through the use of technology, academic resources, effective communication and instructional strategies.

- b. Provide timely responses to parent questions.
3. The Bliss School District will provide the following necessary coordination, technical assistance, and other support to assist in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. Provide administrators, teachers, and staff with in-house and outside professional development workshops on building effective and engaging parental involvement strategies.
 - b. Encourage vigorous engagement by administrators, teachers, and staff in the district and school activities.
 - c. Provide consultant services as needed.
4. The Bliss School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies by notifying parents of all new programs offered to engage parents and families by:
 - a. Providing home access via the internet to district provided electronic resources.
 - b. Providing embedded instruction on a variety of educational courses via the internet
 - c. Providing parental access to student progress.
5. The Bliss School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - a. Parent members of planning meetings
 - b. Agendas/Minutes
 - c. Parent Surveys
6. The will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - A. The school district will, with the assistance of its Title I, Part A school, provide assistance to parents of children served by the school district, as appropriate, in understanding topics such as the following, by undertaking the actions described below:
 - the State's academic content standards,
 - the State's student academic achievement standards,

- the State and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child’s progress, and
 - how to work with educators.
 - a. Parent information on Idaho Core Standards
 - b. Handout and printed materials in multiple languages
 - c. Parent teacher student updates and conferences
- B. The school district will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- a. Technology assistance
 - b. How to help your student workshops
 - c. Provide appropriate materials
- C. The school district will with the assistance of parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- a. Providing teachers and staff with high-quality professional development
 - b. Review community data to determine community needs
 - c. Use of consultants
- D. The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- a. Parent/Guardian telephone calls
 - b. Letters/Flyers
 - c. Post activities on the district webpage
 - d. Monthly newsletters
 - e. School notification system
 - f. Social media

Policy History:

Adopted: January 11, 2021

Revised on:

Revised on:

7235P Written Compensation Procedure (Time and Effort)

Time and Effort Standards

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. This includes an employee whose salary is paid with State or local funds but is used to meet a required “match” in a federal program. These documents, known as time and effort records, are maintained in order to charge the costs of personnel compensation to federal grants.

The District’s records will accurately reflect the work performed. These records must:

1. Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
2. Be incorporated into official records;
3. Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;
4. Encompass both federally assisted and all other activities compensated by the District on an integrated basis;
5. Comply with the established accounting policies and practices of the District; and,
6. Support the distribution of the employee’s salary or wages among specific activities or costs objectives.

Time and Effort Procedures

Federal programs staff work in multiple programs and are paid from multiple federal awards. The initial budget for program personnel is determined according the relative percentage of the total of allocations of programs in which the staff member works. Each pay period, the staff member's salary and benefits are calculated and paid according to those initial budget percentages.

At the end of each quarter, the staff member will submit a certification of actual hours worked in each federal program during that quarter. The certification will be signed by the employee and by the business manager or other District staff with after-the-fact knowledge of the employee's activities.

The business manager will reconcile the certification of actual work performed to budgeted amounts and will make corresponding journal entries that reflect actual hours worked in and allowable activities of each federal program.

If an employee works exclusively in a single federal program, that employee will, at least semi-annually complete Form 7235F1 Federal Funds Semi-Annual Certification Form. The form must be completed at least twice each year and signed by the employee and staff member with after-the-fact knowledge of the employee's activities.

Federal programs staffs who work in multiple programs and are paid from multiple federal awards with no fixed schedule shall complete a Form 7235F2 Personnel Activity Report.

Positive Time Reporting

(For Districts that have implemented a financial management system that allows positive time reporting) The District may generate a time and effort report directly from the financial management system.

7235PF2 *Single Federal Award or Cost Objective*

This form is required to be signed twice annually by the employee(s) paid solely from a single federal fund, (for example, Title I, Title II, IDEA Part B, etc.) or who work solely on a single cost objective and should be available for audit and monitoring reviews.

SDE Recommended Tracking states “where employees are expected to work solely on a single federal award or cost objective charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on the program for the period covered by the certification. These certifications will be prepared at least semi-annually and will be signed by the employee and supervisory official having first-hand knowledge of the work performed by the employee.”

I, _____, _____
(Name) (Title)

certify that 100% of my time has been spent performing duties associated with

for the period of (July 1 through December 31) or (January 1 through June 30) of the current year.

(Underline or circle the correct period)

_____ Employee Signature Date _____

_____ Supervisor Signature Date _____

*Insert the name of the federal award or cost objective. Cost objectives could include special education, IDEA Part B Maintenance of Effort Preschool program, etc.

7403 Procurement of Goods and Services for School Meal Programs

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

Micro Purchases (\$10,000 or Less)

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

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

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

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

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

Formal Bidding (\$100,000 or More)

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

The purchase shall be made through an open competitive sealed bid process with the procurement to be made from the qualified bidder submitting the lowest bid price complying with bidding procedures and meeting the specifications for the goods and/or services sought to be procured. All bids shall be publicly opened at the time and place prescribed in the invitation for bids.

A firm fixed price contract shall be awarded to the lowest bid that meets all of the material terms and conditions of the invitation for bid and which was submitted by a responsible bidder. This contract may specify a lump sum or a per unit price. The District may reject any bid if there is a sound and documented reason to do so.

Legal References:	2 CFR § 200.319	Competition
	2 CFR § 200.320(a) and (b)	Methods of Procurement to be Followed
	2 CFR § 200.67	Micro-purchase

Policy History:

Adopted on: April 12, 2021

Revised on:

Reviewed on:

7400P2 *Procurement Methods Under a Federal Award****Procurement Methods Under a Federal Award***

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

Competitive Proposals

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

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

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

Contract/Price Analysis

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

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

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

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

Noncompetitive Proposals (Sole Sourcing)

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

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

A cost or price analysis will be performed for noncompetitive proposals when the price exceeds 50,000.

Full and Open Competition

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

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

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

Procedure History:

Promulgated on:

Revised on:
Reviewed on:

7400P3 <i>Requirements and Restrictions for Procurement Under a Federal Award</i>

Requirements and Restrictions for Procurement Under a Federal Award - Competition

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

Geographical Preferences Prohibited

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

Buy American and School Meals

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

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

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

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

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

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

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

Prequalified Lists

The District shall ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the District shall not preclude potential bidders from qualifying during the solicitation period.

Solicitation Language

The District shall ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers shall be clearly stated; and identify all requirements which the offers must fulfill and all other factors to be used in evaluating bids or proposals.

Contracting with Small and Minority Businesses and Women’s Business Enterprises

When soliciting goods and services on projects that will use federal funds, the District shall comply with the following requirements for the purpose of ensuring small business, minority-owned businesses and women’s business enterprises are to be used whenever possible:

1. Place qualified small and minority businesses and women’s business enterprises on its solicitation lists;
2. Assure that small and minority businesses, and women’s business enterprises are solicited and notified whenever they are potential sources of the needed goods or services;
3. Divide the total requirements of a project, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women’s business enterprises;
4. Establish reasonable delivery schedules, where the project requirement permits, which encourage participation by small and minority businesses, and women’s business enterprises;
5. Consult the services, assistance, and information, as appropriate, of qualified organizations such as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
6. Require a project’s prime contractor, if subcontracts are to be let, to take the affirmative steps listed in the numbered list above.

Legal References:	2 C.F.R. 200.319	Competition.
	2 C.F.R. 200.321	Contracts – Minorities, Women and Small Businesses.

Procedure History:

Promulgated on:

Revised on:

Reviewed on:

8000 NON-INSTRUCTION OPERATION

8007 Nutrition Program

8007.1 Child Nutrition and Wellness Policy

BLISS JOINT SCHOOL DISTRICT NO. 234

Local School Wellness

It is the goal of the Bliss Joint School District to strive to make a significant contribution to the general well-being, mental and physical capacity, and learning ability of each student and afford them the opportunity to fully participate in the education process. The Bliss Joint School District promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as a part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, our school contributes to the basic health status of children. Improved health optimizes student performance potential and ensures that no child is left behind.

Healthy eating is demonstrably linked to reduced risk for mortality and development of many chronic diseases as adults.

The Board directs the Superintendent to inform and update the public, including parents, students, and others in the community, about the content and implementation of the wellness policy. Such information may be provided on the District website, through dissemination of student handbooks, or in any other manner the Superintendent may deem appropriate.

Definition

For the purposes of this policy the school day is defined as thirty (30) minutes before to thirty (30) minutes after the end of the instructional school day.

Goals for Wellness Promotion

To ensure the health and well being of all students, it is the policy of the District to:

1. Ensure that all children have access to adequate and healthy food choices on scheduled school days.

2. Ensure that foods sold at school during the school day meet or exceed the nutritional standards required by National School Lunch Program, the National School Breakfast Program, and the Smart Snacks in Schools standards. Exceptions can be made for infrequent food sales fundraisers that occur no more than the number of times determined appropriate by the Idaho State Department of Education during the school year and are not held during school meal times;
3. Ensure that non-exempt fundraising food sales will not occur on school grounds during the school day. The District operates under United States Department of Agriculture (USDA) program regulations of the National School Lunch Program, National School Breakfast Program, and the Smart Snacks in Schools standards. This includes food sold during the school day in school stores, vending machines, and other venues. (Note: There are many healthy fundraising options available to schools including selling books, fresh produce, school spirit merchandise, or other non-food items during the school day. Fundraising activities that take place outside of school, such as frozen pizza sales, are exempt from the nutrition standards);
4. Food at parties held for students during the school day must adhere to the Smart Snacks in School nutrition guidelines;
5. Support and promote dietary habits contributing to students' health and academic performance. All foods available on school grounds and at school-sponsored activities during the school day should meet or exceed USDA Smart Snacks in School nutrition standards. Wholesome foods produced in Idaho should be available and actively promoted in a healthy school environment. Emphasis should be placed on foods that are nutrient dense per calorie. Foods should be served with consideration toward variety, appeal, taste, safety, and packaging to ensure high quality meals;
6. Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors including good nutrition and regular physical activity;
7. Coordinate school food service with the healthy lifestyles policy to reinforce messages about healthy eating and to ensure that foods offered promote good nutrition and contribute to the development of lifelong, healthy eating habits;
8. Promote healthy eating patterns through classroom nutrition education coordinated with the comprehensive health education program including education, health, and food services;
9. Provide District staff with adequate pre-service and ongoing in-service training that focuses on strategies for behavioral change; and
10. Involve family members and the community in supporting and reinforcing nutrition education and the promotion of healthy eating and lifestyles.

Nutrition Standards

To promote student health and reduce childhood obesity, the District urges all schools within the District to comply with the nutrition standards established by the USDA with respect to all food that is available on school grounds during the school day.

Community Participation

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public are all permitted to participate in the development, implementation, and periodic review of this policy.

The Superintendent shall periodically measure and make available to the public an assessment on the implementation of this policy including:

1. The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
2. The extent to which the District's wellness policy compares to model local school wellness policies; and
3. A description of the progress made in attaining the goals of the wellness policy.

Methods of providing this information to the public may include developing or disseminating printed or electronic materials to families of school children and other members of the school community at the beginning of the school year, or posting the local wellness policies and an assessment of their implementation on the District or school website.

Monitoring Compliance

The Superintendent shall designate one or more District officials or school officials to ensure that each school complies with this policy.

Legal Reference: Sec. 204, Child Nutrition and WIC Reauthorization Act of 2004
 Pub.L. 111-296 Healthy, Hunger-Free Kids Act of 2010
 7 CFR Parts 210 Nutrition School Lunch and School Breakfast Programs: Final Rule
 Smart Snacks in School Regulations by the United States Department of Agriculture

Other Reference: <http://www.fns.usda.gov/cnd/governance/legislation/allfoods.htm>

Policy History:

Adopted on: July 9, 2014

Revised on: August 10, 2015

Reviewed and Adopted: September 11, 2017

Reviewed and Adopted: September 13, 2021

8007.2 Civil Rights – Discrimination Prohibited

The District shall provide equal employment opportunities to all persons, regardless of their race, color, religion, creed, national origin, sex, sexual orientation, age, ancestry, marital status, military status, citizenship status, pregnancy, use of lawful products while not at work, physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodations, and other legally protected categories.

The District will make reasonable accommodation for an individual with a disability known to the District, if the individual is otherwise qualified for the position, unless the accommodation would impose an undue hardship upon the District.

Inquiries regarding discrimination should be directed the Title IX Coordinator. Specific written complaints should follow the Uniform Grievance Procedure.

RIGHT TO FILE A COMPLAINT

Any person alleging discrimination based on race, color, national origin, sex, age, or disability has a right to file a complaint within 180 days of the alleged discriminatory action. Under special circumstances this time limit may be extended by the Office of Civil Rights (OCR).

All civil rights complaints, written or verbal, shall be accepted and forwarded to the state agency within three (3) days to be forwarded to the Civil Rights Division at Western Regional Office (WRO). It is necessary that the information be sufficient to determine the identity of the agency or individual towards which the complaint is directed, and to indicate the possibility of a violation. Anonymous complaints should be handled as any other complaints.

In the event a complainant makes the allegations verbally or through a telephone conversation and refuses or is not inclined to place such allegations in writing, the person to whom the allegations are made shall write up the elements of the complaint for the complainant. Every effort should be made to have the complainant provide sufficient information to assist in resolving the complaint.

All discrimination complaints must be documented in the Civil Rights complaint log.

Policy History:

Adopted: February 13, 2012

Reviewed: September 13, 2021

8007.3 Code of Conducts – Child Nutrition Program

1. No employee, officer or agent of the Bliss School District #234 shall participate in the selection or in the award or administration of a contract supported by program funds if a conflict of interest, real or apparent, would be involved.

Conflicts of interest arise when one of the following has a financial or other interest in the firm selected for the award or in any tangible personal benefit offered by the firm:

- a. The employee, officer, or agent;
 - b. His or her partner;
 - c. Any member of his or her immediate family;
 - d. An organization which employs or is about to employ one of the above.
2. The Bliss School District #234 employees, officers, or agents shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, political contractors, or parties to sub-agreements. Trivial benefits not to exceed a value of fifty dollars (\$50.00) incidental to personal, professional or business contracts and involving no substantial risk of undermining official impartiality may be permitted.
 3. Penalties for violations of the standards of code of conduct of the Bliss School District's Child Nutrition Program may include any or all of the following:
 - a. Reprimand or other disciplinary action by Board or Business Owner
 - b. Dismissal by Board or Business Owner
 - c. Additional legal action necessary

The non-Federal entity must maintain a written code of standards of conduct; establish procurement procedures and all procurement transactions shall be conducted in a manner that provides the maximum of free and open competition. These procedures must reflect applicable State and local laws and regulations, provided that the procurements conform to applicable Federal law and the standards identified in 2 CFR 200.318. An institution should not knowingly do business with a company that is debarred or suspended.

Policy History:

Adopted: November 13, 2017

Revised on:

8007.4 Procurement Under a Federal Award – Child Nutrition Program

In addition to its other policies and procedures regarding procurement, the District shall adhere to the following requirements when making procurements under a federal award. The District Shall:

1. Maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
2. Avoid acquiring unnecessary or duplicative items;
3. Consider consolidating procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.
4. Award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
5. Maintain records sufficient to detail the history of procurement. These records will include:
 - a. Rationale for the method of procurement;
 - b. Selection of contract type;
 - c. Contractor selection or rejection; and
 - d. The basis for the contract price.
6. The use of a time and materials type contract is prohibited unless the District determines that no other contract is suitable. Time and materials type contract means a contract whose cost to a District is the sum of:
 - a. The actual cost of materials; and
 - b. The direct labor hours charged at an hourly rates that reflect wages, general and administrative expenses, and profit.

When this type of the contract is used it will include a ceiling price that the contractor exceeds at his or her own risk. The District will assert a high degree of oversight over such contracts in order to obtain reasonable assurance that the contractor is using efficient method and effective cost controls.

7. Be responsible for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims.
8. The District will adhere to any additional procurement rules as applicable to specific federal programs such as federal child nutrition programs.

Policy History:

Adopted on: November 13, 2017

Reviewed: September 13, 2021

8008 Driver Training Education

The District may offer a Driver Training Education Program when staffing and funding are available. Any such program will be conducted in compliance with all requirements in the Idaho Standards for Public School Driver Education and Training as approved by the State Board of Education on August 13, 2004.

Such program, in the discretion of the Board, may be conducted after school hours, on Saturdays or during regular school vacation periods. The District may offer a joint driver training program with other districts.

Additional enrollment fees shall be charged for students not enrolled at the school.

Optional: A fee shall be assessed to help cover those costs which are not reimbursed by state funds.

The purpose of the program is to introduce students to a course of study that leads to the eventual development of skills appropriate for a licensed driver. The traffic education program is designed to meet the criteria established by the State Department of Education.

8100 Transportation

The Board of Trustees' primary concern in providing transportation services to students is the safety and protection of the health of students.

Requirements

The District shall provide transportation to and from school for a student who:

1. Resides at least 1½ miles from the school, determined by the nearest and best route from the junction of the driveway of the student's home¹ and the nearest public road to the nearest door of the school the student attends or to a bus stop, whichever the case may be;
2. Is a student with a disability, whose IEP identifies transportation as a related service; or
3. In the judgment of the Board, has another compelling and legally sufficient reason to receive transportation services, including the age, health, or safety of the student.

The type of transportation provided by the District may be by a school bus or other vehicle, or by such individual transportation as paying the parent or guardian for individually transporting the student. The Board may authorize children attending nonpublic schools to ride a school bus provided that space is available and a fee to cover the per-seat cost for such transportation is collected.

Homeless Students

Homeless students shall be transported in accordance with the McKinney-Vento Homeless Assistance Act and State law.

Foster Children

The Superintendent or designee shall implement the requirements for ensuring the educational stability for all children in foster care. Each of these provisions must emphasize the child's best interest determination. A written guideline must provide clarity to each school and staff member governing the transportation protocol for students in foster care. This includes the facilitation of transportation to the school of origin (when in the student's best interest). Transportation will be provided, arranged, and funded for the duration of time in foster care. These procedures must confirm the following:

1. Children in foster care needing transportation to the school of origin will promptly receive that transportation in a reasonable and cost effective manner. and;

2. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the District will provide transportation to the school of origin if:
 - A. The local child welfare agency agrees to reimburse the District for the cost of such transportation;
 - B. The District agrees to pay for the cost of such transportation; or
 - C. The District and the local child welfare agency agree to share the cost of such transportation.

Safety

The District shall provide each new school bus driver with a school bus driver training program before allowing him or her to drive a bus carrying students. The District shall provide all experienced school bus drivers with at least ten hours of refresher school bus driver training each fiscal year. Such training shall meet the requirements described in the *Standards for Idaho School Buses and Operations*. Documented training similar to that required by the District may be used to comply with new school bus driver training hours, unless the driver has a gap of more than four years in their previous driving experience.

The Superintendent or designee shall develop written rules establishing the procedures for bus safety and emergency exit drills, and for student conduct while riding on buses, including for students with special needs.

The District shall ensure that transportation personnel have access to a library of resources to assist them in operating safe and efficient transportation services. These resources shall include:

1. Applicable federal, State, and local laws, codes, and regulations;
2. Applicable manuals and guidelines;
3. Online access to internet and other resources; and
4. Applicable trade journals and organizations' publications.

Cross Reference: 3060 Education of Homeless Children
8110 Safety Busing
8120 Bus Routes, Stops and Non-Transportation Zones

Legal Reference: I.C. § 33-1501 Transportation Authorized
I.C. § 33-1503 Payments when Transportation Not Furnished
IDAPA 08.02.03.109 Special Education
20 USC § 6312(c) Every Student Succeeds Act Standards for Idaho School Buses and Operations

Other Reference: Federal Highway Safety Guideline 17
Idaho Department of Education, Idaho's School Bus Driver Training
Classroom Curriculum

Policy History:

Adopted on: March 8, 2021

Reviewed: September 13, 2021

8105 Extracurricular Transportation

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

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

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

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

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

3380 Extracurricular and Co-Curricular Participation Policy
8100 Transportation
8105F Extracurricular Transportation Liability Waiver

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

Policy History:

Adopted on: March 8, 2021

Reviewed: September 13, 2021

8110 Safety Busing

Safety busing is the transportation of a student who lives less than 1½ miles from school when, in the judgment of the Board of Trustees, the age, health, and/or safety of the students warrants such action.

The Board of Trustees will only consider requests for safety busing for students living less than 1½ miles from school when a student walking to school would entail one or more of the following:

1. Unsupervised crossing of a heavily traveled multi-lane roadway requiring beyond-age-level comprehension of complex traffic hazards;
2. Walking along an arterial road and highway permitting fifty (50) mile per hour speeds;
3. Crossing an intersection in competition with a high volume of right-turning vehicles without the benefit of adult supervised crossing;
4. Walking in the traffic lane of an arterial or collector street because of the absence of sidewalks or usable shoulders which are at least three (3) feet wide;
5. Walking beside or over unprotected waterways;
6. Walking routes which are temporarily interrupted by major road construction, building construction, or utility construction;
7. Walking routes interrupted by numerous high traffic volume business driveways; or
8. Other unique circumstances or extraordinary factors (which include State Highway 30 next to our school)

The existence of any of the above criteria does not automatically qualify an area for safety busing. The Board may also consider evaluation factors including but not limited to: traffic count, traffic gap times, posted speed, width of roadway, width of walking area, length of time students would be exposed to area of concern, age of pupils, number of pupils, and traffic control signs and markings, as well as written comments from parents, patrons, and school personnel prior to a vote on the issue. Further, the Board shall consider the criteria set out in its measuring and scoring instrument, with an appropriate “cut off” for safety busing purposes when the scoring element used indicates hazards that are “reasonable” for students to encounter during their walk to and from school, which by this reference is incorporated and attached to this policy as Exhibit 1.

Each year, no later than the regular Board meeting in August, the Board shall review and vote on all requests for new safety busing locations. The Board may annually approve the formation of an ad hoc supplemental transportation committee for the purpose of objectively evaluating all hazardous routes less than 1.5 miles from the students’ home to school, using the Board approved measuring instrument. The Superintendent or his or her designee is directed to review all existing safety busing locations at intervals of no more than three years (3).

8100 Transportation

8120 Bus Routes, Stops and Non-Transportation Zones

I.C. § 33-1501 Transportation Authorized

http://www.sde.idaho.gov/site/transportation/annual_reporting.htm
Standards for Idaho School Buses and Operations

Policy History:

Adopted on: March 8, 2021

Revised on:

on:

8120 Bus Routes, Stops, and Non-Transportation Zones

Bus Routes, Stops, and Non-Transportation Zones

Each year, no later than the regular Board meeting in August, the Superintendent or designee shall present their recommendation for bus routes, school safety busing zones, and non-transportation zones to the Board of Trustees. The Board shall consider student health and safety in considering the recommendations of the Superintendent or designee.

Definitions

“Safety Busing Zone” shall mean the transportation of a student who lives less than 1½ miles from school when, in the judgment of the Board, the age, health, or safety of the student warrants such action. See Policy 8110 Safety Busing.

“Non-Transportation Zone” shall mean an area of the District designated by the Board which is not served by District transportation because of scarcity of students or remoteness, or because the condition of roads makes such service impractical.

Establishing Bus Routes

In order to operate the transportation system as safely and efficiently as possible, the following factors shall be considered in establishing bus routes:

1. School bus routes shall be established with due consideration of the sum total of local conditions affecting the safety, economic soundness, and convenience of its operation including road conditions, condition of bridges and culverts, hazardous crossings, presence of railroad tracks and arterial highways, extreme

weather conditions and variations, length of route, number of families and children to be serviced, availability of turn-around points, capacity of bus, and other related factors. Further, the Board of Trustees shall consider the criteria set out in its measuring and scoring instrument. See Policy 8110 Safety Busing, Exhibit 1.

2. School bus drivers are encouraged to make recommendations in regard to establishing or changing routes.
3. Parents should be referred to the Superintendent or designee for any request of change in routes, stops, or schedules.

Bus Stops

Buses should stop only at designated places approved by school authorities. Exceptions should be made only in cases of emergency and inclement weather conditions. Bus stops shall be chosen with safety in mind and protection of the health of the student.

School loading and unloading zones are to be established and marked to provide safe and orderly loading and unloading of students. The principal of each building is responsible for the conduct of students waiting in loading zones.

Delay in Schedule

The driver is to notify the administration of a delay in schedule. The administration will notify parents on routes and radio stations, if necessary.

Responsibilities - Pupils

Pupils must realize that safety is based on group conduct. Talk should be in conversational tones at all times. There should be no shouting or loud talking which may distract the bus driver. There should be no shouting at passersby. Pupils should instantly obey any command or suggestions from the driver and/or his or her assistants.

A pupil may be denied transportation upon a showing of good cause. The reason for the denial of transportation services shall be provided to the parent(s)/guardian(s) in writing.

Responsibilities - Parents

The interest and assistance of each parent is a valued asset to the transportation program. Parents' efforts towards making each bus trip a safe and pleasant experience are requested and appreciated. The following suggestions are only three (3) of the many ways parents can assist:

1. Ensure that students are at the bus stop in sufficient time to efficiently meet the bus;
2. Properly prepare children for weather conditions; and

3. Encourage school bus safety at home. Caution children regarding safe behavior and conduct while riding on the school bus.

Safety

The Superintendent shall develop written rules establishing the procedures for bus safety and emergency exit drills, which complies with State law and/or Federal Highway Safety Guideline 17, and for student conduct while riding on buses.

If the bus and driver are present, the driver is responsible for the safety of his or her passengers, particularly for those who must cross a roadway prior to loading or after leaving the bus. Except in emergencies, no bus driver shall order or allow a student to board or disembark at other than his or her assigned stop unless so authorized by the Superintendent. In order to assure the safety of all, the bus driver may hold students accountable for their conduct during the course of transportation and may recommend corrective action against a student. Bus drivers are expressly prohibited from using corporal punishment.

Further, the Board shall consider the criteria set out in its measuring and scoring instrument which by this reference is incorporated and attached to this policy.

The bus driver is responsible for the use of the warning and stop signaling systems and the consequent protection of his or her passengers. Failure to use the system constitutes negligence on the part of the driver.

Inclement Weather

The Board recognizes the unpredictability and resulting dangers associated with the weather in Idaho. To achieve the maximum safety for children and efficiency of operation, the Superintendent is empowered to make decisions as to the emergency operation of buses, the cancellation of bus routes, and the closing of schools in accordance with his or her best judgment. The Board may develop guidelines in cooperation with the Superintendent to assist him or her in making such decisions.

8110 Safety Busing

I.C. § 33-1501 Transportation Authorized

I.C. § 33-1502 Bus Routes—Non-Transportation Zones

Classroom Curriculum

I.C. § 49-1422 Overtaking and Passing a School Bus

Other Reference: Standards for Idaho School Buses and Operations
Idaho Department of Education, Idaho's School Bus Driver Training

Policy History:

Adopted on: March 21, 2021

Revised on:

8605 Retention of District Records

In compliance with Idaho Code, the Board of Trustees establishes the following guidelines to provide administrative direction pertaining to the retention and/or disposal of District records. This schedule likewise identifies the anticipated physical location where such records may be kept or maintained by the District, in addition to the possible document retention of all categories of records on the school's servers and computer systems.

The District's Public Records Custodian(s), in conjunction with the Superintendent, or designee, is responsible for the maintenance, safeguarding, and destruction of the District's records. Performance of such duties shall be in cooperation with the District's Business Office, Directors of Maintenance and Transportation, Technology Coordinator, the Principals at the school's buildings, and other administrative personnel employed by the District. However, each school employee is likewise responsible for having knowledge of this policy and the requirement to safeguard the District's records, electronic or otherwise, consistent with the chart below.

The District's Public Records Custodian(s) shall work in conjunction with the District's Technology department to assure that the school's staff is aware of the routine destruction of electronic District records, including emails, such that they are able to assure that the District's public records are retained consistent with this schedule, regardless of whether they are maintained in a hard copy or an electronic copy. In such a process, the District's employees need to retain District records included on the schedule below, particularly student educational records, personnel records, and investigative records, in a format that is not part of the District's routine electronic records destruction and/or notify the technology personnel of the District that a particular document is not to be destroyed as part of the routine destruction of electronic records.

Unless otherwise prohibited by applicable law, all District records may be maintained electronically and/or in hard physical copy.

Method of Destroying Official Records

The District's official records, and any copy thereof that may be deemed to be confidential and/or not intended to be disseminated to the public, will be shredded before disposal.

Destruction of Electronic Mail/e-mail

The District will store electronic mail/e-mails for a maximum period of four (4) years. All email will be automatically deleted from the District's system at the end of this retention period. It is the responsibility of every district employee to assure that District documents that need to be retained for a longer period of time due to federal law, State law, or the provisions of this policy are retained accordingly and in a different format than

electronic mail. An employee's failure to retain District documents accordingly could serve as a basis for discipline, up to and including possible termination.

Suspending of Destroying Official Records

The District will immediately cease the destruction of all relevant records, including electronic records, even if destruction is authorized by an approved Retention Schedule, for the following reasons:

1. If the District receives a Freedom of Information Act (FOIA) request;
2. If the District believes that an investigation or litigation is imminent; or
3. If the District is notified that an investigation or litigation has commenced.

The Public Records Custodian(s) and Superintendent are responsible for carrying out this policy.

If relevant records exist in electronic formats (such as email, digital images, word processed documents, databases, backup tapes, etc.) the District's Administrative personnel shall notify its information technology staff to cease the destruction of records relating to the subject matter of the suit/potential suit or investigation. Failure to cease the destruction of relevant records could result in penalties against the District.

District records shall be retained and/or disposed of as follows:

DISTRICT RECORDS RETENTION SCHEDULE

Retention Codes		
AC —After closed, terminated, completed, expired, settled, or last date of contact FE —Fiscal Year End (June 30 th)	LA —Life of Asset PM —Permanent US —Until Superseded	DO – District Office SB – School Buildings DM – District Maintenance DT – District Transportation
RECORDS DESCRIPTION	RETENTION PERIOD	
ADMINISTRATION —ATTENDANCE--ANNUAL ATTENDANCE SUMMARIES BY BUILDING	PM	DO, SB
ADMINISTRATION —ATTENDANCE—Enrollment attendance data	3 yr	DO, SB
ADMINISTRATION —BALLOTS AND OATHS OF ELECTION—until canvassed and recorded in the minutes	Not less than 8 months following election	DO
ADMINISTRATION —BALLOTS FOR BOND ELECTIONS	a. Not less than 60 days after bonds have been delivered to purchaser b. Not less than 8 months following bond election	DO

DISTRICT RECORDS RETENTION SCHEDULE

Retention Codes		
AC —After closed, terminated, completed, expired, settled, or last date of contact FE —Fiscal Year End (June 30 th)	LA —Life of Asset PM —Permanent US —Until Superseded	DO – District Office SB – School Buildings DM – District Maintenance DT – District Transportation
RECORDS DESCRIPTION	RETENTION PERIOD	
ADMINISTRATION —CONTRACTS AND LEASES	AC +6 yr	DO
ADMINISTRATION —GENERAL CORRESPONDENCE	3 yr	DO, SB
ADMINISTRATION —DONATION/GIFT RECORDS	PM	DO, SB
ADMINISTRATION —BOARD MEETINGS—AGENDA AND MINUTES: Official minutes and agenda of open meetings	PM	DO
ADMINISTRATION —BOARD MEETINGS—CLOSED: Certified agendas or tape recordings of closed meetings	PM—Restricted Access	DO
ADMINISTRATION —ORGANIZATION CHARTS: Any documentation that shows program accountability	PM	DO, SB, DM, DT
ADMINISTRATION —EDUCATION PROGRAM REVIEW RECORDS	AC+3 yr	DO, SB
ADMINISTRATION —OFFICIAL STATE DEPARTMENT REPORTS	PM	DO
ADMINISTRATION —SCHOOL CERTIFICATION REPORTS	PM	DO
ANNUAL REPORTS	PM	DO
APPEAL AND REVIEW RECORDS —Records may include but are not limited to narrative history or description of appeal; minutes and testimony; exhibits; reports and findings of fact; final orders, opinions, conclusions, or decisions; audio recordings; hearing schedules and lists of participants; and related correspondence and documentation.	PM	DO

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RECORDS DESCRIPTION	RETENTION PERIOD	
BOARD MEMBER RECORDS —Series documents board activities and serves as a reference source for board members. Records may include but are not limited to correspondence, plans, statements of goals and objectives, minutes, committee reports, budgets, financial statements, reports, and other reference material. Records are often compiled in a notebook for each member.	AC+3 yr NOTE: Some materials may warrant long-term retention. These materials should be reviewed for archival materials.	DO
BOARD RECORDS —Series documents the official proceedings of the board meetings. Records may include agendas; minutes; meeting notices; items for Board action; contested case hearings schedules; committee reports; exhibits; and related correspondence and documentation. Records may also include audio recordings of meetings used to prepare summaries.	PM	DO
COMPUTER SYSTEMS-BACKUPS —Backups on tape, disk, CD, DVD, etc. CAUTION: Records stored in this format can be subpoenaed during litigation.	US or 1 year	DO
EQUIPMENT-HISTORY FILE —Equipment service agreements, includes maintenance agreements, installation, and repair logs, etc.	LA+3 yr	DO, DM, DT
EQUIPMENT MANUALS —Instruction and operating manuals	LA	DO, SB, DM, DT
EQUIPMENT WARRANTIES	AC+1 yr	DO, SB, DM, DT
FACILITIES OPERATIONS-APPRAISALS —Building or property	3 yr	DO
FACILITIES OPERATIONS-BUILDINGS PLANS AND SPECIFICATIONS —Includes architectural and engineering drawings, etc.	PM For leased structures retain AC+2	DO, DM
FACILITIES OPERATIONS-BUILDINGS, CONSTRUCTION CONTRACT, INSPECTION RECORDS AND PROJECT FILES —Building	LA	DO, SB, DM

DISTRICT RECORDS RETENTION SCHEDULE

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RECORDS DESCRIPTION	RETENTION PERIOD	
construction contracts, surety bonds and inspection records, Planning, design, construction records, and all bids, etc.		
FACILITY OPERATIONS—DAMAGE REPORTS; LOST AND STOLEN PROPERTY REPORTS	FE+3 yr	DO, SB, DM, DT
FACILITY OPERATIONS-PROPERTY DISPOSAL RECORDS —Documenting disposal of inventoried property	PM	DO
FACILITY OPERATIONS-PROPERTY MANAGEMENT SEQUENTIAL NUMBER LOGS —Property logs	US+3 yr	DO, SB, DM
FACILITY OPERATIONS-SECURITY ACCESS RECORDS —Documents the issuance of keys, identification cards, passes, passwords, etc.	AC+2 yr AC=Until superseded, date of expiration, or date of termination, whichever is sooner	DO, SB, DM
FACILITY OPERATIONS-SURPLUS PROPERTY SALE REPORTS	PM	DO, DM
FACILITY OPERATIONS-UTILITY USAGE REPORTS	1 yr	DO, DM
FACILITY OPERATIONS-VEHICLE OPERATION LOGS	1 yr	DO, DT
FISCAL-ACCOUNTS PAYABLE/RECEIVABLE LEDGERS	FE+3 yr	DO, SB
FISCAL-ANNUAL FINANCIAL REPORTS	PM	DO, SB, DM, DT
FISCAL-ANNUAL OPERATING BUDGETS	FE+3 yr	DO, SB, DM, DT
FISCAL-APPROPRIATION REQUESTS —Includes any supporting documentation in the appropriation request	FE+3 yr	DO, SB, DM, DT
FISCAL-FINAL AUDIT REPORTS	PM	DO, SB
FISCAL-BANK STATEMENTS	FE+3 yr	DO, SB

DISTRICT RECORDS RETENTION SCHEDULE

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RECORDS DESCRIPTION	RETENTION PERIOD	
FISCAL-CANCELLED CHECKS — Stubs/Warrants/Drafts	FE+3 yr	DO, SB
FISCAL-CAPITAL ASSET RECORDS	LA+3 yr	DO, SB, DM, DT
FISCAL-CASH RECORDS —Cash deposit slips; cash receipts log	FE+3 yr	DO, SB
FISCAL-DEEDS AND EASEMENTS —Proof of ownership and right-of-way on property	PM	DO
FISCAL -detail chart of accounts—One for all accounts in use for a fiscal year	FE+3 yr	DO, SB
FISCAL-EXPENDITURE JOURNAL OR REGISTER	FE+3 yr	DO, SB
FISCAL-EXPENDITURE VOUCHERS —Travel, payroll, etc.	FE+3 yr	DO, SB, DM, DT
FISCAL-EXTERNAL REPORTS —Special purpose, i.e. federal financial reports, salary reports, etc.	FE+3 yr	DO, SB, DM, DT
FISCAL-FEDERAL TAX RECORDS —Includes FICA records	AC+4 yr AC=Tax due date, date the claim is filed, or date tax is paid whichever is later	DO
FISCAL-FEDERAL FUNDING RECORDS — Title I; Chapter 2; Title VI-B	FE+5 yr Or until all pending audits or reviews are completed	DO
FISCAL—FEDERAL—USDA	AC+3 yr AC=submission of final expenditure	DO
FISCAL-GENERAL LEDGERS; GENERAL JOURNAL VOUCHERS	FE+3 yr	DO, SB

DISTRICT RECORDS RETENTION SCHEDULE

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RECORDS DESCRIPTION	RETENTION PERIOD	
FISCAL-GRANTS —State and Federal	AC+3 yr AC=End of grant or satisfaction of all uniform administrative requirements for the grant CAUTION: Retention requirements may vary depending on the specific federal funding agency	DO, SB
FISCAL-INSURANCE CLAIM FILES	AC+3 yr AC=Resolution of claim	DO
FISCAL-INSURANCE POLICIES —all types	AC+5 yr AC=expiration or termination of policy according to its terms	DO
FISCAL-LONG-TERM LIABILITY RECORDS —Bonds, etc	AC+4 yr AC=retirement of debt	DO
FISCAL-RECEIPTS JOURNAL OR REGISTER	FE+3 yr	DO, SB, DM, DT
FISCAL-RECONCILIATIONS	FE+3 yr	DO, SB
FISCAL-REIMBURSABLE ACTIVITIES —Requests and approval for reimbursed expenses for travel, training, etc.	FE+3 yr	DO, SB
FISCAL-RETURNED CHECKS —Uncollectable warrants or drafts	AC+3 yr AC=After deemed uncollectible	DO, SB
FISCAL-SIGNATURE AUTHORIZATIONS —Records authorizing an employee to initiate financial transactions for agency. Also, spending authority limits	US+FE+3 yr	DO
LEGAL-LITIGATION FILES--	PM CAUTION: May contain attorney-client privileged information	DO, SB, DM, DT

DISTRICT RECORDS RETENTION SCHEDULE

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RECORDS DESCRIPTION	RETENTION PERIOD	
LEGAL-OPEN RECORDS REQUESTS —documentation relating to approved or denied requests for records under Idaho Public Records Law	PM	DO
LEGAL-OPINIONS AND ADVICE —Does not include legal opinions or advice rendered on a matter in litigation or with regard to pending litigation	PM CAUTION: May contain attorney-client privileged information	DO, SB
NEWS OR PRESS RELEASES	PM	DO, SB
PERSONNEL-ACCUMULATED LEAVE ADJUSTMENT REQUEST —Used to create and adjust employee leave balances	FE+5 yr	DO, SB, DM, DT
PERSONNEL-APPLICATIONS FOR EMPLOYMENT—HIRED —Applications, etc. required by employment advertisement	AC+5 yr AC=Termination of employment	DO, SB, DM, DT
PERSONNEL-APPLICATIONS FOR EMPLOYMENT—NOT HIRED —Applications, resumes, etc. required by employment advertisement	AC+2 yr AC=Date position is filled	DO, SB, DM,DT
PERSONNEL-BENEFIT PLANS	US+5 yr	DO
PERSONNEL-COMPLAINT RECORDS —Complaints received and records documenting their resolution	FE+3 yr CAUTION: If a complaint becomes the subject of litigation, it is subject to a longer retention period	DO, SB, DM, DT
PERSONNEL-CORRECTIVE ACTION —those actions which do not affect pay, status, or tenure and are imposed to correct or improve job performance	PM CAUTION: If during the retention period these records are used to support personnel disciplinary action, the records should be retained according to Personnel Disciplinary Action series.	DO, SB, DM, DT

DISTRICT RECORDS RETENTION SCHEDULE

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RECORDS DESCRIPTION	RETENTION PERIOD	
PERSONNEL-DISCIPLINARY ACTION DOCUMENTATION —those actions that affect pay or status. They include demotion, dismissal, etc.	PM	DO, SB, DM, DT
PERSONNEL-EMPLOYEE STATEMENTS (Affidavits)—for insurance, personnel or other uses for which administration has sought such statements	PM	DO, SB, DM, DT
PERSONNEL-EMPLOYEE BENEFITS —documents relating to selection of benefits other than insurance	US+5 yr	DO,
PERSONNEL-EMPLOYEE COUNSELING RECORDS —Notes, etc. relating to job-specific counseling	PM	DO, SB, DM, DT
PERSONNEL-EMPLOYEE DEDUCTION AUTHORIZATIONS —documents relating to all deductions of pay	AC+5 yr AC=After termination of employee or after amendment, expiration, or termination of authorization, whichever is sooner.	DO
PERSONNEL-EMPLOYEE EARNINGS RECORDS	PM	DO
PERSONNEL-EMPLOYEE INSURANCE RECORDS —District copy of selection records by employees of insurance offered by the District	US+ 5 yr	DO
PERSONNEL-EMPLOYEE RECOGNITION RECORDS —Awards, incentives, etc.	PM	DO, SB, DM, DT
PERSONNEL-EMPLOYMENT ANNOUNCEMENT	2 yr	DO
PERSONNEL-EMPLOYMENT CONTRACTS	Original dates of hire +50 yr	DO
PERSONNEL-EMPLOYMENT ELIGIBILITY —Documentation or verification of Federal report form INS I-9	PM	DO

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RECORDS DESCRIPTION	RETENTION PERIOD	
PERSONNEL-EMPLOYMENT SELECTION RECORDS —all records that document the selection process: i.e. polygraph, physicals, interview notes, etc.	2 yr CAUTION: Does not include criminal history checks	DO, SB, DM, DT
PERSONNEL-FORMER EMPLOYEE VERIFICATION RECORDS —minimum information includes name, social security number, exact dates of employment and last known address	PM	DO
PERSONNEL-GRIEVANCE RECORDS —review of employee grievances against policies and working conditions, etc. Includes record of actions taken.	PM	DO, SB, DM, DT
PERSONNEL-HIRING PROCESS—CRIMINAL HISTORY CHECKS —criminal history record information on job applications	PM	DO
PERSONNEL-JOB PROCEDURE RECORD/JOB DESCRIPTION —any document detailing duties of positions on position-by-position basis	US+8 yr	DO, SB, DM, DT
PERSONNEL-LEAVE STATUS REPORT —cumulative report for each pay cycle showing leave status	FE+3 yr	DO
PERSONNEL-LIABILITY RELEASE FORM —statements of employees, patrons, etc. who have released the District from liability	PM	DO
PERSONNEL-LICENSE AND DRIVING RECORD CHECK	PM	DO, DT
PERSONNEL-OVERTIME AUTHORIZATION & SCHEDULE	5 yr	DO, SB, DM, DT
PERSONNEL-PAYROLL-DIRECT DEPOSIT APPLICATION/AUTHORIZATION	US+3 yr	DO
PERSONNEL-PAYROLL-INCOME ADJUSTMENT AUTHORIZATION ---used to adjust gross pay, FICA, retirement or compute taxes	US+3 yr	DO

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RECORDS DESCRIPTION	RETENTION PERIOD	
PERSONNEL-PERFORMANCE EVALUATION	PM	DO, SB, DM, DT
PERSONNEL-PERSI ENROLLMENT FILE	PM	DO
PERSONNEL-PERSI RECORD OF HOURS WORKED —Irregular help, half-time or greater	Date of hire +50 yr	DO
PERSONNEL-PERSI TERMINATION RECORD	PM	DO
PERSONNEL-PERSONNEL INFORMATION —documents that officially change pay, titles, benefits, etc.	PM	DO
PERSONNEL-POLICY AND PROCEDURES MANUAL —any manual, etc. that establishes standard employment procedures	PM	DO, SB, DM, DT
PERSONNEL-RESUME-UNSOLICITED	1 yr	DO, SB, DM, DT
PERSONNEL-SICK LEAVE POOL DOCUMENTATION —requests submitted, approvals, number of hours transferred in an out, etc.	LA+3 yr	DO
PERSONNEL-TIME CARD AND TIME SHEET	PM	DO, SB, DM, DT
PERSONNEL-TIME OFF AND/OR SICK LEAVE REQUEST	FE+3 yr	DO, SB, DM, DT
PERSONNEL-TRAINING AND EDUCATIONAL ACHIEVEMENT RECORD-INDIVIDUAL —records documenting training, testing, or continued education	PM	DO, SB, DM, DT
PERSONNEL-UNEMPLOYMENT CLAIM RECORD	5 yr	DO
PERSONNEL-UNEMPLOYMENT COMPENSATION RECORDS	AC+5 yr	DO
PERSONNEL-W-2 & W-4 FORMS	5 yr from date of termination	DO
PERSONNEL—WORKER’S COMPENSATION POLICIES	AC+10 yr AC=expiration of policy	DO

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RECORDS DESCRIPTION	RETENTION PERIOD	
PROCUREMENT-PERFORMANCE BOND —bonds posted by individuals or entities under contract with District	PM	DO
PROCUREMENT-PURCHASING LOG —Log, etc. providing a record of purchase orders issued, orders received, etc.	FE+3 yr	DO, SB, DM, DT
PROCUREMENT-BID DOCUMENTATION —includes bid requisition/authorizations, invitation to bid, bid specifications, and evaluations	FE+3 yr CAUTION: If a formal written contract is the result of a bid, etc., the bid and its supporting documentation must be retained for the same period as the contract.	DO, DM, DT
RECORDS MANAGEMENT —RECORDS RETENTION SCHEDULE; DISPOSITION LOG (listing records destroyed or transferred); CONTROL MATERIALS (indexes, card files, etc.); DESTRUCTION APPROVAL SIGN-OFFS	PM	DO, SB, DM, DT
SAFETY-ACCIDENT REPORTS	8 yrs* For Minors, 8 yrs after minor reaches age of 18	DO, SB, DM, DT
SAFETY-DISASTER PREPAREDNESS AND RECOVERY PLANS	PM	DO, SB, DM, DT
SAFETY-EVACUATION PLANS	PM	DO, SB
SAFETY-FIRE ORDERS —issued by fire marshal to correct deficiencies in compliance with the fire code	AC+3 yr AC=deficiency corrected	DO, SB, DM
SAFETY-HAZARDOUS MATERIALS DISPOSAL RECORDS —Material safety data sheets must be kept for those chemicals currently in use that are affected by the Hazard Communication Standard in accordance with 29 CFR § 1910.1200(g).	PM	DO, DM

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RECORDS DESCRIPTION	RETENTION PERIOD	
SAFETY-INCIDENT REPORTS —Reports concerning incidents which, upon investigation, were of a non-criminal nature	3 yr (or 30 yr*) *Exposure records require 30 year retention per 29 CFR § 1910.1020(d)(ii)(B)Footnote(1)	DO, SB, DM, DT
SAFETY-INSPECTION RECORDS —Fire, safety, and other inspection records of facilities and equipment	AC+3 yr AC=Date of the correction of the deficiency, if the inspection report reveals a deficiency.	DO, SB, DM
SAFETY-MATERIAL DATA SAFETY SHEETS	30 yrs after the end of use of the substance	DO, DM
SAFETY-WORKPLACE CHEMICAL LISTS	30 yr	DO, SB, DM
STUDENTS-EDUCATION RECORDS —Student's name, birth date, last address, dates of attendance, graduation date and grades earned	PM	DO, SB
STUDENTS-SPECIAL EDUCATION RECORDS —educational records, including eligibility documentation and IEPs	FE+6 yr	DO, SB
STUDENTS-MEDICAID RECORDS —claims, reimbursements, and supporting documentation	FE +5 yr	DO, SB
VEHICLE-INSPECTION, REPAIR AND MAINTENANCE RECORDS	LA+1 yr	DO, DT
VEHICLE-TITLE AND REGISTRATION	1 yr	DO, DT
VOLUNTEER RECORDS —records may include recruitment and selection records, volunteer personnel and intern personnel information forms, intern agreements, volunteer and intern time records, emergency notification forms, insurance documentation and correspondence	AC+3 yr AC=End of term of volunteer or intern	DO, SB
WEBSITE/WEB PAGES —INTERNET/INTRANET—system development documentation for initial setup; subsequent changes and content of pages	PM	DO, SB

In the event that District records do not correspond to any of the above listed categories, the Superintendent will determine the period of retention for a particular record.

Legal References: I.C. § 33-407 Return of Canvass of Elections
I.C. § 33-508 Duties of Clerk
I.C. § 33-701(8) Fiscal Year—Payment and Accounting of Funds
I.C. § 56-209h Administrative Remedies
I.C. § 67-4131 Records Management Services—Rules, Guidelines, Procedures
I.C. § 74-101 Definitions
I.C. § 74-119 Agency Guidelines
SDE Idaho Special Education Manual Revised 2009, Chapter 11, Section E
SDE Administrator’s Handbook 1.43
Federal Regulation
Idaho Records Management Guide, August, 2013

Policy History:

Adopted on: November 14, 2018

Revised on:

Policy History:

Adopted on:

Revised on:

Reviewed on:

9000 SCHOOL FACILITY

9100 Acquisition, Use and Disposal of Property

Real Property: Within one year prior to purchasing or disposing of real property, the District shall cause such property to be appraised by an appraiser certified in the State of Idaho, which appraisal shall be entered in the records of the Board of Trustees and shall be used to establish the fair market value of the property. The appraisal, however, is exempt from disclosure to the public. If the Board is purchasing a site for educational purposes, the Board must determine the size of the site necessary for school purposes. The site shall be located within the boundaries of the city limits, unless, by resolution of the Board, it is determined that it would be in the best interest of the District to acquire a site outside city limits, but within the boundaries of the District.

Personal Property: The District may purchase personal property as deemed necessary for the effective operation of the District by any means deemed appropriate when the expenditure of funds will be less than \$50,000. When the purchase of personal property (with the exception of curricular materials) is reasonably expected to cost \$50,000 or more, the District shall comply with the statutory bidding requirements found in Chapter 28, Title 67 of the Idaho Code.

9100.1 Conveyance of Property

Within one year prior to conveyance, all real and personal property with an estimated value of \$1,000 or greater shall be appraised, which appraisal shall be entered in the records of the Board.

\$1,000 or Greater: For property with a value of \$1,000 or greater, the property may be sold at public auction or by sealed bids, as the Board shall determine, to the highest bidder. Such property may be sold for cash or for such terms and conditions as the Board shall determine for a period not exceeding ten years, with the annual rate of interest on all deferred payments not less than 7% per annum. The title to all property sold on contract shall be retained in the name of the District until full payment has been made by the purchaser, and title to all property sold under a note and mortgage or deed of trust shall be transferred to the purchaser at the point of sale under the terms and conditions of the mortgage or deed of trust as the Board shall determine. Notice of the time and the conditions of such sale shall be published twice, and proof thereof made, in accordance with subsections (2) and (3) of section 33-402, Idaho Code. The Board may accept the highest bid, may reject any bid, or reject all bids. During the sealed bid or public auction process, no real property of the District can be sold for less than its appraised value. If, thereafter, no satisfactory bid is made and received, the Board may proceed under its own direction to sell and convey the property for the highest price the market will bear.

Less than \$1,000: The Board may sell personal property, with an estimated value of less than \$1,000, without appraisal, by sealed bid or at public auction, provided that there has been not less than one published advertisement prior to the sale of said property. When the appraised value of the property is less than \$1,000, one single notice by publication shall be sufficient, and the property shall be sold by sealed bids or at public auction. The Board may accept the highest bid, may reject any bid, or reject all bids.

Less than \$500: For property that has an estimated value of less than \$500, the property may be disposed of in the most cost-effective and expedient manner by an employee of the District empowered for that purpose by the Board, provided however, such employee shall notify the Board prior to disposal of said property.

9100.2 Donated Property

If real property was donated to the District the Board may, within a period of one year from the time of the appraisal, sell the property without additional advertising or bidding. Otherwise, the Board must have new appraisals made and again publish notice for bids, as with other property.

9100.3 Exchange of Property

The Board may exchange real or personal property for other property provided that:

1. One-half (1/2) plus one of the members of the full Board determines such conveyance or exchange is in the best interest of the District; and
2. A resolution is passed authorizing such exchange of real and/or personal property to any of the following:
 - A. U.S. government;
 - B. City;
 - C. County;
 - D. State of Idaho;
 - E. Hospital district;
 - F. School district;
 - G. Public charter school;
 - H. Idaho Housing and Finance Association;
 - I. Library district;
 - J. Community college district;
 - K. Junior college district; or
 - L. Recreation district.

Prior to any transfer or conveyance of any real or personal property as set forth above, the Board shall have the property appraised by an appraiser certified in the state of Idaho, which appraisal shall be entered in the records of the Board and shall be used to establish the value of the real or

personal property. Provided however, if the Board finds it is in the District's best interests to trade personal property to a person or entity for like kind personal property, the Board may vote to elect to do so. The Board may elect to abstain from an appraisal of the personal property if the estimated value of such property is less than \$5,000.

Equipment Acquired Under a Federal Award: When it is determined that original or replacement equipment, as defined in Policy 7270, acquired under a federal award is no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, the Superintendent or Business Manager will contact the awarding agency (or pass-through for a state-administered grant) for disposition instructions.

Generally, disposition of equipment is dependent on its fair market value (FMV) at the time of disposition. If the item has a current FMV of \$5,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal awarding agency. If the item has a current FMV of more than \$5,000, the federal awarding agency is entitled to the federal share of the current market value or sales proceeds.

If acquiring replacement equipment, the District may use the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property.

The District will use whatever means available to ensure the highest possible return on any items sold.

Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval of the Federal awarding agency or pass-through entity. Therefore, the District should request prior approval from the State Department of Education for the purchase or the disposition of equipment purchased with federal funds that have a value of \$5,000 or more.

Cross Reference: 2510P

Selection of Library Materials

Legal Reference: 2 C.F.R § 200.313(e)

Equipment. Disposal

2 CFR § 200.439(b)(2)

Equipment and Other Capital Expenditures

I.C. § 33-402

Notice Requirements

I.C. § 33-601

Real and Personal Property – Acquisition, Use or Disposal of Same

I.C. § 67-2801, et seq. Purchasing by Political Subdivisions

I.C. § 74-107(3) Records Exempt from Disclosure – Appraisals

1. Supervise in the development of effective programs for the proper maintenance, operation, and renovation of current facilities.
2. Provide long range planning in determining needs for new buildings construction and associated equipment, land, etc.