

Dietrich School District #314
"Educate Empower and Prepare"

July 14, 2025

7:00 P. M. Regular Meeting

Regular School Board Meeting Agenda

Mission: We exist to Educate, Empower, and Prepare students for a productive life.

Vision: Maintain a culture where Respect, Integrity, and Perseverance are cultivated. Operate a safe and welcoming school. Where each student is challenged to achieve excellence in Preparation for College, Career and a Productive Life.

REVISED AGENDA

Work Session

6:00 PM

1. [Facilities/ 10 year Plan Projects](#)

Regular Session

7:00 PM

1. Call to Order
 - a. Pledge of Allegiance
 - b. Vision and Mission
2. **Public Input:** Those wishing to address the Board will fill out a Request to Appear Before the Board (4105F) and submit to the district clerk before the beginning of the meeting. **There will be no action taken at this time.**
3. [Consent Agenda Action](#)
 - a. Approval of [June 9, 2025 Board Meeting Minutes](#)
 - b. Approval of [Accounts Payable](#)
 - c. Approval of [Student Body Balance Sheet](#)
 - d. [Encumbrance report](#)
4. **Action Item:** Approve/Deny Consent Agenda
5. [Superintendent Report](#)
 - a. Gym Floor
 - b. Enrollment concerns
 - c. JH Sports Update
 - d. Facilities Update
 - e. Maintenance Report
6. Board Business
 - a. [Imagine Excellence](#)
 - b. [CIP Plan Action](#)
 - c. [IHSAA Passes Action](#)
 - d. [Bus 12 Repairs Action](#)
 - e. Trustee Election Zone 1 and Zone 3
7. Policy **Action**
 - a. 1st reading Revision [1500P](#), [1500B](#), [1615](#), [2320](#), [2320P](#), [2340](#), [3005](#), [3010](#), [3010P](#), [3340](#), [3440](#), [3525](#), [4105](#), [4105F](#), [4600P](#), [5100](#), [5110](#), [7407](#), [7408](#), [8300](#), [8300P](#), [9803](#).
 - b. 1st Reading [2435](#), [2435F](#)
 - c. 2nd Reading [2125](#), [2215](#), [2395F](#), [3040F2](#), [3335](#), [3335F](#), [7405](#), [7405P](#),
 - d. 2nd Reading Revision [2000](#), [2100](#), [2110](#), [2200](#), [2210P1](#), [2210P2](#), [2230](#), [2315](#), [2395](#), [3040](#), [3050](#), [3330](#), [3380](#), [3570P1](#), [3570F1](#), [5280](#), [5400](#), [8185](#)
8. Board Training

Board of Trustees

Valerie Varadi, Chairman/ Starr Olsen, Vice Chair
Rick Bingham/Wyatt Weber/Ben Hoskisson

Superintendent of Schools

Stefanie Shaw

Board Clerk

Sarah Shaw

Business Manager/ Treasurer

Kacy Bradshaw

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a. Roberts Rules

b. [Code of Ethics](#)

9. Executive Session as per code 74-206 (1) subsection(a)

a) 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.

(b) To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public office, employee, staff member or individual agent, or public school student;

a. Personnel

10. Personnel Action

11.. Future Agenda Items

a. The next regular board meeting will be held on August 11, 2025 at 7:00 pm.

12. Adjournment

Board of Trustees

Valerie Varadi, Chairman/ Starr Olsen, Vice Chair
Rick Bingham/Wyatt Weber/Ben Hoskisson

Superintendent of Schools

Stefanie Shaw

Board Clerk

Sarah Shaw

Business Manager/ Treasurer

Kacy Bradshaw



**Dietrich School District #314
Board of Trustees Board Meeting
June 9, 2025
Regular Board Meeting Minutes
7:00 P.M.**

Board Meeting Session

Board Chair Valerie Varadi called the meeting to order at 7:01 pm. The board members present were Valerie Varadi, Ben Hoskisson, Rick Bingham, and Starr Olsen. Wyatt Weber attended the meeting via call. Staff members present were Superintendent Shaw, Jerry Heimerdinger and Kacy Bradshaw. Patrons present were Angela Hubert and Heather Torgerson.

Consent Agenda

Rick Bingham made a motion to approve the consent agenda. The motion was seconded by Ben Hoskisson. The vote was unanimous in favor.

Superintendent Report

The superintendent report was as read with the following items:

- Upcoming Dates
- Imagine Excellence
- 7 Habits Staff Training
- Maintenance Report

Budget Hearing

The 2025-2026 Budget Report was presented by Superintendent Shaw and Kacy Bradshaw. Rick Bingham made a motion to approve the 2025-2026 Budget Publication. The motion was seconded by Starr Olsen. The vote was unanimous in favor.

Board Business

Emergency Closure May 14- Starr Olsen made a motion to approve the emergency closure from May 14, 2025 due to the Power being out. The motion was seconded by Ben Hoskisson. The vote was unanimous in favor.

Curriculum/Instruction- Starr Olsen made a motion to open a counselor position. The motion was seconded by Ben Hoskisson. The vote was three in favor and two opposed. The motion passed.

10 Year Plan Projects- The board will hold a work session to discuss the list of current/started projects and the district's 10 Year Plan projects on July 8th at 6 pm.

Board Trainings 2025-2026- The board discussed receiving training on open meeting law, executive session protocol, mediation, and other topics based on the board's needs from a board trainer recommended by ISBA.

AD Job Description 2nd Reading- Rick Bingham made a motion to approve the second reading of the AD Job Description. The motion was seconded by Ben Hoskisson. The vote was unanimous in favor.

District Office/ Superintendent Office Bids- Rick Bingham made a motion to approve the district office bid. The motion was seconded by Starr Olsen. The vote was unanimous in favor. Boiler Bids- The boiler bids were presented by Superintendent Shaw. Rick made a motion to go with bid #2 IBC equivalent as the lowest bid. The motion was seconded by Ben Hoskisson. The vote was unanimous in favor. Starr Olsen abstained from the vote.

Lunch Fees- Starr Olsen made a motion to amend the agenda to add an action item to the Lunch Fees item. The motion was seconded by Ben Hoskisson. The vote was unanimous in favor. Ben Hoskisson made a motion to approve the lunch fees. The motion was seconded by Starr Olsen. The vote was unanimous in favor.

Board and Superintendent roles and responsibilities- The board reviewed the board roles versus the Superintendent's roles in policies 6100, 6100P, and 1410.

Policy

Rick made a motion to approve the first reading of policies 2125, 2215, 2395F, 3040F2, 3335, 3335F, 7405, 7405P, 2000, 2100, 2200, 2210P1, 2210P2, 2230, 2315, 2395, 3040, 3050, 3330, 3380, 3570P1, 3570F1, 5280, 5400, and 8185. The motion was seconded by Ben Hoskisson. The vote was unanimous in favor.

Ben Hoskisson made a motion to approve policies 5430, 5825, 8100, 8115, 8120, 8140, 8170, 8180, 8190, 4600F2, 8170P, and 8180P. The motion was seconded by Rick Bingham. The vote was unanimous in favor.

Executive Session

Starr Olsen made a motion to enter into executive session as per code 74-206 (1) subsection(b) (b) To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public office, employee, staff member or individual agent, or public school student. Roll call vote was unanimous in favor. The board entered into executive session at 8:39 pm. Superintendent Shaw was invited to attend the executive session in its entirety. Personnel was discussed from 8:39- 9:04 pm. The board exited the executive session at 9:04 pm.

Personnel

Ben Hoskisson made a motion to approve personnel as recommended by Superintendent Shaw and to hire Ruger Jennings as Athletic Director, and to add a route driver as an open position. The motion was seconded by Starr Olsen. The vote was unanimous in favor.

Future Agenda Items

The next regular board meeting will be held on July 8, 2025 at 7:00pm with a work session prior to the meeting at 6:00 pm to discuss the 10 Year Plan Projects.

CIP plan and goals will be discussed at the next meeting.

The meeting was adjourned at 9:08 pm.

Dietrich School District 314

07/08/2025 12:03 PM

Vendor Name

Checking Account ID 1

Jeff Coats Transport

Total Jeff Coats Transport

Board Report - Board

Posted - All; Batch Description June 2025 Checks eoy1

Invoice Number

Description

Fund Number 243

61025

PROFESSIONAL TECHNICAL

Container for Ag

Page: 1

User ID: KAB

Amount

5,200.00

5,200.00

Fund Number 243

5,200.00

Checking Account ID 1

5,200.00

Dietrich School District 314
07/08/2025 11:36 AM
Vendor Name

Board Report - Board
Unposted; Batch Description June 2025 End of Year District and CTE
Invoice Number Description

Page: 2
User ID: KAB
Amount

MASON'S	20250630	scholarship plaques	123.80
Total MASON'S			123.80
PLATT ELECTRIC	04278	senors	307.32
Total PLATT ELECTRIC			307.32
POWERSCHOOL GROUP LLC	453452	spring job board	1,238.52
Total POWERSCHOOL GROUP LLC			1,238.52
RIVERSIDE HOTEL, THE	426986	IASBO CONFERENCE FOR KACY	362.00
Total RIVERSIDE HOTEL, THE			362.00
TIMBERLINE TRASH LLC	722261	june garbage	175.00
Total TIMBERLINE TRASH LLC			175.00
TIMES NEWS	157172	4 year summary	166.81
Total TIMES NEWS			166.81
VALLEY WIDE COOPERATIVE	10677	diesel	1,565.40
VALLEY WIDE COOPERATIVE	78251	propane	145.61
Total VALLEY WIDE COOPERATIVE			1,711.01
VERIZON WIRELESS	052825	cell phone	162.27
VERIZON WIRELESS	062825	cell phone for routes and sup	156.76
Total VERIZON WIRELESS			319.03
WHITE CLOUD COMMUNICATIONS	176428	Internet	1,981.00
Total WHITE CLOUD COMMUNICATIONS			1,981.00
Fund Number 100			16,045.12

Checking Account ID 1	Fund Number 243	PROFESSIONAL TECHNICAL	
D.L. EVANS VISA BRADSHAW	062425 harbor	hammers tape measure pliers	469.23
Total D.L. EVANS VISA BRADSHAW			469.23
HOME DEPOT	33708	ratchet impact sockets	836.38
Total HOME DEPOT			836.38
IDAHO FFA ASSOCIATION	10136057	ffa advsor	45.00
Total IDAHO FFA ASSOCIATION			45.00
NORCO	43066482543	bandsaw welding coats cabinet supplies	2,989.09
NORCO	43722538	tank rental	149.79
Total NORCO			3,138.88
Fund Number 243			4,489.49

Checking Account ID 1	Fund Number 410	CAPITAL CONSTRUCTION PROJECTS FUND	
SORIANO FLOOR FINISHING	15-1150	GYM FLOOR REFINISH	28,215.00
SORIANO FLOOR FINISHING	15-1155	addition to logo on gym floor	935.00
Total SORIANO FLOOR FINISHING			29,150.00

Dietrich School District 314
07/08/2025 11:38 AM

Board Report - Board
Unposted; Batch Description June 2025 End of Year District and CTE

Page: 1
User ID: KAB
Amount

Vendor Name	Invoice Number	Description	Amount
Checking Account ID 1	Fund Number 100	GENERAL FUND (M&O)	
AMAZON/SYNCB	063025	chairs	1,899.65
Total AMAZON/SYNCB			1,899.65
ANDERSON JULIAN & HULL LLP	98274	LEGAL COMMUNICATION	20.00
Total ANDERSON JULIAN & HULL LLP			20.00
ANDERSONS. INC	2215083	filters	56.34
ANDERSONS. INC	2215530	MOTOR DD	133.75
Total ANDERSONS. INC			190.09
BIG WOOD CANAL CO.	2025-12580	big wood upper users	870.00
BIG WOOD CANAL CO.	2025-12606	big wood upper users	826.50
BIG WOOD CANAL CO.	2025-5213	big wood upper users	87.00
BIG WOOD CANAL CO.	2025-6680	big wood upper users	65.00
Total BIG WOOD CANAL CO.			1,848.50
BS&R EQUIPMENT	761562	ALUMINUM GALV FRAMING	125.00
Total BS&R EQUIPMENT			125.00
CENTURYLINK	061625	phone for elevator line	122.49
CENTURYLINK	063025	elevator line	106.47
Total CENTURYLINK			228.96
CITY OF DIETRICH	6122025	water and sewer	642.41
Total CITY OF DIETRICH			642.41
D.L. EVANS BANK VISA SHAW	060625	may cc transactions	355.31
Total D.L. EVANS BANK VISA SHAW			355.31
D.L. EVANS VISA -M BINGHAM DIST	060625	may cc transactions	17.52
Total D.L. EVANS VISA -M BINGHAM DIST			17.52
D.L. EVANS VISA BRADSHAW	060625	may cc transactions	464.47
Total D.L. EVANS VISA BRADSHAW			464.47
D.L. EVANS VISA STUDENT BODY	060625	May cc transactions	754.01
Total D.L. EVANS VISA STUDENT BODY			754.01
DEX IMAGING	13464099	copy machine lease	654.09
Total DEX IMAGING			654.09
G&H ACE HARDWARE	June 2025	supplies	29.98
Total G&H ACE HARDWARE			29.98
H.D. FOWLER COMPANY	8576917	FIXED CONTROLLER	92.52
Total H.D. FOWLER COMPANY			92.52
IDAHO POWER	063025	power	2,210.86
Total IDAHO POWER			2,210.86
LIBRARY STORE, THE	743552	BAR CODES FOR LIBRARY BOOKS	127.26
Total LIBRARY STORE, THE			127.26

Dietrich School District 314
07/08/2025 11:36 AM
Vendor Name

Board Report - Board
Unposted; Batch Description June2025 End of Year District and CTE
Invoice Number Description

Page: 3
User ID: KAB
Amount

Fund Number 410

29,150.00

Checking Account ID 1

49,684.61

07/09/2025 02:12 PM

Unposted; Batch Description JULY 2025 INVOICES 1

User ID: KAB

Vendor Name

Invoice Number

Description

Amount

Checking Account ID 1

Fund Number 100

GENERAL FUND (M&O)

AMIRA LEARNING

73951

LICENSE FEE (JSTATION)

3,600.00

Total AMIRA LEARNING

3,600.00

COGNIA INC

183034

MEMBERSHIP

1,400.00

Total COGNIA INC

1,400.00

COMMON CURRICULUM INC

070125

License for 2025

1,710.00

Total COMMON CURRICULUM INC

1,710.00

EDCLUB INC.

597068

TYPING CLUB LICENSES

143.75

Total EDCLUB INC.

143.75

EMERGENT 3

1629

SAFETY

500.00

Total EMERGENT 3

500.00

HAPPY NUMBERS. COM

0825025

SUBSCRIPTION

925.00

Total HAPPY NUMBERS. COM

925.00

IASA

070925

MEMBERSHIP AND REG FEESE

2,406.00

Total IASA

2,406.00

IDAHO SCHOOL BOARD ASSOCIATION

4043

ISBA ANNUAL MEMBERSHIPS

1,540.47

Total IDAHO SCHOOL BOARD ASSOCIATION

1,540.47

IXL LEARNING INC.

1373107-1

IXL SITE LICENSE

4,445.00

Total IXL LEARNING INC.

4,445.00

MARCIA BRENNER ASSOCIATES

251583-001

REPORT CARD CREATOR

500.00

Total MARCIA BRENNER ASSOCIATES

500.00

OETC

49137

MICROSOFT LICENSES

3,304.16

Total OETC

3,304.16

POWERSCHOOL GROUP LLC

4466445

HOSTING SUB

4,954.75

Total POWERSCHOOL GROUP LLC

4,954.75

RENAISSANCE LEARNING INC.

181295

license fee

2,384.00

Total RENAISSANCE LEARNING INC.

2,384.00

SCHINDLER ELEVATOR CORPORATION

8106946488

elevator

3,209.14

Total SCHINDLER ELEVATOR CORPORATION

3,209.14

SOFTWARE UNLIMITED INC

2025428-1021

ANNUAL FEE

6,050.00

Total SOFTWARE UNLIMITED INC

6,050.00

US BANK EQUIPMENT FINANCE

558722815

copier machines

773.41

Total US BANK EQUIPMENT FINANCE

773.41

WHITE CLOUD COMMUNICATIONS

070125

500.00

Total WHITE CLOUD COMMUNICATIONS

500.00

Dietrich School District 314
07/09/2025 02:12 PM
Vendor Name
Fund Number 100

Board Report - Board
Unposted; Batch Description JULY 2025 INVOICES 1
Invoice Number Description

Page: 2
User ID: KAB
Amount

			38,345.68
Checking Account ID 1	Fund Number 243	PROFESSIONAL TECHNICAL	
US CUTTER	20250709	SUPPLIES FOR CUTTER MACHINE	89.97
US CUTTER	591850	CUTTER SUPPLIES	89.97
Total US CUTTER			179.94
Fund Number 243			179.94
Checking Account ID 1	Fund Number 271	TITLE IIA	
IASA	070925	MEMBERSHIP AND REG FEESE	300.00
Total IASA			300.00
Fund Number 271			300.00
Checking Account ID 1			38,825.62
Checking Account ID 2	Fund Number 238	STUDENT ACTIVITY FUND	
BSN SPORTS LLC	12840685	Scorer Table	3,716.30
BSN SPORTS LLC	13399586	Wall Pads	3,582.27
Total BSN SPORTS LLC			7,298.57
RIDDELL ALL AMERICAN SPORTS	538408	helmets	9,128.40
Total RIDDELL ALL AMERICAN SPORTS			9,128.40
Fund Number 238			16,426.97
Checking Account ID 2			16,426.97

Balance Sheet
Period Ending: July 2025
Monthly; Processing Month 07/2025; Accounts to Include Accounts with Activity; Fund
Number 238

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 238 STUDENT ACTIVITY FUND				
<u>Current Assets</u>				
238 111100	CASH IN BANK	118,470.58	0.00	118,470.58
238 114000	OTHER RECEIVABLES STUDENT BODY	250.00	0.00	250.00
238 116000	STUDENT BODY INVENTORY	972.93	0.00	972.93
	Current Assets Subtotal:	119,693.51	0.00	119,693.51
<u>Other Assets</u>				
238 114500	ACCOUNTS RECEIVABLE	10,384.86	0.00	10,384.86
	Other Assets Subtotal:	10,384.86	0.00	10,384.86
Total Assets and Deferred Outflows of Resources:		130,078.37	0.00	130,078.37
<u>Current Liabilities</u>				
238 213000	ACCOUNTS PAYABLE	(1,480.05)	0.00	(1,480.05)
238 213001	SHANIA'S SB CC	369.82	0.00	369.82
	Current Liabilities Subtotal:	(1,110.23)	0.00	(1,110.23)
<u>Fund Balance</u>				
238 320100	FUND BALANCE OTHER RESERVED	(2,171.15)	0.00	(2,171.15)
238 320100 101	SALES TAX	(882.16)	0.00	(882.16)
238 320100 103	SCHOLARSHIP- WAYNE DILL "BE SOMEBODY"	1,500.00	0.00	1,500.00
238 320100 104	SCHOLARSHIP- COMMUNITY	1,101.01	0.00	1,101.01
238 320100 105	SCHOLARSHIP-DAVID SORENSEN	2,925.00	0.00	2,925.00
238 320100 107	SCHOLARSHIP- STAFF	4,417.56	0.00	4,417.56
238 320100 108	VOLUNTEER SCHOLARSHIP	1,010.00	0.00	1,010.00
238 320100 109	SPORTS POSTER	2,300.00	0.00	2,300.00
238 320100 110	RAMBURG-00	159.80	0.00	159.80
238 320100 111	M. HEIMERDINGER-01	734.22	0.00	734.22
238 320100 112	NOVOTNY-02	59.86	0.00	59.86
238 320100 113	STOWELL-03	187.80	0.00	187.80
238 320100 114	HOLLIBAUGH-04	188.32	0.00	188.32
238 320100 115	ASTLE-06	326.07	0.00	326.07
238 320100 116	NORMAN-08	435.11	0.00	435.11
238 320100 117	ATHLETICS	(47,190.58)	0.00	(47,190.58)
238 320100 118	ACTIVITY CARDS	24,079.80	0.00	24,079.80
238 320100 119	ADULT/SENIOR PASS	1,810.98	0.00	1,810.98
238 320100 120	FAMILY PASS	11,160.02	0.00	11,160.02
238 320100 121	GATES	49,229.48	0.00	49,229.48
238 320100 122	ICE CREAM	800.17	0.00	800.17
238 320100 123	NFHS KICKBACK	1,051.40	0.00	1,051.40
238 320100 124	OFFICIAL CONTRACT FEE	(39,451.00)	0.00	(39,451.00)
238 320100 125	BBB	10,750.00	0.00	10,750.00
238 320100 126	CHEER	363.59	0.00	363.59

Balance Sheet
Period Ending: July 2025

Monthly; Processing Month 07/2025; Accounts to Include Accounts with Activity; Fund
Number 238

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
238 320100 174	TEAM XC AND TRACK	3,700.76	0.00	3,700.76
238 320100 175	WALKING/ATTENDANCE	(783.89)	0.00	(783.89)
238 320100 176	YEARBOOK	4,029.08	0.00	4,029.08
238 320100 177	TOURNAMENT/ ALL SPORTS	623.53	0.00	623.53
238 320100 180	YEA	(370.81)	0.00	(370.81)
238 320100 181	SCHOLARSHIPS	1,279.95	0.00	1,279.95
238 320100 182	OFFICIALS	(11,070.22)	0.00	(11,070.22)
	Fund Balance Subtotal:	131,188.60	0.00	131,188.60
Total Liabilities, Deferred Inflows of Resources, and Fund Equity:		130,078.37	0.00	130,078.37

Consent Agenda Information

Educate, Empower, Prepare

- I have added **Executive Session** to the agenda, as well as an **action item following Executive Session**. I will have a **recommendation for the counselor position** at that time. I am not including this recommendation in the written report because two board members have a conflict of interest with applicants for this position. I will ask those members to step out during Executive Session for this discussion.
- The **student body balance sheet will look different this month** as it is no longer tracked in QuickBooks. I can either:
 - Include it within the **encumbrance report**, or
 - Continue providing the separate report as I did this month, which shows each account within the student body account.
Please let me know your preference.
- I have also included the **balance sheet** for your review. I am still working on creating a report that is clear, concise, and less than 25–50 pages. The software team is helping me build a report that aligns with what I need, so we can pull directly from the program rather than transferring data into a Google Sheet, which has been our process since adopting 2M.

Feedback Requested:

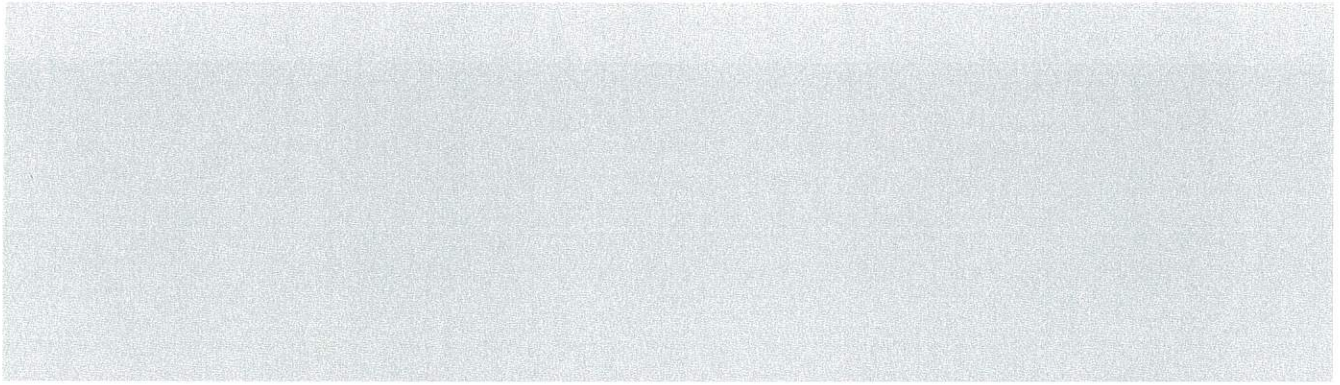
Please review this report and let me know if there are specific details or formats you would like to see that are not currently included.

Also, please call me with any questions before the meeting. As I continue to learn and refine these new reports, your questions in advance will help me ensure I can fully address them during the meeting.

Thank you for your continued support as we work to improve the clarity and efficiency of financial reporting.

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SUPERINTENDENT REPORT

JULY 2025

UPCOMING DATES

JULY

10- STEFANIE VACATION DAY

14- REGULAR BOARD MEETING/WORK SESSION PRIOR

AUGUST

11- REGULAR BOARD MEETING

11-12 - TEACHER IN SERVICE

13-14 ALL STAFF INSERVICE

JH FOOTBALL UPDATE

- WE HAVE ADJUSTED THE CLASS SCHEDULE TO ALLOW ALL JUNIOR HIGH SPORTS TO TAKE PLACE DURING 7TH PERIOD PE. THIS WILL ENSURE THAT ALL STUDENTS PARTICIPATE IN AT LEAST ONE SPORT EACH SEASON (FALL, WINTER, AND SPRING) WHILE MAINTAINING INSTRUCTIONAL TIME AND MINIMIZING AFTER-SCHOOL CONFLICTS FOR FAMILIES.
- TO SUPPORT THESE PROGRAMS, RUGER JENNINGS WILL OVERSEE THE 7TH PERIOD PE CLASS DURING THE FIRST SEMESTER, AND CHARLEY BINGHAM WILL OVERSEE IT DURING THE SECOND SEMESTER TO ENSURE ALIGNMENT WITH EACH SPORT'S NEEDS AND PROVIDE ADDITIONAL SUPPORT DURING PRACTICE TIMES.
- WHILE STUDENTS WILL NOT BE REQUIRED TO PARTICIPATE IN THE PLAYING OF OFFICIAL GAMES, THEY ARE HIGHLY ENCOURAGED TO DO SO AS PART OF THEIR DEVELOPMENT AND TO SUPPORT THEIR TEAMS.
- REGARDING JUNIOR HIGH FOOTBALL, THERE WAS CONCERN ABOUT HAVING ENOUGH STUDENTS TO FIELD A TEAM. AT THIS TIME, WE FEEL WE HAVE THE NUMBERS NECESSARY TO SUPPORT A DIETRICH JUNIOR HIGH FOOTBALL TEAM WITHOUT NEEDING TO COMBINE WITH RICHFIELD.
- WE WILL CONTINUE TO MONITOR PARTICIPATION NUMBERS CLOSELY AT ALL LEVELS (VARSITY, JV, JH) TO ENSURE STUDENTS HAVE OPPORTUNITIES WHILE MAINTAINING PROGRAM VIABILITY.

GYM FLOOR/PADS/TABLE

THERE ARE A FEW IMPERFECTIONS ON THE GYM FLOOR THAT HAVE BEEN IDENTIFIED FOLLOWING THE COMPLETION OF THE PROJECT. I HAVE CONTACTED SORIANO, AND THEY ARE SCHEDULED TO RETURN WITHIN THE NEXT FEW WEEKS TO ADDRESS AND CORRECT THESE ITEMS.

WE WERE ABLE TO HOST THE ANNUAL 4-ON-4 TOURNAMENT IN THE GYM, AND I RECOGNIZE THERE MAY BE CONCERNS FROM THE PUBLIC REGARDING THE IMPERFECTIONS. I HAVE COMMUNICATED WITH ALL COACHES AND BOARD MEMBERS TO ENSURE THEY ARE AWARE THAT THESE ISSUES ARE SCHEDULED TO BE FIXED.

I HAVE ORDERED NEW PADS AND A NEW SCORER'S TABLE FOR THE GYM. THE ATHLETICS BUDGET WILL COVER THE COST OF THE SCORER'S TABLE, WHILE THE VOLLEYBALL AND BOTH BASKETBALL PROGRAMS WILL SPLIT AND COVER THE COST OF THE NEW PADS. THE NEW SCORER'S TABLE WILL BE BLACK WITH A BLUE DESIGN, AND THE NEW PADS WILL BE BLUE WITH A BLACK AND WHITE DESIGN TO ALIGN WITH OUR SCHOOL COLORS AND PROVIDE A REFRESHED LOOK FOR THE GYM.

ENROLLEMENT CONCERNS

I WANT TO SHARE THAT I AM VERY CONCERNED ABOUT OUR ENROLLMENT NUMBERS FOR NEXT YEAR. I HAVE RECEIVED A RECORDS REQUEST FOR ONE OF OUR STUDENTS WHO PLANS TO ATTEND RICHFIELD, AND I HAVE HEARD THERE MAY BE OTHERS CONSIDERING TRANSFERRING THERE, WITH THE PRIMARY REASON BEING THE OPPORTUNITY TO PLAY JV-LEVEL FOOTBALL. ADDITIONALLY, I HAVE HAD ANOTHER PARENT REQUEST A COPY OF THEIR STUDENT'S PERSONNEL FILE, WHICH MAY INDICATE ANOTHER POTENTIAL TRANSFER.

IF WE CONTINUE TO LOSE STUDENTS FOR THIS REASON, IT WILL HAVE A SIGNIFICANT NEGATIVE IMPACT ON OUR SCHOOL. WE NEED TO RETAIN ALL THE STUDENTS WE CAN TO MAINTAIN OUR

ENROLLEMENT CONCERNS

I WANT TO SHARE THAT I AM VERY CONCERNED ABOUT OUR ENROLLMENT NUMBERS FOR NEXT YEAR. I HAVE RECEIVED A RECORDS REQUEST FOR ONE OF OUR STUDENTS WHO PLANS TO ATTEND RICHFIELD, AND I HAVE HEARD THERE MAY BE OTHERS CONSIDERING TRANSFERRING THERE, WITH THE PRIMARY REASON BEING THE OPPORTUNITY TO PLAY JV-LEVEL FOOTBALL. ADDITIONALLY, I HAVE HAD ANOTHER PARENT REQUEST A COPY OF THEIR STUDENT'S PERSONNEL FILE, WHICH MAY INDICATE ANOTHER POTENTIAL TRANSFER.

IF WE CONTINUE TO LOSE STUDENTS FOR THIS REASON, IT WILL HAVE A SIGNIFICANT NEGATIVE IMPACT ON OUR SCHOOL. WE NEED TO RETAIN ALL THE STUDENTS WE CAN TO MAINTAIN OUR PROGRAMS AND BUDGET STABILITY.

I ALSO WANT TO NOTE THAT I WAS NOT MADE AWARE OF THESE STUDENT TRANSFERS UNTIL AFTER THEY HAD ALREADY ENROLLED IN ANOTHER SCHOOL. THIS MAKES IT DIFFICULT TO PLAN AND ADJUST OUR BUDGET APPROPRIATELY, AS WELL AS MEET WITH PARENTS ABOUT THEIR CONCERNS AND TRY TO ADDRESS THEM.

I WILL CONTINUE TO MONITOR THESE SITUATIONS CLOSELY AND WILL UPDATE THE BOARD IF ADDITIONAL STUDENTS INDICATE THEY WILL BE LEAVING AS THIS WILL DRASTICALLY AFFECT OUR BUDGET.

FACILITIES REPORT

JULY 2025

- DISTRICT OFFICE REMODEL
 - STARTED JUNE 17TH
 - CURRENT PROGRESS - WALLS INSULATED WIRED AND SHEETROCK. CURRENTLY THEY ARE TAPE AND TEXTURING THIS WEEK. ESTIMATED TIMELINE TO BE FULLY COMPLETED BEGINNING OF AUGUST.
- BOILERS
 - STARTED JULY 7TH.
 - ESTIMATED DEADLINE JULY 11TH.
 - GETTING ESTIMATES AND QUOTES FOR COVERING VENTLINES.

MAINTENANCE REPORT

TRANSPORTATION

ANNUAL INSPECTIONS ARE STILL IN PROGRESS WITH MINOR REPAIRS. SHOULD BE COMPLETED BY THE END OF JULY.

NO APPLICATIONS FOR A POTENTIAL BUS DRIVER FOR THE ROUTES NEXT YEAR,

BUS WORKSHOP END OF JULY IN BOISE RYAN WILL ATTEND THIS.

BUS RIGHT WILL BE INSTALLED BY THE START OF THE SCHOOL YEAR. THERE WILL BE TRAINING COMPLETED WITH THE DRIVERS FOR THE NEW SYSTEM AS PART OF THE INSTALLATION.

BUS 12 REPAIRS

IF YOU RECALL LAST YEAR WE LET YOU KNOW THAT THERE WERE SOME MAJOR REPAIRS THAT NEEDED TO BE MADE TO BUS 12. WE OPTED TO DO NOTHING AT THAT POINT. WE HAVE IT ON THE AGENDA TO DISCUSS REPAIRING THAT BUS. THE ISSUES ARE WITH DEF PUMP DOSER THE CU MODULATOR. THERE WILL BE A NEW QUOTE ADDED TO THAT ITEM IN THE BOARD PACKET.

MAINTENANCE

- SUMMER ROUTINE
 - CARPET CLEANING, FLOOR WAXING. PREP FOR STARTING SCHOOL.
 - TAKING CARE OF ELECTRICAL LIGHTING ISSUES ON THE EXTERIOR OF THE BUILDING.
 - REPAIRING BUS BARN LIGHTING
 - FINISHING AG FENCE
 - FRESH AIR SYSTEM FOR THE GYM
 - GUTTERS BACK OF THE BUILDING.
 - OFFICE WINDOWS
 - LOCKER ROOMS

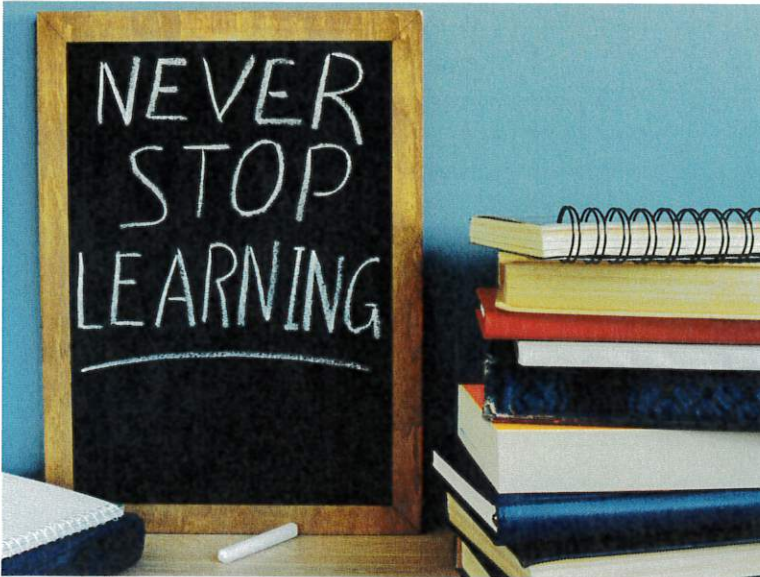
GROUND

- CLEANING UP WEEDS AROUND THE FACILITIES INCLUDING OLD AG SHOP
- ROUTINE MAINTENANCE
- NEW PLAYGROUND STRUCTURES
- SWINGSET
- GREEN HOUSE REPAIRS
- PADDING FOR THE AG SHOP BOX CART.
- PAINTED THE TANK
- REPLACE AC UNIT FOR 3RD AND 4TH
- COMPLETED REPAIRS FOR AG SHOP AC UNIT.
- REPAIR THE FENCE ALONG THE BUS LANE AND BASKETBALL COURTS

Monday, 7 July, 2025

IMAGINE

Excellence



Questions Asked at the Meeting with Senator Lent

- What would it look like if we could rebuild Idaho's public education system from the ground up without direct regard for funding, regulations, or tradition?
- If every student had a personalized education plan based on their passions, strengths, and career goals, how would that change the way we teach, mentor, and prepare them for the future?
- Could we design an education system that allows students to learn at their own pace, in their own way, and from a variety of settings?

<https://idahoed.com>

What I Think It Could Look Like...

As a small school district, I think we have an opportunity to teach kids in a unique and individualized way. Our students should be fully engaged in their learning, and we can structure our organization to promote this. Potential changes that can help us with this ideal could be things such as how we group students, how we grade them, how and when they advance, course goals, graduation requirements, and daily and yearly schedules. We can be more intentional with the tools we use such as differentiation, learning contracts, and post-secondary college and career planning.



My Experience: Masters in Curriculum and Instruction

On May 1st of this year, I began my masters program at Western Governor's University. I have learn a great deal about curriculum design, differentiation, the science of learning, and the importance of a growth mindset. My educational journey this summer has taught me a lot and has renewed my passion for education, but my biggest take away is that I can do more for my students. They deserve it.



Idaho Legislature, 33-1632, 2014
<https://www.sde.idaho.gov/mastery-ed/>

"The legislature finds that moving toward Mastery-based education where students progress as they demonstrate mastery of a subject or grade level is in the best interest of Idaho students."

INSTRUCTIONS

PLEASE NOTE: There are 3 tabs to this worksheet. Please do NOT enter your data into this tab, which is for Instructions and Examples only. We recommend you print the Instructions and then scroll down through the pages in this tab to view a fully completed example of Continuous Improvement Plan (CIP) Metrics. When you are ready to enter your data, please click on the "Metrics" tab at the bottom of the page and enter your data into the blank cells. Then proceed to the "Staff Performance Report" to complete your CIP Metrics.

Introductory Information (before Section I):

1. At the top of the METRICS tab, please enter your school LEA number (Example: 431) and LEA Name (Example: Weiser School District).
2. You are **REQUIRED** to provide a direct link to your LEA level report card, as posted on idahoschools.org. This provides your demographics and previous years' performance data. Example: <https://idahoschools.org/districts/431>

Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets (required)

1. As a part of your Report of Progress (required by statute), please use the 2023-24 Performance Targets column to provide the Performance Targets / Benchmarks you set last year (in your 2023-24 CIP) for each metric. If a specific metric does not apply to your LEA (because you do not serve grades K-12), you may leave the appropriate cells blank in the 2023-24 column.
2. You are required to set 2024-25 Performance Targets in the far right column for all shaded (blue) metrics in Section I. These are your goals for how you want your LEA to perform on that metric in the 2024-2025 school year. If some metric(s) does not apply to your LEA (enter "N/A" in the 2024-25 Performance Targets column. If this is because you do not serve / have enrollment in some grade(s), please indicate that in Section VI Notes.

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (required)

1. As a part of your Report of Progress (required by statute), please use the 2023-24 Performance Targets column to provide the Performance Targets / Benchmarks you set last year (in your 2023-24 CIP) for each metric. If the metric does not apply to your LEA (because you do not serve grades K-4) you may leave the appropriate cell(s) blank in the 2023-24 column.
2. You are required to set 2023-24 Performance Targets in the far right column for all Section II metrics. These are your goals for how you want your LEA to perform on that metric in the 2024-2025 school year. If a specific metric does not apply to your LEA (because you do not serve grades K-4), enter "N/A" in the 2024-25 Performance Targets column.

Section III: How LEA Measures Progress Toward Literacy Goals & Targets (required)

1. To indicate how your LEA intends to measure your progress towards your Literacy targets, you may choose to complete either Section III.A or III.B. Additional instructions are provided in the METRICS tab.

Section IV: How LEA Measures Progress Toward College & Career Advising & Mentoring Goals (required)

1. To indicate how your LEA intends to measure your progress towards your Advising targets, you may choose to complete either Section IV.A or IV.B. Additional instructions are provided in the METRICS tab.

INSTRUCTIONS (continued)

Section V: Report of Progress Narrative (required)

1. Section V is required. Please use the box to reflect on the progress your LEA made towards the 2023-24 goals you set in last year's Continuous Improvement Plan, as reflected in the 2023-24 Performance Targets column in Sections I - IV). You may also reflect on other ways you measure progress (other assessments, qualitative information, etc.), particularly as they relate to the required metrics. We suggest you highlight successes, areas of challenge (where you did not meet targets), and plans to move forward.

Section VI: Notes (optional)

1. Section VII is optional. You may use this space to provide contextual information about your data (your LEA grade range and/or enrollment grades, etc.) and/or describe the process used to set your 2024-25 Performance Targets.

Section VII: Staff Performance - Previous Results & Current Year Performance Targets (required)

IMPORTANT NOTE: Performance (historical) data should be reported ONLY for groups of staff (across grades and/or subjects) 5 or more.

If you are able to provide historical performance data:

1. Proceed to the "Staff Performance Report" tab and use the Section VII table to provide your most recent year staff performance and to set goals for 2023-24. Data should be aggregated by grade and/or subject or goal. **Please ensure the group (n) size for each aggregated group of staff is 5 or more.**
2. Use the "Grade(s)" and "Subject" column to indicate the grade(s) and/or subjects of staff being grouped together. Add rows as needed.
3. For each group, indicate the Assessment Tool used for that group, in alignment with Idaho Code, Section 33-1001.
4. In the "2023-24 Results" column, provide the aggregated % of students taught by staff in that group that met their measurable targets for the 2023-24 school year.
5. Use the far right column to set your 2024-25 Performance Targets for each staff group.

If you are not able to provide historical performance data due to small group size (no groups of staff of 5 or more):

1. Proceed to the "Staff Performance Report" tab and use the Section VII table to provide as much staff performance info as you can.
 2. Use the "Grade(s)" and "Subject" column to indicate the grade or grades and subjects of staff being grouped together. You may do this as "All grades and subjects" or you may split it by grades and/or subjects, depending on how you want to set your goals.
 3. For each group, indicate the Assessment Tool used for that group, in alignment with Idaho Code, Section 33-1001. If your group has more than one assessment in use (Example: If you have grouped staff of all grades and subjects together), enter "Varies" as the Assessment Tool.
 4. If you do not have any staff groups (with a common assessment) that are 5 or more, in the "2023-24 Results" column, enter "n size."
 5. Use the far right column to set your 2024-25 Performance Targets for each staff group.
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LEA # 431	LEA Name: Weiser School District
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EXAMPLE METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/431
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Section I: Student Achievement & Growth Metrics - Current & Previous Year Performance Targets
(blue shaded metrics are required)

Goal	Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	2024-25 Performance Targets (LEA's Chosen Goals)
All students will be college and career ready	4-year cohort graduation rate	2023 cohort 86.0%	2024 cohort 88.0%
	5-year cohort graduation rate (optional metric)	2022 cohort 89.0%	2023 cohort 91.0%
	% of students who meet the college ready benchmark on the college entrance exam (optional metric)	41.0%	43.0%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the grade 8 Math ISAT	47.0%	52.0%
	% students who make adequate growth on the grade 8 Math ISAT	N/A	63.0%
	% students who score proficient on the grade 8 ELA ISAT	57.0%	60.0%
	% students who make adequate growth on the grade 8 ELA ISAT	N/A	67.0%
	% students who score proficient on the grade 6 Math ISAT	48.0%	51.0%
All students will be prepared to transition from grade 6 to grade 7	% students who make adequate growth on the grade 6 Math ISAT	N/A	63.0%
	% students who score proficient on the grade 6 ELA ISAT	64.0%	68.0%
	% students who make adequate growth on the grade 6 ELA ISAT	N/A	74.0%

Section II: Literacy Proficiency & Growth Metrics - Current & Previous Year Targets (Section II data is required)

Goal	Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	2024-25 Performance Targets (LEA's Chosen Goals)
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	88.0%	91.0%
	% students who score proficient on the Grade 1 Spring IRI	70.0%	72.0%
	% students who score proficient on the Grade 2 Spring IRI	70.0%	75.0%
	% students who score proficient on the Grade 3 Spring IRI	75.0%	78.0%
	% students who score proficient on the Grade 4 ELA ISAT	N/A	65.0%
	% students who make adequate growth on the Grade 4 ELA ISAT	N/A	70.0%

Section III: How LEA Measures Progress Towards Literacy Goals and Targets (required)

Instructions: To indicate how your LEA intends to measure your progress towards your literacy goals and targets, you may choose to complete either Section III.A or Section III.B. Section III.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I and II), which may be consistent with previously chosen LEA chosen metrics. Section III.B allows you to address your plan to measure progress through a short narrative.

Section III.A: Measuring Literacy Progress - LEA Chosen Performance Metrics (at least 1)			
Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	SY 2023-24 RESULTS (if available)	2024-25 Performance Targets (LEA's Chosen Goals)
% of K-3 students who scored below proficient on the Fall IRI who gain at least one performance category on the Spring IRI	37.0%	36.00%	42.0%
% of kindergarten students who score proficient on the Spring [district-specific assessment]	59.0%	61.00%	64.0%
% of 3rd grade students who score above or at / near grade level on at least 2 ISAT by Smarter Balanced Interim Block Assessments.	N/A (new metric)	N/A (new metric)	50.0%
Section III.B: Narrative on Measuring Literacy Progress Instructions: If you are choosing to use section III.B to address the Section III requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's literacy goals and targets. Please note that your description must include at least one clear performance metric that is measurable, has a performance target / goal for 2024-25, and is distinctly different from the required metrics in Sections I and II, above.			

<p>Example 1 (if III.A is complete): Our district is measuring progress towards our literacy targets using the LEA Chosen Performance Metrics listed in Section III.A.</p> <p>EXAMPLE 2 (if III.A is blank): Our district is measuring progress towards our literacy targets and goals based on the % of students who score below proficient on the Fall IRI who gain at least one performance category on the Spring IRI. While our overall goal combines all grades K-3 in the district, schools within our district have set school-based and grade-based targets based on their students (with the expectation their school-based goal for all grades will be no lower than the district goal). For 2023-24, after reviewing previous years of data, we set a goal that 37% of students who did not score proficient on the Fall IRI would gain a performance category by the spring. We fell just short of this goal, as 36% of students did so. We were close, so we are happy with the result. Since we will have a focus on accelerated learning and resources to provide additional supports to students, for 2024-25, we have set a ambitious goal to have 42% of non-proficient students gain at least one performance category by spring.</p>

Section IV: How LEA Measures Progress Towards College & Career Advising & Mentoring Goals (required)

Instructions: To indicate how your LEA intends to measure your progress towards your college and career advising and mentoring goals and targets, you may choose to complete either Section IV.A or Section IV.B. Section IV.A allows you to identify at least one LEA Chosen Performance Metric (note that it must be distinctly different than the metrics listed in Sections I), which may be consistent with previously chosen LEA chosen metrics. Section IV.B allows you to address your plan to measure progress through a short narrative.

Section IV.A: College and Career Advising - LEA Chosen Performance Metrics (at least 1)

Performance Metric	2023-24 Performance Targets (From LEA's 2023-24 CIP)	SY 2023-24 RESULTS (if available)	2024-25 Performance Targets (LEA's Chosen Goals)
% of high school seniors who complete the FAFSA	48.0%	43.0%	48.0%
% of high school seniors who apply to at least one post-secondary institution	51.0%	44.0%	51.0%
% of high school juniors who complete the [Careers and Financial Literacy course]	61.0%	61.0%	64.0%

Section IV.B: Narrative on Measuring College and Career Advising and Mentoring Progress

Instructions: If you are choosing to use section IV.B to address the Section IV requirement, please use the box below to provide a brief narrative describing how your LEA is measuring your progress towards your LEA's college and career advising and mentoring goals and targets. Please note that your description must include at least one clear performance metric that is measurable, has a performance target / goal for 2024-25, and is distinctly different than those required in Section I, above.

Example 1 (if IV.A is complete): Our district is measuring progress towards college and career advising and mentoring goals using the LEA Chosen Performance Metrics listed in Section V.A.
EXAMPLE 2 (if IV.A is blank): Our district is measuring progress towards college and career advising and mentoring goals using the following: % of students who meet college ready benchmarks on the SAT / ACT (the optional goal we have set in Section I) and the % of students who apply to at least one college or university. In 2023-24, 41% of our students met the college ready benchmarks on SAT/ACT. We have set 43% as our goal for this metric in 2024-25. For 2023-24, we set a goal that 51% of our students who apply to a college/university. Unfortunately, we did not meet this goal, as only 44% of students applied to postsecondary institutions. This seems to be in alignment with other districts and schools throughout the state and may reflect an impact of the pandemic. We set our goal for 2024-25 at 51% and are hoping to better connect with students and support them in identifying and pursuing their future goals.

Section V: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your 2023-2024 Performance Targets (as chosen for your 2023-2024 CIP and included in the sections above). We recommend your reflection include a) your successes in meeting performance targets; b) your areas of challenge (including those where previously set performance targets were not met); and c) any plans you have to build on your success and/or address challenges. You may expand the size of the box, if needed.

EXAMPLE RESPONSE:

Successes

Given the ongoing challenges of providing instruction during and addressing impacts of the pandemic, overall, we are pleased with our district's efforts and results during the 2023-24 school year. Our teachers worked hard to accelerate learning for students.

2023-2024 Performance Targets Met

Graduation Rate (86.2%); ISAT ELA 6th grade (67.0%) and 8th grade (65.3%); IRI Kindergarten (90.2%) and 2nd grade (71.7%); Literacy LEA Chosen Goal- Kindergarten proficiency on the MAP (61%); Advising LEA Chosen Goal- HS juniors who completed a career and financial aid course (61%).

Planned Strategies to Address Areas of Challenge

There were subjects where we did not meet our 2023-24 targets. While we were close to our targets for IRI for 1st and 3rd grade, we were not close to meeting our goals for ISAT Math (both 6th and 8th grade) or our Go On rates. These will be areas of focus for 2024-25. We have already reached out to the regional math center to develop targeted professional development to accelerate math learning. Our counselors are also working to strategically support our high school students in considering postsecondary education and understanding the steps they should take to make pursue it.

Section VII: Notes (Optional space for contextual information about data and/or target-setting process for Sections I - V)

NOTES: In setting our 2024-25 Performance Targets, we reviewed previous years of available data, as well as fall data when available.

Section VII: Staff Performance - Previous Year Results & Current Year Performance Targets

(Section VII is required; metrics should be aggregated by grade and subject, as appropriate)

Important Note: Data should only be provided in the 2023-24 RESULTS column for groups of teachers / staff of 5 or more who use the same assessment tool. If your teacher / staff group is fewer than 5, please enter "n size" in the 2023-24 RESULTS column.

Instructions: Identify the staff group using the Grade(s) and Subject(s) fields. Note that all staff in a group should use the same assessment tool, which you should identify. Provide the 2023-24 Performance Target for that group, as identified in your LEA's 2023-24 CIP. If you did not set a target for that group last year, enter "Not Available." Provide the 2023-24 Results for the group (provided the group is 5+). Then use the far right column to set a 2024-25 Performance Target (goal) for the % of students in that group who will meet their target in the 2024-25 school.

Grade(s)	Subject	Performance Metric	Assessment Tool	2023-24 Performance Targets (From LEA's 2023-24 CIP)	2023-24 RESULTS	2024-25 Performance Targets (LEA's Chosen Goals)
K-5	Physical Education	% of students taught by staff in this grade/grade band and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Presidential Youth Fitness Club (K-3) & Award (4-5)	77.0%	78.0%	80.0%
K	All subjects	% of students taught by staff in this grade/grade band and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	90.0%	88.0%	90.0%
1	All subjects	% of students taught by staff in this grade/grade band and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	88.0%	86.0%	90.0%

2	All subjects	% of students taught by staff in this grade/grade band and subject group that meet measurable student achievement targets or success indicators on the assessment tool	IRI	87.0%	87.0%	90.0%
Grade(s)	Subject	Performance Metric	Assessment Tool	2023-24 Performance Targets (From LEA's 2023-24 CIP)	2023-24 Results	2024-25 Performance Targets (LEA Chosen)
3	All subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA & Math	70.0%	67.0%	70.0%
4	All subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA & Math	70.0%	68.0%	70.0%
5	All subjects	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA & Math	70.0%	65.0%	70.0%
6-8	Physical Education	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Presidential Youth Fitness Award	73.0%	n size	75.0%

6-8	Music	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Iowa Test of Music Literacy	68.0%	n size	70.0%
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Grade(s)	Subject	Performance Metric	Assessment Tool	2023-24 Performance Targets (From LEA's 2023-24 CIP)	2023-24 Results	2024-25 Performance Targets (LEA Chosen)
6-8	Spanish	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Imagine Learning Spanish Assessment	75.0%	n size	75.0%
6-8	Science	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Science, Grade 8	78.0%	77.0%	80.0%
6-8	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	65.0%	60.0%	65.0%
6-8	English	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	65.0%	67.0%	70.0%
9-12	Physical Education	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Presidential Youth Fitness Award	70.0%	n size	70.0%

Grade(s)	Subject	Performance Metric	Assessment Tool	2023-24 Performance Targets (From LEA's 2023-24 CIP)	2023-24 Results	2024-25 Performance Targets (LEA Chosen)
9-12	Spanish	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	Imagine Learning Spanish Assessment	70.0%	72.0%	75.0%
9-12	Science	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Science, Grade 11	70.0%	71.0%	75.0%
9-12	Math	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT Math	60.0%	56.0%	60.0%
9-12	English	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	ISAT ELA	70.0%	73.0%	75.0%
9-12	U.S. History & Government	% of students taught by staff in this grade (or grade band) and subject group that meet measurable student achievement targets or success indicators on the assessment tool	U.S. Citizenship Test	85.0%	87.0%	90.0%

IHSAA Coaches Passes

Educate, Empower, Prepare

- ❖ Board Members
 - Valerie Varadi
 - Starr Olsen
 - Ben Hoskisson
 - Rick Bingham
 - Wyatt Weber
- ❖ Administration
 - Stefanie Shaw
 - Crystal Hampton
 - Ruger Jennings AD/ Football Assistant
- ❖ Coaches
 - Garrett Astle Football/ JV GBB
 - Denise Hanson Volleyball
 - Moriah Dill JV Volleyball/JV BBB
 - Kelsey Dilworth JH Volleyball
 - Slade Dill BBB
 - Charley Bingham GBB
 - Tammy Larson JHGBB
 - Dixie Dill Track and Cross Country
 - Trevor Rands JH Football
 - Sarah Stowell JH Track
- ❖ Secretary
 - Matigan Bingham

Mission: We exist to Educate, Empower, and Prepare students for a productive life.

Vision: Maintain a culture where Respect, Integrity, and Perseverance are cultivated. Operate a safe and welcoming school. Where each student is challenged to achieve excellence in Preparation for College, Career and a Productive Life.

Premier Truck Group - Twin Falls, ID

541 Arlen Dr Jerome, Idaho 83338

**Case Number:** 17095200**Repair Order Number:** 78656994**Purchase Order Number:** N/A**Service Advisor:** Taylor, Bailey - Case Date 2025-01-29 10:21:55 -0700

Customer: Dietrich School Dist #314	Unit Number: 12	
Address: 406 N Park St Dietrich, ID 83324	Asset: 2013 Bluebird SCHBUS	Engine Hours: N/A
Phone: N/A	Serial Number: DF295413	Odometer: N/A Miles
Fax: N/A	VIN: 1BAKGCPH8DF295413	Warranty Start: N/A
Customer Number: 77529246	Engine: 73437430	In Service: N/A

**1 CONTACT RYAN VIA EMAIL**

	Quantity	Price	Totals
Labor:		\$195.00	\$0.00
Operation Total:			\$0.00

2 EXPRESS ASSESSMENT

	Quantity	Price	Totals
Labor:		\$195.00	\$0.00
Operation Total:			\$0.00

3 QUALITY CONTROL INSPECTION - WE KNOW YOU WORK HARD FOR YOUR MONEY AND WE APPRECIATE YOUR BUSINESS. WE PERFORMED A QUALITY ASSURANCE INSPECTION TO ENSURE YOU CAN HAVE CONFIDENCE WHEN WE SAY, "YOUR VEHICLE IS READY".

	Quantity	Price	Totals
Labor:		\$195.00	\$0.00
Operation Total:			\$0.00

4 CEL/ABS LIGHT BACK ON - SEE ATTACHED HISTORY

Cause:	DIAG, R/R DEF PUMP, VER		
	Quantity	Price	Totals
Labor:	5	\$195.00	\$975.00
Parts:			
PUMP, DOSER	1.0	\$2,393.50	\$2,393.50
FREIGHT	1.0	\$50.00	\$50.00
Parts Total			\$2,443.50
Operation Total:			\$3,418.50

5 ABS LIGHT ON - ID

Cause:	DIAG, R/R ABS ECU, VER		
	Quantity	Price	Totals
Labor:	2.5	\$195.00	\$487.50
Parts:			
MODULE-ECU, ANTILOCK-WABCO	1.0	\$2,078.97	\$2,743.97
CORE RETURN	0.0	\$0.00	-\$665.00

Decisly

Premier Truck Group - Twin Falls, ID

Customer: Dietrich School Dist #314

Unit Number: 12

Case Number: 17095200

Asset: 2013 Bluebird SCHBUS

VIN: 1BAKGCPH8DF295413



DF295413

FREIGHT	1.0	\$50.00	\$50.00
Parts Total			\$2,128.97
Operation Total:			\$2,616.47

Parts	\$4,572.47
Labor	\$1,462.50
Shop Supplies	\$219.38
Taxes	\$287.51
Total	\$6,541.86

This estimate is subject to teardown and inspection and is valid for 30 days from date above. I, the undersigned, authorize you to perform the repairs and furnish the necessary materials. I understand any costs verbally quoted are an estimate only and not binding. Your employees may operate vehicle for inspecting, testing and delivery at my risk. You will not be responsible for loss or damage to vehicle or articles left in it. AUTHORIZED BY: _____ DATE: ____/____/____

Background 1500-B: Board Meetings - Board Operating Procedure & Protocol Status: DRAFT

Original Adopted Date: | Last Revised Date: | Last Reviewed Date:

Idaho Law requires school boards to adopt rules of order that govern their meetings, including offering in-person public comment during regular meetings. ISBA School Board Standards recommend that boards develop Board Operating Protocols from the concepts below with adaptation to their local context – this should be unique to your board, however, the first 4 items are strongly recommended for inclusion. Once developed, we suggest that boards publicly commit collectively and individually to their operating protocols to enhance teamwork among board members and between the board and chief administrator. Once you've finalized the protocols, we recommend that you have a display copy available for your public in your board room, along with your relevant policies on public comment.

1. The Board will conduct its meetings and order of business using general rules of parliamentary procedure for small boards. Should a question on parliamentary procedure arise at any meeting, the most current edition of *Robert's Rules of Order (small boards)* will be used as a guide.
2. All Board meetings shall be held in a location that is accessible to the public. Any person with a disability that requires accommodation or support to allow them to attend a meeting and/or provide comment may request such accommodation as described in Policy 4150.
3. The Board will abide by all rules of the Idaho Open Meetings Law, and the Board Clerk shall keep written minutes of all open Board meetings.
4. The order of business shall be reflected on the agenda and is determined by the Board Chair and Superintendent with input from the Board. Upon consent of a majority of the Board, the order of business at any meeting may be changed. Patrons may suggest items for inclusion on the agenda by submitting a written request to the Board Clerk.
5. Proxy voting is not permitted. Board Members are allowed, by Idaho Law, to attend virtually or by phone when they are unable to attend the meeting in-person. Each Board Member will attend all meetings in-person and only remotely when necessary.
6. The Board will accept in-person public comment at every regular meeting before action is taken on District business, including the consent agenda, ~~except the Board may take up public comment on items not related to the Board's agenda at another specified time during the meeting.~~ The Board may take action to approve an agenda prior to public comment. Our rules for patron comment are outlined in Policy 4105. The Board may accept public comment at Special Meetings on items that warrant input. No public comment will be allowed on items that require an executive session as outlined in Idaho Code 74-206, including but not limited to, subject matter that includes personnel, students, pending litigation, or other items that are deemed confidential by Idaho Law.

7. The Board will consistently follow our public audience participation procedures outlined in **Policy 4105**.
8. The Board will consider and represent the needs and interests of ALL of the children in our District.
9. The Board will lead by example. We agree to avoid inflammatory and personally directed language and actions that create a negative impression of an individual, the Board, or the District. While we encourage debate and differing points of view, we will do it thoughtfully and with respect.
10. Surprises to Board Members or the Superintendent will be the exception and not frequent. We agree to ask the Board Chair and/or the Superintendent to place an item on the agenda instead of bringing it up unexpectedly at a meeting, as doing so may be an Open Meeting Law violation and not conducive to good governance practices.
11. Board requests of staff are to be made through the Superintendent.
12. All personnel complaints and criticisms received by the Board or its individual members will be directed to the Superintendent through the Board's Uniform Grievance Procedure.
13. Board Members will encourage others to follow the Board policy on complaint procedures to present their concerns, problems, or proposals to the person who can properly address their issue by using the Board's Uniform Grievance Procedure.
14. To be efficient and effective, long Board meetings will be avoided. If a Board Member needs more background information on business items, they will contact the superintendent in advance of the meeting and consider a special meeting to address tabled matters.
15. The Board will consider research, best practices, public input, and financial impacts in our decision making.
16. The superintendent is the CEO (chief executive officer) and should recommend, propose, or advise on all items that go before the Board.
17. The Board will speak to the issues on the agenda and not engage in off-topic debate. Facts and information needed from the administration will be referred to the Superintendent.
18. Work sessions will be for in-depth discussion on one or two agreed-upon topics, which will be identified on an agenda.
19. When executive sessions are held, Board Members will honor the confidentiality of everything presented or discussed.
20. The Board commits itself to continuous improvement through annual Board retreats, work sessions, and participating together in learning opportunities. The

Board will ensure it includes a properly noticed agenda for such meetings.

21. The Board and Superintendent will annually facilitate goal setting for the School District.

22. Board Members will do their homework and improve their board skills by attending learning and networking opportunities.

23. We recognize that individual Board Members do not have authority. Only the Board as a whole has authority. We agree that an individual Board Member will not take unilateral action.

24. The Board Chair or designee will be the Board's spokesperson.

25. When Board Members serve on committees or attend committee meetings, their role shall be as liaison to the Board and, when addressing the committee, shall be only as one individual on the Board.

The Board will establish the vision, mission, and goals for the District, adopt policies, and assure accountability. The Superintendent will manage the schools.

Legal References

IC § 33-205

Description

Denial of School Attendance

IC § 33-510

Annual Meetings – Regular Meetings – Board of Trustees

IC § 74-202

Open Public Meetings – Definitions

IC § 74-203

Governing Bodies--Requirement for Open Public Meetings

IC § 74-204

Notice of Meetings

IC § 74-205

Written Minutes of Meetings

IC § 74-206

Executive Sessions – When Authorized

IC § 74-206A

Negotiations in Open Session

Idaho Open Meeting Law Manual

Current edition

Cross References**Code**

1140

Description

Vacancies

4105

Public Participation in Board Meeting

4105

Public Participation in Board Meeting

Procedure 1500-P(1): Board Meetings - Board Meeting Procedure

Status: DRAFT

Original Adopted Date: March 2014 | **Last Revised Date:** August 20, 2024 |

Last Reviewed Date: July 16, 2024

[REQUIRED POLICY: A law or administrative rule requires districts to have a policy on at least one of the topics addressed here.]

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 Board Clerk at least **7 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.

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. All meeting notices and agendas must be posted on the District website.

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 clerk or their 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. All meeting notices and agendas must be posted on the District website.

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.

Negotiation Meeting Notices

Notice of all negotiation sessions between the District and the local education organization shall be posted at the earliest time practicable on the front page of the District's website. Additionally, if time permits, the District shall post notice of the negotiation sessions within 24 hours at the same physical locations the District uses for posting its regular meetings.

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. The Board shall accept public comment before it takes action on any District business.

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 ~~and shall not include fee resolutions or items requiring more than a simple majority~~. 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 any 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.

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. However, in the event one or more vacancies on the board exist in accordance with Policy 1140, a quorum is permitted if a majority of the remaining members of the board shall constitute a quorum are present.

Meeting Conduct and Order of 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. The Board shall adopt a board operating protocol and rules of procedure, and make it available for patrons at all Board meetings.

Recall of School Trustees

In the event one or more Board Members are subject to a recall election, those Board Member(s)

shall not vote on any of the following action items until after the certification of the recall election results:

1. ~~1.~~ Action items that would alter the structure of the Board; or
2. ~~2.~~ Action items that would create a new contractual or financial obligation for the District.

This prohibition shall apply to all Board Members who are subject to the recall election, regardless of the result of the election, and it shall apply from the date of the recall election until the results are certified. These Board Members may participate and vote in all other routine matters.

Legal References

	Description
IC § 33-205	Denial of School Attendance
IC § 33-510	Annual Meetings – Regular Meetings – Board of Trustees
IC § 74-202	Open Public Meetings – Definitions
IC § 74-203	Governing Bodies--Requirement for Open Public Meetings
IC § 74-204	Notice of Meetings
IC § 74-205	Written Minutes of Meetings
IC § 74-206	Executive Sessions – When Authorized
IC § 74-206A	Negotiations in Open Session
Idaho Open Meeting Law Manual	Current edition

Cross References

Code	Description
1140	Vacancies
4105	Public Participation in Board Meeting
4105	Public Participation in Board Meeting

Board Policy 1615: Trustee Spouse Employment

Status: DRAFT

Original Adopted Date: 07/2016 | Last Revised Date: | Last Reviewed Date:

[RECOMMENDED POLICY: This item addresses practices districts are required to comply with by law, administrative rule, or other guidance, or which are strongly recommended by one of the attorneys we consult on policy matters.]

It is generally unlawful for a Trustee to have their spouse employed by the District in any paying position whereby such employment would require the payment or delivery of any District funds, money, or property to their spouse.

Districts with 400 or Fewer Students

~~However, Trustees in Districts that annually meet the following criteria may have a spouse employed in the District under the following conditions:~~

However, if the District had a fall enrollment of 400 or fewer students in the prior school the Board may employ the spouse of a Trustee if the following conditions are met:

1. The spouse will be employed in a nonadministrative position;
2. The spouse is selected through the District's approved hiring process.

Districts with 401 to 1,200 Students

If the District had a fall enrollment of more than 400, but fewer than 1,200 students in the prior school, the Board may employ the spouse of a Trustee if the following conditions are met each year:

1. ~~The District had a fall enrollment of 1,200 or fewer students in the prior school year;~~
2. The spouse will be employed in a nonadministrative position;
3. The position has been listed as open for application on the District's website or in a local newspaper for at least 60 days unless the opening occurred during the school year, in which case the position must have been listed as open for at least 15 days on the District's website or in a local newspaper;
4. No applications were received that met the minimum certification, endorsement, education, or experience requirements of the position except the Trustee's spouse; ~~and~~
5. The Trustee abstained from voting in the employment of the spouse and was absent from the meeting while such employment was being considered and determined; ~~and;~~
6. Notwithstanding any other policy or law to the contrary, the Trustee's spouse may only be employed under a Category 1 annual contract pursuant to section 33-514A, Idaho Code, and so long as the status of Trustee and spouse employee remains, shall not progress to subsequent contract stages with the District.

All Districts with 1,200 or Fewer Students

~~The above five criteria must be met in each subsequent school year in which the Trustee's spouse is~~

employed. Additionally, the following provisions are applicable in such situations. In any case where the Board hires a Trustee's spouse, throughout the course of the spouse's employment, the Trustee shall abstain from voting in any decision that affects the compensation, benefits, individual performance evaluation, or disciplinary action relating to the spouse and shall be absent from the meeting while such issues are being considered. Such limitation shall include a prohibition on voting and attendance with regard to the following subject matters:

1. Negotiations regarding compensation and benefits;
2. Discussion and negotiation with District benefits providers; and
3. Any matters relating to the spouse and letters of reprimand, direction, probation, or termination.
4. Regardless of spouse employment status, the Trustee may participate in deliberations and vote upon the District's annual fiscal budget and annual audit report;

~~Should the spouse of a Trustee be hired as a certificated teacher, notwithstanding any other policy or law to the contrary, such spouse may only be employed under a Category 1 annual contract pursuant to section 33-514A, Idaho Code, and so long as the status of Trustee and spouse employee remains, shall not progress to subsequent contract stages with the District.~~

If a Trustee's spouse is hired in a classified position, they shall be employed as an at-will employee with no contract status and no right to continue employment.

Legal References

IC § 33-507

Description

Limitation Upon Authority of Trustees

Board Policy 2320: Health, Sex Education, and Human Sexuality

Status: DRAFT

Original Adopted Date: 06/2014 | Last Revised Date: | Last Reviewed Date:

[REQUIRED POLICY: A law or administrative rule requires districts to have a policy on at least one of the topics addressed here.]

[Note: Idaho Code does not specifically require affirmative permission to provide sex education, only to provide instruction on human sexuality as defined below. Because most sex education is likely to overlap with a broad interpretation of at least some topics included in the definition of human sexuality, ISBA has taken the approach of using the opt-in permission process for both sex education and other instruction related to human sexuality as defined in Idaho Code. If your district provides sex education that does not include any of these topics, the old opt-out process is sufficient to comply with the law.]

Health, family life, and sex education; including information about parts of the body, reproduction, and related topics; shall be included in the instructional program as appropriate to the grade level and course of study. The instructional approach shall be developed after consultation with parents and other community representatives. ~~Parents shall be given the opportunity to review the materials to be used and may request that their child be excluded from sex education class sessions without prejudice. Any parent/legal guardian may have their child excused from any planned sex education instruction upon filing a written request with the Superintendent or the Superintendent's designee. The Superintendent or designee shall make a form available for such requests. Alternative educational activities shall be provided for those excused.~~

Sex Education

While District schools do not provide instruction on all of the following topics, the term "human sexuality" shall mean the following, as required by state law:

1. Sexual conduct;
2. Sexual pleasure;
3. Sexual intimacy;
4. Sexual abuse;
5. Sexual violence;
6. Eroticism;
7. Pornography;
8. Deviant sexual behavior;
9. Sexual attraction;
10. Sexual orientation or any form of sexual identity;
11. Gender identity or gender conversion.

Instruction in any of these topics shall be age-appropriate, developmentally appropriate, and in accordance with state standards. Before providing instruction on any of these topics or other sex education, the District shall provide parents/guardians with at least two weeks of notice and the opportunity to review any materials that will be used in this instruction. This notice shall include a brief description of the content of this instruction. Parents/guardians shall be provided with a form to

provide written permission for their student to receive the instruction. Students will only participate in instruction on this topic if their parent/guardian has provided this signed form within one week of the time this instruction begins. Alternative educational activities shall be provided for students who have not received this permission.

If a parent/guardian believes their student has received instruction on one of these topics without the permission described above, the parent may address their complaint as described in Procedure 2320.

The 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 infections (STIs). Therefore, the Board allows for instruction in sex education including STIs, birth control, adoption, 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 viewpoints on both sides of issues such as abortion or on the use of birth control methods.~~

Any sex education instruction shall include instruction on:

1. Available adoption resources and current adoption practices in the United States as a means of providing for the well-being of a child;
2. The Idaho Safe Haven Act, IC 39-8201 et seq.; and
3. Where to find resources and support in the State of Idaho.

Additionally, any instruction on human biology, contraception, or STIs provided to students in grades 5 through 12 shall be accompanied by a viewing of a video that meets the following requirements:

1. It must be at least three minutes long;
2. It must show the development of the brain, heart, sex organs, and other vital organs in early fetal development; and
3. It must include a high-quality, computer-generated rendering or animation showing the process of fertilization and every stage of human development inside the uterus, noting significant markers in cell growth and organ development for every week of pregnancy until birth.

Before a student can view such a video, their parent/guardian must be given notice, be provided with the opportunity to review the video, and provide permission as described above. ~~Before a student can view such a video, their parent/guardian must be given notice and provided with the opportunity to review the video as described above.~~

The Board believes that instruction on STIs is most effective when integrated into a comprehensive health education program. Instruction shall be developmentally appropriate to the grade level of the students and shall occur in a systematic manner. The Board particularly desires that students receive proper education about STIs before they reach the age when they may adopt behaviors that increase their risk of contracting an STI.

In order for education about STIs to be most effective, the Superintendent shall require that faculty members who present this instruction receive continuing inservice training that includes appropriate teaching strategies and techniques.

No sex education materials or instruction may be provided by any individual or organization that is

an abortion provider.

Alcohol, Tobacco, and Drug Education

Students shall receive education regarding the use of alcohol, tobacco, vaping, and drugs. The Superintendent or designee shall develop curriculum for use in health education that provides instruction to students in the areas of prevention; education; treatment; rehabilitation; and legal consequences of alcohol, tobacco, and drug use.

Legal References

IC § 18-8707

Description

Abortion-Related Activities Prohibited in School-Based Health Clinics and Sex Education Curricula

IC § 33-1605

Health and Physical Fitness – Effects of Alcohol, Tobacco, Stimulants and Narcotics

IC § 33-1608, et seq.

Family Life and Sex Education – Legislative Policy

IC § 33-1611A

Requiring Permission for Instruction Addressing Human Sexuality

IC § 33-1637

Human Growth and Development Instruction in Public Schools

IC § 33-342

Adoption Education

IC § 33-6001

Parental Rights

IC § 39-8201 et. seq.

Idaho Safe Haven Act

IDAPA 08.02.03.160

Safe Environment and Discipline

Cross References

Code

2315

Description

Physical Activity Opportunities and Physical Education

2340

Controversial Issues

2340

Controversial Issues

3281

Gender Identity and Sexual Orientation

Procedure 2320-P1: Health, Sex Education, and Human Sexuality - Status: DRAFT
Parent Complaints

Original Adopted Date: | Last Reviewed Date:

[REQUIRED PROCEDURE: A law or administrative rule requires districts to have a policy or procedure on at least one of the topics addressed here.]

If a child receives instruction in human sexuality, as defined in Policy 2320 or in IC 33-1609, without the written parent permission described in that policy, the parent/guardian is encouraged to first discuss it with the **teacher OR building principal** with the objective of resolving the matter promptly and informally. If the parent and **teacher OR building principal** resolve the situation informally, **teacher OR building principal** shall seek to obtain a retroactive permission slip from the parent/guardian to be filed with the other permission slips.

If the complaint is not resolved informally, the parent/guardian can provide written notice to the Superintendent that they believe a violation of the parent notice portion of Policy 2320 has occurred. The District shall provide a form for the parent/guardian to use in making such complaints. The parent/guardian shall indicate on the form whether they:

1. Provide retroactive permission for the instruction; or
2. Request rectification.

The Superintendent or their designee shall meet with the parent/guardian and the student who attended the class. The Superintendent or designee shall then investigate the complaint. This investigation may include, but will not necessarily be limited to:

1. Student interviews and statements;
2. Interviewing the teacher and other adults who may have been present or otherwise have knowledge of the situation; and
3. A review of the educational standards, District process and District procedures relating to educational matters of sex education and human sexuality as defined in Policy 2320.

Within 30 days of receiving the written complaint, the Superintendent or designee shall provide a summary of their findings to the Board at a regular or special Board meeting. If the parent/guardian provided retroactive permission for the instruction, this permission shall be added to the District records. If the parent/guardian requested rectification, the Board shall determine whether rectification should be provided. The Superintendent shall determine what form this rectification shall take, which may include:

1. A recommendation from the Superintendent to the Board for amendments to the District's policies and procedures regarding human sexuality as defined in Policy 2320;
2. A recommendation from the Superintendent to the Board to revisit the District's curriculum relating to sex education, human sexuality as defined in Policy 2320 or related subject matters;
3. An apology from the District; and
4. Direction from the Superintendent to District staff on how similar situations should be addressed in the future.

The Superintendent shall also decide whether to take disciplinary action against any employee who violated the parent notice requirements described in Policy 2320. Any such action would be confidential as described in IC 33-518, IC 74-104, and IC 74-106. Therefore, the complaining parent/guardian will not be notified of any disciplinary action taken.

Legal References

IC § 18-8707	Description Abortion-Related Activities Prohibited in School-Based Health Clinics and Sex Education Curricula
IC § 33-1605	Health and Physical Fitness – Effects of Alcohol, Tobacco, Stimulants and Narcotics
IC § 33-1608, et seq.	Family Life and Sex Education – Legislative Policy
IC § 33-1611A	Requiring Permission for Instruction Addressing Human Sexuality
IC § 33-1637	Human Growth and Development Instruction in Public Schools
IC § 33-342	Adoption Education
IC § 33-6001	Parental Rights
IC § 39-8201 et. seq.	Idaho Safe Haven Act
IDAPA 08.02.03.160	Safe Environment and Discipline

Cross References

Code	Description
2315	Physical Activity Opportunities and Physical Education
2340	Controversial Issues
2340	Controversial Issues
3281	Gender Identity and Sexual Orientation

Board Policy 2340: Controversial Issues

Status: DRAFT

Original Adopted Date: 06/2014 | Last Revised Date: | Last Reviewed Date:

[REQUIRED POLICY: A law or administrative rule requires districts to have a policy on at least one of the topics addressed here.]

The District shall offer courses of study that provide which will afford learning experiences appropriate to the students' 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 District affirms that the District, including its employees and students, are to respect the dignity of others and acknowledges the rights of others to express differing opinions and foster and defend intellectual honesty, freedom of inquiry, and instruction as well as speech and association rights appropriate for the educational setting.

The Board recognizes the need for teachers to have the freedom to discuss and teach subjects and issues which may be controversial. Such subjects and issues may include but are not necessarily limited to:

1. Politics;
2. Science;
3. Health and sex education; and
4. Values and ethics.

Teachers shall guide discussions and instruction in a thorough and objective way to help students understand procedures with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, the importance of fact, the 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 Board policy, and by the District'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 of a balanced presentation; and
5. The necessity of seeking 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 recognize ~~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, including but not limited to requiring students to personally affirm, adopt, or adhere that any race is inferior or superior or on inherent responsibilities regarding: sex, race, ethnicity, religion, color or national origin, 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. This shall include not arguing that individuals should be treated adversely on the basis of any of the attributes listed above;
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; and~~
5. No distinction or classification of students shall be made on account of race or color, other than as required for collection or reporting of demographic data required by public schools.

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 or guardians 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 or guardian 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 the nature of the conflict. The teacher will provide an alternative assignment if the request is approved by the teacher and principal.
3. [OPTIONAL: The teacher shall notify parents or guardians when 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. ~~Any sex education instruction shall be in accordance with Policy 2320 Health Enhancement Education and include the required information about adoption described in that policy.~~
5. ~~Members of the community may only be invited to speak in class with permission of the principal. When speakers are to be used, the principal must always give approval as outlined in Procedure 2345P Controversial Speakers Procedure.~~

Legal References

IC § 33-138

Description

Dignity and Nondiscrimination in Public Education

IC § 33-139

Prohibition on the Expenditure of Moneys for Certain Purposes

IC § 33-512

District Trustees - Governance of Schools

Cross References

Code

Description

2320

Health, Sex Education, and Human Sexuality

2320

Health, Sex Education, and Human Sexuality

2345

Speakers in the Classroom and at School Functions

2345

Speakers in the Classroom and at School Functions

2425

Parental Rights

2425

Parental Rights

2425

Parental Rights

2580

Use of Animals in Educational Programs

2580

Use of Animals in Educational Programs

2580

Use of Animals in Educational Programs

Board Policy 3005: Entrance, Placement, and Transfer

Status: DRAFT

Original Adopted Date: | Last Revised Date: | Last Reviewed Date:

Entrance, Date, and Age

No pupil may be enrolled in kindergarten or first grade whose fifth or sixth birthday respectively does not occur on or before the first day of September of the school year in which the child registers to enter school. Any child of the age of five years who has completed a private or public out-of-state kindergarten for the required 450 hours but has not reached the age and date requirements set above shall be allowed to enter the first grade.

Initial Enrollment

Immunization records or an appropriate waiver and birth certificate are required for admission to all District schools (subject to provisions of the McKinney Homeless Assistance Act). Communication of the requirement for immunization records or exemptions shall comply with District Policy 3525.

If a birth certificate is not provided upon enrollment of a student for the first time in elementary or secondary school, the District shall notify the person enrolling the student in writing that they must provide within 30 days either a certified copy of the student's birth certificate or other reliable proof of the student's identity and birth date, which proof shall be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate. Other reliable proof of the student's identity and birth date may include a passport, visa, or other governmental documentation of the child's identity. If the person enrolling a student fails to provide the information within the requested 30 days, the District shall immediately notify the local law enforcement agency of such failure and again notify the person enrolling the student, in writing, that they have an additional ten days to comply. If any documentation or affidavit received pursuant to this section appears inaccurate or suspicious in form or content, the District shall immediately report the same to the local law enforcement agency. Local law enforcement will investigate these reports.

A student transferring schools within the District need not provide proof of identity and birth date if the student's record already contains such verified information.

Consistent with Policy 3340, the Board has the authority to deny enrollment to any student if they were expelled from a previous school in any state, including if they were disenrolled in lieu of discipline. The Board may also deny enrollment if the student has a conviction or adjudication of offenses outlined in IC 20-252A(5) or other criminal offenses listed in chapter 9, 64, or 66 in Title 18, Idaho Code. Such convictions or adjudications are required to be disclosed by the student's parent/guardian at the time of initial enrollment, and failure to disclose will result in a denial of enrollment to the student.

Placement

The goal of the District shall be to place students at levels and in settings that will enhance the probability of student success. Developmental testing together with other relevant criteria, including

but not limited to health, maturity, emotional stability, and developmental disabilities, may be considered in the placement of all students. Final disposition of all placement decisions rests with the principal, subject to review by the Superintendent and the Board.

Advanced Enrollment For Military Dependents

Any member of the United States Armed forces who has received transfer orders to a location in Idaho and will, upon such transfer, reside in the District's attendance boundary may enroll their child in the District regardless of where the child resides at the time of enrollment.

Transfer

District policies regulating pupil enrollment from other accredited elementary and secondary schools are designed to protect the educational welfare of the child and of other children enrolled in the District.

Elementary Grades (K-8): Any student transferring into the District will be admitted and placed on a probationary basis for a period of two weeks.

Should any doubt exist with their teacher and/or principal as to grade and level placement of the student, the student shall be subject to an educational assessment to determine appropriate grade and level placement.

During the two-week probationary period, the student will be subject to observation by their teacher and building principal.

Secondary Grades (9-12), Credit Transfer: Requests for transfer of credits from any secondary school shall be subject to a satisfactory examination of the following:

1. Appropriate certificates of accreditation;
2. Length of course, school day, and school year;
3. Content of applicable courses;
4. The school facility as it relates to credit earned (i.e., lab areas for appropriate science or career and technical instruction);
5. An appropriate evaluation of student performance leading toward credit issuance; and
6. Final approval of transfer credits will be determined by the high school principal, subject to review upon approval by the Superintendent and Board of Trustees.

Transfer from Persistently Dangerous Schools

If any school within the District is found to be persistently dangerous in accordance with federal law ~~or the State Department of Education's definition of persistently dangerous~~, students attending the school shall be permitted to transfer to another traditional or charter school within the District which is not persistently dangerous. The transfer may be either permanent or temporary and lasting until the school of origin is no longer designated as persistently dangerous. Parents/guardians of students shall be notified that the school has been designated as persistently dangerous within ten days of being so designated. Within 20 days of receiving such notification, students may be transferred to another school within the District.

Any student who is the victim of a violent criminal offense on school grounds shall be permitted to transfer to another school within the District.

Legal References	Description
20 USC § 6313	Eligible School Attendance Areas
20 USC § 7912	Unsafe School Choice Option
42 USC § 11432	Grants for State and Local Activities for the Education of Homeless Children and Youths
IC § 18-4511	School Duties — Records of Missing Child — Identification Upon Enrollment — Transfer of Student Records
IC § 33-201	Attendance at Schools - School Age
IC § 33-209	Attendance at Schools —Transfer of Student Records — Duties
IC § 33-525	Advance Enrollment for Military Dependents
IC § 39-4801	Immunization - Exemptions
IC § 39-4801	Immunization - Exemptions
Id. Const. art. IX, § 9	Compulsory Attendance at School

Cross References

Code	Description
3060	Education of Homeless Children
3340	Corrective Actions, Punishment, and Denial of Enrollment
3340	Corrective Actions, Punishment, and Denial of Enrollment
4160	Parents Right-to-Know Notices

Board Policy 3010: Open Enrollment

Status: ADOPTED

Original Adopted Date: 02/2015 | Last Revised Date: 08/2023 | Last Reviewed Date:

The Board of Trustees recognizes that some of its patrons may want to enroll their children in a different school than the school that serves the attendance area in which they reside. The Board also recognizes that some out-of-District parents/guardians may want to send their child to a District school. Therefore, this policy is adopted to allow all in-District and out-of-District patrons to choose among this District's schools under specified conditions. In making a decision on a student's open enrollment application, the District shall consider the needs of the student requesting the transfer as well as the other students affected by the transfer and will accept students if capacity allows.

The District will prioritize applications from students who live within the District and may deny students for one or more of the following reasons:

1. The student was expelled or disenrolled in lieu of discipline by the previous District;
2. The student has a conviction or adjudication of offenses outlined in IC 20-252A(5) or other criminal offenses listed in chapter 9, 61, or 66 in Title 18, Idaho Code. Such convictions or adjudications are required to be disclosed by the student's parent or legal guardian at the time of applying for open enrollment, and failure to disclose will result in a denial of open enrollment to the student;
3. The student has a documented history of significant disciplinary issues or history of chronic absenteeism. However, students applying who have a 504 plan or IEP may not be denied enrollment or have enrollment revoked if the behavior resulting in disciplinary action or chronic absenteeism is a manifestation of the student's disability.
4. The receiving school within the District does not have space available according to the capacity limits set by the Board of Trustees.

The process outlined in this policy is required for admission to any school within the District and shall be initiated again when a change in grade warrants a change in school – such as when the pupil wishes to continue open enrollment into middle school or high school.

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

Transportation

Parents/guardians of a student accepted under this policy will be responsible for transporting the accepted student. If bus space is available, then students accepted under the open enrollment policy may be transported from an appropriate, established bus stop within District boundaries. However, this may not apply to students with disabilities who have transportation identified in their IEP as a related service need.

Sports

Eligibility rules for participating in extracurricular activities shall apply to students who request to

attend a different school as described in this policy and any related procedures.

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

Application/Approval Process

Applications will be accepted on a form provided by the State Department until February 1 of each year for enrollment in the subsequent school year. This deadline shall be waived in the case of students who move out of their attendance zone during the school year. The District may also consider other applications submitted after February 1.

At the time of application, the District will provide the student's parent/guardian a list of eligible reasons for denial or revocation of open enrollment.

Maximum Capacity

The District will only accept an open enrollment student if the grade level and/or programs they require are below the capacity limits specified in 3010P. The District shall report, at least four times during the school year, the space available at each grade level, by school, using these capacity limits and will post it prominently on the District website.

The Superintendent shall establish a procedure for:

1. Determining which students are chosen when classroom space allows the admission of some, but not all, qualified applicants;
2. Notifying parents/guardians of the possible reasons for denial or revocation;
3. Notifying parents of the action taken on the open enrollment application, including the reasons for the denial of any application;
4. Removing a student from a transfer school, including the grounds for removal, parent notification, and the appeal process; and
5. Notifying parents/guardians of the appeal process available to them in the event their student's application is denied.

Re-enrollment

Open Enrollment students do not need to re-apply to maintain their enrollment at the school in which they're enrolled; However, the parent/guardian shall notify the District of their intention to re-enroll on an annual basis no later than February 1. The District will provide a form for parents/guardians that will serve as a notice of intent to re-enroll.

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

Revocation of Open Enrollment

Open enrollment students are required to comply with all District policies. Unacceptable behaviors by a student or false or misleading information on their open enrollment application are grounds for

the District to remove an open enrollment student at any time. The District may revoke a student's enrollment if one or more of the following occurs:

1. The student is chronically absent.
2. The student commits repeated, serious disciplinary infractions.
3. The student has been expelled.
4. The student is convicted or adjudicated, or their parent/guardian failed to disclose conviction or adjudication at time of enrollment, of offenses outlined in IC 20-252A(5), or other criminal offenses listed in chapter 9, 61, or 66 in Title 18, Idaho Code.
5. The number of resident students exceeds the capacity limits set in Procedure 3010P. A student's open enrollment cannot be revoked on these grounds if a student has attended the receiving school for more than two consecutive school years. If a student's enrollment is revoked for this reason, the District shall offer information about other District schools that may be accepting open enrollment students.

Students under consideration of revocation who have a 504 plan or IEP may not have enrollment revoked if the behavior resulting in disciplinary action or chronic absenteeism is a manifestation of the student's disability.

Student Appeals

If an open enrollment application request is denied or revoked, a parent/guardian may request an administrative review by the Board. The parent/guardian must request the review within five school days of receiving the written denial notice. The Board shall consider the appeal at its next regularly scheduled meeting, and issue its decision in writing.

Student Rights and Responsibilities

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

Preventing or Recruiting Potential Open Enrollment Students

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

Evaluation of Policy

Annually, the Superintendent shall report to the Board the effect of this policy. The report should include the number of open enrollment requests accepted or denied by each school, the reasons for denial, and any unanticipated results of this policy.

Legal References

IC § 33-1401

IC § 33-1402

IC § 33-1404

IC § 33-1409

IC § 33-1410

IC § 33-2001

IC § 33-512

Cross References**Code**

2240

3080

Description

Transfer of Pupils - Definitions

Enrollment Options

Districts to Receive Pupils

Measuring and Reporting Capacity

Student Appeals

Education of Exceptional Children - Definitions

District Trustees - Governance of Schools

Description

Class Size

Nonresident Student Attendance Policy

Procedure 3010-P(1): Open Enrollment - Procedures

Status: DRAFT

Original Adopted Date: 02/2015 | **Last Revised Date:** 08/2023 | **Last Reviewed Date:**

Open Enrollment Application forms are available [on the State Department of Education website OR at Dietrich School District OR on the District's website]. Students who reside in the District and move out of their school attendance zone during the school year must initiate an Open Enrollment request to stay in their school. The application, together with the student's cumulative record, special education file, IEP, or other applicable documents, if any, shall be submitted to the receiving district no later than February 1 for enrollment during the following school year. The District will not admit any student prior to viewing that student's records from their previous school districts.

The District has the option of accepting a student who does not meet the criteria set forth herein, if the student agrees to special conditions of admission, as set forth by the District.

No tuition shall be charged when a student from another school attendance area or other Idaho school district attends a District school as described in this procedure and the related District policy.

Application for District Students

1. ~~1.~~ For students who reside in the District, the parent/guardian completes the Open Enrollment Application form and submits it to the principal of their attendance zone school (home school).

Application for Out-of-District Students

For students who reside outside the District boundary, the parent/guardian shall complete the Open Enrollment Application form and submit it to the principal of the school they wish to attend (receiving school).

Decision Regarding Application

Once the receiving school principal receives the application from an in-District or out-of-District parent/guardian, along with the student's file from their home district, the principal or designee makes a recommendation to approve or not approve the transfer using the criteria set forth in Policy 3010.

The principal sends the form to the Superintendent, who shall:

Form a team of at least three people to consider Open Enrollment Applications. All members of the team must be knowledgeable about:

1. The student;
2. The student's disciplinary record;
3. The student's attendance record ;
4. The student's disability, if applicable; and

5. The placement options, given the District's capacity limits.

This team shall include the Superintendent, the principal, principal of the building the student wishes to attend, and the Superintendent's designee. After reviewing the student's file, the team shall have discretion to review and accept or deny the open enrollment applications on a case by case basis, utilizing and applying the factors noted above.

Applications will normally be considered on a "first-come first-serve" basis. Idaho Code does not discuss granting priority like this. It appears to be neither prohibited nor required.) However, in situations where openings are limited and applications are received in a similar timely fashion, the Superintendent may give priority if a student:

1. Resides in the Dietrich School District and seeks enrollment in another District school;
2. Has a brother or sister enrolled at the requested school;
3. Has a parent/guardian who is employed by the District;
4. Has a unique situation or extraordinary circumstances; or
5. Seeks full-time enrollment rather than part-time enrollment.]

Any non-resident student placed by court order under the Idaho Youth Rehabilitation Act or the Child Protection Act and residing in a licensed home, agency, or institution located within the District shall be enrolled and shall not be charged tuition.

Homeless children as defined by the Steward B. McKinney Homeless Assistance Act (P.L. 100-77), may attend any school district or school within a district without payment of tuition when it is determined to be in the best interest of the homeless child.

The Superintendent will notify the parent/guardian of their decision no later than March 31.

If the request for open enrollment is denied, the denial will include a written explanation. If the application is denied because classroom capacity has been reached at the school of choice, the denial will include information about other schools in the District that are below capacity. All parents/guardians whose open enrollment application for a student is denied shall be provided with notice of the denial and information about their options to appeal the denial.

If the request for open enrollment is approved, the notification will inform the parents of the following:

1. Parents must provide transportation or get student to the nearest District bus stop, if space is available;
2. Parents must notify the District by February 1 of each year regarding their intention to re-enroll their child under the Open Enrollment program;
3. That open enrollment may be revoked if the student presents issues of chronic absenteeism, commits serious disciplinary infractions, is expelled, or if the receiving school exceeds maximum capacity with resident students within their first two years of admission;

Grounds for Denial of Application

Factors which may cause an Open Enrollment Application to be denied include:

1. A school, grade, or program(s) has lack of available classroom space and/or staff, such as when the current enrollment is at or above the following capacity limits:

Grade	Class Size
K-1	15
2-3	15
4-6	15
7-12	15 per core teacher
Special Education classroom, Self-Contained	An average of 6 students per teacher
English Language Learners (ELL)	15 per full-time ELL teacher

2. The student has been suspended or expelled in their home district.
3. The student has a documented history of repeated serious disciplinary infractions. This includes infractions which could be grounds for suspension or expulsion, or if the student has a conviction, or adjudication, of offenses outlined in IC 20-252A(5) or other criminal offenses listed in chapter 9, 61, or 66 in Title 18, Idaho Code. Such convictions or adjudications are required to be disclosed by the student's parent/guardian at the time of applying for open enrollment, and failure to disclose will result in a denial of open enrollment to the student.
4. The student has issues of chronic absenteeism. A student is considered chronically absent if the student is absent 10% or more school days during the school year.
5. It is determined that information on the Open Enrollment Application has been misrepresented or was incomplete.

However, if the student has a 504 plan or IEP and the disciplinary or absenteeism issues are a manifestation of the disability, this shall not be grounds for denial of the application.

Revocation of Open Enrollment

As long as an open enrollment student's parent/guardian has, before the preceding February, notified the District of their intention to re-enroll the student the Superintendent shall treat that student as if they reside in that school's attendance area. However, the District reserves the right to remove an open enrollment student if:

1. The student has a documented history of chronic absenteeism;
2. The student has a documented history of repeated serious disciplinary infractions, or has a conviction or adjudication of offenses outlined in IC 20-252A(5) or other criminal offenses

listed in chapter 9, 61, or 66 in Title 18, Idaho Code. Such convictions or adjudications are required to be disclosed by the student's parent/guardian at the time of applying for open enrollment, and the failure to disclose qualifies to revoke open enrollment status.

3. The student has been expelled.
4. The number of resident students exceeds the capacity limits set in this procedure. A student's open enrollment cannot be revoked on these grounds if a student has attended the receiving school for more than two consecutive school years. If a student's enrollment is revoked for this reason, the District may offer information about other District schools that may be able to accept open enrollment students.

If a student's open enrollment is revoked, the parent/guardian may appeal the revocation to the Board within five school days.

The Board of the receiving school must render a decision to the parent/guardian at their next regular meeting, and the Board must issue their decision in writing. The decision of the Board may be appealed to the State Board of Education.

If a student who is a resident of another district applies to this District and is accepted under the terms of this policy and fails to attend they shall be ineligible to apply again for open enrollment in this District.

Students with Disabilities

In-district and out-of-district students with disabilities are not treated differently from students without disabilities with respect to consideration for placement in the school of their choice, unless the District has made an individual determination that disability-related needs of a particular student with a disability cannot be reasonably met at the school of their choice. Additionally, students applying who have a 504 plan or IEP may not be denied enrollment or have enrollment revoked if the behavior resulting in disciplinary action or chronic absenteeism is a manifestation of the student's disability.

Legal References

IC § 33-1401

Description

Transfer of Pupils - Definitions

IC § 33-1402

Enrollment Options

IC § 33-1404

Districts to Receive Pupils

IC § 33-1409

Measuring and Reporting Capacity

IC § 33-1410

Student Appeals

IC § 33-2001

Education of Exceptional Children - Definitions

IC § 33-512

District Trustees - Governance of Schools

Cross References

Code

2240

3080

Description

Class Size

Nonresident Student Attendance Policy

Board Policy 3340: Corrective Actions, Punishment, and Denial of Enrollment **Status: DRAFT**

Original Adopted Date: 06/2015 | **Last Revised Date:** 05/2016 | **Last Reviewed Date:**

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

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

1. "Temporary Suspension" is the exclusion from school or individual classes for a specific period of up to five school days.

The Superintendent or the principal of any school may temporarily suspend any student for disciplinary reasons, including student harassment, intimidation, or bullying, or for other conduct disruptive of good order or of the instructional effectiveness of the school. Prior to suspending any student, the Superintendent or principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to the school by the Superintendent or principal who suspended them on reasonable conditions prescribed by the Superintendent or principal. The Board of Trustees shall be notified of any temporary suspensions, the reasons for them, and the response to them.

2. "Extended Temporary Suspension" is the exclusion from school or individual classes by the Superintendent for an additional ten school days. Prior to suspending any student, the Superintendent shall grant an additional informal hearing on the reasons for the extended temporary suspension and the opportunity to challenge those reasons. The student may still be readmitted to the school by the Superintendent who suspended them on reasonable conditions prescribed by the Superintendent. The Board of Trustees shall be notified of any extended temporary suspensions, the reasons for them, and the response to them.
3. "Prolonged Temporary Suspension" is the exclusion from school or individual classes for an additional five school days. Only the Board can extend a temporary suspension for an additional five days and only upon a finding that immediate return to school attendance by the temporarily suspended student would be detrimental to other students' health, welfare, or safety.
4. "Expulsion" is ~~the~~ exclusion from school. Only the Board has the authority to expel or deny enrollment to any student who is a habitual truant, ~~who is incorrigible,~~ whose conduct is such as to be continuously disruptive of school discipline or of the instructional effectiveness of the school, or whose presence is detrimental to the health and safety of other students or who has been expelled from another school district in the State of Idaho or any other state, **including if they were disenrolled from a previous school or district in any state in lieu of discipline.** In addition, the Board has authority to expel or deny enrollment to any student if they are convicted or adjudicated of offenses outlined in **IC Section 20-252A(5), Idaho Code,** or other criminal offenses listed in chapter 9, 61, or 66 in Title 18, Idaho Code. Such convictions or adjudications shall be disclosed by the student's parent/~~or legal guardian~~ **at the time of enrollment, and failure to do so may result in expulsion or denial of enrollment to**

the student. The District will provide written notice of any student who is expelled or denied enrollment to the prosecuting attorney within five days of the Board's actions.

No student shall be expelled nor denied enrollment without the Board having first given written notice to the parent/guardian of the student stating the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent/guardian may appear to contest the action of the Board. The notice shall also state the rights of the student to be represented by counsel, to produce witnesses and submit evidence on their own behalf, and to cross-examine any adult witnesses who may appear against them. Within a reasonable period of time following such notification, the Board shall grant the student and their parents/guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the Board shall allow a reasonable period of time between notification and the hearing to allow the student and their parents/guardian to prepare their response to the charge.

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

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

No student shall be expelled, suspended, or disciplined in any manner for any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of the educational process.

Discipline of Students with Disabilities

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

Legal References

Legal References	Description
20 USC § 1400, et seq.	Individuals with Disabilities Education Act (IDEA)
20-252A(5)	Expungement of Record - Exceptions
IC § 33-1631	Requirements for Harassment, Intimidation and Bullying Information and Professional Development
IC § 33-205	Denial of School Attendance
IC § 33-512	District Trustees - Governance of Schools

Cross References

Code

3005

Description

Entrance, Placement, and Transfer

3070	Students of Legal Age
3265	Student Owned Electronic Communication Devices
3320	Substance and Alcohol Abuse
3330	Student Discipline
5265	Employee Responsibilities Regarding Student Harassment
8130	Transportation of Students with Disabilities

Board Policy 3440: Student Fees, Fines, and Charges/Return of Property Status: DRAFT

Original Adopted Date: 06/2014 | **Last Revised Date:** 09/17/2024 | **Last Reviewed Date:** 08/20/2024

[RECOMMENDED POLICY: This item addresses practices districts are required to comply with by law, administrative rule, or other guidance, or which are strongly recommended by one of the attorneys we consult on policy matters.]

The District shall charge no fee for any course for which academic credit is awarded.

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

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

~~The District may also offer for fee educational programs which are to be solely paid for by the Empowering Parents Grant Program and in no instance subject the parent/guardian/student to a fee or cost for the program. Such programs shall not be for credit and shall not be required to obtain credit in any District course. Payment of such fees on behalf of a student through the grant distribution platform shall not cause the student to be counted for purposes of calculating public school enrollment.~~

A student shall be responsible for the cost of replacing materials or property lost or damaged due to negligence. If school property in a student’s possession is lost, broken, or otherwise damaged, the student may be charged the lesser of the fair market value of the item at the time or the cost of repair.

The District may require, as condition of graduation or issuance of a diploma or certificate that all lawful indebtedness incurred by a student be satisfied and/or that all books or other instructional materials, uniforms, athletic equipment, advances on loans or other personal property of the District be returned. A diploma will not be issued until above items have been taken care of by the satisfaction of the district.

Legal References

IC § 33-603

Description

Payment of Fees or Returning of Property

Cross References

Code

Description

2325	Driver Training Education
2470	Self-Directed Learners
2470	Self-Directed Learners
2470	Self-Directed Learners
7500	New Fees or Increase of Fees

Board Policy 3525: Immunization Requirements**Status:** DRAFTED**Original Adopted Date:** 06/2015 | **Last Revised Date:** 08/2020 | **Last Reviewed Date:** 06/17/2025

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

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

Summary of Seventh Grade Immunization Requirements	
Immunization Requirement	Number of Doses
Diphtheria, Tetanus, Pertussis	1 dose
Meningococcal	1 dose

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

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

Immunization Certification

The immunization record must be signed by a physician, physician's representative, or another licensed health care professional including an osteopath, nurse practitioner, physician's assistant, licensed professional nurse, registered nurse, **or** pharmacist stating the type, number, and dates of the immunizations received.

Intended Immunization Schedule

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

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

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

Exemptions

1. Any child who submits a certificate signed by a physician licensed by the State Board of Medicine stating the physical condition of the child is such that all or any of the required immunization would endanger the life or health of the child is exempt from the immunization requirements;
2. Any minor child whose parent/**or** guardian submits a signed statement to school officials stating their objections on religious or other grounds is exempt from the immunization requirements. The parent/**or** guardian can use a form provided by the District or submit a written, signed statement that the District will attach to the form **and s. Students of majority age may exempt themselves using a written, signed statement;** and
3. A child who has laboratory proof of immunity to any of the childhood diseases listed above will not be required to be immunized for that disease; and
4. A child who has had varicella (chickenpox) diagnosed by a licensed physician upon personal examination will not be required to be immunized for the disease provided they submit a signed statement from the diagnosing physician.

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

Communication of Immunization Requirements and Exemptions

In accordance with Idaho law, all communication to parents/guardians regarding immunization requirements shall also describe the exemptions and make reference to 39-4801~~2~~, Idaho Code. For purposes of this section, 'communication' includes physical or digital letters, mailers, phone calls, registration packets ~~whether physical or digital~~, etc.

Reporting

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

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

Legal References

IC § 39-4801

Description

Immunization - Exemptions

IC § 39-4801

Immunization - Exemptions

IDAPA 16.02.15

Immunization Requirements for Idaho School Children

Cross References

Code

2385

Description

English Learners Program

2705

Military Compact Waiver

3030

Part-Time Attendance/Dual Enrollment

3060

Education of Homeless Children

Board Policy 4105: Public Participation in Board Meeting

Status: DRAFT

Original Adopted Date: 05/2016 | **Last Revised Date:** 08/20/2024 | **Last Reviewed Date:** 07/16/2024

All regular and special meetings of the Board shall be open to the public, but any person who disturbs good order may be required to leave.

During all regular meetings and board public hearings, ~~the~~ the Board of Trustees encourages all members of the District community to express their ideas and concerns on agenda items. The comments of the community will be given careful consideration. In the evaluation of such comments, the first priority will be District students and their educational program. Public input on agenda items shall not be on any subject that would compel the Board to enter into executive session. The Board shall make a determination as to whether or not the desired subject matter requested for public input is ~~related to appropriate in relation to~~ the Board's agenda and/or if a matter would require executive session.

The Board may offer the ability to attend their meeting remotely, including the ability to submit patron input electronically ahead of time at a time and in a manner identified by the Board. Such electronically provided input shall be provided to the Trustees and made a part of the minutes.

Addressing Complaints and Grievances

Due to their sensitive nature, comments and complaints about personnel or individual students cannot be heard in open session. Additionally, other topics described in Policy 1500 may only be appropriate for executive session and all grievance processes shall be followed before the Board may entertain such subject matter. The Board shall determine whether a public comment is appropriate in open session and notify the commenter ~~or~~ if it is not.

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

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

Please also see District Policy No. 4110 Public Complaints and Suggestions.

Complaints or grievances on topics that may only be considered in executive session will only be heard by the Board in accordance with the applicable grievance or complaint policy. Such executive session may be arranged in advance and included on the agenda as described in Policy 1500 and Procedure 1500P.

Rules and Process for Public Comment

Members of the public will not be recognized by the Chair as the Board conducts its official business except during the Board's scheduled comment periods during a regular meetings and or public hearings of the Board, and only on subject identified on the Board's agenda. The Board will listen to the public but, at the same time, expects the public to listen and speak only when properly recognized. The Board may take public comment on items on the Board's agenda before action items and reserve space at the end of the meeting for public comment on items not before the Board for discussion or action.

At each regular meeting of the Board the agenda shall provide time for public comment before the Board on agenda items or at public hearings of the Board. At special meetings of the Board, the Board may accept public comment. **All public comment will be accepted on agenda items before the Board addresses action items on District business, including items in a consent agenda and the Board will reserve time during a separate portion of the agenda for items not before the Board for discussion or action.** **OR Public comment will be accepted before the Board addresses action items on District business, including items on District business, including items on the consent agenda.** Persons wishing to address the Board at a regular meeting or public hearing on agenda items will be required to submit a "Request to Address the Board" form. Forms are available from the Board Clerk and will be available at each meeting.

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

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

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

To be efficient and effective, long board meetings will be avoided. As such, total time allotted for public comment will not exceed **30 Minutes**. Public participation will be limited to the time allotted on the agenda. Each speaker will be limited to **3** minutes. A speaker can supplement their comments with additional information provided in writing if they wish. Public comment will only be taken on action items scheduled on the Board's agenda at a regular meeting of the Board or during a Board public hearing. Should a large number of members of the public wish to speak on the same issue or topic, members of the public are encouraged to select one or more representatives to summarize their position and will not exceed 10 minutes. Additionally, the Board clerk will accept written comments on agenda items for regular meetings and Board public hearings for distribution to the Board. The Board may decline to hear repetitive comments.

Written comments for Trustees must be submitted to the Board Clerk. The written comments must include the name, address, and telephone number of the person submitting it. A copy of the materials that meet these requirements will be forwarded to Trustees if received by **5:00 pm** the **Thursday** preceding the Board meeting. Materials should not be sent directly to Trustees. Materials may be presented or mailed to the Board clerk at **406 North Park st. Dietrich ID, 83324**, or emailed to the

Board clerk at sarahsh@dietrichschools.org.

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

Because of the diversity of issues that may be commented on and the confines of the Open Meeting Laws, Trustees will not respond to public comment nor engage in discussion with individuals or entities presenting public input. Instead, issues may be recorded and referred to the proper staff person for follow-up and/or considered by the Board in addressing the pending agenda items through open discussion or voting. The Chair may interrupt or terminate an individual's statement when it is too lengthy, abusive, obscene, repetitive, irrelevant, threatening to any individual, or if they are going off-topic from an item listed on the agenda during a public comment period reserved for agenda items. These restrictions shall be applied narrowly and equally, regardless of the speaker's opinions or viewpoint. The Board as a whole shall have the final decision in determining the appropriateness of all such rulings.

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

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

Legal References

IC § 33-510

Description

Annual Meetings – Regular Meetings – Board of Trustees

IC § 33-512(11)

Governance of Schools – District Permitted to Prohibit Entry to School Grounds

IC § 74-206

Executive Sessions – When Authorized

Cross References

Code

1500

Description

Board Meetings

1500

Board Meetings

1500

Board Meetings

2425

Parental Rights

2425

Parental Rights

2425

Parental Rights

4110

Public Complaints

4120

Uniform Grievance Procedure

4120

Uniform Grievance Procedure

4320

Disruption of School Operations

REQUEST TO ADDRESS THE BOARD

NOTICE

DUE TO THEIR SENSITIVE NATURE, COMMENTS AND COMPLAINTS ABOUT PERSONNEL OR INDIVIDUAL STUDENTS CANNOT BE HEARD IN OPEN SESSION. ADDITIONALLY, OTHER TOPICS DESCRIBED IN POLICY 1500 MAY ONLY BE APPROPRIATE FOR EXECUTIVE SESSION. IN SUCH INSTANCES, THE BOARD WILL DETERMINE IF YOUR COMMENTS ARE APPROPRIATE FOR OPEN OR EXECUTIVE SESSION AND WILL NOTIFY YOU ACCORDINGLY. THOSE ADDRESSING THE BOARD ARE EXPECTED TO ABIDE BY THE RULES LISTED IN THIS FORM. ANY PERSON MAY BE REMOVED FROM A BOARD MEETING IF THEY WILLFULLY DISRUPT THE MEETING TO THE EXTENT THAT ORDERLY CONDUCT IS, IN THE DETERMINATION OF THE BOARD CHAIR, SERIOUSLY COMPROMISED . ANY PERSON OTHERWISE ENGAGED IN ILLEGAL CONDUCT AT THE MEETING MAY ALSO BE REMOVED.

During all regular meetings and Board public hearings, The Board of Trustees encourages all citizens of the District to express their ideas and concerns on agenda items. The comments of the community will be given careful consideration. In the evaluation of such comments, the first priority will be District students and their educational program. Public input on agenda items shall not be on any subject matter that would compel the Board to enter into executive session. The Board shall make a determination as to whether or not the subject matter a community member requests to comment on is appropriate in relation to the Board's agenda and/or if a matter would require Executive Session.

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

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

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

Complaints or grievances on topics that may only be considered in executive session will only be heard by the Board in accordance with the applicable grievance or complaint policy. Such executive session may be arranged in advance and included on the agenda as described in Policy 1500 and Procedure 1500P.

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

You will have the floor a maximum of 3 minutes.

The Board of Trustees encourages input from the public at regular meetings and public hearings of the Board, but only on items on the Board's agenda. If you want the Board to receive more information than time permits, please reduce your concerns to written form and send them to the Board Clerk. Written comments must include your name, address, telephone number, and relationship to the District.

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

1. Address the Board only at the appropriate time as indicated on the agenda and when recognized by the Board Chair.
2. Identify oneself and be brief. Comments shall be limited to 3 minutes. In unusual circumstances, and when an individual has made a request in advance to provide public comment for a longer period of time, the individual may be allowed to speak for more than 3 minutes if additional time is approved by the Chair.
3. The Board Chair may shorten or lengthen an individual's opportunity to speak.
4. Speakers who are District students, parents/guardians of District students, District employees, and District residents will be given priority over speakers who are not members of any of these categories. **OPTIONAL: Attendees who do not belong to any of these groups will only be allowed to speak after members of these groups have provided comment and only if there is still time available within the public comment period.]**
5. The Board shall follow its written Board Operating Protocol to determine procedural matters regarding public participation.
6. Patrons and community members who are unable to attend meetings in-person are encouraged to submit public comment in writing for agenda items at regular meetings or public hearings of the Board. The Board Clerk will provide written comments to the Board during the period of public comment. If the agenda item or comment is related to

an item that can only be discussed in executive session, comments may not be provided to the Board at that time if there is a concern regarding due process rights for student and/or personnel hearings.

7. Presentations are to be civil and respectful. Public input shall not disrupt the public meeting. There shall be no intimidation against the Board, members of the Board, school employees, or students of the District. Shouting, loud statements, threats, name calling, profanity, or other improper conduct is strictly forbidden. Individuals engaging in inappropriate conduct will be asked to leave the meeting. Nothing in this policy shall prohibit the removal of any person who willfully disrupts a meeting to the extent that orderly conduct is, in the determination of the Board Chair, seriously compromised. Any person otherwise engaged in illegal conduct at the meeting may also be removed. Failure to leave may result in law enforcement intervention.

Request to Address the Board

Date: _____

Name: _____ (Please Print)

Relationship to District (Please check all that apply):

- ☐ Parent/Guardian of a District Student
☐ Employee of the District
☐ District Student
☐ Resident of the District
 Trustee Zone of Residence: _____
☐ Other: _____

Is your comment related to an item on the agenda? Yes No

If yes, which agenda item do you wish to address:

If no, please submit your request for items to be placed on the agenda to the Board Clerk. Agenda items will be provided to the Board and may, at the Board's discretion, be placed on a future agenda.

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

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

****Please deliver a completed copy of this form to the Board's clerk prior to the commencement of the Board meeting.**

Procedure 4600: Volunteer Assistance - Volunteer Assistance Procedures

Status: ADOPTED

Original Adopted Date: 02/2016 | **Last Revised Date:** | **Last Reviewed Date:**

The District supports and encourages volunteers in our schools. Volunteers work in cooperation with schools to help in meeting the needs of children and the school staff. The final decision to accept or reject a volunteer applicant rests exclusively with the principal and/or volunteer coordinator. The following procedural guidelines are set with regard to volunteers.

Qualifications and Requirements

The qualifications and requirements of a volunteer include:

1. Being a community member of good standing and possessing an aptitude/interest for working with students and teachers;
2. Being dependable and of appropriate character to work with students and teachers;
3. Completing a Criminal History Records Check. All volunteers are subject to the background check requirements described in the "Background Check" section of this policy; must complete a Criminal History Records Check supplied by the District prior to service and will be subject to a background check. Any volunteer applicant who does not disclose their criminal background will not be eligible for service;
4. Reading the District's policy and procedure regarding volunteers; and
5. Completing a Volunteer Application provided by the District.

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

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

Additional Requirements

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

6. Volunteers may not be in possession of or under the influence of alcohol or illegal substances; and
7. Smoking or the use of tobacco products is not permitted on school grounds or supervised trips.

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

Background Check

The District shall conduct, at **volunteer** expense, a State criminal records check on all volunteers who:

1. ~~Have any unsupervised contact with students;~~
2. Have contact with students on a regularly scheduled and/or continuing basis; ~~or who h~~
3. Have supervisory responsibility for children at a school site or on school-sponsored trips.

~~The background check shall include, but not be limited to, a check of the Idaho Sex Offender Registry.~~
No volunteer shall ~~be utilized to supervise students; or be deemed to have the authority to supervise students;~~ unless the volunteer has been designated to supervise students by the principal or designee and the volunteer has undergone the required background check.

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

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

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

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

Selection and Placement of Volunteers

Placement of volunteers shall be the responsibility of the building ~~P~~ principal who shall base placement decisions on data regarding staff needs. Volunteers shall not make decisions regarding students or other personnel. No volunteer shall be placed unless a need has been identified and approved by the building ~~P~~ principal.

Supervision

All volunteers shall provide assistance only under the direct supervision of a member of the professional administrative and/or teaching staff. Volunteers who assist in the District on a scheduled and/or continuing basis shall be provided with a written task description detailing responsibilities and expectations, as well as specific qualifications that may be required.

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

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

Relationship Between Schools and Volunteers

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

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

Any issues that may arise will be referred to the volunteer coordinator or principal as appropriate.

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

Orientation and Training

The Superintendent/designee shall develop orientation materials to be provided to all volunteers who have contact with students on a regularly scheduled or continuing basis. These materials shall include, but not be limited to, pertinent policies and safety and emergency procedures. Volunteers shall be provided appropriate training at the building level consistent with their tasks and existing District standards. This training shall be developed under the leadership of the principal. Exceptions would be District-wide programs established by the administration whereby general volunteer programs would be defined.

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

1. Training at local schools should not be held simultaneously with school-sponsored functions. Volunteers should not have to choose between attending a school function or a volunteer training. However, it is appropriate to hold trainings prior to or immediately following a school-sponsored event.

2. Each volunteer coordinator will provide all volunteers with a handout of expectations, guidelines, and procedures specific to the school.
3. All volunteers will be oriented on the following:
 - A. Volunteer guidelines, policies, and procedures;
 - B. Expectations for creating positive school climate;
 - C. Safety and security issues;
 - D. Confidentiality: All communications are to be kept strictly confidential. Information about students may be shared only with the teacher, principal, or guidance counselor of the school;
 - E. Transportation;
 - F. Dress code;
 - G. Sexual harassment; and
 - H. Blood borne pathogens
4. Volunteers may receive initial training from any Dietrich School District school or from the District office. When a volunteer is trained away from the local schools, the District volunteer coordinator who conducts the training must provide the volunteer's name to the local school volunteer coordinator.
5. The volunteer coordinator will notify the volunteer specialist of training dates. These will be posted at the District office or on the District website.
6. At the beginning of each school year, schools are encouraged to have multiple training sessions at various times of the day. Beginning in October, the District's volunteer coordinator will hold one training session at the District office or at a local school each month.

Duties and Responsibilities

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

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

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

14. Mentoring; and
15. Participating in business and community partnerships.

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

Termination

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

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

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

Legal References

29 USC § 201 et seq.

Description

The Fair Labor Standards Act of 1985

IC § 33-130

Criminal History Checks for School District Employees or Applicants for Certificates

IC § 33-512

District Trustees - Governance of Schools

Cross References

Code

Description

3085

Sexual Harassment, Discrimination, and Retaliation Policy

3085

Sexual Harassment, Discrimination, and Retaliation Policy

3085

Sexual Harassment, Discrimination, and Retaliation Policy

3085

Sexual Harassment, Discrimination, and Retaliation Policy

5725

Private Service Providers/Consultants

Board Policy 5100: Hiring Process and Criteria

Status: ADOPTED

Original Adopted Date: 07/01/2021 | **Last Revised Date:** 06/17/2025 | **Last Reviewed Date:** 06/17/2025

[REQUIRED POLICY: A law or administrative rule requires districts to have a policy on at least one of the topics addressed here.]

[NOTE: This policy is written as if the building principal and the District Superintendent are different people. However, the tasks assigned to each may be completed by the same person. If your district has a superintendent who also serves as a building principal, and you would like help modifying this policy to match your circumstances, please feel free to reach out to ISBA.]

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

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

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

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

Guidelines

1. There will be no discrimination in the hiring process. See Policy 5120.
2. If the vacant position is that of the Superintendent, the hiring process and the review of all applicants is the responsibility of the Board of Trustees.
3. Applicants for teaching and administrative positions shall provide evidence of meeting State requirements for certification as described below and sign a statement authorizing current and past school district employers, including those outside the state of Idaho, to release to the District all information relating to job performance or job related conduct, and making available to the District copies of all documents in the applicant's previous personnel files, investigative, or other files. Such statement will also release the applicant's current and past

employers from any liability for providing such information and documentation. Applicants who do not sign the statement/release shall not be considered for employment. The District will consider information received from current and past school district employers only for the purpose of evaluating applicants' qualifications for employment in the position for which they have applied. No District employees shall disclose this information to anyone, other than the applicant, who is not directly involved in the process of evaluating the applicants' qualifications for employment. Applicants may be employed on a non contracted provisional basis as allowed by law. Applicants shall not be prevented from gaining employment if current or past out-of-state employers are prevented from or refuse to cooperate with the District's request. See Forms 5100F1 and 5100F2.

4. Applicants must meet the applicable State standards for the position they are applying for. Applicants for high school and middle school teaching positions should have a major or its equivalent in the field they will be teaching. Applicants for elementary school teaching positions should have a major or its equivalent in elementary education or in their area of assignment.
5. When considering coaching assignments in secondary schools, preference for hiring will be given to qualified certificated professional employees in the school where the coaching vacancy exists. The building principal will be responsible for assuring that all qualified and interested applicants within the building have been given consideration. Giving such individuals consideration does not mean that such an individual will necessarily be retained for a coaching position. Another individual who is not a certificated employee of the building in question may receive the position.
6. As required in Idaho Code 65-505, the District will observe preference for veterans and disabled veterans when considering hiring employees to fill vacancies, selecting new employees, or implementing a reduction in force.
7. As required in Idaho Code 33-130 and 33-512(1615), the District will conduct a criminal history check for applicable positions. See Policy 5110.
8. Each newly hired employee must complete an Immigration and Naturalization Service form, as required by federal law.

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

To assist administrators in complying with the above policy for the hiring of staff, the following guidelines shall be utilized when hiring **certificated** staff:

Notice of Vacancies

Vacancies in certificated positions will be posted only after the Board has approved written resignation from a contracted professional employee of the District, a termination has occurred, or if a new position is created within the District. The Superintendent shall develop procedures for the posting of available positions within the District.

1. Job Vacancy Notices: Any notice from Dietrich School District will contain the following information:
 - C. Position available and job description.

- D. Requirements for completed application, as applicable for position. For a certificated position, these include but are not limited to: 1) a completed District application form; 2) official transcripts of all university or college credits; 3) a placement center file; 4) a personal resume; and 5) verification or eligibility of Idaho certification. For all positions, a signed statement/release for current and past school district employers is required.
 - E. Timeline for receiving application.
 - F. Process notification of how applications will be handled.
2. Application Procedures for Certificated Positions: It will be the responsibility of any applicant to provide the information required for a completed application listed above.
- A. Such information must be received prior to the cutoff date for receiving applications as specified in the vacancy notice.
 - B. It will be at the discretion of the Superintendent, the appropriate administrator, and the building administrator to determine whether such deadlines should be extended to accommodate individuals where placement center files, transcripts, or other materials are not yet received by the District for consideration. Such time extension will be restricted to a reasonable time frame.
 - C. In addition to the certification information provided by the applicant, the District will also request from the Office of the Superintendent of Public Instruction verification of certification status, any past or pending violations of the professional code of ethics, any detail as to any prior or pending conditions placed upon a certificate holder's certificate, any prior or pending revocation, suspension, or the existence of any prior letters of reprimand and information relating to job performance.
 - D. Within three business days of receipt of the statement releasing information from prior school district employers, as required by I.C. 33-1210, such statement shall be sent to the prior employers with a request for release of information and documentation to be provided as required by that section.

Because responses to such requests may take up to 20 days, or possibly more for out-of-state school district employers, information received pursuant to such request may be reviewed prior to or after interviews have been concluded, at the discretion of the District. Where possible, such information should be utilized as part of the screening process. However, due to considerations of time, such early review may not be possible, and such information received pursuant to this process may be reviewed or utilized up to any time prior to offering employment to an applicant or during an applicant's period of provisional employment.
 - E. Upon receipt of the completed applications, those applications will be placed in a file for review and consideration at the District Office.

Preliminary Screening

For certificated and classified vacancies, at either the time the job vacancy is published, or prior to the conclusion of the application period, the school administrator will provide notice to the appropriate administrator of the desired number of qualified individuals to be included in the "screening pool". The screening pool shall be defined as the number of individuals having completed applications that may be submitted to the building or program administrator for final screening. In

the event the open position is deemed by the Board to be an administrative or director position, including principal, the size of the screening pool shall be determined by the Superintendent.

Screening

1. The Board may direct the Superintendent to establish OR The building administrator may establish] a committee to assist in the final screening process for certificated and classified] positions. This committee will act in an advisory capacity to the Superintendent and to the Board.
2. The committee, upon receiving the written applications from the appropriate administrator, will review those applications for the purpose of:
 - A. Determining those most suited to the position;
 - B. Making personal telephone contact with one or more references submitted by the applicant;
 - C. Contacting individuals who might know the candidate, but were not listed as references, if needed; and
 - D. Inviting the top candidates to be interviewed for the position.
3. The [Superintendent OR committee] will establish the procedures at the building or program level for interviewing the successful applicants and will have thoroughly vetted all applicants prior to committee review.
4. For those applicants who have no prior public school work experience or whose out-of-state former employers will not release documentation requested pursuant to IC § 33-1210, the screening committee or administrator may engage in whatever background checks it deems appropriate, but at a minimum shall verify all prior work experience and educational achievement listed by the applicant as the committee or administrator deems appropriate, preferably by contacting the prior employers and/or educational institutions listed by the applicant, and shall communicate with every person listed as a reference by the applicant.
5. Upon determining the most qualified applicant, the building administrator will submit to the Superintendent the written recommendation for the applicant to be offered the position.

Acceptance Procedure

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

If the Superintendent concurs with the recommendation, the Superintendent will take the following steps.]

1. Authorize a statement of intention to employ, pending Board approval, to be made to the candidate.
2. If, at the time the statement of intention to employ is made, the District has not yet received documentation requested pursuant to IC 33-1210(3), the District may provisionally employ such applicant for a certificated position on a non-contracted basis for up to 30 days after receipt of the documentation. Within that 30-day~~thirty-day~~ time period, the Board may issue a written statement to the applicant identifying why a standard contract will not be issued

and specifying which information justifies such decision. The Board may not identify any reason for non-issuance of a standard contract not based on the documentation received. If, within 30 days from the receipt of the information requested pursuant to IC 33-1210(3) no contract is issued or the written statement of non-employment is not provided to the applicant, the employee will be deemed to be employed pursuant to the appropriate type of contract. During this provisional employment, the applicant shall be provided the same compensation and benefits as if the employee had been employed on a standard certificated contract.

If no documentation is received from out of state employers, the District may employ the applicant for the certificated position on the appropriate type of standard contract without utilizing the provisional, non-contracted employment.

3. Upon receiving a verbal or written statement of intention to accept employment, pending Board approval, by the candidate, the Superintendent will prepare the necessary papers for recommendation to the Board of Trustees at the next regular or special Board meeting.
4. Submit to the Board of Trustees such recommendation.

Board Action : on Hiring of Certificated Employees

When approving the hiring of a **certificated** employee, the Board of Trustees of **Dietrich School District** will:

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

Approval of Candidate for Certificated Position

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

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

Certification

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

Legal References

	Description
IC § 33-1210	Information on Past Job Performance
IC § 33-130	Criminal History Checks for School District Employees or Applicants for Certificates
IC § 33-512	District Trustees - Governance of Schools
IC § 33-513	Professional Personnel
IC § 74-206	Executive Sessions – When Authorized
IC. § 65-501, et seq.	Rights and Privileges of Veterans
IDAPA 08.02.02.015.02	Standard Pupil Service Staff Certificate
IDAPA 21.01.06	Rules for the Enforcement of the Veteran's Preference in Public Employment

Cross References

Code	Description
5110	Criminal History/Background Checks
5120	Equal Employment Opportunity and Non-Discrimination
5500	Personnel Records
5500	Personnel Records
5740	Reduction in Force
5740	Reduction in Force
5740	Reduction in Force
5750	Employing Retired Teachers and Administrators
5751	Employing Retired School Resource Officers and Bus Drivers

Board Policy 5110: Criminal History/Background Checks

Status: ADOPTED

Original Adopted Date: 06/01/2020 | **Last Revised Date:** 06/17/2025 | **Last Reviewed Date:** 06/17/2025

[RECOMMENDED POLICY: This item addresses practices districts are required to comply with by law, administrative rule, or other guidance, or which are strongly recommended by one of the attorneys we consult on policy matters.]

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 about their regarding prior criminal history, this such misrepresentation or omission shall be sufficient cause for disqualification of the applicant or termination of employment.

Any certificated employee who was hired prior to July 1, 2020 and has their teaching certificate revoked by the Professional Standards Commission due to the updated crimes listed in I.C. § 33-1208 shall be granted an informal review based on their contract category, as outlined in Policy 5105.

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 submit to criminal history checks. The list is to include, but is not limited to:

1. Certificated and non-certificated employees;
2. All applicants for certificates;
3. Substitute staff;
4. Individuals involved in other types of student training such as practicums and internships; and

5. All individuals who have unsupervised contact with students.

A criminal history check shall be based on a complete ten 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 registry.

Employees will be required to undergo a criminal history check ~~no later than~~ within five days ~~after of~~ starting employment or unsupervised contact with students, whichever is sooner.

The fee charged to an employee shall be \$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.

Employee Arrest or Conviction

All employees shall have ~~at the~~ continuing duty to notify the District of any arrest or criminal conviction that occurs subsequent to being hired by the District. In the event that any employee, whether full-time or part-time, probationary or non-probationary, classified or certified, is arrested, charged, or indicted for a criminal violation of any kind, whether misdemeanor or felony, with the exception of minor traffic infractions, he or she is required to report such arrest promptly to the employee's supervisor or department head within one business day unless mitigating circumstances exist. This reporting requirement applies regardless of whether such arrest has occurred on-duty or off-duty. Failure to comply with this reporting requirement shall be grounds for disciplinary action, up to and including termination.

Additionally, if an employee has a protection order served against him or her, the employee shall follow the same reporting requirements as outlined above.

Supervisors or department heads shall contact the Superintendent or designee upon receiving notification that an employee has been arrested or has a protection order served against him or her. The District reserves the right to determine appropriate disciplinary action in such cases, up to and including termination, depending upon the facts and circumstances surrounding the incident.

~~It is the discretion of the~~ The District, ~~at its discretion, may to~~ terminate or take other action against any employee that has either been convicted of one or more of the felony offenses set forth in I.C. § 33-1208 or made a material misrepresentation or omission on their job application.

Substitute Teachers

The State Department of Education shall maintain a statewide list of substitute teachers. To remain on the statewide substitute teacher list, the substitute teacher shall undergo a criminal history check every five years. If a substitute teacher has undergone a criminal history check within five years as a result of employment with another District, the District may in its sole discretion, not require a substitute to undergo a criminal history check. If the District does desire a substitute teacher who has undergone a criminal history check within the last five years to undergo an additional criminal history check, the District will pay the costs of such check.

Other Employees

The District may require that any employee be subjected to criminal history checks. If required, the District will pay the costs of such checks.

Volunteers

Any volunteer in the District who has regular unsupervised contact with access to students or who volunteers regularly with the District, as determined by the Superintendent or the Superintendent's designee, shall submit to a fingerprint criminal background investigation conducted by the appropriate law enforcement agency prior to consideration for volunteering in the schools of this District.

Any requirement of a volunteer to submit to a fingerprint background check shall be in compliance with the Volunteers for Children Act of 1998 and applicable federal regulations. If a volunteer has any prior record of arrest or conviction by any local, state, or federal law enforcement agency for an offense other than a minor traffic violation, the facts must be reviewed by the Superintendent, who shall decide whether the volunteer is suitable to be in the presence of the students in the District. Arrests resolved without conviction shall not be considered in the hiring process unless the charges are pending.

Contractors

The District maintains a safe environment for students by developing a system that cross-checks all District contractors or other persons who have irregular contact with students against the statewide sex offender registry.

Confidentiality

Outstanding warrants, criminal charges, and/or protective orders may be confidential. An employee who is provided access to such information relating to another employee shall ensure that the information remains confidential. If an employee discloses such information without authorization, the employee shall be subject to disciplinary action.

Legal References

IC § 33-130

Description

Criminal History Checks for School District Employees or Applicants for Certificates

IC § 33-512

District Trustees - Governance of Schools

IC § 74-106

Records Exempt from Disclosure

Pub. L. 105-251

Volunteers for Children Act

Cross References

Code

Description

4605	Student Teachers
5100	Hiring Process and Criteria
5100	Hiring Process and Criteria
5100	Hiring Process and Criteria
5100	Hiring Process and Criteria
5100	Hiring Process and Criteria
5100	Hiring Process and Criteria
5700	Substitutes
5725	Private Service Providers/Consultants

Board Policy 7407: Public Procurement of Goods and Services**Status:** ADOPTED**Original Adopted Date:** 10/01/2021 | **Last Revised Date:** 06/17/2025 | **Last Reviewed Date:** 06/17/2025

The District shall at all times adhere to the bidding requirements for the procurement of goods and services as set out in State law.

\$0 to \$100,000 \$75,000	No bidding requirements	IC 67-2803(2)
\$100,000 \$75,000 to \$250,000 \$150,000	Semi-formal bidding: Issue written requests for bids describing goods or services desired to at least three vendors. Allow three days for written response, unless an emergency exists; One day for objections. Keep records for six months when impractical to obtain three bids. <u>Accept low bid, or reject all bids.</u>	IC 67-2806(1)
\$250,000 \$150,000 and above	Formal bidding: Publish bid notice at least two weeks in advance of bid opening and again at least seven days for before the opening. Make bid specifications available; written objections allowed. May request bid security/bond. Can reject all if able to purchase more economically in the open market.	IC 67-2806(2)

Exemptions to Public Procurement of Goods and Services Bidding

Personal Property	Already competitive bid (piggy-backing)	IC 67-2803(1)
Less than \$100,000 \$75,000	Contracts or purchases of goods or services	IC 67-2803(2)
Any Amount	Payments of Wages	IC 67-2803(3)
Any Amount	Personal or professional services performed by an independent contractor. (Refer to info on qualifications in IC 67-2320)	IC 67-2803(4)
Any Amount	Procurement of an interest in real property – lease or purchase	IC 67-2803(5)

Any Amount	Procurement of insurance	IC 67-2803(6)
Any Amount	Costs of Joint Powers participation	IC 67-2803(7)
Any Amount	Procurement of used personal property	IC 67-2803(8)
Any Amount	Procurement from federal government general services administration (GSA) schedules or federal multiple award schedules (MAS)	IC 67-2803(9)
Any Amount	Procurement of personal property or services through contracts entered into by the Division of Purchasing of the Department of Administration of the State of Idaho	IC 67-2803(10)
Any Amount	Procurement of goods for direct resale	IC 67-2803(11)
Any Amount	Procurement of travel and training;	IC 67-2803(12)
Any Amount	Procurement of goods and services from Idaho Correctional Industries	IC 67-2803(13)
Any Amount	Procurement of repair for heavy equipment	IC 67-2803(14)
Any Amount	Procurement of software maintenance, support and licenses of an existing system or platform that was bid in compliance with state law	IC 67-2803(15)
Any Amount	Procurement of public utilities	IC 67-2803(16)
Any Amount	Procurement of used equipment at an auction if authorized by the governing board	IC 67-2803(18)
Any Amount	Emergency Expenditures	IC 67-2808(1)

Legal References

IC § 67-2320

IC § 67-2801, et seq.

Description

Professional Service Contracts with Design
Professionals, Construction Managers and Professional
Land Surveyors

Purchasing by Political Subdivisions

Board Policy 7408: Entering into Professional Service Contracts

Status: ADOPTED

Original Adopted Date: 12/2019 | Last Revised Date: 08/2023 | Last Reviewed Date:

Selection of Public Works Professionals to be Based on Qualifications

Notwithstanding any other provision of law to the contrary, the District and their agents shall make selections for professional engineering, architectural, landscape architecture, construction management, and professional land surveying services, by persons and firms licensed pursuant to Idaho law to perform such professional services, on the basis of qualifications and demonstrated competence, and shall negotiate contracts or agreements with licensed professional(s) selected to provide the requested professional service(s).

For such contracts of \$30,000 or more per year, the District shall publish the following information within 15 days on the State Controller's website:

1. The parties;
2. The amount of the contract; and
3. A one sentence description of the contract's purpose.

Additionally, such contracts shall be published as required in Policy 4130 Public Access to District Website.

No proposal, bid, or qualifications for contracts of \$100,000 or more shall be accepted or denied based on environmental, social, and governance standards, including screening or scoring bids, in whole or in part, on subjective ethical or sustainability criteria unrelated to the specifications in a solicitation or qualifications of a bidder.

Procedures to Select Public Works Professionals for Contracts Greater than ~~\$100,000~~\$50,000

In carrying out this policy the Board shall use the following guidelines when securing contracts for engineering, architectural, landscape architecture, construction management, and land surveying services on projects for which the professional service fee is anticipated to exceed the total sum of ~~\$100,000~~\$50,000, excluding, however, those professional services contracts previously awarded by the District for an associated or phased project, and for which the expenditure is otherwise exempt from the bidding process otherwise required by law. To implement this policy:

1. The Board or its designee will provide a general description of the services being solicited and encourage persons or firms engaged in the services being solicited to submit statements of qualifications and past performance data.
2. The Board or its designee will establish and make available to the public a request for qualifications that includes the criteria and the procedures to be used for measurable scoring, ranking, and selection of qualified persons or firms to perform such services.
3. After receiving responses to a request for qualifications, the Board or its designee shall score and rank the responding persons and firms based on their qualifications and demonstrated competence pursuant to the Board's or its designee's established criteria and procedures.

The list of ranked respondents, including the scoring used to develop the ranking, shall be made available to the public. Some examples of selection criteria for consideration may include but are not limited to:

- A. A description of the firm, including its location and longevity;
 - B. Its past performance;
 - C. Its project manager and key staff experience, education, and training;
 - D. Its experience with similar projects;
 - E. Its specific approach to projects or assignments;
 - F. Its proposed schedule, if applicable; and
 - G. Its quality control procedures.
4. The Board or its designee shall select for negotiation the persons or firms whom the District determines to be the highest-ranked and best qualified.
 5. The Board or its designee shall next negotiate with the highest-ranked person or firm for a contract or an agreement to perform such services at a price determined by the District to be reasonable and fair to the public after considering the estimated value, the scope, the complexity, schedule, and the nature of the services required.
 6. In the event the Board or its designee is unable to negotiate a satisfactory contract or agreement with the highest-ranked person or firm, it shall formally terminate negotiations and undertake negotiations with the next highest-ranked person or firm, following the procedure prescribed above.
 7. In the event the Board or its designee is unable to negotiate a satisfactory contract or agreement with any of the selected persons or firms, it may recommence negotiations as described in the two items immediately above, until a contract or agreement is reached, or may, in its discretion, cancel the procurement.
 8. **Published Request for Qualifications.** When the Board solicits proposals for qualifications for engineering, architectural, landscape architecture, construction management, or land surveying services for which the professional service fee is anticipated to exceed the total sum of ~~\$100,000~~\$50,000, it shall publish public notice in the same manner as required for procurement of public works construction projects set forth in ~~that~~ Procedure 7405P, which sets forth the procedures required by Section 67-2805(2) of Idaho Code.
 9. **A List of Qualified Professionals.** In fulfilling the requirements of the items above, the Board may establish and select from a list of two or more persons or firms selected and preapproved for consideration by the District. When creating a preapproved list of qualified professionals, the Board or its designee shall first publish notice as set forth in the item immediately above. When selecting from such list, no notice shall be required; and
 10. Any list established under this item will be valid for up to five years, unless canceled by the Board prior to the list's expiration where the Board has first determined in open session that cancellation of the list would be in the public's best interest.

Procedures to Select Public Works Professionals for Contracts Less than ~~\$100,000~~\$50,000

When securing contracts for engineering, architectural, landscape architecture, construction management, or land surveying services on projects for which the professional service fee is anticipated to be less than the total sum of ~~\$100,000~~\$50,000, the Board may use the guidelines set forth in the above paragraphs, or may establish its own guidelines for selection based on demonstrated competence and qualifications to perform the type of services required, which shall

then be followed by negotiation of the fee at a price determined by the Board to be fair and reasonable after considering the estimated value, scope, complexity, schedule, and nature of services required.

Approvals for Phased Projects

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

Legal References	Description
IC § 59-1026	Willful and Knowing Avoidance of Competitive Bidding and Procurement Statutes
IC § 67-2320	Professional Service Contracts with Design Professionals, Construction Managers and Professional Land Surveyors
IC § 67-2347	Prohibition of Environmental, Social, and Governance Standards in Public Contracts
IC § 67-2803	Exclusions
IC § 67-2805	Procurement of Public Works Construction
IC § 67-2810	Publication of Contractee, Amount, and Purpose of Personal Service Contracts -- Definition
Other References	Description
Idaho State Department of Education	Policies and Procedures Used Template

Cross References

Code	Description
4130	Public Access to District Website
7400	Miscellaneous Procurement Standards
7400	Miscellaneous Procurement Standards
7400	Miscellaneous Procurement Standards
7400	Miscellaneous Procurement Standards
7400	Miscellaneous Procurement Standards
7405	Public Works Contracting and Procurement
7405	Public Works Contracting and Procurement

Board Policy 8300: Emergencies and Disaster Preparedness

Status: ADOPTED

Original Adopted Date: 01/01/2006 | Last Revised Date: 06/17/2025 | Last Reviewed Date: 06/17/2025

The Board recognizes the importance of being prepared for various types of emergencies, both natural and human, that could occur while school is in session. Because of this, the District has developed ~~This necessitates the development of~~ appropriate plans and procedures to deal with such emergencies at school facilities or involving school transport. It is important that students, employees, and parents be knowledgeable about the various emergency plans and procedures and be prepared should such an emergency occur.

Development of Crisis Management Plan

The District will develop and maintain an emergency operations plan ~~Crisis Management Plan~~ to act as a guide for District Trustees, administration, staff, students, parents/guardians, and community members to address potential crises in the District. The Board also directs the Superintendent to ensure that each District school develops its own emergency operations plan. These plans shall be exempt from disclosure under public records laws, as described in IC 74-105.

The emergency operations plan ~~Crisis Management Plan~~ will provide ~~direction~~ procedures for the District and for each site to use, ~~and will be used~~ prior to, during, or after any emergency situation.

The Superintendent or designee shall be responsible for directing the development of a comprehensive Crisis Management Plan. They shall coordinate with school staff and local emergency response agencies in developing these plans. This plan will be shared with representatives of local municipalities and appropriate emergency personnel. The emergency operations plan ~~Crisis Management Plan~~ will be reviewed annually by the Crisis Management Committee, which shall include representatives of principals and site managers. ~~The Crisis Management Plan will be maintained by the _____ working in conjunction with the _____ and the _____.~~

Each principal and site manager shall receive a copy of the emergency operations plan ~~Crisis Management Plan~~ and shall provide inservice training on plan implementation. This training shall be provided annually for every employee and to new employees upon hiring.

The District emergency operations plan ~~Crisis Management Plan~~ serves as the foundation for the development, ~~training, and implementation~~ of individual site and program plans.

Legal References

IC § 33-512

IDAPA 08.02.03.160

Cross References

Description

District Trustees - Governance of Schools

Safe Environment and Discipline

Code
8520

Description
Inspection of School Facilities

Procedure 8300-P(1): Emergencies and Disaster Preparedness

Status: ADOPTED

Original Adopted Date: 01/01/2006 | **Last Revised Date:** 06/17/2025 | **Last Reviewed Date:** 06/17/2025

[RECOMMENDED PROCEDURE: This item addresses practices districts are required to comply with by law, administrative rule, or other guidance, or which are strongly recommended by one of the attorneys we consult on policy matters.][DISCLAIMER: THE EMERGENCY AND DISASTER POLICIES CONTAINED HEREIN ARE FOR INFORMATIONAL PURPOSES ONLY. THE POLICIES ARE A SAMPLE OF THE POLICIES THAT A DISTRICT CAN INCORPORATE. CONTACT YOUR LOCAL LAW ENFORCEMENT, MEDICAL PROVIDERS, AND/OR COUNTY OFFICES FOR PARTICULAR POLICIES THAT ARE APPLICABLE FOR YOUR DISTRICT.][Full_District_Name] has developed procedures for dealing with existing and potential student and school crises. The Crisis Management Plan should include Crisis Response Procedures and Critical Incident Procedures. An important component of the Plan is a set of interagency guidelines with various city and county agencies to aid timely communication and help coordinate services between the agencies and individual schools or the entire District.

The District has developed procedures for dealing with existing and potential student and school crises. These plans provide an organized approach to helping students. They provide direction to staff members on when and how to refer a student for help. They provide an approach to collaborative decision-making in dangerous and stressful situations. An important component of these plans is a set of inter-agency guidelines with various city and county agencies to aid timely communication and help coordinate services between the agencies and individual schools or the entire District.

The emergency response plans may include crisis response procedures and critical incident procedures. Crisis Response Procedures guide staff in responding to more frequently occurring crises, such as deaths of students or teachers and other traumatic events, which can affect the school community for days. These procedures are intended to be time-limited, problem-focused interventions designed to identify and resolve the crisis, restore equilibrium, and support productive responses. The crisis team uses crisis response procedures to help administrators:

1. Gather information;
2. Establish communication with families;
3. Disseminate accurate information to faculty and students;
4. Intervene directly with students most likely to be affected;
5. Increase the available supportive counseling for students and staff; and
6. Guide students in appropriate helpful ways to commemorate remember the deceased.

Critical Incident Procedures help District school personnel handle potentially dangerous events, such as a natural disaster or an armed intruder in a school and other life-threatening events. The District has developed a Plan which These procedures shall emphasize a coordinated interagency approach. A plan Code Blue has been established in all school buildings to provide a uniform method of warning staff and students of high-risk situations involving imminent, potentially life-threatening danger to life or limb.

{{Full_District_Name}}'s Crisis Management Plan procedures provide benefits for students, parents, and the District. The procedures provide an organized, systematic method for helping students. Staff members know under what circumstances and how to refer a student for help. Crisis Team members operate within specific guidelines to make collaborative decisions and share the responsibility for these often difficult, stressful situations. Parents and other members of the community are assured that the District has established procedures which better prepare schools to respond to crisis.

The interagency agreements have fostered stronger collaborative relationships and have led to improved communication about students and family events that could impact the schools.

In the event of an emergency, employees are expected to remain at their worksite to ensure the safety and security of students under their care and/or the school's care until otherwise directed by the school administrator or person in charge. Those employees who have a child in another school should have arrangements in place for the care of their child by others until they can be released from their duties. Employees are strongly encouraged to take all steps necessary to provide for the well being of their family in advance of any major disaster. This will hopefully moderate fears and concerns sufficiently to permit rapid and effective completion of assigned tasks to ensure the well being of students and staff.

Possible Hazards in Idaho

An emergency is a sudden, unexpected occurrence requiring immediate action to stabilize a situation. Emergencies may affect school facilities and/or school transportation and may prevent use for an unspecified period of time. The Crisis Management Plan The emergency operations plans should address a range of events and hazards caused by nature or humans, such as:

1. Severe weather;
2. Bus crashes;
3. Bomb threats;
4. Student or staff deaths;
5. Chemical or hazardous material spills;
6. Fire;
7. School shootings;
8. Medical emergencies;
9. Acts of terror or war; and
10. Natural disasters such as earthquakes, tornados, floods, and volcanic eruptions.

Direct responsibility for what may occur immediately following a response to a 911 call will lie with the first responders, such as police or fire department. The District's first responsibility is to ensure the immediate safety of students and staff by activating the appropriate Crisis Management Plans.

To assist and expedite setup, the Board directs that emergency plans and procedures be developed, implemented, and maintained by for all schools, District facilities, and school buses, and that:

1. Each school's plan be developed in coordination with local school staff and local emergency response agencies.
2. Each school's plan comply the Idaho School Safety and Security Advisory Board's guidance.
3. All employees be trained annually on informed about the emergency operations plans and procedures to be followed at their work site to ensure their safety and the safety of others. This training shall comply with the guidelines set by the Idaho School Safety and Security Advisory Board.;

4. Students and employees practice the emergency procedures implemented at their school or work site.;
5. Parents be advised of the emergency procedures developed at the school their child attends by September 30 of each year.;
6. If materials and supplies beyond those normally provided by the School District are to be kept on hand to augment the school emergency procedures, then it shall be the responsibility of each school to obtain and maintain such supplies in good order.;
7. Each school's plan be reviewed annually by the building principal. The building principal shall work with school staff and emergency response agencies to update and make other changes to these plans when needed. and
8. Inservice training on plan implementation shall be provided annually for every employee and to new employees upon hiring.
9. This policy be reviewed annually.

Sequence of Crisis Management

The Crisis Management Plans should include the sequences of managing a disaster. Those sequences are as follows:

1. Mitigation and Prevention addresses what schools and the Districts can do to reduce or eliminate risk to life and property;
 2. Preparedness focuses on the process of planning for the worst-case scenario;
 3. Response is devoted to the steps to take during a crisis; and
 4. Recovery deals with how to restore the learning and teaching environment after a crisis.
- Crisis management is a continuous process in which all phases of the plan should be reviewed and revised. Additional sequence steps to analyze in preparing the Crisis Management Plan are described below.

Mitigation and Prevention

The goal of mitigation is to decrease the need for response rather than as opposed to simply increasing response capability.

1. Connect with community emergency responders to identify local hazards;
2. Review the last safety audit to examine school buildings and grounds;
3. Determine who is responsible for overseeing violence prevention strategies in each school;
4. Encourage staff to provide input and feedback during the crisis planning process;
5. Review incident data;
6. Identify any Determine major problems in your school with regard to student crime and violence;
7. Assess how the school addresses these problems; and
8. Conduct an assessment to determine how these problems, as well as others, may impact the District's your vulnerability to different types of crises certain crises.

Preparedness

Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs.

1. Determine what crisis plans exist in the District, school, and community;
2. Identify all stakeholders involved in crisis planning;
3. Develop procedures for communicating with staff, students, families, and the media;
4. Establish procedures to account for students during a crisis;
5. Gather information about the school facility, such as maps and the location of utility shutoffs; and

6. Identify the equipment that needs to be gathered assembled to assist staff in a crisis.

Response

A crisis is the time to follow the crisis plan and make use of the District's and school's your preparations.

1. Determine if a crisis is occurring;
2. Identify the type of crisis that is occurring and determine the appropriate response;
3. Activate the incident management system;
4. Ascertain whether an evacuation, reverse evacuation, lockdown, or shelter-in-place needs to be implemented;
5. Maintain communication among all relevant staff at officially designated locations;
6. Establish what information needs to be communicated to staff, students, families, and the community;
7. Monitor how emergency first aid is being administered to the injured; and
8. Decide if more equipment and supplies are needed.

Recovery

During Recovery is the effort to; return to learning and restore the infrastructure as quickly as possible.

1. Strive to return to learning as quickly as possible;
2. Restore the physical plant as well as the school community;
3. Monitor how staff are assessing students for the emotional impact of the crisis;
4. Identify what follow up interventions are available to students, staff, and first responders;
5. Conduct debriefings with staff and first responders;
6. Assess curricular activities that address the crisis;
7. Allocate appropriate time for recovery;
8. Plan how anniversaries of events will be commemorated; and
9. Capture "lessons learned" and incorporate them into revisions and trainings.

~~Prepare for Immediate Response~~ When a crisis occurs, quickly determine whether students and staff need to be evacuated from the building, returned to the building, or locked down in the building. Plan action steps for each of these scenarios. **Evacuation** requires all students and staff to leave the building. The evacuation plan should include backup buildings and other locations. Evacuation plans should include contingencies for weather conditions. Additionally, plans should include transportation options for students with disabilities. **Reverse Evacuation** requires all students and staff to leave the outdoors and return to the building quickly. Once staff and students are safely in the building, you may find the situation calls for a lockdown. **Lockdowns** are called for when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown may also be called for when there is a crisis inside and movement within the school will put students in jeopardy.

Define Roles and Responsibilities

How will the school operate during a crisis? ~~D~~ The emergency response plans shall define what should happen, when, and at whose direction during an emergency; that is, create an organizational system. This should involve many of the school staff. Important tasks will be neglected if each person is responsible for more than one function. School staff should be assigned to the following roles:

1. School commander;
2. Liaison to emergency responders;
3. Student caregivers;
4. Security officers;
5. Medical staff; and
6. Spokesperson.

The District will work with law enforcement officers and emergency responders to identify crises that require an outside agency to manage the scene, such as fires, bomb threats, and hostage situations.

Assigned Roles for School District Staff During a School EmergencySuperintendent:

1. Direct all operations of the District in the management of the emergency;
2. Gather information on all aspects of the emergency for use in making appropriate decisions about the management of the emergency;
3. Assess the emergency situation and assign tasks based on the overall needs for managing the emergency;
4. Direct all activities of District and school staff in the management of the emergency;
5. Stay in contact with the leaders of the emergency service agencies and the law enforcement agencies working with the emergency;
6. Authorize the release of information to the public;
7. Keep the Board informed of emergency status; and
8. The Assistant Superintendent for Instruction will assist the Superintendent and serve in this capacity in the absence of the Superintendent.

Executive Assistant to Superintendent:

1. From the District offices, direct all District office staff;
2. Establish and maintain lines of communication between the District and the emergency site. For off campus emergencies, lines of communication must be established for the involved school, as well. Such lines of communication may also include couriers;
3. Manage the teachers and classified staff from the District office;
4. Assign resources (persons and materials) to various sites for specific needs;
5. Communicate with other schools in the District during the emergency period; and
6. Arrange for the delivery of outside services and materials needed for the management of the emergency.

Administrator _____:

1. Establish and implement a plan for the crisis. Form and coordinate crisis teams with the Lead Psychologist;
2. Maintain an active file of helping agencies within the community. The names of contact persons will be included;
3. Maintain an active file of community persons, such as counselors, doctors, psychologists, and ministers. Information regarding services and follow up services will be included;
4. Create letters to notify parents of continuing care that is available to students. Available care will include local and State agencies, as well as school based care;

5. Develop an information sheet for parents, teachers, and others. Information will include topics such as talking with students, signs of depression, and others relating to crisis stress;
6. Develop a schedule for activities for the first day of school following the crisis with support services;
7. Maintain follow-up activities such as referrals for help outside the school services setting;
8. Report immediately to the local hospital if students or adults are being sent to that hospital for treatment. If more than one hospital is admitting students or adults, coordinate communication among those hospitals and the District. Assign and direct other District staff to assist in those hospitals;
9. Coordinate communication between the hospital and the District office;
10. Meet and talk with the parents of students and spouses of adults who have been admitted to the hospital; and
11. Be aware of the requirements of the Health Insurance Portability and Accountability Act and provide all appropriate information based on those requirements.

Administrator _____:

1. Develop plans and scenarios in which District technological resources can be dispersed effectively to emergency sites;
2. Handle overflow telephone calls at the emergency site;
3. Make recommendations regarding the restarting of school activities from support services;
4. Serve as a liaison between the emergency school site and the emergency support teams that may be needed;
5. Coordinate and direct communication between the emergency site and county and State agencies;
6. Obtain and direct the placement of generators when power must be restored for a temporary period;
7. Coordinate and direct the acquisition of water when there is a disruption of water and sewer services;
8. Coordinate and direct contact with emergency medical services, local police and sheriff's departments, fire departments, and the highway patrol;
9. Coordinate and direct search and rescue operations when needed;
10. Supervise the use of the school computer system for communication with the District office and electronic bulletin board system;
11. As needed, report various sites involved in the communication system if there are problems in that system; and
12. Provide technical support for all communications hardware and software.

Administrator _____:

1. Plan and initiate arrangements for food for building personnel;
2. Notify risk management of the emergency;
3. Coordinate with director of transportation as needed; and
4. Arrange for the payment of monies needed to respond to emergency situations. Authorize purchases and payments for such resources.

Director of Community Relations:

1. Collect and disseminate information to the media. Be aware of deadlines, the need for information accuracy, and other issues related to the media and the performance of their jobs;
2. Plan and coordinate press interviews to help the news media meet deadlines;
3. Create and disseminate press releases;
4. Respond to rumors through the dissemination of accurate information;
5. Organize a network of key people, such as police, fire, and health authorities, within the community through which accurate information can be disseminated;
6. Be aware of the requirements of the Freedom of Information Act and provide all appropriate information based on those requirements;
7. Plan and coordinate live and taped presentations. Press conferences can go out live. Updates for the public can be taped and aired as needed;
8. Coordinate information to be shared with school and District personnel during and after the crisis;
9. Act as a liaison between the media and District personnel whose attention must be focused on the immediate problems of managing the crisis without constant interruption;
10. Arrange interviews for the media with key school and District staff who are involved in the emergency or who act as spokespersons for the District; and
11. Establish and maintain a clearinghouse for calls and requests from schools, the community, parents, and the media and refer those to the appropriate person or place.

Principals: In the event of a school crisis:

1. Be familiar with central office support available to principals; and
2. Make a school crisis plan, crisis management handbook, and emergency management kit readily available to appropriate staff.

In the event of District crisis:

1. Remain at your respective school until the end of the school day;
2. When all students and staff members have left campus for the day, be prepared to report to the assistant superintendent; and
3. Perform tasks assigned by the assistant superintendent.

Legal References

IC § 33-512

IDAPA 08.02.03.160

Description

District Trustees - Governance of Schools

Safe Environment and Discipline

Cross References

Code

8520

Description

Inspection of School Facilities

Board Policy 9803: Flags and Banners

Status: ADOPTED

Original Adopted Date: | **Last Reviewed Date:**

[RECOMMENDED POLICY: This item addresses practices districts are required to comply with by law, administrative rule, or other guidance, or which are strongly recommended by one of the attorneys we consult on policy matters.]

The District adopts the following policy regarding flags and banners displayed on school grounds.

Only the following flags and banners may be displayed on school grounds:

1. Official flags or banners representing the United States;
2. Official flags of any US state;
3. Official flags of the US military;
4. Official flags of Idaho Indian tribes;
5. Official flags of recognized foreign nations that the US is not engaged in hostile action with;
6. Achievement flags or banners recognized by the Idaho State Department of Education; and
7. Flags or banners representing official school mascots and colors.

These restrictions shall not apply to:

1. Temporary displays of student work or other curriculum-based displays;
2. Electronic displays in schools;
3. Displays in school parking lots;
4. Student and staff attire, such as pins or shirts, which comply with any applicable dress code; and
5. [OPTIONAL] Student and staff personal items which are not otherwise prohibited and which are displayed in a permissible manner in the student or staff member's individual space, such as on a desk, locker, or cubby.

Adoption of Official School Flags

The Dietrich School Board may, by a motion of the Board, adopt official school and District flags.

Legal References

IC § 33-143

Description

Display of Flags and Banners on Public School Property

Board Policy 2435: Advanced Opportunities

Status: DRAFT

Original Adopted Date: | Last Revised Date: | Last Reviewed Date:

[RECOMMENDED POLICY: This item addresses practices districts are required to comply with by law, administrative rule, or other guidance, or which are strongly recommended by one of the attorneys we consult on policy matters.]

The District provides opportunities for students to begin earning credit for college and vocational programs and/or to take advanced placement or other college credit-bearing or professional certificate examinations while they attend school in the District.

Participation in the District's advanced opportunities program requires parent and student agreement to program requirements and completion of the District's participation form documenting the program requirements found in 2435F.

In order to ensure that students have a chance to participate in advanced opportunity programs, the Board hereby directs the Superintendent to establish procedures with timelines, requirements for participation, requirements for financial transactions, and transcription of credits.

Definitions

"Credit" means middle level or high school credit.

"Dual credit" means credit awarded to a student on their secondary and postsecondary transcript for the completion of a single course. Students may be allowed dual credit when approved in advance.

"Full credit load" means at least 12 credits per school year for grades 7 through 12 or the maximum number of credits offered by the student's school during the regular school day per school year, whichever is greater.

"Overload course" means a course taken that is in excess of a full credit load and outside of the regular school day, including summer courses

"School year" means the normal school year that begins upon the conclusion of the spring semester leading up to the break between grades and ends upon the beginning of the same break of the following year.

Advanced Opportunities Program

The State's Advanced Opportunities funding, known as the Advanced Opportunities program, provides students in the District with \$4,625 to use toward overload courses, dual credits, college credit-bearing examinations, career technical certificate examinations, and federal registered workforce training programs that lead to regional 'in demand' jobs.

Students may access these funds in grades 7 through 12 for:

1. Overload courses, in an amount which may not exceed \$225 per overload course. A student must take and successfully be completing a full credit load within a given school year to be eligible for funding of an overload course. An overload course must be taken for high school credit to be eligible for funding.
2. Eligible dual credits, in an amount which may not exceed \$75 per one dual credit hour.
3. Eligible postsecondary credit-bearing examinations.
4. Career technical education (CTE) examinations that lead to an industry-recognized certificate, license, or degree.
5. Eligible CTE workforce training courses.. A list of such eligible training courses and costs will be maintained by the State Department of Education.

To qualify as an eligible overload course for the program, the course must be offered by a provider accredited by the organization that accredits Idaho high schools and be taught by an individual certified to teach the grade and subject area of the course in Idaho. Eligible examinations include advanced placement (AP), international baccalaureate (IB), college-level examination program (CLEP), and career-technical examinations.

The District shall make reasonable efforts to ensure that any student who considers participating in the District's advanced opportunities program understands the challenges and time necessary to succeed in the program. The District shall make such efforts prior to a student's participation in the program.

Parents of participating students may enroll their child in any eligible course, with or without the permission of the District, up to the course enrollment limits described in this policy. Each participating student's transcript shall include the credits earned and grades received by the student for any courses taken pursuant to this policy. For an eligible course to be transcribed as meeting the requirements of a core subject, as identified in administrative rule, the course must meet the approved content standards for the applicable subject and grade level.

The District shall establish timelines and requirements for participation in the program, including implementing procedures for the appropriate transcription of credits, reporting of program participation, and financial transaction requirements.

A student who has earned 15 postsecondary credits using the advanced opportunities program and wishes to earn additional credits must first identify his or her postsecondary goals. Advisors shall counsel any student who wishes to take dual credit courses that the student should ascertain for him/herself whether the particular postsecondary institution that they wish to attend will accept the transfer of coursework under this section.

The District will collaborate with publicly funded institutions of higher education in Idaho to assist students who seek to participate in dual credit courses or graduate high school early by enrolling in postsecondary courses.

Challenging Courses

The Board hereby directs the Superintendent or designee to develop criteria by which a student may

challenge a course. The Superintendent will present the criteria for challenging courses to the Board for approval. If a student successfully meets the criteria, then the student shall be counted as having completed all required coursework for that course.

If a student fails to earn credit for any course or examination for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for one similar course before any further reimbursements for the student can be paid. If a student performs inadequately on an examination for which the State Department of Education has paid a reimbursement, the building principal shall determine whether the student must pay for and successfully pass such examination to continue receiving State funding. Repeated and remedial courses or examinations are not eligible for funding through this program. However, retaking eligible college entrance exams shall be an eligible expense.

Early Graduation Scholarship

Students who successfully complete grades 1 through 12 at least one year early may be eligible for an early graduation scholarship. A student shall be eligible if they:

- 1. Shows that they have met all of the graduation requirements of the District; and
- 2. Complete grades 1 through 12 curriculums in 11 or fewer years.
- 3. Apply within two years of graduating from a public school.

A student is not required to graduate early and can choose to participate in dual credit or advanced placement classes upon meeting these criteria.

If an eligible student requests an early graduation scholarship, the student shall be entitled to such a scholarship which may be used for educational costs ~~tuition and fees~~ at any publicly funded institution of higher education in Idaho. The amount of such scholarship shall equal 35 percent of the statewide average daily attendance-driven funding per enrolled pupil for each year of grades 1-12 curriculum the student avoids due to early graduation.

The District shall collaborate with publicly funded institutions of higher education in Idaho to assist early-graduating students in enrolling in postsecondary or advanced placement courses held in high school.

Legal References

IC § 33-4601

Description

Advanced Opportunities - Definitions

IC § 33-4602

Advanced Opportunities—Rulemaking

IC § 33-6404

Credit for Prior Knowledge

IDAPA 08.02.03.106

Advanced Opportunities

Other References

Idaho State Department of Education [Advanced Opportunities Portal \(last accessed 10/18/19\)](#)

Description

Cross References

Code	Description
2470	<u>Self-Directed Learners</u>
2470-P(1)	<u>Self-Directed Learners - Procedure</u>
2470-F(1)	<u>Self-Directed Learners - Application for Self-Directed Learner Status</u>
2700	<u>High School Graduation Requirements</u>
2700-P(1)	<u>High School Graduation Requirements - Publication of Graduation Requirements</u>

Form 2435: Advanced Opportunities - Participation Form

Status: Approved

Original Adopted Date: July 14, 2025 | **Last Revised Date:** | **Last Reviewed Date:**

Advanced Opportunities Participation Form

This participation form allows students to participate in the Advanced Opportunities program through the Idaho State Department of Education as authorized by Idaho Code 33, Chapter 46: Advanced Opportunities. By signing this form, the student and parent/guardian agree to the conditions and provisions of the program.

Students are allocated a total of \$4,125 to use in grades 7-12. Funds can be used towards:

1. Overload courses; high school credits taken in **excess** of the full credit load offered by the public high school, up to \$225 per course. Definitions of full credit load may vary between schools.

2. Dual credits; a maximum of \$75 per credit;
3. Examinations; Advanced Placement, International Baccalaureate, and College Level Examination Program;
4. Career Technical Education (CTE) examinations that lead to an industry-recognized certificate, license, or degree;
5. Eligible CTE workforce training courses up to \$500 per course and \$1,000 per year; and
6. Federal, registered workforce training programs that lead to regional "in demand" jobs.

Students should meet with their guidance counselor to develop a 4, 5, or 6 year career pathway plan that will help them maximize the benefits of this program according to the student's college and career interests. Intentional selection of coursework is a critical element of these programs.

All courses paid for by *Fast Forward* must be transcribed on the student's public high school transcript.

The parent/guardian and student understand that they will be held responsible for tuition and fees incurred as a result of participation in courses or exams taken from a college, university, or other provider, and will be responsible for complying with policies and procedures set forth by the provider.

The Idaho State Department of Education will send payment for courses to the public Idaho post-secondary institution or the student's school district. Eligibility for payment is subject to the deadlines and procedures set forth by the District in partnership with course and exam providers. All payment requests must be submitted through the Advanced Opportunities portal according to District guidelines.

If a student fails to earn credit for a course paid for by *Fast Forward*, the student must subsequently pay for a "like" course on their own before they are eligible for further *Fast Forward* funding. If a student performs inadequately on an examination paid for by *Fast Forward*, the local school district will decide whether the student may continue utilizing *Fast Forward* funding, or if they must pay for the cost of a "like" examination before using further funds. *Fast Forward* funds may not

be used for repeated or remedial course work. With the approval of the District, students can track expenditures of their allocation by creating an account in the Advanced Opportunities portal.

This form will be retained by the District.

Student Name: _____

Student Signature: _____

Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

School Name: _____

School District: Dietrich School District #314

Legal References

IC § 33-4601

IC § 33-4602

IC § 33-6404

IDAPA 08.02.03.106

Description

Advanced Opportunities - Definitions

Advanced Opportunities—Rulemaking

Credit for Prior Knowledge

Advanced Opportunities

Other References

Idaho State Department of Education [Advanced Opportunities Portal \(last accessed 10/18/19\)](#)

Cross References

Code

2470

2470

2470

2700

2700

Description

Self-Directed Learners

Self-Directed Learners

Self-Directed Learners

High School Graduation Requirements

High School Graduation Requirements

Board Policy 2125: K-6 Reading Intervention

Status: Adopted

Original Adopted Date: July 14, 2025 | Last Reviewed Date:

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

Definition

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

Intervention Program

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

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

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

The program will provide a minimum of 40 minutes two times a week of supplemental instruction for students in kindergarten through grade 6.

Reading Improvement Plan

The reading improvement plan shall be created by the teacher, principal,, and other pertinent school personnel, including staff assigned library duties, if applicable, no later than 30 days after the identification of the reading deficiency.

Parental Notification

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

Student Records

The assessment scores and interventions recommended and implemented shall be maintained in the

permanent record of each student.

Literacy Training for School Board Members

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

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

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

Reporting

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

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

Legal References

IC § 33-1805

Description

Reading Instruction and Intervention

IC § 33-1806

Reading and Literacy Assessment

IC § 33-1807

Literacy Intervention Program

IC § 33-1809

Accountability and Continuous Improvement

Other References

Idaho State Board of Education

Description

[Idaho Comprehensive Literacy Plan, December 2015](#)
(last visited 10/16/2019)

Cross References

Code

1315

Description

[District Planning](#)

1650

[New Board Member Workshop](#)

Board Policy 2215: Air Quality Restrictions on Outdoor Activities, Practice, and Competition **Status:** Adopted

Original Adopted Date: 10/01/2020 | **Last Revised Date:** 07/14/2025 **Last Reviewed Date:** 06/09/2025

The Dietrich School District is responsible for ensuring the safety of its students and student athletes when participating in physical education, recess, practices or athletic contests.

The Superintendent or their designee shall consider the Idaho Department of Environmental Quality's (DEQ) assessments of air quality as the determining factor when making a decision to allow or not allow students to participate in outdoor activities and contests.

Typically, the following guidelines will be followed:

1. **Air Quality 51 to 100:** Measures will be taken to reduce prolonged or heavy exertion outdoors by unusually sensitive people. Outdoor activities are permissible, paying close attention to those students who are unusually sensitive to air pollution.
2. **Air Quality 101 to 150:** Measures will be taken to reduce prolonged or heavy exertion outdoors for all students and staff. Outdoor activities are permissible only when additional rest periods are provided for students. The Superintendent or designee will confer with the school's athletic director and school nurses or other medical personnel, if available, to determine appropriate additional rest periods. School personnel shall closely monitor all students, particularly those groups that are sensitive to poor air quality.
3. **Air Quality over 150:** Measures will be taken to avoid any outdoor physical activity by students or staff. All students and staff will remain indoors, and outdoor activities are not permissible. In the event an activity has begun and during the event the air quality rises above 150, all participants will be moved indoors until the air quality decreases to below 150 or the event will be cancelled or postponed as determined by the Superintendent or designee. Prior to a scheduled outdoor event, when air quality is over 100, the Superintendent or designee may postpone, move, or cancel the outdoor activity.

The following protocol shall be used to determine whether students, including student athletes, will be allowed to participate in outdoor activities when the air quality rates as Unhealthy for Sensitive Groups or worse as indicated on the DEQ guidelines.

1. The District shall use the measurement taken at the Twin Falls station on the <http://airquality.deq.idaho.gov/> to determine the District's air quality.
2. The Superintendent or designee shall be responsible for deciding whether to hold or cancel outdoor recess and practices and contests for middle school/junior high and high school activities.
3. The decision to hold or cancel outdoor activities shall be made 3 hours] in advance of the activity.

4. Best efforts will be made to provide notice that an outdoor activity will be held or cancelled. Such notice shall be communicated to students, staff, coaches, parents, and the community via Alert Sense.
-

Dietrich School District #314

Board Policy 2395F: Application for Off Campus IDLA Coursework **Status: Adopted**

Original Adopted Date: July 14, 2025 | Last Revised Date: | Last Reviewed Date: June 9, 2025

2395F

Application for Off Campus IDLA Coursework

Student: _____

Grade Level: _____

Application Initiated by: _____

Relationship to Student: ☐ Student
 ☐ Parent/Guardian
 ☐ Teacher

Eligibility Criteria

To be eligible for off campus IDLA Coursework , a student must meet each of the following criteria.

Requirements

Students must have a 80% or Higher in all coursework. (This includes IDLA and In person courses at Dietrich Schools)

1. Comply with the District's rules regarding student conduct.
2. Comply with all District Attendance policies in classes that are taken on campus.
3. Have an 80% or higher in all IDLA courses for the current semester.
4. Be up to date on all assignments for IDLA courses.
5. If student will be off campus for more than one period the schedule must be set up for the additional courses to be back to back on their class schedule
6. If a student does not meet any of the above criteria they will be required to complete the remainder of the course work on campus for the remainder of that semester.

Required Signatures

The following signatures must be provided with the application.

I wish to complete my IDLA courses from home or off campus. I have chosen to do this alongside my parents. I will not be on campus during this time.

Student Name (*please print*)

Student Signature

Date

I grant permission for my child to be designated as off campus for IDLA Courses.

Parent/Guardian Name (*please print*)

Parent/Guardian Signature

Date

I recommend that this student be allowed to take IDLA courses from home. If any of the criteria is not met, I will contact the parent and the student and let them know that they have violated the agreement with the district and will be required to do the remainder of the coursework in the IDLA room on the schools campus.

Principal (*please print*)

Principal Signature

Date

Board Policy 3040F2: School Truancy Referral Form

Status: Adopted

Original Adopted Date: July 14, 2025 | Last Revised Date: | Last Reviewed Date: June 9, 2025

STUDENTS

3040F2

School Truancy Referral Form

PART I

Student: _____,
(last name) (first name) (middle name)

Grade: _____ Age: _____ DOB: _____

Sex: _____ Race: _____ Language: _____

Mother's Name: _____ DOB: _____

Phone: _____ Wk. Phone: _____

Address: _____ City: _____ Zip: _____

Father's Name: _____ DOB: _____

Phone: _____ Wk. Phone: _____

Address: _____ City: _____ Zip: _____

Child resides with: _____

Address (if different than above): _____ Zip: _____

Phone: _____

PART II

Enrollment Date: _____ Number of Tardies: _____

Number of Absences: With a Valid Excuse: _____ Without a Valid Excuse: _____

Dates Child was Absent from School without Valid Excuse:

Suspension/Expulsion Dates: _____

Contacts with Parents, Actions Taken, and Outcomes (attach additional sheets if necessary):

Date: _____

Date: _____

Date: _____

Date: _____

Advisory Letter Sent? No _____ Yes _____ Date: _____

School Representative (person who can testify to the identification of the child, enrollment, keeping of records, and content of records): _____

PART III: REFERRING SCHOOL INFORMATION

School Name: _____

District: Dietrich School District #314

Telephone: _____

Address: _____

City & State: _____ Zip: _____

(Print name of person submitting report)

(Title and Position)

(Phone)

(Signature)

Dietrich School District #314

Board Policy 3335: Student Academic Honesty

Status: Approved

Original Adopted Date: 07/2016 | Last Revised Date: July 14, 2025 | Last Reviewed Date: June 9, 2025

The Dietrich School District maintains a **zero tolerance policy** for academic dishonesty. All students enrolled in courses through the district are expected to submit work that reflects **their own original thoughts, ideas, and efforts**.

Violations of the Academic Honesty Policy

Violating this policy on regular assignments, discussions, or assessments may result in **one or more** of the following consequences:

- A **zero** on the assignment, discussion, or assessment.
- **Notification** of the incident to your parent(s)/guardian(s).
- **Disciplinary action** in accordance with District Policy 3330.
- **Repeating** the course (if warranted by the severity of the violation).

Final and Unit Exams

If a student violates the Academic Honesty Policy on a unit or final exam, the student **may receive a zero** for the exam with **no opportunity for retake**. Cheating on a unit or final exam includes, but is not limited to:

- Using unauthorized **digital resources**.
- Receiving **help from other students**.
- Using any **study aid or tool not approved** by the instructor.
- Consulting **unauthorized notes** during the exam.

Examples of Academic Dishonesty

Academic dishonesty includes, but is not limited to, the following behaviors:

- **Submitting work** that is not your own.
- **Copying and pasting** text from online sources without proper citation.
- Failing to **properly cite** sources of ideas or wording that are not your own.
- Using **direct wording** from a source without quotation marks.
- **Rewording or paraphrasing** content from a source and passing it off as your own.

Unacceptable Academic Practices

Other unacceptable behaviors include, but are not limited to:

- **Academic sabotage:** Intentionally damaging or interfering with another student's work or grade.
 - **Falsifying information:** Lying to a teacher or staff member about academic work.
-

Board Policy 3335F: Academic Honesty Form

Status: Adopted

Original Adopted Date: July 14, 2025 | Last Reviewed Date: June 9, 2025

Student Agreement

By signing below, I confirm that:

- I will complete **all assignments on my own** unless otherwise instructed.
- I have **read and understood** the Academic Honesty Policy.
- I agree to avoid all forms of academic misconduct, including:
 - Cheating
 - Plagiarism
 - Academic sabotage
 - Falsifying information
- I understand that my teachers have access to and may use **plagiarism detection tools** to verify the originality of my work.
- I will **ask my teacher** if I have any questions about what is allowed under this policy.
- I understand that violations of this policy may result in **disciplinary action**, a **zero on the assignment or exam**, and in some cases, the need to **repeat the course**.

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Board Policy 2000: Instruction Policy Guiding Principles

Status: Adopted

Original Adopted Date: June 2104 | **Last Revised Date:** July 14, 2025 | **Last Reviewed Date:**
June 12, 2025

The Board adopts policies governing student instruction. In doing so, the Board prioritizes the following principles, aims, and values:

1. Foster District students' self-discovery, self-awareness, and self-discipline;
2. Cultivate in students a love of learning;
3. Help students develop sensitivity to the needs and values of others as well as awareness of and appreciation for cultural diversity as well as individual group differences;
4. Stimulate intellectual curiosity and growth;
5. Equip students with the literacy skills they will need throughout their K-12 education and beyond;
6. Ensure students have the knowledge and skills they need in science, technology, engineering, mathematics (STEM), and career/technical fields;
7. Set high academic expectations for all students.
8. Provide fundamental instruction in career concepts and skills;
9. Prepare students to succeed in post-secondary education and in self-directed lifelong learning;
10. Ensure students are taught the adult living skills they will need to thrive;
11. Support students in developing the knowledge and abilities they will need to achieve their goals;
12. Provide opportunities for each student to strive for excellence and instill a desire to reach their fullest potential;
13. The Board will work to improve student achievement and help each student achieve at a high level;
14. Ensure students develop the social and emotional skills necessary to understand and manage their emotions, achieve their goals, and build positive relationships with others;
15. Ensure students master critical thinking skills and equip students to be informed and contributing citizens;
16. Ensure instruction is free of any sexual, cultural, ethnic, or religious bias;
17. Meet the needs of all students, regardless of factors such as the following;
 - A. Race
 - B. Color;
 - C. National origin or ancestry;
 - D. Sex, gender identity, or sexual orientation;
 - E. Ethnicity;
 - F. Age;
 - G. Language barrier;
 - H. Religious beliefs;
 - I. Disability;
 - J. Economic or social conditions; or
 - K. Actual or potential marital or parental status; or

- L. Status as a homeless child;
- 18. Involve parents/guardians in the education of their child;
- 19. Provide parents with a voice in setting the District's instructional aims and approaches;
and
- 20. Tailor planning, instruction, and assessment to serve each student's needs, strengths, and interests.

Cross References

Code	Description
2100	<u>Curriculum Development and Assessment</u>

Board Policy 2100: Curriculum Development and Assessment

Status: Adopted

Original Adopted Date: 06/2014 | **Last Revised Date** 07/14/2025 | **Last Reviewed Date:** 07/09/2025

The Board is responsible for curriculum adoption and must approve all significant changes; including the adoption of new textbooks, new courses, and new remote learning programs; 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.

Development and Assessment

A written, sequential curriculum 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 timelines 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 assessments 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 educational program and use effective and appropriate tools for assessing such progress. This may include, but is not limited to:

1. Standardized tests;
2. Criterion-referenced tests;
3. Teacher-made tests;
4. Ongoing classroom evaluation;
5. Actual communication assessments such as writing, speaking, and listening assessments;
6. End of course assessments;
7. Samples of student work and/or narrative reports passed from grade to grade;
8. Samples of students' creative and/or performance work; and
9. 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.

Legal References

IC § 33-1601, et seq.

Description

Courses of Instruction

IC § 33-512A

District Trustees - District Curricular Materials Adoption Committees

IDAPA 08.02.01

State Board of Education - Rules Governing Administration

Cross References

Code	Description
2000	Instruction Policy Guiding Principles
2800	Objectives
4160	Parents Right-to-Know Notices
7310	Advertising in Schools/Revenue Enhancement

Board Policy 2110: Lesson Plan

Status: Adopted

Original Adopted Date: 07/2016 | **Last Revised Date:** 07/14/2025 | **Last Reviewed Date:** 06/09/2025

To ensure proper planning and continuity of instruction, the Board requires each teacher to prepare daily lesson plans for instruction. To facilitate more effective instruction, lesson plans shall be prepared by Sunday for the upcoming week's lessons. The format for the lesson plan will be specified and reviewed by the building principal weekly. The plans 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
3. The daily activities that address the needs of students.

Planning should include:

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

Planning should be creative, challenging, and continuous. Additionally, planning should be flexible in order to meet the needs and abilities of students.

Board Policy 2200: School Year, Calendar, and Instructional Hours Status: Adopted

Original Adopted Date: 07/01/2023 | **Last Revised Date:** 07/14/2025 | **Last Reviewed Date:** 07/01/2023

School Fiscal Year

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

School Calendar

The Board annually shall establish the dates for opening and closing classes, teacher inservices, the length and dates of vacation, and the days designated as legal school holidays.

Holidays and Commemorative Days

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

For those commemorative days designated in I.C. § 73-108 that fall on a school day, the teachers and students shall devote a portion of the day to the observance of that holiday.

Instructional Hours

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

- 1. Kindergarten: 450 hours;
- 2. Grades 1-3: 810 hours; ,
- 3. Grades 4-8: 900 hours; and
- 4. Grades 9-12: 990 hours.

Teacher Inservice Days

Not more than 22 hours may be utilized for inservice teacher activities.

Legal References

IC § 33-512

Description

District Trustees - Governance of Schools

IC § 33-701

Fiscal Year – Payment and Accounting of Funds

IDAPA 08.02.01.250.01

Required Instructional Time

IDAPA 08.02.01.250.03

Day in Session When Counting Pupils in Attendance

Procedure 2210-P(1): School Closure - Weather-Related School Closure

Status: Adopted

Original Adopted Date: 07/01/2023 | **Last Revised Date:** 07/14/2025 | **Last Reviewed Date:** 06/09/2025

All students, parents, and school employees should assume that school will be in session and buses running as scheduled, unless there is official notification from the Superintendent to the contrary. Such notice will be given via public media.

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

Work Schedules and Responsibilities for School Closures

Superintendent: Only the Superintendent shall have the authority to close schools. The Superintendent will be on duty throughout any existing or potential emergency situation, day or night. All orders that are of doubtful origin should be confirmed with the Superintendent.

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

12 Month Classified Employees: In the event of a school closure, 12 month classified personnel may report for duty or not report for duty, as directed by their immediate supervisor or the Superintendent.

Aides, Food Service Workers, and Other Nine Month Classified Employees: These employees work only those days when school is in session and are not expected to work when school is not in session. If school has been closed, nine month employees should not report for duty unless otherwise directed by their immediate supervisor or the Superintendent.

Teachers, Including Teachers, Librarians, Psychologists, and Counselors: If schools are closed for weather or other emergency conditions, teachers are not expected to report for duty unless directed

otherwise. Teachers do not need to submit an absence form. In cases of school closures, it is customary for the days to be made up at another time; thus teachers will typically still fulfill their contract days.

Legal References

IC § 33-512

Description

District Trustees - Governance of Schools

Cross References**Code**

8120

Description

[Bus Routes, Stops, and Non-Transportation Zones](#)

**Procedure 2210-P(2): School Closure - Health Emergency Related
School Closure**

Status: Adopted

Original Adopted Date: 07/01/2021 | **Last Revised Date:** 07/14/2025 | **Last Reviewed Date:** 06/09/2025

The Superintendent may choose to temporarily close any school within the District if he or she determines it is necessary to do so to protect student or personnel health or safety. The Superintendent may close the school for up to 4 days. Any closure of greater length may only be approved by the Board. Likewise the decision to reopen the school following a closure of more than 4 days may only be approved by the Board. Such a decision shall be made in coordination with local health officials.

The Superintendent shall determine whether or not instruction should be provided remotely or via a blended in-person/remote model based, in part, on the anticipated length of the closure. In the event of a closure, the Superintendent shall work with the Board Chair to inform the board of the closure and the board will approve the closure at the next regular meeting.

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

1. Any guidance provided by the local health district;
2. Whether a person known to be infected with a contagious or infectious disease has been in the school building.
3. If the school has 30% or more of the students absent due to a health related concern the Superintendent may close school. This will be determined at each school level Elementary and Secondary.

The Superintendent shall contact local media to report any decision to close a school and shall inform impacted employees and parents/guardians of impacted students by the Dietrich School Districts Alert Sense

Work Schedules and Responsibilities for School Closures

The Superintendent shall determine which employees must report to work during a closure and whether they should do so remotely or in person.

Legal References

IC § 33-512

Description

District Trustees - Governance of Schools

Cross References

Code

Description

Board Policy 2230: Grade Organization

Status: Adopted

Original Adopted Date: 07/01/2023 | **Last Revised Date:** 07/14/2025 | **Last Reviewed Date:** 06/09/2025

The District has instructional levels for grades kindergarten through 12. The grouping and housing of instructional levels in school facilities shall be according to plans developed by the Superintendent and approved by the Board.

Instructional programs shall be coordinated between each grade and between levels of schools.

A student will be assigned to an instructional group or a classroom that will best serve the needs of that individual while still considering the rights and needs of other students. Factors to be considered in classroom assignments are:

1. Class size;
2. Peer relations;
3. Student/teacher relations;
4. Instructional style of individual teachers; and
5. Any other variables that will affect the performance of the student.

The criteria for grouping should be based upon the learning goals and objectives being addressed and the student's ability to achieve those purposes.

Legal References

IC § 33-302

Description

Classification of School Districts

Board Policy 2315: Physical Activity Opportunities and Physical Education

Status: Adopted

Original Adopted Date: 12/01/2019 | **Last Revised Date:** 06/14/2025 | **Last Reviewed Date:** 06/09/2025

Daily Physical Education (PE) K-12

All students in grades K-12, including students with disabilities, special healthcare needs, and those in alternative educational settings, will receive daily physical education (PE) (or its equivalent) for the entire school year. The District shall strive to provide an amount of PE instruction consistent with the NASPE recommendations, to the extent feasible. All PE will be taught by a certified PE teacher. Students will spend at least 50 percent of PE class time participating in moderate to vigorous physical activity.

Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity, at least 60 minutes per day, and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond PE class. Toward that end:

1. Classroom health education will complement PE by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities;
2. Opportunities for physical activity will be incorporated into other subject lessons; and
3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate

Daily Recess

All elementary school students will have at least 20 minutes each day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities such as mandatory school-wide testing make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they will be encouraged to stand and be moderately active.

Physical Activity and Punishment

Teachers and Substitutes will not use physical activity, such as running laps or push-ups, as a form of punishment. Exceptions are for PE teachers and coaches.

Legal References

IC § 33-512

Description

District Trustees - Governance of Schools

Cross References**Code**

2310

2320

8200

Description

[Nutrition Education](#)

[Health Enhancement Education](#)

[Local School Wellness](#)

Board Policy 2395: Idaho Digital Learning Academy Classes

Status: Adopted

Original Adopted Date: 05/2014 | **Last Revised Date:** 09/14/2025 | **Last Reviewed Date:** 06/09/2025

The Idaho Digital Learning Academy (IDLA) is a legislatively created virtual school designed to provide Idaho students with greater access to an assortment of courses while working in collaboration with public schools. IDLA offers educational opportunities that meet students' changing needs and grants students the flexibility of learning anytime, anyplace, 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 students and monitor their progress. The role of the site coordinator is to:

1. Advise students on appropriate courses for registration;
2. Ensure that students are completing work on a timely basis, including checking grades online every three weeks;
3. Proctor final exams; and
4. Facilitate communications with students' parents/guardians 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 as an alternative, to 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 if they:

1. Need to make up credits in order to graduate on schedule;
2. Are eligible for hospital or homebound programs;
3. Are interested in advanced placement or dual credit courses;
4. Want to supplement their curriculum by taking courses not offered at their school;
5. Have scheduling conflicts;
6. Want to accelerate their academic program by taking additional courses to facilitate early graduation; or
7. Are excused from being physically present on the campus of their school of record for an extended period of time.

Students shall 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. In order to be eligible to enroll in an IDLA class students will be required to have a 70% or higher in all courses in the previous semester. If a student has been charged with academic dishonesty they are ineligible for any IDLA course the next semester. If there is a second offense the privilege to take any IDLA course shall be revoked for the student.

The parent/guardian, student, and principal or designee must confer and agree that the 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. Parent signature will be required for any online course that will be approved for any student within the school district.

Ethical Conduct

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

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

Tuition and Fees

The District shall abide by the IDLA Fees Policy Statement provided by IDLA. The District shall pay the IDLA cost associated with students who take IDLA classes as part of their normal school day. The District will pay the tuition and registration fees for eligible students, including the cost of classes taken for credit recovery or as a retake or remedial course unless the District offers the course directly and the student makes a personal choice to take the course through IDLA instead of the District's offering.

If the student is enrolled in six or more credits or sufficient classes to qualify as full time in a District high school, the student is responsible for all tuition and registration fees to be paid to IDLA associated with over-enrollment. In other words, if the student has made a personal choice to take more than a full course-load of classes for credit, such is the personal choice and personal cost of the student/family of student.

The student shall also be responsible for any tuition or registration fees for a course taken through IDLA which was offered by the District directly but taken via IDLA at the student's preference. Students will not be enrolled in any IDLA course that they will need to pay for until the School District has received the funds for the course.

Grading

IDLA provides a percentage grade to the 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.

Legal References

463 P.2d 935 (Idaho, 1970).

IC § 33-5502

IC § 33-5505

Description

Paulson v. Minidoka School District No. 331

Creation — Legislative Findings — Goal

Definitions

Cross References

Code

3270

Description

[District-Provided Access to Electronic Information, Services, and Networks](#)

3270-P(1)

[District-Provided Access to Electronic Information, Services, and Networks - Acceptable Use of Electronic Networks](#)

3270-F(1)

[District-Provided Access to Electronic Information, Services, and Networks - INTERNET ACCESS CONDUCT AGREEMENT](#)

Board Policy 3040: Compulsory Attendance

Status: Adopted

Original Adopted Date: 07/01/2023 | **Last Revised Date:** 07/14/2025 | **Last Reviewed Date:** 06/09/2025

The parent or guardian of any child who has attained the age of seven years, but not the age of 16 years shall cause that child to be instructed in subjects commonly and usually taught in the public schools. Unless the child is otherwise comparably instructed, the parent or guardian shall cause the child to attend a public, private, or parochial school for a period each year equal to that during which the public schools are in session.

-Idaho Code § 33-202

Attendance

Parents or guardians are required to have children ages seven through 16 enrolled in and attending a public, private, or parochial school. This school must meet the certification and standard requirements of the State of Idaho, per Idaho Code 33-202 through 205.

The Board of Trustees is responsible for the education of all school-aged children within District boundaries. Therefore, it reserves the right to ensure comparability of services at all other schools.

Whenever it is determined by the Board or the Board’s designee under the provisions of due process of law that the parents/guardians of any child who is not enrolled in the public schools are failing to meet the requirements of Idaho Code § 33-202, an authorized representative of the Board shall notify in writing the prosecuting attorney in the county of the pupil’s residence and recommend that a petition shall be filed in the magistrates division of the District Court of the county of the pupil’s residence, in such form as the court may require under the provisions of Idaho Code § 20-510.

Legal References	Description
IC § 33-201	Attendance at Schools - School Age
IC § 33-202	Attendance at Schools - School Attendance Compulsory
IC § 33-207	Attendance at Schools - Proceedings Against Parents or Guardians
Id. Const. art. IX, § 9	Compulsory Attendance at School

Dietrich School District No. 314

Form 3050: Attendance Policy

Status: Adopted

Original Adopted Date: July 2014 | Last Revised Date: 07/14/2025 | Last Reviewed Date: 06/09/2025

STUDENTS

Attendance Policy

The entire process of education requires a regular continuity of instruction, classroom participation, learning experiences, and study in order to reach the goal of maximum educational benefits for each individual child. The regular contact of the students with one another in the classroom and their participation in instructional activities under the tutelage of a competent teacher are vital to this purpose. This is an established principle of education that underlies and gives purpose to the requirement of compulsory schooling in this and every other state in the nation. The good things that schools have to offer can only be presented to students who are in attendance. With continued emphasis regarding Excellence in Education, all parties involved in attendance can better strive for quality in the classroom. Attendance reflects a student's dependability and is a significant factor on the student's permanent record. Future employers are as much concerned about punctuality and dependability as they are about academic record. School success, scholarship, and job opportunity are greatly affected by a good attendance record.

The intent of the Board of Trustees is to have students attend school on a regular basis. Regular and consistent attendance results in increased learning. It is also the intent of the Board of Trustees to have the regular classroom teacher present whenever possible. A student's presence in the classroom with the regular teacher contributes to time on task, and time on task contributes directly to learning.

No credit will be granted to students missing more than 10 days per semester. The administration shall adjudicate absences where the total number of days is brought below 11 days through doctor's excuses and legitimate illness.

The ONLY absences that WILL NOT be used in calculating the attendance record are:

1. Those that occur due to school-sponsored activities, since these are considered an equivalent educational experience. These exemptions will apply to students participating in sports events, cheerleading, music related events, FFA trips, academic field trips, and others deemed co-curricular;
2. Bereavement in the immediate family (grandmother, grandfather, father, mother, sister, brother). Any extended bereavement may be reviewed by the Attendance Board;

3. Subpoenas to appear in court or court-ordered, out-of-District placements for special services; and

4. Illness or hospitalization verified by a doctor's statement.

Absences which will be counted in the 10 day limit will include such areas as: family trips, work days, vacations, visiting friends or relatives, watching tournaments when not an actual participant, hair, medical, dental, or photography appointments, skiing, hunting, court appearances, attending concerts, shopping, or any others not mentioned which are unacceptable.

Each student must be enrolled in a minimum of 4 periods of in person classes at the Dietrich School District per semester. If a student is taking IDLA classes they can be counted as an in person class if the student is here for the class period in the schools IDLA classroom. Exception to this rule is if they are attending in person campus at another school, college or university. If a student is working on a work release program and working on a professional certificate.

Truancy

Attendance at school is more than a legal obligation. It is a privilege. Every child of compulsory school age must be in attendance unless otherwise exempted as provided in Idaho Code §§ 33- 204, 205 or as determined by school authorities.

The absence of a student from class or any portion of a class for any reason other than illness, emergency, or activities which have prior approval of the administration is to be considered an unexcused absence and therefore, an act of truancy.

When a student is absent for any reason except for a school-sponsored or an administration- approved absence, an adequate acceptable excuse must be provided within two (2) school days following return to school; otherwise, the absence is classified as unexcused. Parents, guardians, doctors or other responsible persons should provide excuses for all students except married students or those of age eighteen (18) with a current signed parent consent form on file, who may speak for themselves.

Any student who is a truant for the first time will have the parent contacted and serve detention. The second truancy will result in a student-parent/guardian-principal conference and the student may be placed on suspension. Four truanies will result in a recommendation to the Board of Trustees for expulsion from school and the prosecuting attorney will be notified for purposes of filing a complaint against the parent, guardian, or other person responsible for the care of the child in a court of competent jurisdiction. Any parent or guardian of a public school pupil who is found to have knowingly allowed such pupil to become a habitual truant shall be guilty of a misdemeanor.

A student who has been expelled for attendance violations may petition the Board for reinstatement. Such petition may be granted upon presentation of a firm and unequivocal commitment to maintain regular attendance.

Tardy

Students will be allowed 3 tardies per class per semester. Once a student has gone over 3 tardies they will receive 30 minutes detention for each additional tardy per class. Detention will be administered by the classroom teacher and/or the principal. If a student has six tardies in a class those tardies shall be deemed an absence.

Attendance Appeal Process

If a student has lost credit due to excessive absences and the parent or guardian feels there is an extenuating circumstance, he or she may appeal to the Board of Trustees.

In reviewing written documentation during the appeal hearing, the Board of Trustees will consider the following:

1. Attendance for the preceding semester and/or year;
2. Grade(s) earned in the class(es) where credit was lost and other grades;
3. Made-up work completed and the student's attitude toward school; and
4. Extenuating circumstances. The Board decision and acceptance or rejection of extenuating circumstances is final.

Legal Reference: Art. IX, § 9, Idaho Constitution – Compulsory Attendance at School I.C.

§ 33-202 School Attendance Compulsory

I.C. § 33-204 Exemption for Cause

I.C. § 33-205 Denial of School Attendance

I.C. § 33-207 Proceedings Against Parents or Guardians

Policy History:

Adopted on: July 2014

Revised on:

Board Policy 3330: Student Discipline

Status: Adopted

Original Adopted Date: 07/01/2021 | **Last Revised Date:** 07/14/2025 | **Last Reviewed Date:** 06/09/2025

Disciplinary action may be taken against any student guilty of disobedience or misconduct, including, but not limited to:

1. Habitual truancy;
2. Incurability;
3. Academic dishonesty;
4. Conduct continuously disruptive of school discipline or of the instructional effectiveness of the District;
5. Conduct or presence of a student when the same is detrimental to the health and safety of other pupils;
6. Using, possessing, distributing, purchasing, or selling tobacco products;
7. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence are not permitted to attend school functions and are treated as though they had alcohol in their possession;
8. Using, possessing, distributing, purchasing, or selling illegal drugs or controlled substances, look-alike drugs, and drug paraphernalia. Students who are under the influence are not permitted to attend school functions and are treated as though they had drugs in their possession;
9. Assembly or public expression that advocates the use of substances that are illegal to minors or otherwise prohibited within this policy;
10. Using, possessing, controlling, or transferring a weapon in violation of the "Possession of Weapons in a School Building" section of this policy;
11. Using, possessing, controlling, or transferring any object that reasonably could be considered or used as a weapon;
12. Disobeying directives from staff members or school officials and/or rules and regulations governing student conduct;
13. Using violence, force, noise, coercion, threats, intimidation, fear, or other comparable conduct toward anyone or urging other students to engage in such conduct;
14. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's property;
15. Engaging in any activity that constitutes disorderly conduct, an interference with school purposes or an educational function or which is disruptive to the educational environment;

16. Unexcused absenteeism; however, the truancy statutes and Board policy will be utilized for chronic and habitual truants;
17. Hazing – For purposes of this policy, the term "hazing" shall have the meaning set forth in Idaho Code;
18. Initiations;
19. The forging of any signature, or the making of any false entry, or the authorization of any document used or intended to be used in connection with the operation of the school;
20. Harassment, intimidation, cyber bullying, or bullying as defined in Idaho Code and District policy.

These grounds for disciplinary action apply whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any other time when the school is being used by a school group;
2. Off school grounds at a school-sponsored activity, or event, or any activity or event which bears a reasonable relationship to school
3. Traveling to and from school or a school activity, function, or event; or
4. Anywhere, including off-campus, if the conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, or an interference with the education environment.

Traditional Disciplinary Measures

Traditional disciplinary measures include, but are not limited to:

1. Expulsion;
2. Suspension;
3. Detention, including Saturdays;
4. Clean-up duty;
5. Loss of student privileges;
6. Loss of bus privileges;
7. Notification to juvenile authorities and/or police;
8. Temporary removal from the classroom;
9. Meeting with the student and the student's parents; and
10. Restitution for damages to school property.

No person who is employed or engaged by the District may inflict or cause to be inflicted corporal punishment on a student. Corporal punishment does not include, and District personnel are permitted to use, reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense.

Alternative Disciplinary Measure

Alternative disciplinary action is discipline other than traditional suspension or expulsion from school that is designed to correct and address the root causes of a student's specific misbehavior while retaining the student in class or school, or restorative school practices to repair the harm done to relationships and persons from the student's misbehavior.

Alternative discipline includes, but is not limited to:

1. Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
2. Mediation when there is mutual conflict between peers, rather than one-way negative behavior;
3. Counseling;
4. Anger management;
5. Health counseling or intervention;
6. Mental health counseling;
7. Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution, and restorative conferencing;
8. Diversion or use of juvenile specialty courts;
9. Behavioral management plan;
10. Corrective instruction or other relevant learning or service experience;
11. Community service; and
12. In-school detention or suspension which may take place during lunchtime, after school, or on weekends.

Consequences for Harassment, Intimidation, and Bullying

Students engaging in harassment, intimidation, or bullying will be subject to graduated consequences appropriate to the severity of the violation as determined by the Board, school administrators, or designated personnel depending upon the level of discipline. Graduated consequences for bullying may include any of the above listed traditional or alternative disciplinary measures or a combination thereof in accordance with the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. However, depending upon the nature of the act, the District reserves the right to deviate from the process of graduated consequences to appropriately address the conduct at issue and move directly to suspension or expulsion proceedings. District personnel may also report the student's conduct to the appropriate law enforcement officials.

Disciplining Students on Individual Education or Section 504 Plans

The District shall comply with the procedural safeguards enumerated in State and federal law and rule when disciplining students with individualized education plans or 504 plans.

Gun-Free Schools

A student who uses, possesses, controls, or transfers a firearm, or any object that can reasonably be considered to be or look like a firearm, shall be expelled for a definite period of time of at least one calendar year. The Board, however, may modify the expulsion period on a case-by-case basis. The building administrator shall notify the appropriate law enforcement agency of any student who brings a firearm to school.

If a student violating this policy is identified as disabled, either under the IDEA or Section 504, a determination must be made whether the student's conduct is related to the disability. If the violation of the policy is due to a disability recognized by the IDEA or Section 504, lawful procedures for changes in placement must be followed.

Any student subject to an expulsion shall be entitled to a hearing before the Board, in accordance with Idaho Code and Board policy.

Possession of a Weapon on School Property – Misdemeanor

No person shall possess a firearm or other deadly or dangerous weapon while on school property or in those portions of any building, stadium, or other structure on school grounds which, at the time of the violation, are being used for an activity sponsored by or through a school in this State or while riding school provided transportation. This also applies to students of schools while attending or participating in any school sponsored activity, program, or event regardless of location.

As used in this section of this Policy only:

1. "Deadly or dangerous weapon" means any weapon as defined in United States Code. Such term does not include a pocket knife with a blade of less than 2 ½ inches in length. and
2. "Firearm" means any firearm as defined in United States Code.

Any person who possesses, carries, or stores a weapon in a school building or on school property, except as provided below, shall be referred to law enforcement for immediate prosecution, as well as face disciplinary action by the District.

The Board may grant persons and entities advance permission to possess, carry, or store a weapon in a school building. All persons who wish to possess, carry, or store a weapon in a school building shall present this request to the Board in a regular meeting. It is solely within the Board's discretion whether to allow a person to possess, carry or store a weapon in a school building.

This section of this policy does not apply to:

1. Law enforcement personnel;
2. Any adult over 18 years of age and not enrolled in a public or private elementary or secondary school who has lawful possession of a firearm or other deadly or dangerous weapon, secured and locked in his or her vehicle in an unobtrusive, non threatening manner;
3. A person who lawfully possesses a firearm or other deadly or dangerous weapon in a private vehicle while delivering minor children, students, or school employees to and from school or a school activity; or
4. A person or an employee of the school or District who is authorized to carry a firearm with the permission of the Board of Trustees.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure (other than suspension, expulsion, corporal punishment, or in-school suspension) which is appropriate and in accordance with the policies and rules on student discipline. Teachers may remove students from a classroom for disruptive behavior.

Nondiscrimination

The District will ensure that student discipline is enforced in a nondiscriminatory manner to avoid subjecting similarly situated students to different treatment without a legitimate reason for doing so, or when such a reason is merely a pretext for discrimination. Such discrimination, which the District will endeavor to avoid, includes the following:

1. Adopting discipline rules which treat students differently based on race, color, national origin, ancestry, sex, gender identity, sexual orientation, ethnicity, age, language barrier, religious beliefs, physical or mental handicap or disability, economic or social conditions, or actual or potential marital or parental status, or status as a homeless child;
2. Adopting any rule with the intention of targeting students based on the personal characteristics listed above, rather than for a legitimate purpose, regardless of whether the phrasing of the rule appears neutral with regard to students' personal characteristics;
3. Enforcing an apparently neutral rule more harshly on the basis of a student's personal characteristics; or
4. Discipline of any student when it is motivated by intentional discrimination.

Notification

A summarized version of this policy shall be provided in writing at the beginning of each school year to the school personnel, parents, and students in the District. Information provided to students shall be provided in a manner appropriate to the student's age, grade, and level of academic achievement.

The Board shall review this policy annually.

Legal References	Description
18 USC § 921	Firearms - Definitions
18 USC § 930	Possession of Firearms and Dangerous Weapons in Federal Facilities
20 USC § 7961	Gun-Free Requirements
29 USC § 701, et seq.	Section 504 of the Rehabilitation Act of 1973
IC § 18-3302D	Possessing Weapons or Firearms on School Property
IC § 18-3302I	Threatening Violence on School Grounds
IC § 18-917	Assault And Battery - Hazing
IC § 18-917A	Student Harassment — Intimidation — Bullying
IC § 33-1224	Powers and Duties of Teachers
IC § 33-1631	Requirements for Harassment, Intimidation and Bullying Information and Professional Development

IC § 33-205

IDAPA 08.02.03.109.05

IDAPA 08.02.03.160

Other References

Office of Civil Rights

Denial of School Attendance

Special Education

Safe Environment and Discipline

Description

Dear Colleague Letter on the Nondiscriminatory
Administration of School Discipline

Cross References

Code

3085

3085-P(1)

3085-F(1)

3085-F(2)

3200

3270

3270-P(1)

3270-F(1)

3295

3295-P(1)

3295-F(1)

3300

3305

Description

[Sexual Harassment, Discrimination, and Retaliation
Policy](#)

[Sexual Harassment, Discrimination, and Retaliation
Policy - Title IX Sexual Harassment Grievance Procedure,
Requirements, and Definitions](#)

[Sexual Harassment, Discrimination, and Retaliation
Policy - Notice of Investigation & Allegation Template](#)

[Sexual Harassment, Discrimination, and Retaliation
Policy - Reporting Form for Students](#)

[Student Rights and Responsibilities](#)

[District-Provided Access to Electronic Information,
Services, and Networks](#)

[District-Provided Access to Electronic Information,
Services, and Networks - Acceptable Use of Electronic
Networks](#)

[District-Provided Access to Electronic Information,
Services, and Networks - INTERNET ACCESS
CONDUCT AGREEMENT](#)

[Hazing, Harassment, Intimidation, Bullying, and Cyber
Bullying](#)

[Hazing, Harassment, Intimidation, Bullying, and Cyber
Bullying](#)

[Hazing, Harassment, Intimidation, Bullying, and Cyber
Bullying - COMPLAINT FORM](#)

[Drug Free School Zone](#)

[Prohibition of Tobacco Possession and Use](#)

3320	<u>Substance and Alcohol Abuse</u>
3340	<u>Corrective Actions and Punishment</u>
3340-P(1)	<u>Corrective Actions and Punishment</u>
4140	<u>Visitors to the Schools</u>
4300	<u>Conduct on School Property</u>
4320	<u>Disruption of School Operations</u>
5265	<u>Employee Responsibilities Regarding Student Harassment</u>
8140	<u>Student Conduct on Buses</u>

Board Policy 3380: Extracurricular and Co-curricular Participation Policy **Status:** Adopted

Original Adopted Date: 07/01/2023 | **Last Revised Date:** 07/14/2025 | **Last Reviewed Date:** 06/09/2025

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

General Definitions for Extracurricular and Co-Curricular Participation Policy

Unless the context otherwise requires, in this policy:

“Extracurricular Activities” means District and/or school authorized activities which take place outside of the regular school day and do not involve class credit, including (but not limited to) athletics, student groups or organizations, and community activities for which high school letters are awarded.

“Co-Curricular Activities” are District and/or school authorized activities held in conjunction with a for-credit class, but taking place outside of the regular school day including, but not limited to, debate, drama, drill team, band, or choir.

“Activity Suspension or Suspension from Extracurricular or Co-Curricular Activities” means that suspended students shall not travel, dress in uniform, or associate or participate with the team or group at its scheduled event(s). Suspended students may be allowed to participate in practices and meetings; however, the principal or designee may deem it necessary for students to be withheld from practices or meetings for the duration of the suspension.

“Controlled Substances” include (but are not limited to) opiates; opium derivatives; hallucinogenic substances, including cocaine; and cannabis and synthetic equivalents or the substances contained in the plant; any material, compound mixture, or preparation with substances having a depressant effect on the central nervous system; and stimulants.

“Drugs” include any alcohol or malt beverage, any inhalant, any tobacco product, any controlled substances, any illegal substance, any abused substance, any look-alike or counterfeit drug, any medication not approved and registered by the school authorities and/or any substance which is intended to alter mood, and/or any substance which is misrepresented and sold or distributed as a restricted or illegal drug.

“Drug Paraphernalia” is defined as any or all equipment, products, and materials of any kind which are used, intended for use, or designed for use in planting, propagating, cultivation, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or

otherwise introducing into the human body a controlled substance as defined in this policy.

"Emergency Activity Suspension" is defined as imposition of an activity suspension by a principal or his or her designee prior to an informal hearing when it is necessary to protect the health and safety of the individual(s) involved and immediate action is appropriate.

"Event" is defined as a match, game, meet, or other competitive event, including regional and/or state tournaments, and competitions. "Event" is also defined as any band or choir performance(s).

"Knowingly Present" shall mean that a student attended a gathering of two or more individuals at which one or more of the attendees other than the student at issue were using or in possession of drug paraphernalia, controlled substances, drugs, pornography, alcohol, or tobacco and the student knew or reasonably should have known that such use or possession was occurring.

"Minor Infraction" shall mean a minor deviation from acceptable behavior or stated student expectations which occurs while the student is engaged in the extracurricular or co-curricular activity and which is not material or substantial. Students will be given notification of the first minor infraction. Students and parents will be given notification of the second minor infraction through a conference and will be informed that a third minor infraction may result in activity suspension.

"Major Infraction" shall mean a material or substantial deviation from acceptable behavior or stated student expectations which occurs while the student is engaged in the extracurricular or co-curricular activity, including but not limited to insubordination toward or non-compliance with the person in charge of the activity, verbal or physical abuse, hazing, fighting, and refusal of a student to identify him or herself to school personnel upon request.

"On any school premises or at any school sponsored activity, regardless of location" includes, but not is limited to buildings, facilities, and grounds on the school campus, school buses, school parking areas; and the location of any school sponsored activity. "On any school premises or at any school sponsored activity, regardless of location" also includes instances in which the conduct occurs off the school premises but impacts a school related activity.

"Scholastic Year" is defined as the period of time beginning with the first day of the fall extracurricular and co-curricular activities season and ending with the last day of school.

"School Days" include only those days when school is in session.

Eligibility Requirements for Extracurricular and Co-Curricular Participation

To take part in any extracurricular or co-curricular activity, students must maintain a 2.0 GPA. If they do not have a 2.0, they shall be placed on probation for two weeks and can bring up their grade and receive a written slip from the teacher or teachers of their passing work. If, after the probationary period, they do not have a GPA of at least 2.0, they shall not be allowed to take part in any extracurricular or co-curricular activity until they have a GPA of at least 2.0.

Extracurricular or Co-curricular activity Suspension

The Board believes that the safety and welfare of other students may be adversely affected when

students who are involved in extracurricular or co-curricular activities commit major infractions or repeated minor infractions at school or during school activities, and/or are involved in criminal conduct or drug use in any location.

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

1. **Activity Suspension as a Result of a School Suspension:** A student will be immediately suspended from all extracurricular and co-curricular activities when he or she receives a suspension from school, not including an in-school detention, for any reason.

Consequences:

- A. The activity suspension is automatic, is for the duration of the school suspension, and runs concurrent with the school suspension; and
- B. This type of activity suspension cannot be appealed.

2. **Activity Suspension for Repeated Minor Infractions or a Major Infraction During an Activity:** A student may be suspended from an extracurricular or co-curricular activity when he or she commits a third minor infraction, or a major infraction, while engaged in an extracurricular or co-curricular activity on any school premises or at any school-sponsored activity, regardless of location. The coach or advisor will recommend suspension to the Principal.

Consequences:

- A. The incident will be reviewed pursuant to the Informal Hearing Process at Section 5 of this policy;
- B. If the evidence supports the recommendation, the student may be given an activity suspension for a period of time up to and including the remainder of the season or duration of the activity in that scholastic year for that activity only; and
- C. If the activity suspension exceeds nine school days, the parent/guardian may request an appeal as outlined in the Appeal Process at Section 7 of this policy.

2. **Activity Suspension for Criminal Conduct or Drug Use in Any Location During the Scholastic Year:** A student may be suspended from extracurricular and co-curricular activities when he or she has been arrested or it reasonably appears to the District that he or she has violated criminal law, other than infractions or minor traffic violations; or has been involved with drug paraphernalia, controlled substances, or drugs, including alcohol or tobacco, in any location, either on or off campus, during the scholastic year, in any of the following ways: attempting to secure or purchase; using, or having reasonable suspicion of having used; possession; intending or attempting to sell or distribute; selling or giving away; or being knowingly present when any of the above are used, possessed, or consumed.

Consequences:

A. Knowingly Present

- I. First Violation: When a student violates the "knowingly present" prohibition of this policy for the first time during a scholastic year, the school resource officer ("SRO"), principal, or athletic director:
 - a. Will hold a conference with the student;
 - b. Will notify the student's parent/guardian and the student of the violation;
 - c. May arrange a conference with the parent/guardian and the student; and
 - d. Will inform the student and parent/guardian of consequences for future violations of the policy.
- II. Second Violation: When a student violates this "knowingly present" prohibition of this policy for the second time during a scholastic year, he or she is subject to the consequences outlined below in part 3.B "Other Violations" of the policy.

B. Other Violations

- I. The incident will be reviewed pursuant to the Informal Hearing Process in Section 5 of this policy. If the evidence supports the accusation, the student may be suspended from all extracurricular and co-curricular events for a period of 21 calendar days.
- II. The suspension will be reduced to a 14 calendar day period if:
 - a. In the case of criminal conduct, the student receives counseling which has been approved by a school counselor; or
 - b. In the case of drug, alcohol, or tobacco use, the student agrees to and completes
 - i. A drug/alcohol/tobacco assessment provided by the school (no cost) or the community (the family incurs the cost); and/or
 - ii. A drug/alcohol/tobacco education group, provided or facilitated by the school, and/or the community.
- III. If no event is scheduled during the period of the suspension, the student will be withheld from the next scheduled event.
- IV. If the student notifies school personnel (self-reports) concerning his or her criminal conduct or drug use prior to the personnel's knowledge of the incident(s), the principal or athletic director may reduce the length of the activity suspension.
- V. On the occasion of a subsequent infraction during a scholastic year, and if the evidence supports the accusation, the principal or athletic director will bar the student from any form of extracurricular or co-curricular activity for the balance of the scholastic year.

- VI. All students who receive an activity suspension for criminal conduct or drug use shall be reported to the Superintendent or designee and, if applicable, to the appropriate law enforcement agency.
 - VII. The parent/guardian may request an appeal as outlined in the Appeal Process at Section 7 of this policy, with either a first or second offense.
- 2. **Infractions Which Occur in Out-of-School Trips:** During an out-of-school trip, if the authorized person in charge of the activity determines that a student should be sent home early because of criminal conduct, drug use, or a major infraction, the authorized person will notify the parent/guardian, and ask him or her to take charge of the return of the student. The parent/guardian will assume any expenses incurred for the return of the student.
 - 3. **Informal Hearing Process:** Prior to giving an activity suspension to a student, the principal or athletic director shall grant the student an informal hearing on the reasons for the activity suspension and the opportunity to challenge those reasons unless an emergency activity suspension is necessary. If an emergency activity suspension is necessary, an informal hearing will be held as soon as possible after the emergency ceases to exist.
 - 4. **Student travel to or from an extracurricular or co-curricular activity:** Unless other travel arrangements are authorized, students will board the bus at the school designated as point of origin for the trip and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students.

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

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

Students must follow all school bus rules with this exception: Food and drink not in glass containers will be allowed on the bus with permission of the principal. However, any debris must be cleaned up at the end of the trip and before students leave the bus.

If a student causes a disruption or hazard on the bus, a hearing will be held with the principal, driver, instructor, coach, adult sponsor, parent/guardian, and student. The driver, instructor/coach/adult sponsor, parent/guardian, and the student will have the opportunity to share with the principal their perceptions of the problem. If the principal finds that there has been an infraction of bus rules, he will take the following action:

- A. On the first infraction, the student will be warned that following any further infraction he or she will be declared ineligible for transportation to the extracurricular or co-curricular activities for one event;
- B. On the second infraction during a semester, the student will be declared ineligible for transportation to the extracurricular or co-curricular activity for two events; and
- C. On the third infraction during a semester, the student will be declared ineligible for transportation to the extracurricular or co-curricular activities for the remainder of the semester.

Based on the severity of the problem as it relates to respect and safety for others, the principal may bypass step #1 and/or step #2 above and immediately declare the student ineligible for transportation for two weeks or for the remainder of the semester.

7. Appeal Process:

- A. This appeal process may be used by students and their parent/guardian only in those instances where an activity suspension or transportation to extracurricular or co-curricular activities exceeds nine school days.
 - B. The parent/guardian must request an appeal in writing within two school days from the notification of the activity suspension decision.
 - C. The Superintendent will appoint a three member panel composed of certificated staff members who have not been involved in the disciplinary action in question. The hearing panel will notify the student and the parent/guardian of the date, location, and time of the hearing; the student will have an opportunity to present additional evidence regarding the circumstances of the suspension or reasons to reduce the length thereof. The appeal must be scheduled within five school days of the request.
 - D. If the panel determines that the evidence reviewed at the appeal supports the suspension, the suspension of the student from extracurricular and/or co-curricular activities shall be continued.
 - E. The student and the parent/guardian will be notified in writing of the panel's findings and determination with respect to the student suspension from extracurricular and/or co-curricular activities within two school days of the panel's decision.
 - F. The panel's determination is final, and is not appealable to the Superintendent or Board of Trustees.
8. Elementary Students: Students in kindergarten through sixth grade who are in violation of this policy may have the length of the activity suspension reduced by the principal or other authorized administrator.

Legal References

IC § 33-512(12)

Description

Governance of Schools – Governance of Schools – Board of Trustees Authorized to Supervise and Regulate Certain Extracurricular Activities

Cross References

Code

8105

Description

[Extracurricular Transportation](#)

8105-P(1)

[Extracurricular Transportation - Discipline](#)

8105-F(1)

[Extracurricular Transportation - Extracurricular Transportation Liability Waiver](#)

Procedure 3570-P(1): Student Records - Maintenance of School Student Records

Status: Adopted

Original Adopted Date: 06/01/2023 | Last Revised Date: 07/14/2025 | Last Reviewed Date: 06/09/2025

The District shall maintain a record for each student that shall contain information, including but not limited to the items listed below, if the District has created or received such information. Items 1 through 7 must be included.

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

The District has determined that the following documentation shall be permanently maintained:

1. The unique student identifier;
2. Transcript;
3. Graduation date;
4. **[OPTIONAL: OTHER]**

Other content of the student record shall be maintained for a period of [seven years or **LONGER PERIOD OF TIME**] after a student graduates or permanently leaves the District, except for those records for which longer retention is required.

[SELECT ONE] Records for a special education student with disabilities who graduates or permanently withdraws from the District, may not be destroyed until such time or when the District has been given written consent from the parent(s) and/or adult former student to destroy the records or transfer the records to the parent(s) or to the student if the student has succeeded to the rights of the parents. Such written records of individual students are confidential and shall be shredded under supervision of the staff member responsible for the records if not released to the parent(s) and/or adult former student. The records manager should maintain a log that documents the date of destruction or release of records.

OR

Special Education Records shall be maintained in accordance with then-applicable special education laws, as such may change from time to time.

Personnel Responsible for Records Maintenance

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

Access to Student Records

The District shall grant access to student records as follows:

1. The District or any District employee shall not release, disclose, or grant access to information found in any student record except under the conditions set forth in this policy and consistent with the provisions of State and federal law. This includes the provisions of IC 33-133.
2. The parents of a student under 18 years of age shall be entitled to inspect and copy information in the child's school records. Such requests shall be made in writing and directed to the records custodian. Access to the records shall be granted within five school days of the District's receipt of such a request unless state or federal law specifically provides another length of time.

Where the 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 or parental rights have been terminated by court order or parental agreement:

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

When the student reaches 18 years of age or otherwise becomes emancipated, the rights detailed herein for the parent/legal guardian are transferred to the student, unless otherwise addressed by the student, permitted parental access to the student information system, or via court order/guardianship, additionally, the parents of dependent students, as defined by the Internal Revenue Service (i.e. student termed dependent for income tax purposes) may have access to student educational records if the parents establish this right, via either a copy of the applicable tax forms and/or a Parental Affidavit for Educational Records attesting to the student's dependent status.

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

advised of their right to obtain the names of all persons making such confidential letters or statements.

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

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

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

9. The District may release student records to the Superintendent or an official with similar responsibilities in a school in which the student has enrolled or intends to enroll, upon written request from such official.
10. Prior to the release of any records or information under items 6, 7, 8, and 9 above, the District shall provide prompt written notice to the parents or eligible student of this intended action except as specified in item 6. This notification shall include a statement concerning the nature and substance of the records to be released and the right to inspect, copy, and challenge the contents.
11. The District may release student records or information in connection with an emergency, without parental consent, if the knowledge of such information is necessary to protect the health or safety of the student or other persons. The records custodian shall make this decision taking into consideration the nature of the emergency, the seriousness of the threat to the health and safety of the student or other persons, the need for such records to meet the emergency, and whether the persons to whom such records are released are in a position to deal with the emergency. Any release that is made must be narrowly tailored considering the immediacy, magnitude, and specificity of the information concerning the emergency and the information should only be released to those persons whose knowledge of the information is necessary to provide immediate protection of the health and safety of the student or other individuals (i.e. law enforcement, public health officials, trained medical personnel). The length of the exception is limited to the period of the emergency and does not allow for a blanket release of personally identifiable information from a student's records. The District shall notify the parents or eligible student as soon as possible of the information released; the date of the release; the person, agency, or organization to which the release was made; and the purpose of the release and the same information shall be recorded in the student's record log.
12. The District will comply with an ex parte order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to or consent of the student's parent(s)/guardian(s).
13. The District may charge a fee for copying information in the student's records. No parent or student shall be precluded from copying information because of financial hardship. See Policy 4260 for information regarding the District copy fee schedule.
14. A log of all releases of information from student records, including all instances of access granted, whether or not records were copied, shall be kept and maintained as part of such records. This log shall be maintained for the life of the student record and shall be accessible only to the parent or eligible student, records custodian, or other such person. The log of release shall include:
 - A. Information released or made accessible;
 - B. The name and signature of the records custodian;
 - C. The name and position of the person requesting the release or access;
 - D. The legitimate interests the parties had in requesting or obtaining the information;
 - E. The date of the release or grant of access;
 - F. A copy of any consent to such release; and
 - G. Any additional information required by State or federal law.

Directory Information

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

1. Name;
2. Grade level;
3. Academic awards, degrees, and honors;
4. Information in relation to school-sponsored activities, organizations, and athletics;
5. Major field of study;
6. Period of attendance in school; and
7. **(OPTIONAL) A student's photo solely for the purpose of publication or recognition of a student's honors, awards, or achievements, or for any District informational or promotional use on its social media or other publications, or for any yearbook.**

The notification to 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

Parents/guardians may challenge the accuracy, relevancy, or propriety of their student's records, except for challenges made to the following when a student's school records are being forwarded to another school:

1. Grades; and
2. References to expulsions or out-of-school suspensions

Parents/guardians who wish to challenge a record should write to the school principal or records custodian, clearly identifying the part of the record they want changed or removed, and specifying the reason.

If the District decides not to amend the record as requested by the parent(s)/guardian(s) or eligible student, the parent/guardian has the right to request a hearing at which each party has:

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

The District will notify the parent(s)/guardian(s) or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Such notice shall be in writing and provided within a reasonable period of time after the hearing. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) or eligible student when notified of the right to a hearing.

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.

Legal References

20 USC Section 1232g, et seq.

34 CFR Part 99

IC § 33-133

IC § 33-209

IC § 33-6001

IC § 33-717A

Description

Family Educational Rights and Privacy Act (FERPA)

Implementing FERPA

Idaho Student Data Accessibility, Transparency, and Accountability Act – Definitions – Student Data – Use and Limitations – Penalties

Attendance at Schools – Transfer of Student Records – Duties

Parental Rights

Divorce Actions – Parents' Access to Records and Information

Cross References**Code**

2500

2500-F(1)

3560

3575

3620

4170

4260

4260-F(1)

8605

9550

Description

[Library Materials](#)

[Library Materials](#)

[Video Surveillance](#)

[Student Data Privacy and Security](#)

[Transfer of Student Records](#)

[District or School Operated Social Media](#)

[Records Available to Public](#)

[Records Available to Public - Request for Public Records](#)

[Retention of District Records](#)

[Cybersecurity & Data Breach Response Policy](#)

Board Policy 3570F1: Student Records

Status: Adopted

Original Adopted Date: 07/14/2025 | **Last Revised Date:** | **Last Reviewed Date:** 06/09/2025

STUDENTS

3570F1

Student Records

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

This notification will be distributed annually and may be distributed by any means likely to reach the parent(s)/guardian(s). The District shall effectively notify parents and eligible students who have a disability and those whose primary or home language is not English. To be in compliance, this form must be distributed with a copy of Procedure 3570P Student Records.

The District will maintain a record for each student that shall contain the information listed in the attached copy of Procedure 3570P

Family Educational Rights and Privacy Act (FERPA)

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

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

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

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

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

When the student reaches 18 years of age or meets other criteria specified in Procedure 3570P, all rights and privileges accorded to the parent become exclusively those of the student.

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

Parents/guardians or eligible students may ask the District to amend a record that they believe is inaccurate, misleading, irrelevant, or improper as described in Procedure 3570P.

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

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

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

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person to whom disclosure is specifically required by State or federal law. Before information is released to individuals described in this paragraph, the parent(s)/guardian(s) will receive written notice of the nature and substance of the information and an opportunity to inspect, copy, and challenge the records.

Disclosure is also permitted without consent for research, statistical reporting, or planning purposes as described in Procedure 3070P.

Disclosure is also permitted without consent to any person named in a court order ordering such release and to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

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

Throughout the school year, the District may release directory information regarding students. Directory information is defined in the attached copy of Procedure 3570P

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

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

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

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

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

The name and address of the office that administers FERPA is:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington, DC 20202-4605

Board Policy 5280: Professional Standards Commission (PSC) Code of Ethics Status: Adopted

Original Adopted Date: 10/01/2022 | **Last Revised Date:** 07/14/2025 | **Last Reviewed Date:** 06/09/2025

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

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

Additionally, the Board requires all classified employees and volunteers of the District to comply with the Code of Ethics to the extent applicable to their work. Violation of the Code of Ethics may result in disciplinary action up to and including termination of employment or volunteer position with the District.

Legal References

	Description
IC § 33-1208	Teachers - Revocation, Suspension, Denial, or Place Reasonable Conditions on Certificate – Grounds
IC § 33-1208A	Teachers – Reporting Requirements and Immunity
IC § 33-1209	Teachers - Proceedings to Revoke, Suspend or Deny or Place Reasonable Conditions on a Certificate
IC § 33-5204A	Applicability of Professional Codes and Standards – Limitations upon Authority
IC § 33-5206(6)	Requirements and Prohibitions of a Public Charter School
IDAPA 08.02.02.076	Code of Ethics for Idaho Professional Educators
IDAPA 08.02.02.077	Definitions for Use with the Code of Ethics for Idaho Professional Educators
IDAPA 08.02.04.300	Public Charter School Responsibilities

Cross References

Code

4170

5275

Description

[District or School Operated Social Media](#)

[Adult Sexual Misconduct](#)

Dietrich School District No. 314

Board Policy 5400: Leave of Absence

Status: Adopted

Original Adopted Date: 07/2014 | **Last Revised Date:** 07/14/2025 | **Last Reviewed Date:** 06/09/2025

5400

PERSONNEL

Leaves of Absence

The Board believes that the provision of leaves helps to attract and retain staff members who will continue to grow professionally, maintain their physical health, and have a feeling of security.

The Board has the authority to grant any employee's request for a leave of absence. The Board may also delegate this authority to a designee. If the Board delegates this authority it shall ratify or nullify the action regarding the request for a leave of absence at the next regularly scheduled meeting, or at a special meeting should the next regularly scheduled Board meeting not be within a period of twenty-one (21) days from the date of such action.

Sick Leave

Classified employees who regularly work twenty (20) hours or more per week and certificated employees who work half time or more per week shall be granted sick leave and other leaves in accordance with State law. Each such employee shall be granted sick leave with full pay of one (1) day as projected for the employment year for each month of service in which he or she works a majority portion of that month. Sick leave for classified employees shall be calculated proportionate to the average hours worked per day. Sick leave for certificated employees shall be calculated by the day, or percentage thereof, as defined in his or her individual employment contract. The District, may in its discretion, require proof of illness when deemed appropriate, including but not limited to abuse of sick leave or false claims of illness.

Compensation shall not be provided for unused sick leave.

“Sick leave” means a leave of absence, with pay, for a sickness suffered by an employee or his or her immediate family. “Immediate family” for purposes of sick leave shall mean the employee’s spouse, parent, Child, sibling, grandparents a or grandchild including any step or in law relationships.. Nothing in this policy guarantees approval of the granting of such leave in any instance. Each request will be judged by the District in accordance with this policy and the needs of the District.

It is understood that seniority shall accumulate when a teacher or employee is in a paid status. Utilizing accrued sick leave places the employee in paid status. Unpaid leave of absence or

unpaid sick leave does not place the employee in paid status and the employee will not accumulate seniority. There is no accrual of sick leave during paid or unpaid leaves of absence.

Accrual of Unused Sick Leave

Employees may accrue up to one hundred eighty (180) days of unused sick leave. Upon retirement, an employee's accumulated unused sick leave must be reported by the District to the public employee retirement system.

Bereavement Leave

An employee who has a death in the immediate family shall be eligible for bereavement leave. "Immediate family" for purposes of bereavement leave shall mean the employee's spouse, parent, Child, sibling, grandparents or grandchild including any step or in law relationships. The Superintendent shall have the authority to give bereavement leave for up to five (5) days. Bereavement leave of greater than five (5) days must be approved by the Board. Such leave shall not exceed ten (10) days.

If an employee or employees spouse experiences a miscarriage, bereavement leave will be allowed. Employees cannot access bereavement leave for miscarriage for other family members. Dietrich School District reserves the right to request a doctors note.

Personal and Emergency Leave

Upon recommendation of the Superintendent, and in accordance with law and District policy, classified staff may be granted personal leave pursuant to the following conditions:

1. Leave will be without pay unless otherwise stated. If leaves are to include expenses payable by the District, the leave approval will so state;
2. Leave will only be granted in units of half or full days;
3. Notice of at least one (1) week is required for any personal leave of less than one (1) week. Notice of one (1) month is required for any personal leave exceeding one (1) week;
4. The Superintendent, with approval of the Board, shall have the flexibility, in unusual or exceptional circumstances, to grant personal leave to employees not covered by sick or any other District recognized leave. During any personal leave of greater than fifteen (15) days, the employee will not receive fringe benefits. During the leave, the employee may pay the District's share of any insurance benefit program in order to maintain those benefits, provided that such is acceptable to the insurance carrier. Staff using personal leave shall not earn any sick leave or annual leave credit or any other benefits during the

approved leave of absence.

Legal Reference: 42 USC 2000(e) Equal Employment Opportunities I.C. §

33-513 Professional Personnel

I.C. § 33-1216 *et seq.* Sick and Other Leave

I.C. § 33-1228 Severance Allowance at Retirement

Board Policy 7405: Public Works Contracting and Procurement

Status: Adopted

Original Adopted Date: 05/01/2019 | **Last Revised Date:** 07/14/2025 | **Last Reviewed Date:** 06/17/2025

[RECOMMENDED POLICY: This item addresses practices districts are required to comply with by law, administrative rule, or other guidance, or which are strongly recommended by one of the attorneys we consult on policy matters.]

No contract involving a public works project shall be let to any contractor who is not licensed as required by the laws of this State. Further, the District shall at all times adhere to the bidding requirements for public works contracting and procurement as set out in State law.

Public Works Contractor Licensure Requirements

\$0 to \$50,000	No licensure requirement	IC 54-1903(9)
\$50,000 and above	Licensure required	IC 54-1903(9)

Exemptions from Public Works Contractor Licensure

Less than \$50,000 for construction, alteration, improvement, or repair.	Single project with any number of trades	IC 54-1903(9)
Any construction, alteration, or repair due to an emergency.	Pursuant to the provision of, Chapter 10, Title 46 Idaho Code	IC 54-1903(11)

Public Works Construction Bidding

\$0 to \$100,000	No bidding requirements	IC 67-2803(2)
\$100,000 to \$250,000	Semi-formal bidding: Issue written requests for bids describing the work to at least 3 licensed contractors. Allow 3 days for written response; objections 1 day prior to bid. Keep records for 6 months. <u>Accept low bid, or reject all bids.</u>	IC 67-2805(1)
\$250,000 and above	Formal bidding 2 Options A & B: Category A – Open to all licensed contractors. Publication requirements. Written objections allowed. May request bid security/bond. <u>Accept low bid, or reject all bids.</u> See code for details. (IC 67-2805(2)(a).) Category B – Open to pre-qualified contractors. After pre-qualification is determined, the bidding process is in the same manner as Category A. (IC 67-2805(2)(b).)	IC 67-2805(2)

Legal References

IC § 33-601

Description

School Property - Real and Personal Property – Acquisition, Use or Disposal of the Same

IC § 54-1903

Unlawful to Engage in Public Works Contracting Without License – Exemptions

IC § 67-2801, et seq.

Purchasing by Political Subdivisions

IC § 74-401 et seq.

Ethics in Government

Other References

Idaho State Department of Education

Description

Policies and Procedures Used Template

Cross References

Code

7400

Description

Miscellaneous Procurement Standards

7400

Miscellaneous Procurement Standards

7400

Miscellaneous Procurement Standards

7400

Miscellaneous Procurement Standards

7400

Miscellaneous Procurement Standards

7408

Entering into Professional Service Contracts

Procedure 7405-P(1): Public Works Contracting and Procurement - Status: Adopted
Procuring Public Works, Services, and Personal Property

Original Adopted Date: 05/01/2019 | **Last Revised Date:** 07/14/2025 | **Last Reviewed Date:** 06/17/2025

District Procurement Policy

Efficient and cost-effective procurement of goods, services, and public works construction is an important aspect of District operations. The District shall endeavor to buy goods, services, and public works construction through a publicly accountable process that respects the shared goals of economy and quality. The District shall, to the extent reasonably available and not prohibited by law or administrative rules, endeavor to purchase goods and services from vendors with a significant Idaho economic presence.

Authorization and Control - Generally

It is the policy of this District to conduct its purchasing program in a manner that ensures 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 \$10,000, 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 and federal procurement requirements. Staff members shall not obligate the District without express authority of the Board or authorized designee. Staff members who obligate the District without proper authorization may be held personally responsible for payment of such obligations, and may also be subject to discipline, up to and including termination.

All other procurement and purchases shall be made in accordance with the State and federal laws and administrative rules and with District policies and procedures.

Procuring Public Works Construction

Public Works Procurement, Projects Between \$100,000 and \$250,000: When the Board contemplates procurement of public works construction valued at or in excess of \$100,000, but in an amount less than \$250,000, the following procedures shall be followed.

1. The Board or its designee shall prepare a solicitation for bids for the contemplated public works construction, and shall deliver it in writing to no fewer than three owner-designated licensed public works contractors. Delivery may be accomplished either by electronic or physical delivery. The solicitation shall describe the construction work to be completed in

sufficient detail to allow an experienced public works contractor to understand the construction project the District seeks to build.

2. In the event that it is impractical or impossible to obtain three bids for the proposed public works procurement, the District may proceed to acquire the work in any manner the Board or its designee deems best from a qualified public works contractor quoting the lowest price. When fewer than three bids are considered, a description of the District's efforts undertaken to procure at least three bids shall be documented and placed in the records of the Board, and such documentation shall be maintained for at least six months following the date of the final procurement decision.
3. The solicitation for bids shall describe the electronic or physical delivery method or methods authorized to submit a bid, the date and time by which a bid proposal must be received by the clerk, secretary, or other authorized District official, and shall provide a reasonable time to respond to the solicitation, provided that, except in the event of an emergency, such time shall not be less than three business days.
4. The solicitation shall explain that if a potential bidder has an objection to the specifications described in the solicitation, the bidder must submit a written objection to the District. The objection must be received by the District's clerk, secretary, or other authorized person no later than one business day before the date and time of the bidders' deadline to submit bids.
5. When written bids have been received by the District, by either physical or electronic delivery, they shall be submitted to the Board or its designee, who shall present the lowest responsive bid to the Board for approval or, if the Board's designee is so authorized, approve the bid. The Board or the Board's designee is required to either approve the responsive bid proposing the lowest procurement price, or reject all bids and publish notice for bids, as before.
6. In the event two or more price quotations offered by different licensed public works contractors are the same and represent the lowest responsive bid, the Board or its authorized designee may, in the exercise of its discretion to promote the best interests of the District, accept the one it chooses.

Public Works Procurement, Projects greater than \$250,000: When the Board contemplates procuring public works construction valued in excess of \$250,000, the following procedures shall apply. The purchase of construction services shall be made pursuant to a competitive sealed bid process. The purchase shall be made from the qualified public works contractor submitting the lowest bid price complying with bidding procedures and meeting the pre-qualifications, if any are required, established by the bid documents. The competitive bidding process may follow either of two alternate procedures described in detail below, either Category A, bidding open to all licensed public works contractors; or Category B, bidding open only to licensed public works contracts who satisfy minimum requirements set by the Board or its designee.

Category A: Competitive bidding procedures shall be open to all any licensed public works contractor desiring to bid upon a public works project. For all Category A bids, the Board may consider only the amount bid, the bidder's compliance with administrative requirements of the bidding process, and whether the bidder holds the requisite license. When considering bids meeting these requirements, the Board shall award the bid to the qualified bidder submitting the lowest responsive bid.

1. The District's request for bids for a Category A procurement shall set a date and place for the public opening of bids. The District shall publish two notices soliciting bids in the District's

official newspaper. The first notice shall be published at least two weeks before the date for opening bids, 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. The notice shall succinctly describe the project to be constructed. Copies of specifications, bid forms, bidder's instructions, contract documents, and general and special instructions shall be created by the Board or its designee and shall be made available upon request by any interested bidder which also submits payment of a reasonable plan copy fee.

2. The solicitation shall explain that in the event a bidder has an objection to project specifications or bidding procedures, it must submit a written objection in writing which must be received by the Board or its designee at least three business days before the date and time the bids are scheduled to be opened. The Board or its designee shall respond to all objections in writing and shall provide written copies of the objection and the response to the objecting bidder, and deliver copies to all other bidders known to the District at that time. The Board or its designee may adjust the bidding timeframes if necessary.
3. All bids shall be delivered under sealed cover to the clerk of the Board or other designee identified in the bid solicitation documents provided to bidders by the District. On the cover of the sealed bid, the bidder must include a concise statement generally identifying the project for which the bid is submitted.
4. In the event the Board deems it to be in the best interest of the District to require bidders to provide bid security, it may do so in an amount equal to at least 5% of the amount bid. If the Board requires bid security, no bid may be considered unless it includes adequate bid security in one of the following forms designated by the Board:
 - A. Cash;
 - B. A cashier's check made payable to the District;
 - C. A certified check made payable to the District; or
 - D. A bidder's bond executed by a qualified surety company, made payable to the District.
5. Once submitted to the District, no bid may be withdrawn after the passing of date and time set in the notice for opening of the bids. When sealed bids have been received, they shall be opened in public at a designated place and time, thereafter to be compiled and submitted to the Board for award to the lowest responsive bidder, or, if a designee had been authorized to select the lowest bid, for approval of the award.
6. In the event the successful bidder fails to execute the contract, at the sole discretion of the Board, the bidder's security may be forfeited to the District and the proceeds shall be deposited in a designated fund from which the expenses of procuring substitute performance are paid.
7. In the event the successful bidder refuses or fails to execute the contract, the District may award the contract to the qualified bidder which had submitted the next lowest responsive bid. If the Board awards the contract to the next lowest qualified bidder, the District may apply the lowest qualified bidder's security to the difference between the lowest responsive bid and the next lowest responsive bid. The surplus, if any, shall be returned to the lowest bidder if cash or check is used, or to the surety on the bidder's bond if a bond is used. The District may retain reasonable administrative costs not to exceed 25% of the amount of the bidder's security.
8. In its discretion, the Board may reject all bids presented and decide to re-bid the project. Alternatively, the Board may, after finding it to be a fact, pass a resolution declaring that the project sought to be accomplished by the expenditure can be performed more economically by purchasing goods and services on the open market because the project is not a public

works project.

9. If the Board chooses to award a competitively bid contract involving the procurement of public works construction to a bidder other than the apparent low bidder, the Board shall, in open session at a duly noticed Board meeting, declare its reason or reasons on the record and shall communicate such reason or reasons in writing to all bidders that submitted a competing bid.
10. In the event a participating bidder objects to the award of the project to a bidder other than the lowest responsive bidder, such bidder shall, within seven calendar days of the date of the Board's award notice, deliver to the Board clerk or designee its written objection to the Board's award, setting forth the express reason or reasons that the Board's award decision is in error. Upon receipt of such objection, the Board shall immediately stay performance of the project until after the Board addresses the contentions raised by the objecting bidder(s). To address the objection(s), the Board shall review its decision and determine whether to affirm its prior award, to modify the award, or to re-bid the project, setting forth its reason or reasons therefor. The Board's review cannot be delegated. After completion of the review process, the Board may proceed as it deems to be in the public's best interest.
11. If two or more identical bids are received, the Board may select the bidder it prefers.
12. If no bids are received, the Board may complete the project by selecting a licensed public works contractor without further competitive bidding procedures.

Category B: When following this procedure, competitive bids may only be submitted by licensed public works contractors which have satisfied the Board's preliminary supplemental qualifications. The solicitation for bids in Category B procurement consist of two stages:

1. An initial stage determining supplemental pre-qualifications for licensed contractors, either prime or specialty contractors; followed by
2. A second stage during which bids are accepted only from prequalified contractors.

The Category B procedure shall be as follows:

1. Notice of the prequalification stage of the Category B competitive bidding process shall be given in the same manner that notice of competitive bidding is provided for a Category A competitive bid request, by providing a specific date and time by which qualifications statements must be received. The Board may establish prequalification standards premised upon demonstrated technical competence; experience constructing similar facilities; prior experience with the District; available nonfinancial resources, equipment, and personnel as they relate to the subject project; as well as the contractor's overall performance history. Such request shall also include the standards the Board will use when evaluating the applicants' qualifications.
2. During the initial stage of the Category B bidding process, licensed contractors desiring to be prequalified to bid on a project must submit a written response to the Board's request for qualifications.
3. The solicitation shall explain that in the event a bidder has an objection to the prequalification procedures, it must submit a written objection which must be received by the Board or its designee at least three business days before the date and time prequalification statements are due. The Board or its designee shall respond to all objections in writing and shall provide the written response to the objecting contractor, and deliver copies to all other contractors seeking to prequalify that are known to the District at that time. The Board or its designee

may adjust the bidding timeframes if necessary.

4. After a review of qualification submittals, the District may select licensed contractors that meet the prequalification standards. If any licensed contractor submits a statement of qualifications but is not selected as a qualified bidder, the Board or its designee shall supply a written statement of the reason or reasons why the contractor failed to meet the Board's prequalification standards.
5. The solicitation shall explain that any licensed contractor that fails the prequalification stage can appeal in writing any such determination to the Board within seven days after transmittal of the prequalification results. After reviewing the objection, if the Board sustains the decision that a contractor fails to meet prequalification standards, it shall state its reason or reasons in writing to the contractor. The Board's decision may be appealed to the public works contractor's license board no more than 14 days following the Board's decision. Category B prequalification procedures that are appealed shall be stayed during the pendency of the prequalification appeal until the public works contractor's license board completes its review, but in no instance more than 49 days after the appellate decision of the Board regarding prequalification. Any licensed public works contractor affected by a decision on appeal by the public works contractor's license board may, within 28 days of the final decision, seek judicial review as provided by Idaho Code 67-5201, et seq.
6. Following the conclusion of the prequalification administrative procedures, the bidding stage shall proceed by the setting of a time, date, and place for the public opening of bids. In circumstances involving prequalified prime contractors, a notice soliciting bids shall be transmitted to prequalified bidders at least 14 days before the date of opening the bids. In circumstances involving prequalified specialty or subordinate contractors, the notice soliciting bids shall be published in the same manner applicable to Category A bids. The notice shall succinctly describe the project to be constructed. Copies of specifications, bid forms, bidder's instructions, contract documents, and general and special instructions shall be made available upon request and payment of a reasonable plan copy fee by any eligible bidder.
7. Thereafter, the Board shall proceed with its solicitation of and consideration of bids from prequalified public works contractors in accordance with the procedures set forth above regarding submission and consideration of Category A bids set forth above at Category A paragraphs 2 through 12, inclusive.

Procuring Services or Personal Property, Purchases between \$100,000 and \$250,000

When the Board contemplates an expenditure to purchase or lease personal property or to procure services, other than personal property or services excluded pursuant to section Idaho Code § 67-2803, valued at or in excess of \$100,000 but not to exceed \$250,000, the procurement procedures of this policy shall apply.

1. The Board or its designee shall solicit bids from no fewer than three vendors by written means, either by electronic or physical delivery. The solicitation shall describe the personal property or services to be purchased or leased in sufficient detail to allow a vendor dealing in such goods or services to understand what the District seeks to procure.
2. The solicitation for bids shall describe the electronic or physical delivery method or methods authorized to submit a bid, the date and time by which a bid proposal must be received by the Board or its designee, and shall provide a reasonable time to respond to the solicitation, provided that, except in the event of an emergency, such time shall not be less than three business days.

3. The solicitation shall explain that a vendor's objections to specifications or bid procedures must be in writing and received by the Board or its designee at least one business day before the date and time upon which bids are scheduled to be received.
4. All timely written bids received by the District, whether submitted electronically or by physical delivery, shall be compiled and submitted to the Board or its designee who shall approve the responsive bid proposing the lowest procurement price, or shall reject all bids and publish notice for bids, as before.
5. In the event the Board determines that it is impractical or impossible to obtain three bids for the proposed procurement, the Board may acquire the property or services in the manner the Board deems to be in the District's best interest from a qualified vendor quoting the lowest price. When fewer than three bids are considered, a description of the Board's efforts to procure at least three bids shall be documented in the Board's official records and such documentation shall be maintained for at least six months following the date of the procurement. In the event two or more bids are the same and the lowest responsive bids, the Board or its designee may exercise its discretion and select the bid it deems to be in the District's best interest.

Procuring Services or Personal Property, Purchases Greater than \$250,000

When the Board contemplates a purchase or lease of personal property or the hiring of services, other than personal property or services excluded pursuant to Idaho Code § 67-2803, valued in excess of \$250,000, the following procurement procedures shall apply.

1. The purchase or lease shall be made pursuant to an open competitive sealed bid process with the procurement to be made from the qualified bidder submitting the lowest bid price that complies with bidding procedures and meets the specifications for the goods and/or services sought to be procured.
2. The request for bids shall set a date, time, and place for the opening of bids. Two notices soliciting bids shall be published in the official newspaper of the District. The first notice shall be published at least two weeks before the date for opening bids, 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. The notice shall succinctly describe the personal property and/or services to be procured. Copies of specifications, bid forms, bidder's instructions, contract documents, as well as general and special instructions shall be made available upon request by any interested bidder.
3. The notice shall explain that written objections to specifications or bidding procedures must be received by the Board or its designee at least three business days before the date and time upon which bids are scheduled to be opened.
4. If the Board deems it to be in the District's best interest, it may require all bidders to provide bid security in an amount equal to at least 5% of the amount bid. If so required, a bid shall not be considered unless one acceptable form of security is enclosed with it, and it is submitted in a form which substantially complies with the form provided by the District. The Board may require that bid security be provided by means of the following:
 - A. Cash;
 - B. A cashier's check made payable to the District;
 - C. A certified check made payable to the District; or
 - D. A bidder's bond executed by a qualified surety company, made payable to the District.

5. No bid received by the District after the time set in the notice for opening of bids may be withdrawn. When sealed bids have been received, they shall be opened in public at a designated place and time. Thereafter the bids are compiled and submitted to the Board for award or, if a designee had been authorized, for approval of the designee's award.
6. In the event the successful bidder fails to execute the contract, the amount of the bidder's security may be forfeited to the District at the sole discretion of the Board. Thereafter the proceeds may be deposited in a designated fund out of which reasonable expenses incurred in procuring substitute performance are paid.
7. The Board may, on the refusal or failure of the successful bidder to execute the contract, award the contract to the next lowest qualified bidder. If the Board awards the contract to the next lowest qualified bidder, the amount of the lowest qualified bidder's security may be applied by the Board to the difference between the lowest responsive bid and the next lowest responsive bid, and the surplus, if any, shall be returned to the lowest bidder if cash or check is used, or to the surety on the bidder's bond if a bond is used. The Board may retain a reasonable administrative cost not to exceed 25% of the amount of the bidder's security.
8. In its discretion, the Board or its designee may reject all bids presented and re-bid or, after finding it to be a fact; the Board may pass a resolution declaring that the subject goods or services can be procured more economically on the open market.
9. If the Board chooses to award the contract for delivery of personal property or services to a bidder other than the apparent low bidder, the Board shall first declare in open session at a duly noticed public meeting its reason or reasons for the award and shall communicate such reason or reasons in writing to all bidders that responded to the District's solicitation for bids.
10. The solicitation shall explain that if any participating bidder objects to the Board's award to a bidder other than the lowest apparent bidder, such bidder shall, within seven calendar days of the date of transmittal of the notice, object in writing to the award and specifically identify the reason or reasons that the Board's award is in error. Thereafter, the Board shall stay performance of the award until after the Board reviews and addresses the bidder's objections. The Board shall then review its decision and determine whether to affirm its prior award, modify the award, or choose to re-bid and will identify its reason or reasons therefor. The Board shall not delegate this responsibility. After completion of the review process, the Board may proceed as it deems to be in the public's best interest.
11. If two or more bids are the same and the lowest responsive bids, the Board or its designee may accept the one it deems to be in the public's best interest.
12. In its discretion, when the Board purchases goods, it may forgo the above request for bids procedure and may preauthorize the purchase of goods (but not services) at a public auction.

Requests for Proposals: The Board may utilize a request for proposal process as set forth below as an alternative to the competitive bidding process required by the Procuring Services or Personal Property policy subsection set forth above, when the Board contemplates a procurement of goods or services for which the Board determines one or more of the following is true:

1. The submission of fixed specifications by the Board may prevent the discovery of a more cost-effective solution;
2. The specific need to be satisfied by the procurement is amenable to more than one solution; or
3. Factors other than price will determine the best option for the District to satisfy or solve the District's specific need.

Factors to be Considered: When the Board utilizes the request for proposal process, it may consider the following factors when evaluating the vendor’s responses to the request:

- 1. An innovative solution that is offered;
- 2. Unique product features;
- 3. Price;
- 4. Vendor experience in the market;
- 5. Financial stability of a vendor;
- 6. Differences among vendors in their ability to perform contract requirements in a timely or efficient manner;
- 7. Ability to meet product specifications;
- 8. Product quality;
- 9. Product performance records;
- 10. Past performance by a vendor;
- 11. Future product maintenance or service requirements; and
- 12. Product warranties.

Requirements of a Request for Proposals

At a minimum, a request for proposals shall:

- 1. State the instructions of the process;
- 2. Identify the scope of work for the goods or services contemplated;
- 3. Identify the selection criteria;
- 4. Identify the contract terms; and
- 5. Identify the scoring methodology applying relative weights to factors considered.

The notification, solicitation, and consideration of contests concerning the award of a procurement contract pursuant to a request for proposal shall be in accordance with the same procedures and requirements set forth in the policy subsection pertaining to Procuring Services or Personal Property, subject to the selection criteria established by the Board at the outset of each such procurement. After the procurement recommendation is made to the Board under the Request for Proposal process described above, the documents and records compiled in the scoring process shall be made available for public inspection.

Legal References	Description
IC § 33-601	School Property - Real and Personal Property – Acquisition, Use or Disposal of the Same
IC § 54-1903	Unlawful to Engage in Public Works Contracting Without License – Exemptions
IC § 67-2801, et seq.	Purchasing by Political Subdivisions
IC § 74-401 et seq.	Ethics in Government
Other References	Description
Idaho State Department of Education	Policies and Procedures Used Template
Cross References	

Code	Description
7400	Miscellaneous Procurement Standards
7400	Miscellaneous Procurement Standards
7400	Miscellaneous Procurement Standards
7400	Miscellaneous Procurement Standards
7400	Miscellaneous Procurement Standards
7408	Entering into Professional Service Contracts
7409	Acquisition of Real and Personal Property

Board Policy 8185: Use of Wireless Communication Devices by Bus Drivers **Status: Adopted**

Original Adopted Date: 12/01/2014 | **Last Revised Date:** 07/14/2025 | **Last Reviewed Date:** 06/09/2025

While the Board of Trustees believes the use of wireless communication devices by District bus drivers is important to provide instant communication regarding emergencies as well as to convey other important District information, bus drivers shall be subject to the restrictions outlined in this policy to ensure safe use of personal or District wireless communication devices.

For purposes of this policy, wireless communication device is defined as any device intended to facilitate communication, including but not limited to cell phones, two-way radios, walkie talkies, palm pilots, blackberries, PDAs, beepers, pagers, etc.

Bus drivers shall not place or receive communications on any personally owned wireless communication device while passengers are loading or unloading from the bus or while the bus is in motion.

Under usual circumstances, use of District owned wireless communication devices shall be allowed when used to assist a driver and/or dispatcher in the necessary communications periodically needed to safely deliver children from home to school, from school to school, from school to home, and on activity trips. A school bus driver is prohibited from operating a school bus while using a cellular telephone, except:

1. During an emergency situation;
2. To call for assistance if there is a mechanical breakdown or other mechanical problem;
3. Where a cellular telephone is owned by the District and used as a two-way radio; and
4. When the school bus is parked.

Bus drivers may not use hands-free devices, unless there is an emergency situation. Bus drivers shall under no circumstances place or receive communications unrelated to District business while on duty.

Violation of this policy may subject the driver to disciplinary action up to and including termination.

Legal References

49 CFR 392.82

Description

Wireless Communication Devices

