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## **SECTION 500**

### **CERTIFIED PERSONNEL**

#### **501.0 EQUAL EMPLOYMENT OPPORTUNITY**

##### **501.1 - Statement of Non-Discrimination**

Employment in the Culdesac Joint School District is based on the individual's job qualifications, the work history of the applicant, the perception of those involved in the interviewing process about the applicant's probability of success in the District and the community, and the economics that bear on the situation. The District does not discriminate based on age, race, gender, national origin, color, disability, or religion.

**29 U.S.C. §§ 621, et seq.  
42 U.S.C. §§ 12111, et seq.  
Title I, 29 U.S.C. § 206(d)  
8 U.S.C. §§ 1324(a), et seq.  
29 U.S.C. §§ 791, et seq.  
42 U.S.C. §§ 2000(e), et seq., 29 C.F.R.  
20 U.S.C. §§ 1681, et seq., 34 C.F.R., Part 106  
I.C. § 67-5909**

**Reviewed & Adopted: July 9, 2008  
Adopted: June 6, 2000**

#### **502.0 EMPLOYMENT PROCEDURES**

##### **502.1 - Recruitment of Certified Staff**

It is only by careful recruitment, selection, and retention of qualified professional personnel that a school district can offer an outstanding educational program. The administration is directed to give careful consideration to the candidates who apply for positions within the school district, and the Board pledges itself to providing an attractive salary schedule, a comprehensive benefits package, adequate facilities, and good working conditions.

**Reviewed & Adopted: July 9, 2008  
Adopted: June 6, 2000**

## **502.2 - Factors Influencing Selection**

Factors which influence the selection of professional personnel in this school district are:

- Training and certification
- Professional competence
- Personality and compatibility
- Suitability for the position
- Professional attitude

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

## **502.3 - Employment of Certified Personnel**

The selection, assignment, promotion, and retention of all personnel shall be determined on the basis of the contribution each person makes, or has the potential of making, to the educational program of this school district. It is the function of the Superintendent of Schools to recommend to the Board of Trustees all those he/she considers qualified for vacant positions in the District. Actual employment is subject to Board approval.

**Idaho Code 33-513**

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

## **502.4 - Criminal Background Check**

All persons hired for the first time by the district or who have been in the employ of the district five (5) years or less, undergo a criminal history check. All such employees who are required to undergo a criminal history check shall obtain the history check within three (3) months of starting employment, or for employees with five (5) years or less with the district, within three (3) months from the date such employee is notified that he must undergo a criminal history check. Such employees shall pay the cost of the criminal history check. If the criminal history check shows that the employee has been convicted of a felony crime as defined in Idaho Code, it shall be grounds for immediate termination, dismissal or other personnel action of the district, except that it shall be the right of the school district to evaluate whether an individual convicted of one (1) of these crimes and having been incarcerated for that crime shall be hired.

The district may require any or all persons who have been employed continuously for more than five (5) years, to undergo a criminal history check as provided in the law. If the district elects to require criminal history checks of such employees, the district shall pay the costs of the criminal history check or reimburse employees for such cost.

**Idaho Code 33-130, 33-512(15), 33-1208**

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

### **502.5 - Major Certification for Staff**

Certificated personnel teaching in subjects outside their major area of preparation will be encouraged to complete the courses required for major certification endorsement.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

### **502.6 - Certificate Renewal**

All certificated personnel will be required to complete at least six (6) semester hours or the equivalent within the five (5) year period of validity of the certificate being renewed. Also certificated personnel will be required to meet the State requirements in Technology and Literacy. The School District will offer in-service training at various intervals that may be applicable toward renewal of the certificate.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

### **502.7 - Technology Certification for Staff**

The Idaho State Board of Education's Governing Policies and Procedures in Section IV.B.8. require that commencing with the 2001-2002 school year, certificated employees of Idaho School Districts shall have obtained a State Certificate of Educational Technology Competency ("Technology Certificate").

**Reviewed & Adopted: July 9, 2008**  
**Adopted: April 18, 2001**

## **502.701 - Non-compliance**

Should a certificated employee fail to obtain such "Technology Certificate" on or before August 1, 2001, said employee's Contract of employment with the District shall be deemed cancelled, null and void, and of no further force and effect subject only to the Notice and Hearing Provisions promulgated in Idaho Code, Section 33-513.

**Idaho Code 33-513**  
**Idaho State Board of Education's Governing Policies and Procedures, Section**  
**IV.B.8.**

**Reviewed & Adopted: July 9, 2008**  
**Adopted: April 18, 2001**

## **503.0 PERFORMANCE EVALUATION OF STAFF**

### **503.1 - Evaluation of Certificated Employees**

It is a priority duty for each administrator in this school district to devote a major portion of his/her time to the performance review of those employees placed under their purview, and in assisting employees as they seek to improve their performance wherever possible. The performance of each employee shall be reviewed at least once each year, and the results of the performance review discussed with the employee. It is the intent of the Board of Trustees that only those professional employees whose capabilities, skills, job performance will produce good results should remain on the staff of Culdesac Joint School District No. 342.

It is the intent of this School District to review the process whereby the criteria and procedures for certificated personnel evaluation at least every five (5) years. When such review is contemplated, those affected by the evaluation will have an opportunity to provide input into the possible revamping of the instrument. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

## **503.2 - Staff Health**

### Medical Examinations

Through its overall safety program and various policies pertaining to school personnel, the Board shall promote the safety of employees during working hours and assist them in the maintenance of good health. It shall encourage all its employees to maintain optimum health through the practice of good health habits.

Under the circumstances defined below, the Board may require physical examinations of its employees. Results of such physical examinations shall be maintained in separate medical files and not in the employee's personnel file and may be released only as permitted by law.

### Physical Examinations

If the work is of a physically demanding nature, subsequent to a conditional offer of employment and prior to a commencement of work, the District may require an applicant to have a medical examination and to meet any other health requirements that may be imposed by the State. The District may condition an offer of employment on the results of such examination, if all entering employees in the applicable job category are subject to such examination. If approved by personnel services, a thirty-(30)-day grace period beginning from the date of employment may be allowed for the employee to obtain the required medical examination.

All bus drivers, including full-time, regular part-time or temporary part-time drivers, shall be required to have a satisfactory medical examination prior to employment.

### Contagious or Infectious Diseases

If a staff person has a contagious or infectious disease and has knowledge that a person with compromised or suppressed immunity attends the school, the staff person must notify the school nurse or other responsible person designated by the District that he has a contagious or infectious disease which could be life threatening to an immune compromised person. The school nurse or other designated person must determine, after consultation with and on the advice of public health, if the immune compromised person needs appropriate accommodation to protect their health and safety.

An employee with a contagious or infectious disease shall not report to work during the period of time in which the employee is infectious. An employee afflicted with a contagious or infectious disease capable of being readily transmitted in the school setting (e.g., airborne transmission of tuberculosis) shall be encouraged to report the existence of the illness in case there are precautions that must be taken to protect the health of others. The District reserves the right to require a statement from the employee's primary care provider prior to the employee's return to work.



## Confidentiality

In all instances, District personnel shall respect the individual's right to privacy and treat any medical diagnosis as confidential information. Any information obtained regarding the medical condition or history of any employee shall be collected and maintained on separate forms and in separate medical files and be treated as confidential information. Only those individuals with a legitimate need to know (i.e., those persons with a direct responsibility for the care of or for determining work place accommodation for the staff person) will be provided with necessary medical information.

Supervisors and managers may be informed of the necessary restrictions on the work or duties of the employee and necessary accommodations. First aid and safety personnel may be informed, when appropriate, if the disability might require emergency treatment.

**29 U.S.C. 794  
29 CFR, Section 1630.14(c)(1)(2)(3)  
41 U.S.C. 12101, et seq.**

**Reviewed & Adopted: July 9, 2008**

## **504.0 REASSIGNMENT OR TRANSFER**

### **504.1 - District Philosophy**

The basic considerations in the assignment of professional personnel are the demands and responsibilities of the program of instruction. It is the policy of the Culdesac Joint School District No. 342 that instructional personnel shall be assigned on the basis of their qualifications and the needs of the school district. The Superintendent, in consultation with the building administrators and professional personnel involved, has the responsibility for the assignment of all personnel in the school district.

**Reviewed & Adopted: July 9, 2008  
Adopted: June 6, 2000**

## **505.0 COMMUNICABLE DISEASES**

### **505.1 - Statement of Policy**

It is the intent of the Board of Trustees of Culdesac Joint School District No. 342 to attempt to protect students and employees from exposure to diseases while they are attending school or actively working for the school district. Staff members are required to wear protective gloves when handling any bodily fluids in the performance of their duties. Students and school district employees who have, or are suspected of having, a communicable disease shall be dealt with according to the rules listed below.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

### **505.2 - Definition of Communicable Diseases**

For purposes of this policy, the definition of “communicable diseases” shall be the one established by the Idaho State Department of Health (SDH), and shall include, but not be limited to, those contagious diseases reportable to SDH.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

### **505.3 - Suspicion of Disease**

If a school district employee has reason to believe a student or another school district employee has a communicable disease, as defined in the section above, he/she shall immediately report this information to his/her immediate supervisor or to the Superintendent of Schools. If the supervisor who receives such a report believes that this information is accurate, he/she shall report to the school nurse, if one is available, or to the Superintendent of Schools who shall then notify the SDH.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

#### **505.4 - Appointment of Health Review Team (HRT)**

The Superintendent of Schools shall appoint a Health Review Team (HRT) for the purpose of reviewing the cases of employees having, or suspected of having, a communicable disease. The HRT shall consist of an administrator, a school nurse, if possible, or a nurse or allied health professional from the community, a physician, and other members as the Superintendent of Schools deems necessary. The affected employee shall be allowed to remain at the work site until the HRT verifies whether the employee has the disease. The Superintendent of Schools is authorized to arrange safe placement of the affected employee during the investigation.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

#### **505.5 - Confidentiality Requirements**

Steps will be taken to protect the confidentiality of any employee with a communicable disease. Therefore, the knowledge that any employee has a communicable disease will be confined to those persons who have a direct need to know as determined by the Superintendent of Schools. Those persons will be provided with appropriate information and made aware of the requirements of confidentiality.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

#### **505.6 - Recommendation of Health Review Team**

The HRT shall consult with the affected employee's physician regarding any suspected case of communicable diseases. The HRT shall conclude, within 72 hours after first being appointed, its finding of fact and report a recommendation to the Superintendent of Schools. After receipt of the information from the HRT, The Superintendent of Schools shall determine the placement of the affected employee. In the case of an employee where exclusion from the work site is in the best interests of all, the worker is eligible for all leave provisions as are all other school district employees.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

## **505.7 - Possibility of Exclusion Guidelines**

In the case of an employee who has a human retrovirus variously labeled Human Immunodeficiency Virus (HIV), and when certain health conditions exist in the school environment (e.g. measles or chicken pox) which could threaten the health of the affected employee, the physician of the employee will be notified by the school nurse, if one is available, or by the Superintendent of Schools. Exclusion from the work place will be at the discretion of the affected employee's physician.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

## **506.0 STUDENT TEACHERS**

### **506.1 - Statement of Philosophy**

The Board recognizes the responsibility of the school district for cooperating with teacher training institutions in the placement of student teachers. To this end, the Board authorizes the Superintendent to accept those student teaching candidates that will help the school district achieve its mission.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

### **506.2 - Regulations for Student Teachers**

The Superintendent and his/her staff are directed to prepare regulations governing the placement of student teachers which will:

- Provide for the placement of student teachers with outstanding teachers in the school district who will serve as their supervisors.
- Direct that classroom teachers assume the major portion of teaching time but protect them from excessive supervisory responsibilities toward student teachers.
- Ensure that students are not overexposed to student teaching, either in one year or during several years, as they progress through school.
- Ensure placement of student teachers without regard to age, race, religion, color, sex, disability, or national origin.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

### **506.3 - Discontinuing Student Teaching Experience**

If, at any time, a student teacher becomes unacceptable for professional or personal reasons, the School District reserves the right to refuse that student further teaching experience within the District.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

## **507.0 STAFF CONDUCT**

### **507.1 - Personal Conduct**

Employees are expected to maintain high standards of honesty, integrity and impartiality in the conduct of District business and required to comply and conform to the Idaho law and the Code of Ethics of the Idaho Teaching Profession.

In addition to the conduct enumerated in Idaho law and the Code of Ethics of the Idaho Teaching Profession, an employee should not dispense or utilize any information gained from employment with the District, accept gifts or benefits, or participate in business enterprises or employment which create a conflict of interest with the faithful and impartial discharge of the employee's District duties. A District employee may, prior to acting in a manner which may impinge on any fiduciary duty, disclose the nature of the private interest which creates a conflict. Care should be taken to avoid using, or avoid the appearance of using, official positions and confidential information for personal advantage or gain.

Further, employees should hold confidential all information deemed to be not for public consumption as determined by law and Board policy. Employees shall also respect the confidentiality of people served in the course of the employee's duties and use information gained in a responsible manner. Discretion should be employed even within the school system's own network of communication.

District Employees who are contacted by the media should direct such inquiries to either the individual in question or to the Superintendent, his/her designee, or to \_\_\_\_\_ [a specific person in the employment or public relations office.]

Administrators and supervisors may set forth specific rules and regulations governing an employee's conduct on the job within a particular building.

**Idaho Code 33-1208**

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

## **Professional Standards Commission (PSC) Code of Ethics**

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

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

### **Code of Ethics: The Ten Principles (Summary)**

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

**IDAPA 08  
TITLE 02  
CHAPTER 02**

**08.02.02 - RULES GOVERNING UNIFORMITY**

076. CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (IDAHO CODE 33-1208 AND 33-1209).

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

01. Aspirations and Commitments.

a. The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills and understanding that will meet their needs now and in the future.

b. The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his/her potential as an effective citizen.

c. The professional educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior, and encourage respect for other's cultures and beliefs.

d. The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He/She will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy.

e. The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He/she strives, therefore, to establish and maintain professional principles, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession.

f. The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He/she believes that sound professional personal relationships with governing boards are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons.

02. Principle I. A professional educator abides by all federal, state, and local laws and statutes. Unethical conduct may include the conviction of any felony or misdemeanor offense as defined by Idaho Code §18-110 and §18-111. All infractions (traffic) as defined by Idaho Code §18-113A are excluded.

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

- a. committing any act of child abuse, including physical and/or emotional abuse;
- b. committing any act of cruelty to children or any act of child endangerment;
- c. committing or soliciting any sexual act from any minor or any student regardless of age;
- d. committing any act of harassment (e.g., sexual harassment) as defined by district policy;
- e. soliciting, encouraging, or consummating a romantic or inappropriate relationship (whether written, verbal, or physical) with a student, regardless of age;
- f. using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g. sexual innuendoes or sexual idiomatic phrases);
- g. taking inappropriate pictures (digital, photographic or video) of students;
- h. inappropriate contact with any minor or any student regardless of age using electronic media; and
- i. furnishing alcohol or illegal/unauthorized drugs to any student or allowing/encouraging a student to consume alcohol/unauthorized drugs except in a medical emergency.

04. Principle III. A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes but is not limited to:

- a. being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using or consuming illegal or unauthorized drugs;
- b. being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol;
- c. inappropriate/illegal use of prescription medications on school premises or at any school-sponsored events, home or away; and,
- d. inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function.
- e. Possession of an illegal drug as defined in Idaho Code Chapter 27 Unified Controlled Substances.



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

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

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

- a. misusing, or unauthorized use, of public or school-related funds or property;
- b. failing to account for funds collected from students or parents;
- c. submitting fraudulent requests for reimbursement of expenses or for pay;
- d. co-mingling of public or school-related funds in personal bank account(s);
- e. using school computers for use in a private business;
- f. using school computers to deliberately view or print pornography; and,
- g. deliberate use of poor budgeting/accounting practices.

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

- a. unauthorized soliciting of students and/or parents of students to purchase equipment or supplies from the educator who will directly benefit;

- b. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
- c. tutoring students assigned to the educator for remuneration unless approved by the local board of education; and,
- d. soliciting, accepting or receiving a pecuniary benefit greater than fifty (\$50.00) dollars as defined in Idaho Code §18-1359(b).

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

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

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

- a. abandoning any contract for professional services without the prior written release from the contract by the employing school district or agency;
- b. willfully refusing to perform the services required by a contract; and,
- c. abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students.

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

- a. failure to comply with Idaho Code §33-1208A (reporting requirements and immunity);
- b. failure to comply with Idaho Code §16-1619 (reporting of child abuse, abandonment or neglect); and,
- c. having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official.

11. Principle X. A professional educator demonstrates conduct that follows generally recognized professional principles with the right to exercise academic freedom. Unethical conduct includes but is not limited to:

- a. any conduct that seriously impairs the Certificate holder's ability to teach or perform his or her professional duties;
- b. conduct that is detrimental to the health, welfare, discipline, or morals of students;
- c. conduct which is offensive to the ordinary dignity, decency, and morality of others;
- d. failure to cooperate with the Professional Standards Commission in inquiries and/or investigations or hearings;
- e. using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections; and,
- f. deliberately falsifying information presented to students.

**DEFINITIONS FOR USE WITH THE CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (IDAHO CODE 33-1208 AND 33-1209).**

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

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

03. Complaint. A signed document defining the allegation that states the specific ground or grounds for revocation, suspension or issuance of a letter of reprimand (Idaho Code §33-1209 [1]). The State Department of Education may initiate a complaint.

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

05. Contract. Any signed agreement between the school district and a certificated educator pursuant to Idaho Code §33-513(1).

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

07. Educator. A person who holds or applies for an Idaho Certificate (Idaho Code §33-1001(16) & §33-1201).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

22. Stipulated Agreement. A written Agreement between the respondent and the Professional Standards Commission to resolve matters arising from an allegation of unethical conduct following a complaint or an investigation. The stipulated agreement is

binding to both parties and is enforceable under its own terms, or by subsequent action by the Professional Standards Commission.

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

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

078. - 089. (RESERVED).

#### VIOLETIONS OF THE CODE OF ETHICS OF THE IDAHO TEACHING PROFESSION

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

**IDAPA 08.02.02.076**  
**Idaho Code 33-1208, 33-1208A, 33-1209**

**Reviewed & Adopted: July 9, 2008**

#### **507.2 - Non-School Employment**

Employees shall not engage in any other employment or in a private business during the hours necessary to fulfill those duties assigned by the School District.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

### **507.3 - Staff Political Activities**

The Board recognizes that employees of Culdesac Joint School District No. 342 have the same fundamental civic responsibilities and privileges as other citizens, among these are campaigning for an elective public office and holding an elective public office.

In connection with campaigning as a candidate, or for a candidate seeking public office, it shall be considered contrary to district policy for school system facilities, equipment, or supplies to be used at any time, or for there to be any involvement of system personnel during the work day, or for there to be any encroachment on the time of the work day.

Any employee with Culdesac Joint School District No. 342 who is elected to an office and is unable to fulfill his/her contractual obligations to the school district will forfeit all pay.

**5 USC 7321, et seq. Hatch Act  
Idaho Constitution Article III, Section 1  
Idaho Attorney General Opinion No. 95-07**

**Reviewed & Adopted: July 9, 2008  
Adopted: June 6, 2000**

### **508.0 SEXUAL HARASSMENT**

#### **508.1 - Trustee Position Statement**

It is the policy of this Board not to tolerate verbal or physical conduct by any person who harasses, disrupts or interferes with another's work or educational environment, or which creates an intimidating, offensive or hostile work or educational environment. Any employee who is made aware of an alleged incident of such harassment or disruption has the responsibility to immediately bring the matter to the attention of appropriate administrative personnel. The Trustees have designated the Superintendent of Schools as the official who is ultimately responsible for overseeing this policy.

**Reviewed & Adopted: July 9, 2008  
Adopted: June 6, 2000**

## **508.2 - Definition of Sexual Harassment**

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

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

### **Equal Employment Opportunity Commission Guidelines**

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

## **508.3 - Investigation of Harassment Claims**

It is Board policy that all reports of harassment will be thoroughly investigated, and violations of this policy will be treated as serious disciplinary infractions. No employee shall be subjected to adverse employment action in retaliation for any good faith report of harassment or participating in an investigation about harassment under this policy. To the extent possible, all reports of harassment will be kept confidential.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

## **508.4 - Resolution of Harassment Investigations**

Upon completion of the investigation, school officials shall take immediate and appropriate action. If a foundation for the allegation(s) exists, disciplinary action against the offending employee will follow. The disciplinary action will be commensurate with the scope and the severity of the offense and may include: verbal and/or written warnings and reprimands; transfer of assignments; suspension; or dismissal. Bad faith allegations or the use of this policy for unintended purposes may result in disciplinary action as noted above against the accuser.

**Title VII of the Civil Rights Act, 42 U.S.C. §§ 2000(e), et seq.  
29 C.F.R. § 1604.11  
Title IX of Education Amendments, 20 U.S.C. §§ 1681, et seq.  
I.C. § 67-5909 Acts Prohibited**

**Reviewed & Adopted: July 9, 2008  
Adopted: June 6, 2000**

## **509.0 DRUG FREE WORKPLACE**

### **509.1 - Compliance with Federal Regulations**

In compliance with the Federal Regulations established by the Drug Free Workplace Act of 1988, the Board of Trustees of Culdesac Joint School District No. 342 certifies that it provides a Drug Free Workplace by the following actions.

**Drug Free Schools and Communities Act of 1988**

**Reviewed & Adopted: July 9, 2008  
Adopted: June 6, 2000**

### **509.2 - Publishing Statement of Notification**

A statement has been published notifying all employees of this School District that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the District # 342 workplace. Such notice states that any employee found in violation of such prohibition will be placed on probation and required to complete an established drug abuse assistance and/or rehabilitation program or may, at the discretion of the Board of Trustees, be dismissed.

**Reviewed & Adopted: July 9, 2008  
Adopted: June 6, 2000**



### **509.3 - Establishing Awareness Program**

Culdesac Joint School District No. 342 has established a drug free awareness program to inform the employees about:

- the dangers of drug abuse in the workplace
- the Board of Trustees policy regarding maintenance of a drug free workplace
- available drug counseling, rehabilitation, and employee assistance program
- the penalties which may be imposed upon employees for drug abuse violations occurring in the workplace.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

### **509.4 - Publishing Employee Statement**

Culdesac Joint School District No. 342 certifies that every employee has received a copy of the statement described in Policy 509.2 above.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

### **509.5 - Employee Notification of Employment Conditions**

The Culdesac Joint School District No. 342 has notified every employee that the conditions found in Board Policy 509.2 are a condition of employment in the School District, and that the employee will:

- abide by the terms of that Policy
- notify the district of any criminal drug statute conviction for a violation occurring in the workplace, no later than five (5) days after the conviction.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

### **509.6 - Notification of Federal Agency**

Culdesac Joint School District No. 342 agrees to notify the Federal Agency within ten (10) days after receiving notice under Policy 509.5 from an employee or otherwise receiving actual notice of the conviction.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

### **509.7 - Follow-up Action Against Employee**

The Culdesac Joint School District will take one of the following actions within thirty (30) days of receiving notice under Board Policy 509.5 with respect to any employee who is so convicted.

- taking appropriate action against such an employee up to, and including, termination.
- if a certificated employee, filing a report with the Professional Standards Commission
- requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

### **509.8 - Good Faith Effort**

Culdesac Joint School District No. 342 pledges to make a good faith effort to continue to maintain a Drug Free Workplace through implementation of this policy.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 6, 2000**

### **510.0 GENERAL TEACHER RESPONSIBILITIES AND DUTIES**

It shall be the responsibility of the teachers in the school to cooperate with the principal in performing the duties listed thereafter:

- 510.1 To provide wholesome learning situations in their classrooms compatible with the high standards of the teaching profession and evidenced by desirable classroom management and teaching technique.
- 510.2 To prepare lesson plans as requested by the building principal.
- 510.3 To keep a copy of the Personnel Policies in the classroom and to be familiar with all of its provisions.
- 510.4 To follow the course of study, the rules and regulations of the Board of Trustees, and the school laws of the state that pertain to the duties and responsibilities of teachers.
- 510.5 To make promptly all reports required by the Board of Trustees, the Superintendent, Principal, and other state or local administrative agencies.

- 510.6 To care for details arising before classes and to aid in the control of the building when students are present, be in the classroom by 8:00 a.m., and remain in the building until 3:45 p.m. unless excused by the principal.
- 510.7 To attend general faculty meetings and special meetings when called by the Superintendent or the school principal.
- 510.8 To requisition all supplies on regular forms and use purchase orders for all materials which fall under department or individual budgets. It shall be the responsibility of the teacher to check each item off of the master order and the purchase order as well as the department budget as material and equipment arrives.
- 510.9 To perform such duties as yard, hall, extra curricular activities, etc, as the principal may assign.
- 510.10 To advise the principal in cases of illness or necessary absence at the earliest possible time and at least by 7:00 a.m. of the day of illness.
- 510.11 To take proper care of the classroom and classroom equipment, to check light and heat and other physical conditions in the room, and to report to the principal any conditions which cannot be handled by the teacher.
- 510.12 To exemplify mutual courtesy, consideration, and loyalty in all relations with the principal and such special teachers, supervisors, and health officials as the Board of Trustees may appoint.
- 510.13 To attend all school functions possible, including, PTSA, plays, class functions, games, etc. Students appreciate your support and interest.
- 510.14 To direct and evaluate the learning experience of the pupil in both curricular work and extra-curricular activities.
- 510.15 To observe the physical condition of the students and report to the principal or to the school nurse all cases where students are failing in their work or show signs of possible handicap, illness, or abuse.
- 510.16 To teach ALL students assigned to them with special attention to individual differences.
- 510.17 To have all grades on cards at grade time unless a student has an incomplete, in this case, the student has one (1) week to make up the work and the teacher shall have the card completed and into the office ten (10) days after the designated grading time. At the discretion of the teacher (with permission of the administration) more time may be granted if the situation warrants.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: August 10, 1987**

## **510.1 - Discipline: Punishment**

The primary objective of the public schools is the education of children and youth. It is recognized that this objective can best be realized when pupils are happy, well adjusted, law abiding, and healthy young citizens. It is also realized that all children are not mentally and physically healthy. It is sometimes necessary for the schools to cooperate with other agencies whose primary objectives are to promote the mental and physical well-being of children and youth. This the district stands ready to do at all times.

Because there are health, welfare, and police departments as well as churches and, most important of all, homes, the district does not attempt to assume all the duties of these institutions.

When children are at school, or engaged in school-sponsored activities, the district assumes responsibility for their supervision.

The philosophy adopted by the district encourages positive thinking in connection with the children and youth. It is believed, however, that punishment, sometimes necessary for misconduct, can be of value in building character.

A teacher has a right to dismiss misbehaving students from his/her classes, but must do so under the following regulation: the offending student(s) must be sent directly to the principal, not simply "out of the room". Students sent from class by their teacher may be punished by detention after school for a period of one hour each day. Parents or legal guardians will be notified in writing of the student's dismissal and the reasons for the dismissal. Repeated dismissal from a particular class could result in a (3) to (5) day suspension from the class and/or school, and expulsion from the class and/or school.

All teachers and principles are urged to cooperate with parents. The district encourages parent associations to work with the schools in improving both the schools and the homes in their functions of education and child rearing.

Unfortunately, not all children and youth are socially adjusted to the extent that they conform to the recognized standards of good conduct. It is sometimes necessary for the schools to take disciplinary action, not only for the sake of the individuals who do not obey the laws and regulations of society generally- and the school particularly- but for the sake of other pupils. Disciplinary measures are to be carried out within the limits outlined.

1. The Principal and Discipline - The overall responsibility for the discipline and the welfare of the student is assumed by the principle. The principle shall handle extreme behavioral cases such as fighting, truancy, etc., and such cases might result in failing grades in citizenship.

2. The Classroom Teacher and Discipline – The primary responsibility for discipline rests with the classroom teacher. If the teacher is confronted with a situation he/she cannot handle or a situation so serious that it should be brought to the attention of the principal, he/she should not hesitate to take or send the pupils involved to the principal. A report should be sent to the office as soon as possible after a student is sent from class. It is suggested that a conference with pupil, teacher, and administrator be held if necessary. A child should never be told by the teacher that he cannot return to class. The principal makes the final determination of the assignment of students to classroom.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: August 10, 1987**  
**Revised: August 14, 1991**

### **510.2 - Discipline: Detention**

Students may be required to serve detention time during recess, lunch and/or after school for disruptive behavior while under the supervision of school personnel.

All teachers and principals are urged to cooperate with parents and review special circumstances whenever detention is required.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: August 14, 1991**

### **510.3 - Discipline: Control of Dangerous and Anti-Behavior**

The law charges every teacher and principal with maintaining order and discipline among students and provides that students who do not comply with reasonable rules may be suspended or expelled.

Actions taken to control and correct undesirable student behavior should take individual circumstances into account and be most concerned for the safety and educational welfare of the majority of students. It is the principal's responsibility to take actions as necessary to protect students and teachers from dangerous or socially detrimental actions of students. Where there is serious doubt, the student should be temporarily suspended until the question is resolved to the satisfaction of the principal, but in no event may the principal suspend the student for more than five (5) days. It shall be the duty of the principal to notify the superintendent of any student suspensions.

**Idaho Code 33-206**

**Reviewed & Adopted: July 9, 2008**

**Adopted: August 10, 1987**

### **511.0 TEACHERS AND OTHER EMPLOYEES DRESS AND CONDUCT**

The Culdesac School District No. 342 reserves the right to insist that the dress, grooming, and that conduct of teachers is within the limits of generally accepted good taste. All employees shall comply with conservative standards of dress, appearance, and conduct.

Teacher dress, personal appearance, and conduct are to be exemplary in character that does not tend to distract from the educational environment of the school or diminish instructional effectiveness or the disciplinary control of the teacher. A general guide would be to conservatively follow prevailing styles. However, teachers shall refrain from extremes or instances where a teacher may call attention to himself or herself by unusual or extreme dress, grooming, or behavior.

Immoral conduct on the part of any employee shall constitute grounds for immediate suspension. Any employee who commits or attempts to induce students or other to commit an act or acts of immoral conduct, that in the immediate supervisor's judgment may be harmful to others or bring discredit to the district, shall be suspended and informed of his hearing rights. If it appears that the law may be violated, the district shall cooperate with law enforcement agencies.

Employees of School District No. 342, while performing a school responsibility, shall not in the presence of students indulge in smoking or the consumption of intoxicating beverages. They shall not be involved in drug abuse or drug trafficking. Violations of this policy by employees shall be grounds for immediate suspension and possible

termination of employment. In such cases employees shall be informed of their hearing rights.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: August 10, 1987**

## **512.0 EVALUATION OF TEACHERS**

School districts and individual schools are established for the basic purpose of providing young people with educational experiences that will enable them to function effectively within the social structure of democratic America. This basic purpose would indicate that the primary aim of teacher evaluation is to improve the ultimate effectiveness of the teacher in providing desirable educational experiences. It is sometimes necessary to use teacher evaluation as a procedure for dismissal or promotion but these purposes are secondary.

Whatever the purpose of evaluation, the principal must not rely on general impressions, uncontrolled and unsystematic judgments and personal prejudices. There must be a general framework in which the objective evaluation of teachers is accomplished. This framework is outlined in seven major guidelines:

- Communication – Teachers and pupils must be on the same communication level in an atmosphere that stimulates interest and educational progress.
- Knowledge of Subject Matter - Teachers should be competent in their understanding of the characteristics present during the mental, physical, and emotional growth of school children of all ages.
- Knowledge of the Learning Processes – Each teacher must have competence in subject matter fields. Elementary teachers must have a broad background and strength of a general academic nature. Secondary and specialized teachers must not only have a broad academic background, but a depth of concentration in their specific teaching fields.
- Knowledge of the Learning Processes – Competence should be expected of teachers in their understanding of the process by which people learn.
- Knowledge of Instructional Techniques – Sound instructional techniques suited to the ability and personality of the teacher should be a part of classroom procedures.
- Classroom Management – Outstanding teaching demands that the teacher be in control of the classroom. It is the legal and ethical responsibility of the teacher to be in charge at all times.
- Personal Characteristics – The personal characteristics of the teacher should lend themselves to the educational process. The teacher must be punctual, fair, honest, well-groomed, impartial and cooperative. There should be evident interest in pupils, teaching, and professional growth. The teacher should have a genuine concern for the welfare of the school and the community.

In the discussion of guidelines, no attempt is made to relate specific and minute descriptions. It is the responsibility of the principal to provide details of a specific nature in the evaluation report.

### **512.1 Evaluation Procedure**

The evaluation of teacher personnel is the responsibility of the principal of the individual school. When it is felt necessary, the principal may call on the superintendent to help in the matter of evaluating a teacher. However, the final evaluation report is the sole responsibility of the principal.

### **512.2 Evaluation and Observation**

Standard evaluation forms will be used for grades K-12. These forms will be reviewed by the teacher involved and the administration and signed by both, and a copy given to the teacher if desired.

The completed evaluation forms will become a permanent part of each teacher's file. If at any time a certified personnel is in disagreement with any material in his/her file they are entitled to due process in order to have such material removed from the file.

The signing of the evaluation by the teacher does not indicate agreement with the criticisms leveled against him/her, but does indicate that the criticisms were made. When any matter of a nature that could cause dismissal or non-renewal of contract for a teacher is brought to the attention of a teacher the principal shall make every reasonable effort to assist the teacher in correcting the situation.

All recommendations or desired changes will be presented to the teacher in writing. If a teacher receives recommendations and/or requests to change techniques or methods she/he will have a suitable period of time in which to correct these areas, at which time another observation and conference will take place.

**33-513, 33-514, 33-515, 33-518**

**Reviewed & Adopted: July 9, 2008  
Adopted: August 10, 1987**



### **513.0 THE FOLLOWING DISCHARGE PROCEDURE HAS BEEN PRESCRIBED BY THE STATE BOARD OF EDUCATION**

1. A resolution for discharge must be adopted by the Board of Trustees and recorded in its minutes. Such resolution must state the reasons for discharge and provide the opportunity for a hearing.
2. A copy of the resolution must be delivered to the teacher and proof of a delivery must be obtained.
3. A hearing must be held upon request of the teacher. The hearing shall be scheduled to take place not less than six (6) days nor more than twenty-one (21) days after receipt of the notice by the employee. (Idaho Code: 33-513).
4. At the hearing the teacher may be represented by counsel, may present evidence, and may examine witnesses. This is an administrative hearing provided for by statute and not a judicial hearing. Therefore, even though the teacher involved certainly has the right to have his personal attorney present at the hearing, technical legal objections to evidence presented should not be adhered to by the Board of Trustees, and it should hear all relevant and pertinent evidence.
5. The Superintendent or other duly authorized administrative officer may present evidence substantiating reasons for discharging the teacher, examine witnesses, and be represented by counsel.
6. The Board may also examine witnesses and be represented by counsel.
  
7. After said hearing, the board shall consider the case in view of all known facts and circumstances and decide by majority vote whether or not the teacher shall be discharged. A record of the decision must be included in the minutes, and written notice of the decision delivered to the teacher.

A contract may be terminated on any of the grounds for revocation of the state certificate of any teacher. These grounds are set forth in the Idaho Code 33-1208 and are as follows:

- Gross neglect of duty;
- Incompetence to instruct or govern a class or school;
- Breach of the teaching contract;
- Making any material statement of fact in the application for a certificate, which the applicant knows to be false;
- Revocation, refusal, or denial of a certificate in another state for any reason constituting grounds for revocation in this state;
- Conviction in this or any other state of a crime involving moral turpitude;
- Any disqualification which would have been sufficient grounds for refusing to issue or authorize a certificate, if the disqualification existed or had been known at the time of its issuance or authorization.

Termination of classified personnel will be at the discretion of the superintendent after reviewing the facts with the principal and the respective classified supervisor.

In the event any classified employee is suspended or transferred from one position or another he/she may have the right to appeal to the superintendent. If such action is not satisfactorily settled at this point, individuals may request a hearing with the Board of Trustees.

**Idaho Code 33-513, 33-1208**

**Reviewed & Adopted: July 9, 2008**

### **514.0 RESIGNATION**

General Resignation – resignation by certificated personnel must be presented in writing to the superintendent at least one month prior to the date requested for separation. All resignations shall be presented to the Board of trustees for final acceptance.

If a resignation is submitted which is to take effect prior to completion of a contract and it is accepted by the Board of Trustees, the superintendent shall make the necessary arrangements for the payment of the salary due the employee based on the actual time of employment as related to the total contract.

**Reviewed: July 9, 2008**

**Repealed: December 10, 2003**

### **515.0 REPLACEMENT TEACHERS**

During the course of a school year it is sometimes necessary to employ individuals as replacements for teachers who have separated from employment in the Culdesac Joint School District No. 342.

Teachers who do not complete the year or who start at some time during a school year are paid on the basis of days taught to the total number of teaching days in the school year.

Example: a teacher teaching 50 days of a 190 day school year whose full year contract would be for a salary of \$8,000 would be paid \$8,000. x 50/190 or \$2,105. 28.

**Reviewed & Adopted: July 9, 2008**

**Adopted: August 10, 1987**

## **516.0 TUTORING**

No teacher employed by the Culdesac School District No. 342 shall tutor in established curriculum subject matter areas during the school year unless special permission to do tutoring has been granted by the superintendent.

Teachers may provide paid tutoring for students after school hours and during the summer months providing no school facilities are used and providing no unfair condition develop, or if it is not interfering with proper performance of regular school instruction.

Extra time provided a student, where the teacher is receiving no pay, may be provided at the school with permission from the building principal.

If a teacher desires to use school facilities for private lessons, where the teacher is receiving private pay for the tutoring, he shall rent the facilities at the going rate.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: August 10, 1987**

## **517.0 SOLICITING AND SELLING**

No employee of the Culdesac School District No. 342 shall use his knowledge or special information about pupils to solicit funds or to sell products to pupils or adults.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: August 10, 1987**

## **518.0 ACTIVITIES**

Teachers shall not participate directly or indirectly in student protest activities, demonstrations, and movements. The teachers conduct, in such cases, shall be unbiased, non-prejudiced, and responsible. This will benefit all students and the orderly operation of the school.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: August 10, 1987**

## **519.0 INDUSTRIAL COMPENSATION FOR EMPLOYEES**

Employees of the Culdesac Joint School District No. 342 are covered by industrial compensation insurance with the Idaho Industrial Commission. This coverage is provided by the Culdesac Joint School District No. 342 at no cost to the employee. Premiums are paid by the School District.

In case of injury during service of any employee of the school district, he/she shall report at once to the principal. If because of his/her injury, he is unable to report the injury, his/her immediate superior or co-worker shall report for him/her to the principal. As soon as possible, the principal shall report the accident to the superintendent.

The injured person and his/her principal or immediate superior shall see that necessary reports are made out at once in compliance with regulations of the Industrial Commission of the State of Idaho.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: August 10, 1987**

## **520.0 FAMILY AND MEDICAL LEAVE ACT POLICY**

Twelve (12) weeks of job-protected leave (FLMA leave) is provided to most eligible employees for certain family and medical reasons during any twelve-month period. Employees are eligible if they have been employed with the district for at least one year and have worked at least 1,250 hours over the previous twelve months.

During the FMLA leave, employees are required to use accrued paid vacation and eligible sick leave first. If an employee has less than twelve weeks of accrued vacation, eligible sick leave, and personal leave, the employee may be able to take the time remaining up to twelve weeks as unpaid FMLA leave. Employees will continue to accrue vacation and sick leave while using their vacation and eligible sick leave. However, they will cease to accrue vacation and sick leave during the unpaid portion of the leave. Intermittent or reduced schedule FMLA leave may be permitted by the district under some circumstances.

The employees are entitled to leave:

- To care for a child following birth or for placement of a child with the employee for adoption or foster care.
- To care for the employee's spouse, child, or parent who has a serious health condition.
- If the employee is unable to perform his/her own job because of the employee's own serious health condition.

If both spouses are employed by the district, the total leave for both spouses is limited to twelve (12) weeks if the leave is taken for birth, adoption, or foster care of a child, or to care for a sick child or parent.

Employees are required to give written notice thirty (30) days in advance when the leave is foreseeable or with as much notice as is practical. Employees must make a reasonable effort to schedule foreseeable planned medical treatment so as not to unduly disrupt the operations of the district, subject to the approval of health care providers. The district reserves the right to request medical certification supporting the leave, and may require second or third opinions (at the District's expense) and a fitness of duty report to return to work. Leave may be denied if these requirements are not met. If the leave is sought on an intermittent or reduced schedule basis, it must have prior approval from the District. The medical certification must contain additional declarations stating that intermittent or reduced schedule leave is medically necessary and the amount of time that the intermittent or reduced schedule leave will be needed.

Additional requirements may apply to employees who are employed principally in an instructional capacity. If FMLA leave is taken close to the end of the academic term (within a few weeks), the employee may be required to continue taking the leave until the end of the term.

To protect employees' privacy rights, medical certifications will be treated as confidential medical records, and information will be disclosed only on a strictly need-to-know basis.

Most employees returning from FMLA leave will be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms. Some exceptions may apply for highly compensated employees, employees among the highest paid ten percent (10%) of the District.

**29 CFR 825, 29 USC 2601, et seq. Family Medical Leave Act**

**Reviewed & Adopted: July 9, 2008**

**Adopted: July 12, 1995**

## **521.0 MATERNITY LEAVE**

A teacher may remain at her teaching station during her pregnancy until such a time as there could be physical harm to her person or that of the unborn child. A letter from her physician shall be on file in the district superintendent's office attesting to the state of her health and in the capacity of a teacher.

**Reviewed & Adopted: July 9, 2008**

**Adopted: August 10, 1987**

## **522.0 DISTRICT NOTIFICATION OF LEAVE**

Each employee of the Culdesac Joint School District No. 342 shall sign the appropriate forms and give the reason for their absence as soon as possible after their return to duty.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: August 10, 1987**

## **523.0 ABUSED AND NEGLECTED CHILD REPORTING**

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

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

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

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

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

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

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

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

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

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

**Idaho Code 16-1602, 16-1605 - 16-1606, 16-1607**

**Reviewed & Adopted: July 9, 2008**

## **524.0 CERTIFIED JOB DESCRIPTIONS**

### **524.1 - JOB DESCRIPTION**

**TITLE:** Guidance and Counseling (K-12)

**CERTIFICATE:** Idaho Teaching Certificate endorsed for Guidance and Counseling K-12

**REPORTS TO:** Building Principal(s)

**JOB GOALS:** The counselor will provide a program and services for students, parents, teachers, and administrators in order to help each student reach his/her academic, social, and emotional potentials. The counselor will assist students and parents with development of post-high school education and career plans to meet the goals defined by students.

#### **PERFORMANCE RESPONSIBILITIES:**

##### **PERSONAL/SOCIAL**

- To assist staff in developing and implementing activities which promote improvement in personal and inter-personal development.
- Conduct small group and class activities, which aid students in solving personal and social problems that inhibit success in school.
- To provide individual counseling and referral information to students and parents
- To provide individual, group, and crisis counseling for students and their parents. Counseling services are intended to be short-term interventions.

##### **EDUCATIONAL GUIDANCE**

To coordinate appropriate placement procedures

1. To deliver information in a classroom setting to inform students.
2. To participate in the development of criteria for appropriate class placement.
3. To counsel and direct students in individual placement decision.
4. To provide information regarding available curriculum opportunities and develop educational long range plans
5. To provide information to parents which will facilitate their involvement in the academic decision making and scheduling process.
6. To schedule, coordinate, and where appropriate assist with administration of standardized group tests.
7. To collect, analyze, and communicate test results to staff, students, and parents.

To provide information relative to student progress.



1. To provide communications regarding test results, academic progress and attendance concerns to students and parents.
2. To evaluate transcripts and verify the progress made toward the completion of graduation requirements and core competency.

To identify and coordinate the services for special student populations.

1. To assist in the development of individual plans for students referred to special services.
2. To participate in child study team meetings for special education students.

## CAREER DEVELOPMENT

To assist students with the vocational selection and planning process through individual and group methods.

1. To provide student interest assessment opportunities.
2. To disseminate career/vocational information.
3. To coordinate the involvement of community resources.

To provide materials and information for planning of training at all levels (i.e. college and university, vocational/technical, apprenticeships, military, and GED programs.)

1. To provide available post high school placement information through the effective use of established career centers.
2. Conduct classroom guidance units to insure the delivery of career planning activities to all students.
3. To assist with the administration of career related interest and aptitude testing.
4. To coordinate on-campus visits by college and military recruiters.

To assist students and parents with the post high school application processes and personal recommendation practices.

To provide timely information for college vocational, and trade school entrance.

1. To provide information regarding scholarships and financial aid.
2. To provide information on college entrance testing.
3. To provide admission requirement information (i.e. course and credit requirements for in-state and out-of-state institutions).

## 4. SUPPORT SERVICES

To assist in the coordination, planning, and scheduling process.

1. Preparation of an informational packet regarding the registration process.
2. Scheduling and implementing informational meetings for 8<sup>th</sup> grade students and parents to develop parent approval learning plans.
3. Scheduling and implementing registration of students in designated classrooms.

4. Meeting with individual students concerning possible changes in course selections and/or class schedules.
5. Communicating with parents concerning individual class selections and registration problems.

To assist students and parents in the decision making process to identify appropriate curriculum choices for student success.

1. To assist students in developing appropriate academic schedules.
2. To provide information on graduation requirements to students and parents.
3. To familiarize the student with services and resources available to insure student success.

Establish and maintain a file of community resources and referral services for students, parents, and faculty.

Provide in-service training for district staff members.

Participate in district committees as requested by the principal(s).

## 5. GENERAL DUTIES

Develop a student behavioral curriculum to be utilized by the intervention program.

1. Develop individual programs for students who use the intervention program.
2. Review and analyze student behavior programs quarterly with the intervention aide, teachers, parents, and students.

Maintain primary responsibility for ordering supplies, instructional materials and equipment as needed.

Maintain adequate confidential files for each student needing services.

Maintain adequate registration/graduation files for students 7-12<sup>th</sup> grades.

Maintain adequate testing files for appropriate grades as required.

Compile information and reports for the District and the State Department of Education as needed.

TERMS OF EMPLOYMENT:	AS ASSIGNED
EVALUATION:	Performance of the job will be evaluated annually in accordance with board policy.

**Reviewed & Adopted: July 9, 2008**  
**Adopted June 11, 1997**

## 524.2 - JOB DESCRIPTION

TITLE: PSYCHOLOGIST (P-12)

QUALIFICATIONS: Current Standard Certification (Pupil Personnel Certificate) with endorsement for School Psychologist.

REPORT TO: Building Principal(s)

JOB GOAL: To meet the needs of exceptional children by providing services as required by State and Federal guidelines and Special Services manual.

### PERFORMANCE RESPONSIBILITIES

#### Requisite Skills:

1. Communicates effectively, both orally and in writing with students, teachers, parents, administrators and staff members.
2. Collects and synthesizes data about student functioning which results in easy to understand and usable information.
3. Interacts with students and educators in a way that fosters their growth.
4. Maintains reliability and confidentiality.

#### Assessment:

1. Administer appropriate formal and informal individual tests in the areas of intelligence, personality, adaptive behavior and learning difficulties.
2. Train and/or supervise others based on their training and ability to administer both formal and informal group and individual assessment.
3. Summarize, interpret and communicate assessment results in a meaningful, understandable way to teachers, parents, students, administrators, ancillary personnel and other professionals.
4. Assist in the implementation of intervention strategies which are both compatible with the educator's delivery system and of maximum help to the student.

#### Special Education:

1. Assist in the identification of students requiring special assistance by participating in the child study meetings.
2. Obtain necessary data via records, formal and informal assessment; gather input from teacher/parent/student; do psycho educational diagnosis; recommend appropriate placement of student in the least restrictive environment.
3. Participate in annual review of special education students if reevaluation is necessary.
4. Provide education to school personnel, parents, and district patrons for needs of exceptional children; provide support services to those involved with such students.

5. Serve as a liaison at the local, state and federal level to assure that exceptional children's needs are being met.

Evaluation/Research/Measurement:

1. Serve as a resource person to the administration, interpretation and implementation of reliable standardized group measurement tools. This may include the development of a group standardized testing program and accompanying procedures: in-service training regarding administering tests in a standardized manner, understanding assets and limitations of such instruments, or using the results appropriately for programming.
2. Keep informed of current research and literature in the field of school psychology. This includes conducting independent research, providing in-service training and attending personal and professional growth workshops, meetings, conferences and conventions.
3. Assist teachers with data gathering techniques as a vehicle to stating goals and evaluating progress in behavior terms.

Consultation:

1. Assist teachers, parents and other professional educators to establish a climate conducive to success and maximum learning.
2. Be knowledgeable of and appropriately recommend materials, activities and behavioral management systems to school staff that deal with children.
3. Mobilize any school or community resources, both personnel and materials, which may be needed to meet student needs.
4. Serve as a liaison with a wide variety of both school and community professionals and paraprofessionals to provide the maximum services to students.
5. Provide in-service training regarding learning and behavioral disabilities. This would involve disseminating information and teaching skills and/or techniques needed to implement remedial assistance.

Individual Differences/Personality Development:

1. Assist teachers, parents, administrators and ancillary personnel to increase their understanding of and ability to effectively deal with individual styles of learning, behavior, and misbehavior. This includes assisting in creating an atmosphere conducive to maximum learning and personal growth.

Counseling:

1. "Supportive" counseling that assists the individual in obtaining insight into themselves while learning to cope with their problems more effectively.
2. Counsel for other teachers, parents and administrators when they request supportive or reconstructive individual counseling for themselves while attempting to deal with "problem" children.
3. Group and crisis intervention counseling as requested by building administrator.

General Duties:

1. Maintain primary responsibility for ordering supplies, instructional materials, appropriate tests and equipment as needed.
2. Maintain documentation as files/records as appropriate to student assessment.
3. Maintain accurate inventory records of supplies, testing materials, and equipment.

TERMS OF EMPLOYMENT: AS ASSIGNED

EVALUATION: Performance of this job will be evaluated annually in by Principal.

**Reviewed & Adopted: July 9, 2008**  
**Adopted June 11, 1997**

### **524.3 - JOB DESCRIPTION**

**TITLE:** Speech and Language Pathologist (P-12)

**QUALIFICATIONS:** Current standard certification (Pupil Personnel Certificate) with endorsement for Speech Language Pathologist.

**REPORTS TO:** Principal(s)

**JOB GOAL:** To provide identification, intervention and special services to students with language, speech and/or hearing disorders.

#### **PERFORMANCE RESPONSIBILITIES:**

1. Identifies children with speech, language and/or hearing disorders.
2. Utilizes assessment procedures, techniques and standardized tests necessary for thorough and accurate diagnosis.
3. Utilizes additional professional resources when supplementary diagnostic information is needed.
4. Provides written reports of evaluations and progress.
5. Plans and conducts appropriate teacher/parent conferences.
6. Participates in multi-disciplinary staff conference (child study teams).
7. Selects cases according to appropriate criteria and/or district guidelines.
8. Formulates annual goals and objectives to meet individual needs (Individualized Education Plan).
9. Conducts a program which effectively modifies the behavior characterizing the communication disorder.
10. Assists teachers to develop language and speech programs to be carried out in the classroom.
11. Guides students toward an awareness of their responsibility for achieving their goals.
12. Reinforces gains within the training situation and provides for reinforcement within other environments.
13. Records and analyzes responses related to improving communications skills.
14. Redefines objectives and modifies training as needed.
15. Familiarizes principals, teachers and other school personnel with language, speech and hearing services.
16. Submits reports of activities to supervisor(s) upon request.
17. Informs parents and teachers of results of language, speech, and hearing diagnostic evaluation.
18. Maintains compliance with District Guidelines and P.L. 94-142.
19. Conducts annual review to parents and teachers concerning the therapy procedures progress and recommendations.
20. Addresses community groups concerning communication disorders.
21. Attends committee meetings, conferences and in-services as requested by the principal(s) to maintain expertise.

22. Operates the SLP program in accordance with professionally recognized SLP practice and policies.
23. Meets on a regular basis with Special Education staff.
24. Provides screening to identify speech handicapped children at regular intervals and at specified levels. (Help with Kindergarten screening each spring to identify incoming needs.)
25. Compiles case history data on those cases where additional family history, health history, early developmental history, and environmental history are deemed appropriate.
26. Assumes primary responsibility for requisitioning and maintaining needed equipment and supplies.
27. Maintain adequate records for each student using services.
28. Responsible for the necessary reports to the District and State Department of Education as needed.

TERMS OF EMPLOYMENT: AS ASSIGNED

EVALUATION: Performance of this job will be evaluated annually in by Principal.

**Reviewed & Adopted: July 9, 2008**  
**Adopted June 11, 1997**

## 524.4 - JOB DESCRIPTION

TITLE: Special Education Teacher (P-12)

QUALIFICATIONS: Current Idaho Certificate in Exceptional Child

REPORTS TO: Principal(s)

JOB GOAL: To provide indirect assistance to teachers and students, and to provide direct services to identified students.

### PERFORMANCE RESPONSIBILITIES:

1. Provide appropriate educational support services to students exhibiting special needs. Focus of instruction may include academic skills and/or basic functional and independent living skills to be determined by placement within an appropriate special education unit.
2. Provide individual educational assessment for determining student needs and eligibility.
3. Provide instructional activities, which are individualized and designed to teach to an objective, motivate students and increase student transfer of learning.
4. Develop instructional programs to meet individual needs of exceptional students within assigned special education units or those maintained within a regular classroom.
5. Attends to student's personal needs (feeding, toileting, clothing, hygiene, etc.)
6. Provide on-going student reassessment of instructional program.
7. Maintain student reporting and record-keeping systems.
8. Serve as a referral source for nonschool services (i.e. community services agencies, parent involvement groups, etc.).
9. Serve as a member of the child study team, with adherence to due process procedures to determine placement and to write the IEP.
10. Work with district personnel and parents to facilitate appropriate special education needs.
11. Attend in-service training to maintain adequate professional and technological levels of expertise.
12. Provide technical assistance to the classroom teacher through consultation to meet the needs of special students within the regular classroom.
13. Follows the leadership of the principal(s) for duty assignments, policies, maintenance of time schedules, etc.
14. Maintains compliance of District Guidelines, State and Federal Regulations and Laws.
15. Performs such other tasks and responsibilities as assigned by administration.
16. Assumes primary responsibility for requisitioning and maintaining needed equipment and supplies.
17. Maintains adequate records for services and compiles reports as necessary for District and State Department of Education.



TERMS OF EMPLOYMENT: 190 day contract per year according to the certified salary schedule.

EVALUATION: Performance of this job will be evaluated annually in by Principal.

**Reviewed & Adopted: July 9, 2008**  
**Adopted June 11, 1997**

## 524.5 - JOB DESCRIPTION

TITLE: Special Education – Teacher Assistant (Paraprofessional) (P-12)

QUALIFICATIONS: Demonstrated interest in and aptitude for work to be performed (GED minimum)

REPORTS TO: Special Education teacher to whom assigned

JOB GOAL: To assist the teacher and attend to the individual needs of students

### PERFORMANCE RESPONSIBILITIES:

1. Works with individual students or small groups of students to reinforce learning of materials or skills initially introduced by the teacher.
2. Assists in drill work.
3. Assists with such large group activities as drill work, reading aloud and story telling.
4. Under supervision of certified teacher, prepares for classroom activities.
5. Administers, scores and records such diagnostic tests as the teacher recommends for individual students.
6. Distributes and collects workbooks, papers and other materials for instruction.
7. Assists teacher with non-instructional classroom duties and performs clerical duties to include:
  - a. Checking and recording student attendance.
  - b. Correcting objective type tests and quizzes and recording grades.
  - c. Checking notebooks, correcting papers and supervising testing and make up work.
  - d. Helping maintain individual records for each child.
8. Assists with the supervision of students during lunch periods, assemblies, play periods, bus loading, field trips, classroom activities and other activities.
9. Attends to student's personal needs (feeding, toileting, clothing, hygiene, etc).
10. Serves as the chief source of information and help to any substitute teacher assigned in the absence of the regular teacher.
11. Alerts the teacher to special needs of individual children.
12. Participates in in-service training programs as appropriate.
13. Maintains the same high level of ethical behavior and confidentiality of information about students as is expected of fully licensed teachers.
14. Performs such other tasks and responsibilities as the classroom teacher or administration may assign.
15. Assists with OT/PT therapy, if needed.
16. Needs to be trained and able to follow prescribed behavior plans (which may involve a high level of physical stamina), if needed.
17. Needs to be continually alert and trained to protect themselves from physical harm due to hitting, biting, kicking, and etc.
18. Needs to be able to prevent some students from injuring others.

TERMS OF EMPLOYMENT: As assigned (Classified position)

EVALUATION: Performance of this job will be evaluated annually in  
by Principal.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: June 11, 1997**

## 524.6 - JOB DESCRIPTION

TITLE: COACH

QUALIFICATIONS: Must hold a valid teaching certificate and/or completed 15 clock hours under the National Federation Interscholastic Coaches Education Program (NFICEP) or the American Coaching Effectiveness Program (ACEP).

REPORTS TO: PRINCIPAL

JOB GOAL: To help each participating student achieve a high level of skill, an appreciation for the values of discipline and sportsmanship, and an increased level of self-esteem.

### PERFORMANCE RESPONSIBILITIES:

1. Coaches individual participants in the skills necessary for maximum achievement in the sport involved.
2. Works closely with the Athletic Director in scheduling interscholastic contests and program evaluations.
3. Recommends purchase of equipment, supplies, and uniforms, as appropriate, and serves as the primary inventory person for his/her respective sport(s).
4. Oversees the safety conditions of the facility or area in which assigned sport is conducted.
5. Enforces discipline and sportsmanlike behavior at all times, and recommends to the Principal penalties for breach of such standards by individual students.
6. Demonstrates the highest possible degree of ethical, sportsmanlike, and moral conduct.
7. Confers with the Principal so that Idaho High School Athletic Association (IHSAA) and District rules and regulations are followed.
8. Models those personal characteristics and attributes that are set forth for the students.
9. Secures approval from the School Board of any "Volunteer" Assistant Coaches.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: May 10, 1995**

## 524.7 - JOB DESCRIPTION

TITLE: Activities Director

QUALIFICATIONS: Must hold a valid teaching certificate and/or completed 15 clock hours under the National Federation Interscholastic Coaches Education Program (NFICEP).

REPORTS TO: PRINCIPAL(S)

JOB GOAL: To provide each enrolled student of secondary school age an opportunity to participate in an extracurricular athletic activity that will foster physical skills, a sense of worth and competence, a knowledge and understanding of the pleasures of sport, and the principles of fair play.

### PERFORMANCE RESPONSIBILITIES:

1. Organize the overall program of extracurricular athletics, both intramural and interscholastic, of the district.
2. Provides input into the selection and assignment of athletic coaches and staff members.
3. Fosters good school-community relations by keeping the community informed of all athletic activities.
4. Assumes responsibility for the organization and scheduling of interscholastic athletic events.
5. Arranges officials for home contests.
6. Arranges transportation for athletic contest participants.
7. Provides input into the development of rules and regulations governing the conduct of athletic activities.
8. Provides input into the athletic program budget.
9. Organizes all ticket sales and fund-raising events of the athletic program.
10. Arranges field and gym practice schedules.
11. Plans and organizes an awards program for athletes.
12. Confers on a regular basis with the appropriate Principal(s) as to scheduling and planning of athletic events.
13. Responsible for the concession stand for home games. (Organizes workers, orders, stocks, and inventory supplies for the concession stand.)
14. Performs other duties as assigned.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: September 10, 1997**  
**Revised: May 12, 2004**

## **525.0 SCHEDULING SUBSTITUTE TEACHERS**

The principal shall keep a list of substitute teachers as provided by the superintendent and from this list arrange for substitute teachers when necessary.

The employment of regular substitute teachers shall be reported each week by the principal in a manner prescribed by the superintendent.

**Reviewed & Adopted: July 9, 2008**  
**Adopted: August 10, 1987**

## **526.0 SUBSTITUTE TEACHER AND DRIVER EDUCATION SALARY SCHEDULE DELETED – JUNE 14, 2017**

1. For a person with a BA/BS degree and registered standard teaching certificate: \$120.00 per day.
2. For a person with no certificate: \$55.00 per day
3. One half-day substitutes will be paid one half of the above schedule.
4. For substitute teaching over 10 consecutive days, for one person: \$120 per day.
5. Long-term substitute teachers who are employed for a period of more than 21 consecutive days may be employed on a short-term contract under the provisions made for replacement teachers.
6. Driver Training Teacher will be paid the prevailing wage per hour outside of regular working hours: \$19.25 per hour

**Reviewed & Adopted: July 9, 2008**  
**Adopted: August 15, 1990**  
**Revised & Adopted: January 12, 2011**

## **527.0 SCHOOL IMPROVEMENT PLANNING TIME**

One day per month will be scheduled to allow a committee of staff, administration, parents and community members to develop a school improvement plan, in keeping with state department of education and federal program requirements.

**Revised & Adopted: December 8, 2010**  
**Reviewed & Adopted: July 9, 2008**  
**Adopted: August 15, 1990**

## **528.0 CERTIFIED EMPLOYEE USE OF SOCIAL MEDIA SITES, INCLUDING PERSONAL SITES**

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

### Protect Confidential and Proprietary Information

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

### Do Not Use the District's Name, Logos, or Images

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

### Respect District Time and Property

**No Use of Social Media during Work Hours or on District Equipment**  
District computers and time on the job are reserved for District-related business. Employees shall not use District time or property on personal e-mail or social media sites.

### On Personal Sites

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

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

### Keep Personal and Professional Accounts Separate

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

### Contact with Students

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

1. Listing current students as “friends” on networking sites wherein personal information is shared or available for review which results in the certificated professional employee not maintaining the Code of Ethics requiring professional relationships with students both inside and outside the classroom;
2. Contacting students through electronic means other than the District’s email and telephone system;
3. Coaches electronically contacting a team member or members without including all team members in the communication;
4. Giving private cell phone or home phone numbers to students without prior approval of the District; and
5. Inappropriate contact of any kind including via electronic media.

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

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

### Rules Concerning District-Sponsored Social Media Activity

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

1. The employee must set up the club, activity, etc. as a group list which will be “closed and moderated”;



2. The employee must set up mechanisms for delivering information to students that are not members of the group via non-electronic means;
3. Members will not be established as “friends” but as members of the group list;
4. Anyone who has access to the communications conveyed through the site may only gain access by the permission of the employee. Persons desiring to access the page may join only after the employee invites them and allows them to join;
5. Parents shall be permitted to access any site that their child has been invited to join Parents shall report any communications by students or school personnel they believe to be inappropriate to District administration;
6. Access to the site may only be permitted for educational purposes related to the club, activity, organization, or team;
7. The employee responsible for the site will monitor it regularly;
8. The employee’s supervisor shall be permitted access to any site established by the employee for a school-related purpose;
9. Employees are required to maintain appropriate professional boundaries in the establishment and maintenance of all such District-sponsored social media activity. This includes maintaining a separation between the school activity pages and employees’ personal social media profiles and pages;
10. Postings made to the site must comply with the District’s Policy on Employee Use of Electronic Communications Devices; and
11. The Superintendent reserves the right to shut down or discontinue the group if he or she believes it is in the best overall interest of the students.

**Legal Reference: Code of Ethics for Idaho Professional Educators**

**Adopted: June, 2017**

**529.0 Nepotism**

Definitions:

For the purpose of this policy, “relative” shall be defined as:

Father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, mother-in-law, father-in-law, brother-in-law, sister-in-law, daughter-in-law, son-in-law.

For the purpose of this policy, “supervise” shall be defined as:

The authority to recommend or approve the relative’s appointment, promotion, salary, evaluation, termination, or other similar personnel action.

To avoid a conflict of interest, at no time shall any administrator/supervisor be responsible for the supervision and/or evaluation of any employee directly related to him/her. No district employee shall directly supervise another employee who is a relative when the salary, wages,

pay or compensation of the relative will be paid from public funds. The district employee shall not evaluate the relative's job performance or recommend salary increases for the relative.

Persons regularly employed by the district after policy adoption and prior to the inception of such relationship may be transferred to another building under different supervision, if necessary or possible, to eliminate potential conflicts of interest.

**Legal Reference:**

**Adopted: July, 2017**

**530.0 PERSONNEL**  
**Reduction in Force**

It is recognized that the Board has the responsibility to maintain good public elementary and secondary schools and to implement the educational interest of the state, consistent with state and federal educational requirements, including District and school attainment of Adequate Yearly Progress, improvement plans, accreditation requirements, and other school-based issues. However, recognizing also that it may become necessary to eliminate certificated staff positions in certain circumstances, this policy is adopted to provide a fair and orderly process should such elimination become necessary.

The Board has the sole and exclusive authority to determine the appropriate number of certificated employees and to eliminate certified staff positions consistent with the provisions of the State statutes. The need for implementation of a Reduction in Force and/or the elimination of certificated positions is left to the sole discretion of the Board.

The Board may choose to implement a RIF through, but not limited to, the following means:

- a. the elimination of an entire program or portions of programs;
- b. the elimination of positions in certain grade levels only;
- c. the elimination of positions by category;
- d. the elimination of positions in an overall review of the District;
- e. the elimination of positions through other considerations and implementation decisions;
- f. the elimination of a portion or percentage of a position(s) or any combination of the above.

Legal Reference: § I.C. 33-514 Issuance of Annual Contracts  
§ I.C. 33-515 Issuance of Renewable Contracts  
§ I.C. 33-522 Reductions in Force

**Policy History:**  
**Adopted on: May 31, 2011**